

# INSPECTION REPORT

**LEVERINGTON COMMUNITY PRIMARY SCHOOL**

Leverington, Wisbech, Cambridgeshire

LEA area: Cambridgeshire

Unique reference number: 110636

Headteacher: Rosie Simmonds

Reporting inspector: Brenda Iles  
12000

Dates of inspection: 26<sup>th</sup> February to 1st March, 2001

Inspection number: 209159

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Church road  
Leverington  
Wisbech  
Cambridgeshire

Postcode: PE13 5DD

Telephone number: 01945 584915

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Appropriate authority: The Governing Body

Name of chair of governors: Keith Smith

Date of previous inspection: 7<sup>th</sup> December 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12000	Brenda Iles	Registered inspector	English Art Foundation stage	What should the school do to improve further The school's results and achievements How well are pupils taught How well is the school led and managed
14178	Patricia Willman	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents
17454	Brian Aldridge	Team inspector	Science Information and communication technology Design and technology Music Physical education Special educational needs English as an additional language	How well does the school care for its pupils
20911	Judith Dawson	Team inspector	Mathematics Geography History Religious education Equal opportunities	How good are curricular and other opportunities offered to pupils

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Leverington Community Primary School is situated in the heart of a small rural Fenland village on the outskirts of Wisbech town. The school has 171 pupils aged from four to eleven and is smaller than most primary schools. Thirteen per cent of pupils take up their entitlement to free school meals, which is broadly average; however, a higher proportion than this is eligible. A very small number of pupils come from backgrounds beyond Europe and are bi-lingual. Twenty-eight per cent of pupils have special educational needs, which is above average, and three have statements, which is about average for a school of this size. Pupils are admitted to the reception class at the start of the year in which they become five. They attend on a part time basis for half a term and then full time. Attainment on entry is below the local average. The majority of pupils live in the village and surrounding area. Families live in owner occupied or local rented housing and fewer parents have higher education qualifications than usual.

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

Leverington Community Primary School provides a caring learning environment and a good quality of education. The school is very well led and managed by the headteacher supported by staff and governors who work as a committed, enthusiastic team. They have a very clear understanding of the school priorities. Teaching is of good quality and a quarter of lessons have very good features. Standards are average and are improving in the important areas of literacy and numeracy. Higher attaining pupils are well challenged. The school provides good value for money.

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

- Teaching is good in the foundation stage and in the junior classes.
- There is a clear direction for school improvement.
- The curriculum is of very good quality and provides a broad range of experiences for pupils.
- Assessment procedures are excellent and support teaching and learning effectively.
- Systems for monitoring and evaluating progress are very good.
- The care pupils receive is very good.

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

- Speaking skills are weak and this affects pupils' ability to express their level of understanding.
- There are too few opportunities for pupils to plan and present their ideas and opinions in formal settings.
- The range and breadth of teaching and learning strategies are too narrow in Year 6.

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

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

Good progress has been made in addressing the serious weaknesses identified in the last inspection in December 1998 and since the interim visit of Her Majesty's Inspector in March 2000. The new headteacher is providing clear direction and governors and staff are fully involved in decision- making. The quality of teaching is now much better and standards have risen to average levels at the ages of seven and eleven. More able pupils are appropriately challenged to reach the higher levels in the important areas of English, mathematics, science and information and communication technology (ICT). The curriculum is now of very good quality. Behaviour has improved and is now good and the majority of parents are happy with the information they receive and the links they have with the school. The care pupils receive is very good. These substantial improvements and the accurate identification of future priorities mean there are no longer any serious concerns about the school's work.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	A*	C	C
Mathematics	E	A	C	C
Science	E	B	C	C

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average    E

The changing standards from year to year reflect the varying proportions of pupils who have special educational needs and those who are more able in small cohorts. The school also had a higher number of transient pupils than average in the 2000 year group. Inspection evidence shows good improvement in standards in English, mathematics, science and ICT compared to the last report. A larger proportion of pupils now achieve average and higher than average levels at the ages of seven and eleven and they make good progress over time.

The results for seven-year-olds show good improvement. Attainment compared to national figures and to similar schools was well above average in reading, average in writing and above average in mathematics. Trends over time show a rate of improvement that exceeds the national trend. The targets set by the school were met and projected targets show a commitment to continuous improvement and high expectations. Inspection evidence shows that most seven and eleven-year-olds achieve average standards in reading and writing, mathematics and science and those who are more able achieve the higher levels. Standards in art are above average by the age of seven and average at age eleven. Standards in design and technology, history, geography, ICT, physical education and music are average at the ages of seven and eleven. Weaknesses in speaking skills inhibit pupils' abilities to communicate accurately their level of knowledge and understanding.

By the end of the reception year most children attain levels appropriate for their age in personal, social and emotional, physical and creative development but only a minority fully achieve the early learning goals in language and literacy, mathematical development and knowledge and understanding of the world.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and the learning opportunities provided.
Behaviour, in and out of classrooms	Behaviour in lessons and in the playground is good.
Personal development and relationships	Relationships are of good quality and support pupils' personal development well.
Attendance	Attendance is good.

The care shown to pupils is very good. The good relationships, high expectations and commitment to helping all pupils achieve their best result in pupils having positive approaches to learning and feeling valued. Pupils like school and attendance is good.

## TEACHING AND LEARNING

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

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

Teaching is of very good quality in 28 per cent of lessons and good in a further 42 per cent. With the exception of just one lesson the remainder is satisfactory. Teachers' planning is of very good quality. It evaluates prior learning and identifies the key learning objectives and targets for improvement for groups and individuals. Tasks are well matched to the needs of groups and individuals including those with special educational needs. In the one unsatisfactory observation made in religious education with the oldest pupils the teacher did not ensure the inclusion of a broad range of pupils. While teaching for the oldest pupils is at least satisfactory, the range of strategies used for this age group is narrower than in other classes. Good teaching of literacy and numeracy supports pupils to reach the appropriate levels by the ages of seven and eleven. Teachers model Standard English well and introduce new words to extend the range of vocabulary pupils use. The use made of assessment is excellent. Very good teaching was observed in Years 2/3 and 4/5 in English, mathematics, science, art and design and technology. Teachers plan good cross-curricular links between the teaching of different subjects and this promotes moral, social and cultural development well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and of very good quality.
Provision for pupils with special educational needs	Provision is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social development is very good, moral and cultural is good and spiritual is satisfactory
How well the school cares for its pupils	Pupils are very well cared for.

The national literacy and numeracy strategies are successfully implemented and the curriculum is now of very good quality offering a broad range of interesting learning opportunities. Assessment information is used very effectively to plan the learning for groups of pupils and individuals and this supports pupils to achieve their best. The school has an effective partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher is providing very good leadership. The staff offer good support and work together as a committed team. There is a very clear vision for the future of the school.
How well the governors fulfil their responsibilities	Governors provide good support and work in close partnership with the headteacher and staff.
The school's evaluation of its performance	The school effectively monitors and evaluates its work and this shapes future planning and systematically identifies areas for improvement.
The strategic use of resources	The school makes very good use of available resources and applies the principles of best value constructively.

The headteacher is effectively leading school improvement. There is a shared commitment by all staff and governors to move the school forward. The school plan is of very good quality and evaluation procedures are very effective. Governors make a significant contribution to decision-making, which is shaping the future priorities. Funds are used well to provide the best quality provision within the available resources to raise standards. The principles of best value are fully understood and applied.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Teaching is good.</li><li>• Children are expected to work hard.</li><li>• Children make good progress.</li><li>• The school is well led and managed.</li><li>• The way the school deals with suggestions and complaints.</li></ul>	<ul style="list-style-type: none"><li>• The quality of behaviour</li><li>• The range of extra-curricular activities offered</li><li>• The amount of homework given to pupils.</li><li>• Continuity of teaching in class 2.</li></ul>

Inspectors support parents' positive comments. The criticisms are not upheld by inspection evidence. During the inspection, lunchtime clubs for younger pupils took place. In addition, there are ICT clubs, opportunities to take part in sporting activities such as netball and football, choir and instrumental music. These clubs are well attended. The school contributes to local community performances. The range of activities that are provided are good for a school of this size. Homework is very well organised to build on the work introduced in lessons. The school tries hard to provide continuity for pupils when staffing changes are unavoidable but this is not always possible. During the inspection the temporary teaching arrangements for Class 2 provided a satisfactory quality of learning for pupils.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS**

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

1. In the 2000 tests, pupils aged eleven achieved standards that were average compared to all schools and similar schools in English, mathematics and science. Trends over time are above the national trend and show that standards are improving with a higher proportion of pupils now achieving the higher level 5. Test results indicate that girls' performance exceeds that of boys and as a result the school has analysed test results and reviewed the performance of gender groups. Consequently, a wider range of literature, which is of particular interest to boys, has been introduced and more opportunities have been provided for writing reports and factual accounts of events. There is also a higher proportion of boys placed on the school's register of special educational needs. In addition, there is a higher number of transient pupils than usual, some of whom are looked after children, cared for locally. This means that figures that indicate the rate of progress of pupils from age seven to eleven are unreliable. The targets set by the school were met in 2000 and projected targets for 2001 show a commitment to continuous improvement and high expectations.
2. The results of tests for seven-year-olds in 2000 showed particularly good improvement. Attainment compared to national figures and to similar schools was well above average in reading, average in writing and above average in mathematics. In the statutory teacher assessments in science standards were above average and above those in similar schools. The proportions of pupils who attained the higher levels were well above average except in science where they met the national average but were below similar schools. These results reflect the school's focus and success in challenging more able pupils in literacy and numeracy. While fewer pupils achieved the higher level in science, this result highlights the difficulties many pupils experience in using technical vocabulary to communicate their depth of knowledge and understanding.
3. Results over the last four years show variations in standards between cohorts. With small cohorts, relatively small changes in the proportions of pupils with special educational and those who are more able have a substantial impact on results.
4. Inspection evidence confirms that standards are at least average in English, mathematics and science by the ages of seven and eleven. Pupils make good improvement in the infants and juniors through the good quality teaching they receive. Good progress has been made in supporting more able pupils, a key issue raised in the last report, and the target setting procedures are excellent. They identify precisely the aspects of reading, writing and mathematics that pupils need to learn and set high expectations. These procedures are effectively supporting all pupils to achieve their best. In addition, rigorous teacher assessments monitor progress regularly and systematically. Consequently, most pupils reach average levels in reading, writing and mathematics at the ages of seven and more able pupils are well supported to achieve the higher levels.
5. The progress of pupils with special educational needs is good. These rates of progress are based on good levels of understanding about pupils' needs and the levels of support offered by learning support assistants, teachers and local education authority staff. Individual education plans are drawn up which reflect pupils' precise needs and against which pupils' progress is monitored regularly by staff and parents.

6. At the ages of seven and eleven standards in information and communication technology (ICT) are average and in religious education pupils meet the expectations of the locally agreed syllabus. Achievements in art and design are above the expected levels by the age of seven and continue to rise steadily. They remain above average by the age of ten but in the final year progress is slower and standards by the age of eleven are average. This reflects the limited opportunities for practical activities and the emphasis placed on raising standards in literacy and numeracy. Standards in design and technology, history, geography, music and physical education are in line with age related expectations for seven and eleven-year-olds.
7. Good progress has been made in raising standards, since the previous report and the interim report by Her Majesty's Inspector. Standards in the important areas of literacy and numeracy are higher with particular gains in the proportions of pupils who achieve the higher levels at seven and eleven. Standards in other subjects could not be judged previously but are now average. Standards in ICT have risen for seven-year-olds and continue to be satisfactory by age eleven. Good progress has been made in addressing new national requirements; the subject is very well led and managed and this has supported teaching and learning well. The school's resources have improved and there are exciting plans to begin to extend learning in ICT to the local community. Pupils use ICT for research and competently word process and present graphs and tables to display their work. ICT is used well to support teaching and learning across subjects.
8. Pupils start school at the age of four with a broad range of attainment but the baseline assessment results indicate that it is below that of most schools locally in the important areas of literacy and numeracy and knowledge and understanding of the world. By the end of the reception year most children attain levels appropriate for their age in personal, social and emotional, physical and creative development but only a minority fully achieve the early learning goals in language and literacy, mathematical development and knowledge and understanding of the world.
9. Pupils make good progress over time and achieve well in relation to their starting point by the age of eleven. The rate of progress of the oldest children is good in literacy, numeracy, science and ICT but slower in other subjects. This is due to the narrower range of teaching strategies used and the emphasis placed on raising standards in English and mathematics. The school has also had to make unavoidable recent temporary teaching arrangements for pupils aged six and seven. While pupils achieve a sound quality of education the learning is not as rigorous because staff are still getting to know pupils and adjusting to the school's expectations.
10. In writing, pupils are encouraged to record their ideas in a range of ways, such as reports, letters and poems. From the earliest stages children are given the confidence to write independently and their mark making is valued. Phonics is taught effectively and pupils begin to apply these skills to their writing. By the age of seven pupils attempt to spell unknown words and put together sequences of sentences. Spelling at this stage often lacks accuracy in independent writing but this reflects the inaccuracies of patterns of speech. Reading is a strength. Pupils enjoy books and read accurately. They recognise familiar words and use phonics to decode new words. They talk about books they enjoy and understand terms such as author and illustrator. More able pupils refer to passages of text they particularly like when required and have favourite stories and characters.

11. In the juniors pupils analyse the styles of different authors and types of text. Their work is neat and well presented and reflects a good range including reports and stories. Teachers provide good frameworks to help pupils construct their ideas and develop the use of descriptive language. Spelling shows improvement and errors are usually phonetically plausible. Within the context of grammar, spelling is accurate but in independent work it is less consistent as pupils' writing continues to reflect speech patterns. Reading is a strength. Pupils are fluent and accurate with more able pupils making good use of expression. Research skills are well understood and used appropriately. More able pupils compare differences in style, for example between Shakespeare and Sir Arthur Conan Doyle. The weakness in English is linked to the use of spoken English. Pupils rely on a limited range of descriptive and technical words and need support to use them in their speech and writing. They contribute to discussions across subjects often using single words and phrases but they do not often use the specific language that has been taught unless required to do so, for example, terms such as adjective, verb and connectives introduced in literacy. This is a key issue for the school to address and is developed in detail in the English paragraph.
12. In mathematics, seven-year-olds calculate numbers using the four operations. They use the 2 and 10 times tables with confidence and double and halve even numbers. More able pupils work with numbers to 100 and have a good understanding of place value. They solve problems using halves and quarters, understand the measurement of length, weight and time and explain reflective symmetry in simple terms. Pupils are taught the language of shape and measures but many find it difficult to use this language to communicate their mathematical ideas. By Year 6 the majority of pupils have secure numeracy skills and calculations are accurate and logical. They use fractions, decimals and percentages and most pupils convert fractions into decimals accurately. All pupils in Year 6 are familiar with basic probability, for example, predicting the results when throwing two dice. Many pupils do not find it easy to interpret problems or explain their hypotheses and do not answer questions with well-structured sentences that offer clear explanations. A very small number of pupils are working at well above average levels in some aspects of mathematics. This was evident when two pupils investigated the internal angles of polygons and developed a formula to calculate the sum of the angles.
13. In science, seven-year-olds identify sources of light in their own classroom and local environment and understand how bulbs work as part of an electrical circuit. They know that the moon's glow is reflected light and observe health and safety guidance well, for example, not to look into direct sunlight. Through practical investigations they put forward hypotheses and discuss the outcomes of their investigations, for example, why some materials provide better packaging for meringues than others. Older pupils understand the principles of fair testing and use computers to construct their own grids and tables and produce graphs and charts. They locate the position of human organs such as the heart and understand the functions of the main organs of the body. However, they have too few opportunities to investigate practically and this inhibits their ability to explore and explain the knowledge they have been taught.
14. Standards in religious education are appropriate for pupils aged seven and eleven. Pupils have a sound knowledge of the life of Jesus and famous Christians. They also learn about world faiths and compare religions, for example Islam with Christianity. Through teaching practical examples of fasting, pupils understand the meaning of sacrifice and compare the similarities between Lent and Ramadan. By the time they leave the school pupils are aware of a range of different world faiths and show

respect for the different beliefs and values of others. Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development.

15. Improvements in standards reflect the progress made in developing curriculum planning which is used well to support teaching. Teachers make clear reference to the schemes of work in their daily lessons and build successively on the knowledge and skills taught at each stage. A further reason for the improvement is the development of a broader range of opportunities for pupils to apply their skills in other subjects, for example, report writing in science and recording information from first hand evidence in history. Opportunities to communicate through paint, design and by linking literacy and numeracy to personal experiences and the local environment support learning well.
16. Pupils are well supported by teachers and support staff. Good teaching is effectively supporting learning. However, expectations of pupils to speak clearly and use a broader range of words introduced in lessons are not consistent enough and the weaknesses identified in spoken language are a key issue to be addressed.

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

17. All pupils, including those with special educational needs, have positive attitudes to school. The majority of parents who expressed a view prior to and during the inspection say that their children enjoy coming to school and the pupils confirmed this. They respond well to the good values consistently promoted by the school and their behaviour, personal development and attendance is good. These positive features create a happy community in which all feel valued and this has a significant impact on the quality of life in school and the standards pupils achieve. Pupils' response to these aspects of development has improved significantly since the last inspection.
18. The children in the reception year enjoy school and have good relationships with each other and the adults who teach and support them. They arrive at school in good time and settle quickly and happily into the day. They take part in the activities with enthusiasm, responding well to instructions and listening carefully to each other and to their teacher. For example, they enjoyed choosing and playing instruments to represent Daddy Bear, Mummy Bear and Baby Bear in the story of 'Goldilocks' and many adopted appropriate facial expressions for each character. They understand the routines of the classroom and tidy up carefully and sensibly, developing good personal and social skills. They help each other and understand what kind of behaviour is expected of them.
19. All pupils take part in school life with enthusiasm and interest. The majority enjoy their lessons and comment that their individual targets help them to focus on particular weaknesses and improve the standards of their work. Throughout the school pupils' response to the structure of the literacy and numeracy sessions is good and this has a significant impact on the progress they make in these subjects. Pupils particularly enjoy the practical and relevant nature of many of their lessons. In a Year 4 / 5 geography lesson, for example, pupils applied themselves well to the task of designing a grid for an 'Environmental Quality Analysis' task to be carried out on identified areas around the school and grounds. They could hardly wait for the next lesson when they would be gathering the data for their grids. In some lessons, when the teaching is very good, pupils are inspired by the teacher's enthusiasm and make very good progress. This was evident in a Class 3 science lesson when pupils were

excited by the lesson focus and worked hard to achieve the objectives set by their teacher.

20. The behaviour of all pupils in lessons, around the school and in the playground is good. Parents and pupils comment that behaviour has improved considerably since the last inspection. Pupils respond well to the school's high expectations of their behaviour and have a clear understanding of what constitutes acceptable and unacceptable behaviour within the school community. Pupils value recognition for good work and behaviour and try hard to achieve praise and rewards. Infant pupils particularly are proud to show the stickers they have been awarded during the day and explain how they earned them. Pupils know what will happen if they disobey the school rules and the majority respect the structured sanctions applied. They move about the school purposefully and sensibly holding doors open for each other and adults. Although playtimes are active and boisterous, no unkindness was observed during the course of the inspection. Pupils comment that bullying does happen from time to time, but they are confident that the school handles any such incidents quickly, fairly and effectively. There have been no exclusions.
21. The pupils' personal development is good. They have good relationships with each other, with their teachers and with other adults and this creates a supportive and happy atmosphere for learning. Pupils are friendly and welcome visitors into their school community. Through discussion in their religious and personal, social and health education lessons they learn to understand their own feelings and those of others, sometimes less fortunate than themselves. Although a few older pupils in Year 5 / 6 are occasionally disrespectful to their class teacher, most pupils are courteous to each other and to adults. Many can express opinions about issues that are relevant to their lives, although there is a significant number who lack confidence when talking to adults. Pupils take part in decision-making through the school council and take their role very seriously. All pupils carry out their school and class jobs sensibly and the older pupils show high levels of maturity and initiative in organising the lunchtime clubs for younger pupils. They plan the activities carefully and take good care of the younger pupils. In lessons pupils work productively in groups and pairs, learning from each other as well as from the class teacher. Many successfully organise their work and, when given the opportunity, make independent choices. They are careful with resources and treat the school environment with respect. Although pupils work hard in their lessons, a significant number do not have high enough expectations of themselves and lack the motivation to achieve the higher levels. During their time in school the majority of pupils become increasingly mature individuals with a strong sense of responsibility towards the school community.
22. Attendance at the school is good. The rate of attendance for the year of 1999/2000 was above the national average and this represents a very significant improvement over the previous year. This good level of attendance has been maintained this year and it is better than it was at the time of the last inspection. Although the majority of parents take their responsibility to notify the school of the reasons for absence seriously, the level of unauthorised absence is slightly above the national average. Pupils enjoy coming to school and most arrive punctually. Registration is quick and efficient and pupils settle quickly to their lessons.

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



23. Teaching is of very good quality in a quarter of lessons and good in a further four lessons in ten. With the exception of just one lesson the remainder is satisfactory. The teaching of literacy and numeracy is good and in Classes 3 and 5 it is very good. Where it is satisfactory, temporary staff, in post for just three weeks, have limited experience of the national strategies. Pupils nevertheless receive their entitlement and a satisfactory quality of education.
24. The narrow range of strategies used to support learning in subjects other than literacy and numeracy in Year 5 /6 is an area for improvement. The teaching of literacy and numeracy is good and pupils are well supported and appropriately challenged to reach the higher levels. While the remainder of lessons are mainly satisfactory, pupils in this class do not benefit from the broad range of practical experiences evident in other classes to enable them to apply their knowledge and skills to other subjects. They do not have enough opportunities to make decisions independently, to work in small groups or to use the specific language they have been taught to explain their thoughts and ideas. In the one unsatisfactory lesson observed for this age group the teacher did not use time effectively and pupils found it difficult to answer questions. There was no time available for pupils to discuss in small groups the similarities and differences between the teachings of Moses and Mohammed to support the development of understanding.
25. Teachers have good subject knowledge across the breadth of the curriculum and all lessons are planned based on the evaluation of prior learning and the setting of specific objectives. Tasks are well matched to meet the needs of pupils of different abilities in mixed age classes. Objectives are displayed at the front of the class and communicated clearly to pupils. This ensures they understand the purpose of their learning. Because pupils' targets are negotiated with them they have a good understanding of what they must do to improve and, with their teachers, regularly evaluate their work and the gains they have made. This was apparent in Years 2 and 3 when pupils evaluated their understanding of historical evidence and the words they could use to describe different styles of brooches. Pupils are proud of their work and are eager to point out examples of completed work in exercise books, which show the progress made, for example in Years 1 and 2 using capital letters and full stops and in Years 5 and 6 using paragraphs and inverted commas.
26. An additional strength is the very good quality of marking evident in most classes, for example reception and Years 2, 3, 4 and 5. Teachers' comments identify how well learning objectives have been achieved and challenge pupils to extend their skills and knowledge further. In other classes all work is marked to at least satisfactory standards. These assessments are used to inform future lesson planning and teachers' records show very good monitoring of individual progress which enables pupils to achieve their best. Overall, the use made of assessment is excellent.
27. Where teaching is very good, in Years 2/3, 4/5, teachers are enthusiastic and motivate pupils through their high expectations and the good links they make between knowledge and pupils' experiences. Consequently attitudes to lessons are very good. Pupils know they will receive the help they need to succeed and know their responses are valued. Relationships are strong and teachers provide very good role models, using appropriate descriptive language to extend pupils' range and encouraging and supporting pupils to give reasons for their opinions and to back up their ideas with evidence.
28. All pupils are encouraged to contribute to discussions. The strategies used to encourage discussion in small groups and promote confidence in oral work are not

well enough developed. Pupils do not receive enough preparation time to plan their responses in lesson plenaries, to structure the reasons for their ideas and opinions and to try to use specific phrases and words, which have been introduced. Teachers do not consistently expect pupils to articulate words accurately and this also affects the quality of spelling in independent writing.

29. Good teaching is characterised by the precise use of time. Teachers tell pupils how long they have to complete their tasks and give them reminders to maintain concentration and ensure that tasks are completed in the time-scales. Tasks are well matched for specific groups and to pupils' individual needs. This enables all pupils, including those with special educational needs and those who are more able, to be fully challenged. Tasks planned in literacy and numeracy enabled pupils to practise new skills and apply them to text, for example when looking at the use of commas in Year 4 and 5 and the difference between hyphens and dashes in Years 5 and 6.
30. The teaching of reading is a strength. Teachers encourage pupils to read a range of texts such as poems, stories and reports to teach pupils how to use phonics to decode words that are new or difficult. They encourage the use of expression and teach the value of punctuation. All teachers model reading well and consequently pupils like books and read for information and pleasure at school. Reading diaries are well maintained by staff and give good indications of how well targets are being met. Where parents provide additional support their children make the fastest progress. While some pupils visit local libraries others rely on the range of books available in school and prefer practical activities linked to their farming backgrounds and love of animals and nature.
31. Most teachers make good cross-curricular links. For example, in Years 3 and 4 the teacher used a picture of Roman coin to generate discussion about shape, size, style of writing and age. Because the teacher described carefully the difference between names in Roman times and those in the present century pupils delighted in suggesting how they could adapt their own names to sound Roman and developed a better understanding of how language changes over time. Learning was meaningful and the strategy enabled pupils to develop their oral skills because they were expected to use the language that had been introduced. This element of teaching improved during the inspection as teachers and inspectors discussed ways to improve this aspect of teaching and learning.
32. Overall, technical language is used well and from the earliest stages children are introduced to words such as phonemes and pupils practise these sounds in groups and as individuals selecting objects beginning with the sound and forming letters with the correct orientation. Similarly, in mathematics the language of number is reinforced well.
33. The quality of teaching of pupils with special educational needs is marked by the very good planning which ensures that all pupils, whatever their abilities and needs, are given work which challenges them. This is based on the very good assessments teachers make of pupils' attainment. Teachers regularly check on how well pupils are doing and then plan work that is based on this current knowledge about what pupils need. The special needs support assistants, special educational needs co-ordinator and learning support teacher provide valuable support for both the pupils and class teachers.

34. The quality of teaching has improved significantly since the last inspection. Teachers' planning is now a strength and the needs of different ability groups are met well. Good progress has been made.

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

35. At the time of the last inspection there were some significant weaknesses in the curriculum for the infants and the juniors. The time available for teaching was less than the majority of schools and the emphasis on literacy and numeracy further restricted the curricular provision for the other subjects. The planning did not identify clear steps in learning. The school has successfully addressed all these issues. The teaching time is now similar to that of the majority of schools. There is very good breadth and balance of the curriculum for all age groups.
36. There has been a considerable improvement in the quality of curriculum planning since the last inspection. The literacy and numeracy strategies are used effectively and the planning for both subjects builds on the need of the different abilities within each class. Teachers set targets for each ability group within each class and all pupils have access to a curriculum that provides achievable challenges, enabling them to succeed. The most significant improvement has been in the planning for subjects other than English and mathematics. The school uses the 'Cambridgeshire Schemes of Work' as the main structure for planning. These systematically develop skills and knowledge as pupils move through the school and form the core of the two-year cycle of work the school has developed to accommodate mixed aged classes. The separate planning for each subject builds progressively on the pupils' previous knowledge, skills and understanding. The curriculum is enhanced by very good use of the local environment and the surrounding area and pupils have access to the Internet for their research. Higher-attaining pupils in each age group are placed in classes of older pupils and the curriculum is planned to match the appropriate levels of achievement. Teachers ensure that the work is both challenging and achievable.
37. All pupils, including those with special educational needs, have full access to the curriculum and the very good match of provision to pupils' abilities is a strength of the school. Pupils who are looked after by adults other than their parents have very good support. A visiting teacher attends school weekly and identifies any gaps in learning that may arise because pupils have moved from school to school. These pupils benefit from this support which enables teachers to address their needs in the classroom. Challenges for pupils with special educational needs are high and targets laid out in individual education plans are carefully tailored to meet their requirements. Teaching and support staff successfully achieve the requirements of the Code of Practice. Appropriate targets set in individual education plans are reviewed regularly and new objectives identified as appropriate.
38. The school provides a good range of extra-curricular activities. There are opportunities for sport, including matches with other schools. Several pupils have the opportunity to learn a musical instrument and there is a choir, recorder club and a mathematical investigation club run by teachers. In addition, older pupils give up their lunchtime to run clubs for the younger pupils. These are carefully planned, following a written application to the headteacher. This is a very good resource and, as well as giving the younger pupils a chance to enjoy, for example, drama, helps the older pupils to develop a sense of citizenship.

39. The provision for pupils' personal, social and health education is very good. The Cambridgeshire scheme of work has been fully integrated into the timetable for the week. It has been very carefully planned to meet the needs of the school and whole school themes are reinforced within assemblies and other subjects. The school nurse supports the sex education programme; the school dentist and the "drugs bus" visit the school regularly. For personal, social and health education, as with information and communication technology, literacy and numeracy, teachers ensure that there are links with the whole curriculum, thus making pupils' learning relevant, rich and interesting. The school fully meets the statutory requirements for all subjects of the National Curriculum and the Cambridgeshire Agreed Syllabus for religious education.
40. There are good links with the local community. The previous Rector visited the school weekly and this support forms part of the requirements for his successor. Working parties of parents and community members give practical help to the school. There are strong links with the playgroup and other pre-school groups, for example the Leverington playgroup shares the Spring Fayre with the schools' Home School Association to help raise funds. The pupils exchange e-mails with other schools. Year 7 teachers from the local secondary school teach the Year 6 pupils prior to their transfer to enable them to feel at home in their new school. The school also makes its mini-bus available to enable pupils to use the information and communication technology suite. The school is a member of Fen Web, the Peterborough Chamber of Commerce and has agricultural and business links with the community, including a nursery based in Leverington. Teachers join other local primary schools to discuss pupils' work to ensure that their expectations of the levels the pupils reach are appropriate.
41. At the time of the last inspection, provision for pupils' moral, social and cultural education was satisfactory, while spiritual provision was good. Provision for pupils' social education is now very good, moral and cultural provision is good and spiritual provision is satisfactory. This reflects the priority placed on improving behaviour and personal and social development. The school assemblies link well with the religious education themes and the personal, social and health education scheme of work. They provide pupils with opportunities to think about their actions and to develop empathy with others. In an infant assembly, for example, pupils were thoughtful as they learnt that only boys went to school is Jesus' time. The good quality curriculum for religious education gives pupils an insight into the beliefs of other faiths and opportunities to identify similarities and differences in beliefs, celebrations and teaching. An assembly about Lent, followed by class pancake races at lunchtime were the perfect introduction to a class lesson about fasting and Ramadan. In personal, social and health education lessons pupils think about their own rights and responsibilities and their impact on others. Pupils in Years 3 and 4 were fascinated by their first look at Ordnance Survey maps of their area. The teacher adjusted the lesson to allow them to have time to discuss their findings and just to look! However, although there are occasions when pupils have opportunities to reflect on and delight in the world around them, these are not planned within the schemes of work or actively promoted throughout the curriculum. This is a minor weakness.
42. The school has worked very hard to improve the provision for pupils' moral education. The whole school knows the school motto and the code of conduct permeates the life of the school. The award schemes are relevant and effective in promoting good standards of behaviour. Older pupils care for younger children at playtimes, teachers have high expectations of good behaviour, politeness and respect and all the adults provide good role models for the pupils. There is an ethos of care, friendship and

respect throughout the school. The personal, social and health education scheme of work guides pupils towards an ever-increasing understanding of relationships and the impact of their action upon others.

43. The provision for pupils' social development is very good. Pupils have real responsibilities in school. The school council, consisting of two pupils from each class, has a positive impact on the life of the school. The classes have developed a system of nominations for members, providing pupils with a good example of citizenship. The council's initiative prompted the games at lunchtime and the council is at present drawing up plans to convert the bicycle shed. The headteacher oversees the development of the council as part of the school management process. The Year 6 pupils formally requested the lunchtime clubs, providing younger pupils with opportunities to develop library skills, drama, netball, games and dancing. Good links were made to literacy as they applied in writing, stating their aims, organisation and plans for the sessions. The headteacher replied formally, giving the pupils support and advice and reminding them of the code of conduct. Pupils have responsibilities throughout the school. There are monitors for lunchtime and assemblies. Pupils are expected to work co-operatively in groups and pupils are expected to complete their homework. The choir sings to the senior citizens in the village and the senior citizens come into the school, contributing to charities including 'Red Nose Day'. The school is very much a part of the community and pupils are encouraged to respect and care for the environment in which they live. Families and pupils are involved in creating a wild life area and pond during the weekends.
44. These strong links with the community and the environment are carefully built into the curriculum to support pupils to study their locality in religious education, history, geography, art and science. The school has very good units of work that enable the pupils to make the most of the historical aspects of the area, for example, Leverington during the Second World War. In geography the pupils study the Fen and the erosion of the nearby coasts. Pupils' religious education books contain accounts of local people such as Thomas Clarkson of Wisbech. The teachers take the pupils out of school to study these places and give them first hand experiences. Pupils study the wider European arts, including famous artists, authors and musicians. They move further afield and study Mexico and the Aztecs, Ancient Greece and Roman Britain. There is a good range of books that reflect cultural diversity. Pupils study major world religions and learn something of the similarities and differences in the cultures. The artwork on display is attractive, of good quality and enhances cultural understanding. Some pupils are members of the choir, recorder group or play an orchestral instrument. Provision for pupils' cultural development is now good and is enhanced by the high standard of displays around the school.

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

45. All pupils, including those with special educational needs, are very well cared for at school. The quality of the care provided for pupils is much better than it was at the time of the previous inspection. The well-being of each pupil is an important priority of all those who work in the school and this has created a friendly and caring atmosphere in which pupils make good progress in their academic and personal development. The procedures for monitoring academic performance and personal development are very good and this ensures that the educational support and guidance for each pupil is very effective. The good relationships between pupils, their teachers and other members of staff are a significant factor in the high quality of care provided for the pupils.

46. The children in the foundation stage are very well cared for in a happy and stimulating environment. There are good induction procedures for both children and parents and the children settle quickly and happily into the routines of the classroom. Parents have good opportunities at the beginning and end of the day to speak informally to staff about any small matters of concern. The children quickly learn what is expected of them and staff consistently reinforce good work and behaviour with praise, building the children's confidence and self esteem. There are good procedures to identify individual strengths and weaknesses and to plan appropriate and effective support and challenge.
47. The school has excellent procedures for tracking pupils' personal development. Class teachers monitor attendance and follow-up absence, supported well by the school's administrative staff. Individual and overall attendance is monitored regularly by the headteacher and the school is well supported by the educational welfare officer. Registration procedures fully comply with legal requirements. There are very good procedures for recording and monitoring any instances of poor behaviour, with strong emphasis on involving parents at an early stage. Pupils clearly understand the rules and comment that the sanctions are consistently applied and are fair. This is a very significant improvement since the last inspection and has contributed towards the good standards of behaviour now evident in the school. There are very effective systems for dealing with any bullying or harassment, with a strong emphasis on prevention. This type of behaviour is discussed in personal, social and health education lessons and pupils know that they do not have to put up with bullying and must tell an adult if they are unhappy. Class teachers keep an on-going record of each pupil's personal development as they move through the school. This ensures that the support and guidance provided promotes all aspects of their personal development very effectively.
48. The safety and welfare of all the pupils is fundamental to the work of the school. The procedures governing this aspect of care were considered unsatisfactory at the time of the previous inspection. They are now very good. A senior member of staff has responsibility for health and safety and ensures that comprehensive risk assessments are carried out every term. All staff and pupils understand their responsibilities in maintaining a safe environment. There is good provision for first aid, records are kept and there are appropriate procedures for informing parents when necessary. Fire evacuation is practised regularly. Elements of personal safety and hygiene are taught in personal, social and health education as well as in other subjects of the curriculum, and teachers use opportunities that arise in discussion sessions to reinforce these issues. The headteacher is the designated member of staff for child protection and has recently attended a training course. The school follows recognised guidelines and staff are rigorous in their approach to this aspect of care. The quality of supervision during the mid-day break is good. The mid-day supervisors are kind and good-humoured and most pupils treat them with respect.
49. Pupils with special educational needs are included in all aspects of school life and receive a good level of support, both personal and academic. Detailed records are kept of these pupils and this ensures that staff are knowledgeable about individual needs. The school is well supported by external specialist agencies and the support provided for those pupils with a statement of special educational needs is good. A small group of pupils benefit from the pastoral and educational support provided by the Education Services for 'Looked After Children'. This is a new initiative that identifies gaps in these pupils' basic skills and, in close co-ordination with class teachers, provides focused support tailored to individual needs.

50. The quality of assessment procedures is very good and is having a positive impact on raising standards. The school has made very good improvement since the last inspection in this aspect of its work. The headteacher has adopted a comprehensive and integrated system of assessments that are used to monitor pupils' progress. This provides the headteacher, teachers and governors with a wide range of information that is used to adapt the curriculum and approaches to teaching and learning. The analysis of pupils' progress and the records teachers keep are of very good quality. This analysis supports the school in setting targets for individual pupils, groups within classes and year groups as a whole. These targets are shared with pupils and parents encouraging partnership in learning and the monitoring of progress.
51. A range of meticulous strategies is used to track pupils' progress in all subjects and in personal, social development. This very high quality work is linked to the recording of achievements in lessons, tests and standards of behaviour. The use of assessment is excellent and ensures that pupils have a very secure understanding about how well they are progressing and knowledge of what they have to achieve next.

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

52. The school has a strong commitment to working with parents for the benefit of the children. The quality of the school's partnership with parents is good and this is a significant improvement since the time of the previous inspection. The majority of parents who expressed a view prior to and during the inspection are supportive of the work of the school and value the educational opportunities it provides. The few areas of concern identified by parents prior to the inspection were investigated and the evidence does not support these views. The school provides many opportunities for parents to learn about and become involved in school life and in their children's learning. This good partnership with parents effectively supports the work of the school and has a positive impact on the children's attainment and progress.
53. The school promotes the links with parents well by providing them with a good range of information about the school and about the progress their children make. The prospectus and governors' annual report for parents are well presented and contain practical and comprehensive information that gives parents a good picture of the work of the school. The annual reports on children's progress are very good. They tell parents clearly how well their children are progressing, identify particular strengths and indicate what needs to be done to improve. Parents have three opportunities during the year for formal consultation with teachers about their children's progress and many parents comment that teachers are easy to approach informally should they have any specific concerns at other times. As a result of the last inspection, the time for individual consultation has been increased. Parents receive regular newsletters from the school, the governing body and the parents' association that keep them up-to-date with activities taking place in the school. Information about what children will be learning is sent out every term. Parents are offered opportunities to learn about aspects of the curriculum, for example, literacy and have been made aware of the school's policy on homework. Parents of pupils with special educational needs are fully involved in the decision making process and are kept well informed about the needs of their children. Regular consultations ensure that good links are maintained between parents and the school. Parents receive copies of their children's individual education plans and are supported well by teachers.
54. The school values the good contribution that many parents make to their children's learning and to the life of the school. Most parents clearly understand the school's

expectations with regard to homework and do their best to make time to help their children at home with reading and other tasks. Where parents are actively involved in supporting learning the impact on their children's learning is enhanced. There has been a very good response to the introduction of the home/school agreement and most parents take their responsibilities seriously. Many parents help in classes with reading and practical activities and there are willing volunteers to help on visits and with various projects around the school. The headteacher has taught a small number of parents basic computer skills and they now support the development of these skills with children in lessons. The school involves parents in policy formulation and decision-making and their views on specific aspects are sought on a regular basis. A small group of parents organise a number of successful social and fund raising events and these are well supported by other parents and the local community. The funds raised are used to improve the school environment and supplement resources. The most recent project has been to upgrade the swimming pool area.

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

55. The headteacher provides very good leadership and has a clear direction for the work of the school. She is well supported by staff and governors and her recent promotion to the headship, following her success in shaping the school's direction as a deputy head, is effectively leading to rapid improvements. The school experienced a falling roll following the last report but this trend is reversing as communication with the community and the local on-site playgroup improves. Management roles and responsibilities have been reviewed and in line with performance management procedures targets have been set to support professional development. Job descriptions and roles and responsibilities have been negotiated and staff are clear of their targets and how these links to school priorities and the maintenance and development of their subjects. Although staff manage several subjects, which is similar to the situation found in many small schools, they are enthusiastic, well motivated to raise standards and eager to provide the best possible education for pupils. The team is fully committed to school improvement and there is a high level of respect for the new headteacher and optimism for the future.
56. Significant progress has been made in addressing the key issues raised in the last report. The governors are committed and enthusiastic and, while many are new to the role, they are eager to attend training courses and to support the school. They accurately identify strengths and weaknesses in provision and their good quality monitoring gives them a good awareness of the success of policies and their implementation on standards. The organisation of committees is new and has formalised the previous structure of sub-groups. The committees have been organised to make the best use of individual strengths and interests. The chair meets very regularly with the headteacher and there is effective liaison and good communication with staff and parents. This process leads to the involvement of all governors in decision making, for example in drawing up the school improvement plan. Governors have developed their monitoring roles since the last inspection. They make regular visits, liaise with subject coordinators and ratify policies on a rolling programme. There is a clear vision for the future work of the school, evident in the job specifications drawn up for the headteacher and very recently appointed deputy headteacher. The deputy headteacher will take up her appointment at the start of the summer term and replace the temporary teaching arrangements in Years 1 and 2, required when the headteacher was no longer able to fulfil a full time teaching commitment.



57. The school improvement plan provides a thorough review of development priorities. It identifies curriculum targets and areas for development based on the analysis of teacher assessments, tests and professional development discussions. The plan is costed and aspects of monitoring and evaluation are identified clearly. The plan forms the structure of the school's work and is agreed through full consultation with staff and governors.
58. Curriculum leadership is good. Coordinators monitor teaching and learning, review planning and evaluate standards through sampling pupils' work. Release time is given to support this important element of leadership. Coordinators analyse test results and identify priority areas for development. For example, in English writing was identified as a weakness and became a key area for improvement in the school plan. The headteacher monitors teaching and there is also good evidence of external monitoring of standards. There are good procedures for monitoring the provision for special educational needs and to enable governors to act as a critical friend. They take an active interest in the progress of pupils including those with special educational needs. The special educational needs co-ordinator provides good leadership and the plans to review the provision and make improvements are also of good quality.
59. The school successfully meets its aims. Children develop positive attitudes to learning, benefit from a well-maintained and attractive environment for learning and enjoy good relationships. The setting of realistic and achievable targets has improved the quality of teaching and learning. Staff have good training opportunities linked to their performance management targets which enable them to develop the appropriate expertise and confidence to support the development of their subjects. External agencies offer good support to the school, particularly the local advisory service.
60. The school accommodation is well maintained and the outdoor provision is good offering a swimming pool and large field for games. The new school hall is also an attractive feature that enhances opportunities for physical education and for the community to use the school building. The caretaker and cleaning staff work hard to ensure the school is very clean and extremely well maintained. Learning resources are generally of good quality and support the curriculum effectively. An active parent and teacher group supports the school's resources through fundraising.
61. Procedures to guide budget setting are good and based on the careful analysis of the school needs by the headteacher, staff and governors. Consequently educational developments are well linked and supported through financial planning. Governors' monitoring of finances is good. Funds are applied appropriately to enhance teaching and learning and this has a positive effect the progress pupils make. Funds to support pupils with special educational needs are used effectively to provide good quality additional support and these pupils make good progress.
62. Financial control is good. The headteacher is responsible for the budget and day-to-day expenditure and is very well supported by the school administrative staff. Spending records and accounts are monitored effectively. Financial statements are shared with governors and the local authority support monitoring arrangements effectively. Curriculum co-ordinators have their own budgets and the tasks of ordering, checking goods and issuing payments are separated appropriately. A minor weakness exists in the monitoring of the school fund. While it is audited annually, the fund is maintained manually and there is no back up copy of the finances.
63. Since the last report there has been a substantial improvement in the leadership and management of the school and this is now a strength of the provision. Behaviour is

now good and, given the low attainment of many children when they start school, the progress they make is good. Higher attaining pupils are also well challenged.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER**

- Raise standards in speaking by:
  - providing opportunities for pupils to present their work to a range of audiences;
  - requiring pupils to speak clearly;
  - teaching pupils to recognise the circumstances in which the use of formal and informal speech is appropriate.  
(paras. 11, 16, 64, 66, 70, 76-7, 86, 119)
  
- Raise the quality of teaching for the oldest pupils by developing a broader range of teaching strategies that:
  - encourage pupils to become more independent
  - provide more practical opportunities for investigation and discussion.  
(paras. 6, 13, 24, 91, 93-4, 97, 136)

### **Other issues the school should consider for inclusion in its action plan**

- Identify more opportunities in curriculum plans to enhance pupils' spiritual development. (para. 41)
- Improve the monitoring of the school fund. (para. 62)

**\* Issues which have been recognised by the school and are part of its development plan.**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	42	28	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR-Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	171
Number of full-time pupils known to be eligible for free school meals	0	23

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR-Y7
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		41

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

## Attendance

### Authorised absence

	%
School data	4.0
National comparative data	5.2

### Unauthorised absence

	%
School data	0.6
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	16	9	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	22	20	22
Percentage of pupils at NC level 2 or above	School	88 (74)	80 (76)	88 (65)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	21	22	24
Percentage of pupils at NC level 2 or above	School	84 (79)	88 (68)	96 (79)
	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	9	13	22

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	17	17	19
Percentage of pupils at NC level 4 or above	School	77 (88)	77 (84)	86 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
	Total	17	18	18
Percentage of pupils at NC level 4 or above	School	77 (84)	82 (80)	82 (80)
	National	70 (68)	72 (69)	80 (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	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	144
Any other minority ethnic group	0

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

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

#### **Qualified teachers and classes: YR-Y7**

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	24.4 :1
Average class size	24.3

*FTE means full-time equivalent.*

#### **Education support staff: YR-Y7**

Total number of education support staff	4
Total aggregate hours worked per week	78

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

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

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

### ***Financial information***

Financial year	1999-2000
	£
Total income	305,874
Total expenditure	303,062
Expenditure per pupil	1,907
Balance brought forward from previous year	7,652
Balance carried forward to next year	10,464

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	171
Number of questionnaires returned	44

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	55	5	2	0
My child is making good progress in school.	41	50	7	2	0
Behaviour in the school is good.	23	55	23	0	0
My child gets the right amount of work to do at home.	25	55	20	0	0
The teaching is good.	50	45	5	0	0
I am kept well informed about how my child is getting on.	27	57	9	2	5
I would feel comfortable about approaching the school with questions or a problem.	41	48	9	2	0
The school expects my child to work hard and achieve his or her best.	48	45	7	0	0
The school works closely with parents.	18	70	11	0	0
The school is well led and managed.	34	66	0	0	0
The school is helping my child become mature and responsible.	34	59	7	0	0
The school provides an interesting range of activities outside lessons.	11	41	23	14	11

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

64. Children are admitted to the reception class at the beginning of the year in which they become five. At the time of the inspection there were 26 children in the foundation stage of learning. Baseline assessment results show that children's skills, knowledge and understanding are frequently below that of most children of this age in the areas of language and mathematics, knowledge and understanding and personal and social development. Results are lower than at the time of the last inspection. Many children do not articulate words clearly and use single words or phrases to express themselves. Because teaching is good quality they make good progress and by the age of six their achievements are broadly appropriate for their ages in personal and social, creative and physical aspects of their learning. Weaknesses remain in language and literacy skills and many children have difficulty articulating their understanding in mathematics and knowledge and understanding of the world. Consequently, in these aspects they are unlikely to achieve the early learning goals in full by the end of the foundation stage. Teaching is of good quality and curriculum planning is very well structured to support learning. Children with special educational needs and those who are more able are identified at an early stage and their needs are well met by staff. Daily routines are established well and the learning environment is attractive and well organised. Progress to develop and monitor provision for the foundation stage is good. Children continue to make the good gains in learning described in the last report.

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

65. Children's attainment in personal and social development improves well during their time in the reception class. The good teaching and adult support enables children to feel secure and to learn the appropriate rules that promote good behaviour, caring and sharing and enthusiasm from learning. From this early stage the school motto is promoted well and the high expectations adults have of children result in enjoyment of school and willingness to learn. Although many find it hard to concentrate for long periods of time these skills develop well and enable them to share stories, songs and play experiences happily. They learn to take turns and to listen to each other. They have opportunities for role-play in "Goldilocks' House" and co-operate well when using the computer and answering questions in large and small groups. The teacher creates a stimulating environment and atmosphere where each child is valued. The outside play area enables children to devise their own games when playing with tricycles and scooters. The broad range of activities support the sharing of children's experiences both in and beyond school. Children like school and are cheerful learners.

#### **Communication, language and literacy**

66. The children's spoken language is frequently poor when they start school. Because the teaching is good they progress well in this aspect of learning but many will not meet the early learning goals in full by the end of the foundation stage. They enjoy stories and listen carefully to the teacher but concentration is often limited and children need help to talk and answer questions in sentences. Many are more confident, to respond using single words, short phrases or by pointing. In all sessions, the children are encouraged to develop their vocabulary, to listen carefully,



join in with repeating rhymes and to use new words. Through sharing books together and regularly reading simple words they begin to recognise many simple words and letter sounds, and more able children read simple text fluently and accurately. All children delight in sharing books; they turn pages and can find the beginning and end of the book. They recognise well-known characters such as Goldilocks and sequence a small number of events. When listening to taped stories they follow the text and make good use of the pictures to gain understanding. Letter formation is well taught and almost all children form their letters accurately and write their names. Children are helped to record their ideas by writing over and under the teacher's writing. The higher attaining children begin to write on their own and make good attempts at spelling words independently. The teacher and support assistants are enthusiastic and because of this the children have very positive attitudes to reading and writing. A good range of activities is provided to encourage listening, reading and writing. The teacher's planning is of good quality and builds well on what children already know, extending learning effectively. The teacher models language well but more opportunities are needed for pupils to be encouraged to extend their use of a wider range of words across the breadth of activities, to learn to speak in sentences and to practise the pronunciation of words with clarity and accuracy. Omissions in pronunciation inhibit children's abilities to communicate their understanding clearly and this has an adverse effect on their achievements in other areas of learning, for example, mathematics and knowledge and understanding of the world.

### **Mathematical development**

67. The children's attainment is about the same of most children in number recognition but difficulties in using specific words to describe shapes and experiences with sand and water inhibit their ability to convey accurately their depth of understanding. They learn to count and recognise numbers to ten, forming them correctly when they record their answers in writing. They count forwards and backwards with support and recognise simple repeating patterns, for example using shapes and colours. When using the computer children match shapes such as circle, square, diamond and triangle but have difficulty articulating the shape names. Children enjoy games that encourage them to add and take away and in their sand and water play they learn the difference between heavy and light, full and empty. They point accurately to objects that are bigger or smaller than others. They make good progress through good quality teaching and a wide range of relevant learning experiences that encourages investigation and prepares them for the daily numeracy session in the National Curriculum. The tasks provided for children match their needs well and are based on assessments and evaluations of prior learning. They promote interest in mathematics and fun in learning.

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

68. The children's attainment is unlikely to meet the early learning goals in full by the end of the foundation stage. Although children have experienced learning about the weather and changes in the seasons they have difficulty describing their knowledge and prefer to point to pictures they have drawn and displays in their classroom. They control a mouse well when using the computer and enjoy talking about their homes and families. More able children say who the oldest and youngest members of their families are while others need help to place family members in age order. Most name colours of objects in their environment accurately but a significant proportion do not recognise shades such as orange and pink. They name parts of the body and know that trees have leaves and branches. They are keen to talk about their experiences on the land and with animals. They use computers with confidence. The teacher has

high expectations, and through her good use of discussion she encourages the children to reflect and explain their experiences.

### **Physical development**

69. The children's attainment in this aspect is appropriate for their ages. Outdoor play provision supports the development of skills such as pedalling and controlling wheeled toys and good access from the classroom to the outside area means there are frequent and regular opportunities for these skills to develop through play. Their manipulative skills are developing well. This is evident in the way that they use scissors carefully to cut paper and hold pencils and brushes appropriately. They also thread and push needles through binca material with success. In lessons the children move confidently, use space well, and show a good awareness of others as they play. Teaching is good and with consistent firm reminders to listen carefully, children sustain their concentration. The theme of planting potatoes captured their interest and related well to their personal experiences and this supported well the development of simple short sequences of movements to music.

### **Creative development**

70. Attainment in this aspect is likely to meet the early learning goals. The children have opportunities for engaging in a good range of creative activities such as drawing, painting, sewing, building, modelling and music making. They paint patterns using bold colours and brush strokes. Their work is linked well to seasonal weather changes and they have many opportunities to draw and colour linked to language development. With adult support they sew patterns, threading large eyed needles independently and pushing needles and thread through binca material. They respond with delight to opportunities for role-play in Goldilocks' House and explain in simple terms the main ideas they act out from the story, for example eating porridge, and deciding which chair is the biggest or smallest. The planning supports language development but often children need more adult support in their play to structure sentences with accuracy and to make use of words introduced in class and group discussions. The children enjoy singing rhymes, using different voices to represent characters and make good attempts to clap in time to music. Even though they find some of these tasks hard they persist because the teacher gives good encouragement, rewards success and sensitively draws attention to aspects to improve. Good teaching encourages the children's creativity and provides opportunities for children to express their ideas in a broad range of contexts. However, discussions with children reflect the limitations of many to explain precisely how they have created their pictures and games.

## **ENGLISH**

71. In the 2000 tests for eleven-year-old pupils achieved average standards when compared to school nationally and to similar schools. The results for seven-year-olds show attainment was well above average in reading and average in writing compared to national figures and to similar schools. Trends over time show a rate of improvement that exceeds the national trend. Variations in achievements from year to year arise from the different proportions of transient pupils, those with special educational needs and those who are more able in consecutive and small year groups. Three higher attaining pupils left the school during their final year and this affected the proportion of pupils who achieved the higher levels in 2000. The school's

analysis of differences in the achievements of boys and girls and inspection evidence confirm there is an imbalance in the proportions of boys and girls in some cohorts.

72. Inspection evidence indicates that attainment in this year's Year 2 and Year 6 is average, which means that standards in English have risen since the last report. Bearing in mind the below average level of attainment of many children on entry to the school and the poor articulation of a significant number of children, a larger proportion of pupils now achieve average and higher than average levels at the ages of seven and eleven and they make good progress. Evidence shows that pupils in Years 4 and 5 have benefited from the broader range of activities introduced across the curriculum to support reading and writing and standards are continuing to rise. Pupils have many opportunities to apply their reading and writing skills to work in other subjects, for example, science, design and technology and history. The literacy strategy has been implemented effectively and the use of additional literacy support is enabling more pupils to reach the expected levels. The targets set by the school were met and projected targets show a commitment to continuous improvement and high expectations.
73. Substantial importance has been attached to raising standards in literacy and ensuring that higher attaining pupils are fully challenged. The school has responded well to the criticisms made in the last report and the detailed approach to target setting and on-going teacher assessment is ensuring that pupils achieve their best. Assessment arrangements are excellent and inform teaching and learning very well.
74. Teaching is of good quality. Two-thirds of lessons are at least good and a quarter of the teaching is very good. The remainder is satisfactory. Very good aspects of the teaching are the way all teachers review and evaluate prior learning with pupils before introducing new ideas, the identification of clear, precise learning objectives in planning and the communication of specific targets for reading and writing for groups and for every pupil. Because teachers model language well and explain targets in words pupils understand, pupils have a very good understanding of the progress they have made and the steps they need to take to improve. This was evident in discussions with pupils in all year groups; for example, seven-year-olds know they are expected to use capitals and full stops, and eleven-year-olds describe their targets to read with greater expression and to use paragraphs and inverted commas in their extended writing. Where teaching is satisfactory, part time temporary staff are less experienced in the delivery of the literacy hour. The precisely timed structure of the hour needs adjusting at times to meet pupils' needs and sustain levels of concentration in Years 1 and 2.
75. Attitudes to reading and writing are positive and, while many pupils state their preference for practical outdoor activities to reading, they talk about books they have enjoyed and understand the importance of recognising the appropriate forms of writing for different situations. The majority prefer information books, fact-finding and recording in report and instruction styles. However, more able pupils draw on the work of authors and enjoy using a broader range of creative ideas and vocabulary as they write detective stories and poems. Year 2 pupils enjoy the humour of Roald Dahl and Year 6 pupils state their preferences for detective and mystery books and compare the language used in Shakespeare and Arthur Conan Doyle's Sherlock Holmes with the work of Dick King Smith. More able pupils make good links between the history of the time and the styles of writing. There is a sense of pride in presentation. By the age of eleven pupils write neatly, legibly in a fluent joined style and use pens confidently. Their work is neatly presented and while overall achievements in writing are average those who are more able achieve the higher levels. Pupils with special educational

needs are supported well and they make good progress because their tasks present manageable steps for development that secures steady progress over time. Throughout the school pupils struggle with the technical language introduced through their lessons and, while they frequently understand the meaning of many words, they find it hard to use the words in their own speech. Frequently, there are omissions of words in sentences and of sounds in words and this leads to weaknesses in oral presentation skills.

76. While the teaching of phonics is good and supports reading and spelling effectively these skills are not applied effectively enough to speaking. This is a weakness that the school has already identified as an aspect to develop through their self- evaluation and monitoring of teaching and learning. Pupils do not have enough opportunities to plan and prepare their responses. While lesson plenaries evaluate learning well, and pupils are required to share their learning with their friends, teachers often need to support pupils to organise their thoughts and to use the language introduced in lessons. Pupils, particularly older pupils in Year 6, become self- conscious and only contribute using the language they feel secure to use or when asked a direct question. They lack confidence to use more formal styles of spoken language and are unsure when their 'playground language' is appropriate and when the more formal style is required. This is a key issue for the school to address. During the inspection teachers began to raise their expectations of pupils to respond in sentences and to use the broader range of words they had modelled and while many did not find this easy they began to point out to one another when 'cos' should be 'because' and when 'didded' should be 'did'. Some of the difficulties arise because words are not pronounced accurately and inaccurate speech patterns affect spelling. An example of this was the pronunciation of 'beginning' spelt as 'peginning' and 'pot' pronounced as 'po'. Frequently word endings are omitted and vowel sounds are unclear. Because pupils rely on a narrow range of familiar words they need rich experiences to extend their breadth of descriptive language. Teachers provide many interesting contexts to develop language, for example, through history Year 2/3 pupils learned the term 'brooch' and by handling a collection of different brooches were supported to describe colour, shape, age, design and the materials from which they were made. Few pupils knew the term 'brooch' at the start of the lesson but the practical links established by the teacher and excitement in handling 'special' artefacts gave the learning and vocabulary secure meaning. The teacher then expected pupils to talk back using the language and there was good improvement in sentence structuring.
77. The school recognises that improving pupils' language will support the development of writing further and enable pupils to respond more confidently to extended story writing and descriptive writing opportunities. The coordinator provides very good leadership and through a series of staff meetings, evaluations have already identified the priority to improve speaking skills. This aspect will be the focus of the next subject development plan.
78. The skills of reading and writing are developed steadily and pupils' improvements, for example, in the use of expression and punctuation are well linked to the targets set for individuals and groups. Pupils' reading diaries form a good record of their range of reading. Where parents support their children and homework is completed as part of the learning partnership, progress is swifter. The school provides leaflets to support parents to help their children. Evening meetings have been organised to explain the structure of the daily literacy lessons and parents are involved in the target setting procedures.

## MATHEMATICS

79. In the 2000 national tests for pupils aged eleven, achievements were average and the same as similar schools. Seven-year-olds achieved standards that were above average and above similar schools. The number of pupils achieving the higher level 3 was well above average at the end of the infants and above average at the end of the juniors. The majority of the pupils attain levels that are average in the present Year 2 and Year 6 with higher-attaining pupils in both year groups being appropriately challenged and achieving standards that are above, and occasionally well above, the average levels for their age. This is due to the very good match of work to the abilities of the pupils and the use of tests and marking to plan what they need to learn. Pupils' attainment has improved since the last inspection when standards were below average at the end of the infants and there was some underachievement amongst higher-attaining pupils.
80. Many children enter the reception class with a lower than average understanding of mathematics and make good progress throughout the school. Pupils with special educational needs also make good progress throughout the school, as do those who are looked after by adults other than their parents. Variations in achievements from year to year arise from the different proportions of transient pupils, those with special educational needs and those who are more able in consecutive and small year groups. Three higher attaining pupils left the school during their final year and this affected the proportion of pupils who achieved the higher levels in 2000. The school's analysis of differences in the achievements of boys and girls and inspection evidence confirm there is an imbalance in the proportions of boys and girls in some cohorts. The school has analysed these factors and teachers set specific targets to help all pupils improve and plan tasks that appeal to both boys and girls.
81. By the age of seven pupils are developing a secure understanding of the number system. Pupils use the 2 and 10 times tables in their calculations and double and halve even numbers. Higher-attaining pupils use a range of strategies to add numbers to 10 and 100 and have a good understanding of place value. They solve money problems using amounts up to one pound and time problems involving half and quarter hours. They read standard scales and measures and explore reflective symmetry. Higher-attaining pupils use right angles and accurately describe movement using right-angled turns to the left or right. Pupils, especially the more able pupils working with Year 3 pupils, make very good progress because their teacher has high expectations and their work is challenging but achievable. All pupils are learning the language of shape and measures but many, particularly younger pupils in Year 1, find it difficult to communicate mathematical ideas.
82. Progress remains good throughout the juniors. By Year 4, higher-attaining pupils solve numeric investigations involving very high numbers; they work with mixed fractions and identify equivalent fractions and use, for example, multiplication to check the accuracy of division. They find the area of rectangles, including some irregular shapes and measure angles in degrees. All but the lower-attaining pupils interpret simple fractions and decimals, calculate with numbers over 100 and find patterns that are useful to help them solve investigations. Lower-attaining pupils order numbers to 1000 and multiply by 10 and 100. All pupils name regular flat shapes, measure using standard measures and record data in appropriate ways. By Year 6 the highest attaining pupils are working at well above average levels for some aspects of mathematics. For example, two pupils investigated the internal angles of polygons and developed a formula to calculate the sum of the angles. The majority of pupils have secure numeracy skills and calculations are accurate and logical. They use

fractions, decimals and percentages and most pupils convert fractions into decimals accurately. All pupils in Year 6 are familiar with basic probability and know that, for example, when two dice are thrown there will be more totals in the middle range than the higher or lower numbers.

83. Although pupils make good progress developing their numeracy skills throughout the school and apply these effectively to solve numeric problems, their use of mathematical language and their verbal explanations are less well developed. Many pupils do not find it easy to interpret text problems and their books contain few written explanations of processes or hypotheses. Few are able to answer questions with well-structured sentences that offer clear explanations. Teachers take care to teach the correct vocabulary but there is less insistence on clarity of explanation and well thought out responses. This makes the application of the pupils' mathematical skills to real life problems more difficult.
84. The teaching of mathematics has improved since the last inspection when there was some poor teaching. Teaching is very good in 40 per cent of the lessons and good in a further 40 per cent. The remainder is satisfactory. Teachers' planning is very good. The work is closely matched to the needs of the different abilities within the classes and all pupils are challenged. Very thorough analysis of how well the pupils achieve the objectives for the lessons enables the teachers to plan the next stage of learning. In all the good or very good lessons the teachers know their pupils very well and expect them to achieve their full potential. Teachers have a good understanding of the numeracy strategy and the lessons are busy, encouraging the pupils to maintain a good pace throughout.
85. Pupils of all abilities make good progress because the teaching is lively and planning has precise objectives that build on the evaluation of earlier lessons. All pupils know what they are expected to learn and evaluate how well they have achieved the aims of the lesson at the end. In the best lessons the learning is applied to real life situations to consolidate knowledge and understanding and to make it relevant. In one very good lesson, for example, pupils were exploring different units of time. The class discussed the value of time intervals from seconds to millennia. Pupils practised conversions independently at appropriate levels. At the end of the lesson the teacher gave them a list of animals and a list of life spans. Pairs of pupils matched the life span with each animal. Having established the facts, the teacher asked them how many days the mayfly lives. This prompted discussion about the conversion of ten hours in twenty-four to a fraction and linked very well with previous learning about reducing fractions to their simplest form. This was challenging, relevant and fun.
86. All the teachers encourage the pupils to find their own ways of solving problems. They insist on good presentation and this helps the pupils to solve problems logically, step by step. Pupils are expected to check their results. Homework is set as a matter of course to support the work in the classrooms. The provision for homework is of a high quality, taking account of the different abilities in each class as well as the need to make it interesting and relevant. It often includes research and applications to other subjects. In all lessons the teachers manage their pupils well, using a range of positive techniques. They promote mathematical vocabulary and encourage the pupils to use it. However, many pupils need support to help them express their ideas clearly and logically and require help to plan their presentations to small and large groups, using appropriate technical language.
87. Teachers provide many opportunities for the pupils to apply their skills to other subjects. Information and communication technology is used well, especially for

displaying and interpreting data. The use of mathematics is an important part of the school's rich curriculum. In a history lesson, for example, pupils in Years 2 and 3 had a lively discussion about the scale of their time line as they attempted to display the period of the Ancient Greeks. Very skilful questioning enabled the pupils to discover for themselves the ordering sequence of years before and after Christ.

88. All teachers have good relationships with pupils. As a result, almost all pupils are willing to contribute to the mental arithmetic sessions at the beginning of lessons. They work hard when working independently and co-operate in pairs or groups. They are proud of their achievements and take care of books and equipment. The presentation in their exercise books is almost always neat and all achieve a good amount of work during the year. Several older pupils attend a mathematics investigation club held weekly. Teachers use their analysis of the pupils' abilities to set individual, group and year targets. Consequently the pupils know what they need to do to improve their work. In addition teachers make notes of pupils' achievements or difficulties. These are used to set appropriate work and targets are shared with parents. Annual tests taken from Year 2 onwards help teachers to measure achievements against national standards and to track the progress that the pupils make. These procedures are very good, as is the planning for mathematics throughout the school. The co-ordinator monitors lessons and pupils' work and has a very good understanding of the school's strengths and areas for development. The curriculum, assessment procedures and the match of work for pupils of different abilities have all improved well since the last inspection.

## SCIENCE

89. The 2000 national test results for eleven-year-olds were average compared with all schools and with similar schools. The proportion of pupils who attained the higher levels was above the national average and that of similar schools. There was a slight dip in results last year but the trend in attainment is rising and is above the national trend. Although the rate of progress made by eleven-year-olds appears to be well below average when compared to the results achieved at the age of seven over a third of pupils have joined or left the school during this period and comparisons are unreliable. Teacher assessments for seven-year-olds in 2000 showed attainment was above average and the same as that of similar schools. The proportion of pupils who attained the higher levels was average but below similar schools. These results show good progress from the below average attainment of pupils at the age of four. Inspection evidence indicates most pupils aged seven and eleven achieve average levels; more able pupils are well challenged and there are no discernible differences between the attainment of boys and girls.
90. These results show a marked improvement since the last inspection when standards for seven-year-olds were judged to be well below average and for eleven-year-olds were judged to be below average. This improvement is due to the comprehensive assessment arrangements that have been adopted and the improvement in the quality of teaching. There are more opportunities for practical investigations and testing and in some classes very imaginative methods interest and motivate pupils well. This means that the rate of learning has increased and pupils understand the importance of science in their lives.
91. Half the teaching is very good, a sixth is good and the remainder is satisfactory. In the very good lessons observed in Years 2 / 3 and 4 / 5 teachers plan exciting practical tasks which engage pupils in predicating outcomes and planning fair tests. The use of

scientific language is promoted well. Where teaching is satisfactory, in Years 1 / 2 and 5 / 6, rates of learning are also satisfactory. A recently appointed temporary teacher who is still adjusting to her new class teaches the class of Year 1 / 2. In Year 5 / 6 the teacher prioritises acquiring knowledge and pupils have fewer opportunities to investigate independently and make decisions. The aspect of learning that is below average throughout the school is the pupils' use of specific technical vocabulary to explain their learning. Many pupils use single words and phrases and need help to use the scientific vocabulary they have been introduced to. They write cogent reports and draw conclusions about their observations but lack the wide vocabulary or clear articulation to enable them to explain orally their depth of understanding.

92. Six and seven-year-olds identify sources of light in their classroom; they know bulbs cannot work without being part of an electrical circuit. They identify the computer screen as a source of light and know the sun is a powerful energy source. Through carefully teaching, pupils learned that the moon's glow is reflected light. As they investigated light on a journey around the school pupils soon discovered the photocopier, switches and the infrared signals of the school's burglar alarm as further sources. The teacher maintained pupils' interest and carefully highlighted health and safety issues, for example, taking care not to look at the sun.
93. In the teaching of pupils aged eight to ten, the rate of learning was very good. The main reason for the good progress is the focus placed on providing tasks of a practical nature that are imaginative and carefully planned. Pupils are required to design their own tests and investigations. In the class for the oldest pupils, the work analysis and discussions with pupils showed that at times they are mainly teacher directed in their investigations and have few opportunities to devise their own observations and tests. However, in this class, as in others, pupils record their work well. They construct their own grids and tables and often use computers to produce graphs and charts.
94. In Years 2 / 3, seven -year-old pupils designed packages to prevent meringues breaking when posted. They eagerly opened the packages that had returned to discover which materials and designs had worked the best. Pupils showed interest and commitment to the tasks as they discovered that the padded bag and egg box had not worked. Their hypotheses improved during the lesson as they discussed the reasons why certain materials had worked better than others. In the same class Year 3 pupils undertook a different experiment and discovered it was easier to separate the finest material first when sieving a mixture. Pupils explained their tasks, predictions and outcomes with confidence, although mainly in phrases and disjointed sentences. Their predictions were logical and the very good learning in both groups was due to the high levels of the teachers' subject knowledge, the very good quality planning and the opportunities given to pupils to construct their own tests and investigations.
95. In a lesson in Years 3 and 4 pupils reviewed the outcomes of an experiment to investigate the effect of salt on ice. They identified patterns in their results when measuring the effects and used computers to record their findings. They have a good understanding of fair testing and know that only one variable should be altered at a time. Using the work of one group, the teacher encouraged pupils to make predictions by reading the pattern of results. Although reasonable and at times good explanations were made and pupils learned how to use the chart to predict, the teacher had to correct sentence construction and encourage pupils to repeat answers using the correct word order. In this good quality co-operative work pupils made good gains in learning.



96. In Years 4 and 5 pupils were required to design a series of experiments to test how the movement of model cars down a slope could be changed, measured and maintained. In a series of carefully constructed lessons the teacher ensured that pupils learned to define what should be measured and that they should ensure that only one variable is altered in their tests, for example, the gradient of the slope, the surface length and the toy car. Their teacher encouraged pupils to evaluate each other's work. In their analysis, pupils showed clearly that they had established criteria for judging the success of their fair tests. The very good pace, management of time and high expectations of pupils resulted in very good rates of learning.
97. The lesson observed in Years 5 and 6 required pupils to learn the position and function of the human heart. At the beginning of the lesson pupils understood that oxygen is moved around the body by blood. Using a CD-ROM, pupils watched an animation of how the heart beats and how blood is pumped around the body. The task of drawing a heart on an outline of a human body was not challenging enough and the explanation supplied by the CD-ROM was too complex. The teacher recognised these weaknesses and adapted the lesson with sound subject knowledge and explanation of how the heart works. However, the lesson lacked practical opportunities to enable pupils to consolidate their learning, and in discussions pupils experienced difficulty explaining what they had learned and using the appropriate scientific language.
98. The main strengths of the teaching are the very good assessments that are used as a basis to plan lessons. Teachers set out learning objectives clearly and assess the learning that takes place with pupils. Each lesson plan includes a very good evaluation of the prior learning. In most classes teachers' expectations of pupils are high. The support for pupils with special educational needs is good and all pupils participate in lessons in a realistic and carefully managed manner. The working relationships between teachers and learning support assistants is good and ensures that everyone involved is well briefed and focussed on raising achievement.
99. The curriculum for science is good and ensures that pupils learn the knowledge, skills and ideas that are central to the subject. The co-ordinator is a skilled and perceptive manager. A very good quality analysis of attainment, including that for boys and girls, ensures that plans to improve the subject are well founded and relevant.

## **ART AND DESIGN**

100. Pupils make good progress and their achievements exceed those of most seven-year-olds. By the age of seven pupils confidently work with a range of media. They mix shades of colour, print in a variety of ways and make detailed observational drawings and paintings, for example portrait drawings and detailed water colour pictures of flowers. These reflect good observational skills and awareness of position and form, for example in the positioning of features such as eyes in portraits. Pupils make good progress in Years 3, 4 and 5 and satisfactory progress in Year 6. By the age of eleven pupils achievements are average. There are fewer opportunities for pupils in their final year to develop their skills and knowledge in art and this why progress, while satisfactory, is slower. Pupils have a sound awareness of the work of famous artists they have studied, for example Vincent van Gogh, Picasso and Kandinsky. They have difficulty recalling the names of artists and their compositions but create pictures that very accurately reflect their styles. Pupils have a good understanding of aspects the lives of famous artists and similarities and differences between compositions and cultures. For example, they describe how Van Gogh used

strong colours to paint flowers and the technique of pointillism used by the impressionists.

101. Good use is made of computer programmes to support learning, for example when using lines and infilling shapes. This enables pupils to apply the skills learned in ICT lessons. Pupils enjoy opportunities to express emotions through art and good links are made with literacy as pupils write poems and illustrate their ideas through watercolour compositions. This was reflected well in the displays of tree paintings in Year 6. Good links with history and geography also enable pupils to represent the lives of people past and present and from other countries, for example, through their study of life in Victorian times in Years 4 and 5 and studies of the Aztecs and Romans in Years 3 and 4. They explain how they designed and made Aztec masks and jewellery, and how they used pencils to create dark and light shades in an impressive mural of Victorian life. These aspects of their work are very well developed. Art makes a good contribution to pupils' spiritual, moral, social and cultural development.
102. Pupils explain how they have designed patterns and through close observation of photographs of buildings such as their school, create printing blocks using polystyrene tiles to create impressions. Pupils' sketchbooks show how skills are developed and improve over time; there is a good awareness of how practice enables skills to be refined. Pupils say they enjoy art and they strive to meet the expectations made of them, concentrating, persisting, using tools and equipment sensibly and working cooperatively together. This was evident when pupils proudly discussed how they drew flowers from living specimens and worked together to create a large class mural of life in Victorian times. Teachers give pupils good encouragement to explore a range of techniques and media and take decisions about the materials and techniques to use.
103. The small amount of teaching of art observed in Years 4 / 5 was of very good quality. A range of activities is carefully planned to ensure a balanced range of experiences for pupils. Teachers use evaluative questioning techniques to encourage pupils to analyse the success of their work and ways in which they can improve. They also have good subject knowledge and through precise timing and appropriate levels of intervention ensure that task objectives are met.
104. The policy and scheme of work are of good quality. They offer a clear framework for development for each year group and support teaching and learning well. The co-ordinator provides good guidance to staff and has regular opportunities to monitor and evaluate standards. Useful portfolios of work and photographic evidence provide a good record of subject coverage and standards of display. There is a good range of resources of good quality that support teaching and learning well. They are well organised and easily accessible by staff and pupils. They are maintained well through a good system of organisation that classifies and displays them effectively.
105. Displays are attractive and reflect pupils' work across subjects, for example, the display of paintings of irises in the headteacher's room. Their very good quality enhances the learning environment and pupils are proud of their contributions. In the previous report there was insufficient evidence to make judgements about standards. Inspection evidence indicates there is now greater consistency in provision and overall good improvements have been made.

## **DESIGN AND TECHNOLOGY**

106. One lesson was observed in this subject. Discussions were held with pupils and an analysis of displays and work in books was made. Standards of attainment for seven and eleven-year-olds are average. No comparison to the last inspection's judgments can be made as there was insufficient evidence available at that time to make a judgement.
107. In the lesson observed attainment was above average and very good learning took place as seven and eight-year-olds began to design brooches based on the Aztec culture. The teacher planned very good links to other subjects. The work was based on historical enquiries and required pupils to apply their mathematical skills to measure accurately and use words that defined geometrical shapes. Initially pupils did not understand the word 'brooch' but the teacher's very good use of language and high quality resources ensured that pupils were very interested and extended their vocabulary. A collection of brooches, pictures of necklaces and nose decorations created great excitement. There were gasps of surprise at the age of a glass brooch. This lesson made a positive and significant contribution to pupils' spiritual development as they reflected on the beauty of these items of jewellery. Pupils have a secure understanding of the design process and constructed plans with labels and good attention to detail. This was the result of the teacher conducting discussions about how to create an impression for the plaster. Design elements were highlighted, for example, that all brooches had a pin. The weakness in learning is pupils' use of specific language to communicate their understanding. This was a very good lesson in which the teacher inspired pupils, reinforced the precise use of language and maintained a rigorous pace that supported very good learning.
108. The analysis of work shows pupils understand how to design, plan and evaluate their work, suggesting changes and how their finished products could be improved. A good range of work is produced including bread making and work with fabrics. Investigations into the mechanical elements of the subject are all planned as part of a broad range of learning experiences. For example, young pupils make wheeled cars using recycled boxes and tubes to ensure that axels move smoothly. This is developed so that the pupils in the next class, who make wheeled Aztec toys, produce their own wheels. This is developed further as pupils investigate how toothed wheels help to translate movement from one plane to another.
109. Pupils in the middle years of the school begin to work with special drawing views such as isometric projections. However, pupils in Year 6 had no recollection of working in this way, which indicates the positive impact of the revised curriculum in younger classes. They talked of making and testing oven gloves and one pupil said that mum used their glove when cooking. They have a secure knowledge of planning and how to make a series of plans to show the steps in making a project and that a list of materials and instructions is important. Pupils use a variety of materials in their work including wood, stiff card, plastic and metal. They have a good knowledge of how to use tools and which ones should only be used under adult supervision.
110. The co-ordinator is a highly skilled and effective manager. The curriculum is broad and balanced and covers all of the elements of the National Curriculum. These plans help teachers prepare their lessons and make assessments of pupils' progress to judge the gains in skills and knowledge regularly.

## **GEOGRAPHY**

111. No judgements about standards in geography were possible at the time of the last inspection. Pupils had limited knowledge and their progress was unsatisfactory. Junior pupils had an appropriate understanding of the subject. The standards and the provision have improved significantly and the school is rich in displays of geographical studies. Standards are as expected by the ages of seven and eleven.
112. There were no geography lessons observed in the infants but plenty of work in the pupils' books support judgements about standards. Pupils have good knowledge of their locality and have looked at features in other areas of the British Isles. They have made a map of Leverington and recognise the importance of providing a key to support planning a route around the school. More able pupils in Year 2 are studying Mexico, which links with their history studies about Aztecs. They use the Internet to research climate differences and are confident to compare the weather with the English climate. Pupils in Year 3 and 4 are beginning a local study and made good progress in a lesson when they studied the Ordnance Survey maps for the area. The teaching was good in this lesson. The teacher used a map of the Cambridge area for one of the groups to enable pupils to find similarities and differences. They learnt that not all maps have, for example, a motorway. The symbol for Leverington Church also prompted some discussion. The newest map included multi-faith places of worship in the key, a sign of the changing population. Pupils made good gains in learning as the teacher encouraged them to find features on the map, using the key.
113. Pupils' attainment rises in Year 5 and it is above average in the aspects of geography studied. The teacher led an 'Environmental Quality Analysis', prompting some thoughtful and relevant discussion. Pupils were encouraged to think carefully about the factors that effect the environment and what is acceptable. They generated their own charts with advice from the teacher about the criteria to use. Pupils worked very hard and learnt a lot from the task. This was another good lesson. A lesson on the same subject for Year 6 started with a whole class discussion about the meaning of "environment". Pupils were then tasked to sketch the school field as an introduction to improving the immediate environment. This lesson was satisfactory and pupils consolidated their understanding of environmental issues. There was some restlessness amongst the pupils, as the task did not provide a great deal of opportunity for practical, challenging discussion. Pupils remembered the studies they had completed about the local coastal features well and were aware of the effect of the sea on the coastline.
114. The teaching overall is good as the teachers encourage the pupils to use their own geographical skills for research. Pupils with special educational needs have good support and most pupils are challenged. The more able pupils in the mixed aged classes respond well to the levels of work and make good progress. The co-ordinator has adapted the scheme of work to ensure that skills are developed progressively throughout the school. He has monitored the teachers' planning and has identified where there is a need for further development. The planning makes very good use of the environment and practical studies make the curriculum relevant. The subject makes a good contribution to pupils' social and cultural development.

## **HISTORY**

115. The last report indicated that there was very little evidence of pupils' attainment in history and little work in their books. There was insufficient time for the subject and the curriculum did not develop pupils' historical skills as they moved through the school. The school has addressed all these issues very successfully. Pupils' books

show a comprehensive range of work throughout the school and they make good progress in developing their understanding of events in the past, their position in time and the skills of historical enquiry. The curriculum includes all the elements required in the National Curriculum. The use of local history to support the curriculum is a particular strength. Teachers ensure that pupils of all ability have work that is challenging and those with special educational needs receive good support and are provided with work that is matched well to their needs. Standards at seven and eleven are in line with national expectations.

116. More able pupils, working with older year groups, cope with the challenges well and achieve higher levels than average for their age. For example, Year 2 pupils produced lengthy accounts of Aztec warriors at war and how the Aztecs first met the Spanish. The work is beautifully presented, well structured and thoughtful. These pupils have studied the Aztec's use of the wheel as a toy, in featherwork and picture writing as well as learning the facts about the civilisation.
117. The infants have learnt about famous people like Florence Nightingale and Grace Darling. They have studied Leverington Hall and other aspects of local village life. In a good history lesson for Years 2 / 3 pupils learnt about the school in Victorian times and were astounded to discover that their school is over 100 years old. They have a good understanding of past and present and know that some queens were beheaded. The teacher gently assured them that Queen Victoria was very old when she died. The teacher spiced the lesson with humour and the class enjoyed talking about differences in clothing, particularly the voluminous lace edged Victorian knickers! Because the teacher related the lesson to the lives of the pupils they listened attentively and learnt a lot.
118. Throughout most of the junior classes the pupils base their learning on their own research. The teachers plan the lessons in the form of questions. These are very carefully structured to allow the pupils to hypothesise and draw appropriate conclusions. In a very good lesson in Years 2/ 3, for example, the teacher involved the pupils in finding an appropriate scale to show how long ago the Ancient Greeks lived. This took some time but all pupils understood that, on a time line, the years before Christ increase from right to left. The idea that Ancient Greece refers to a time before Christ, whose 2000<sup>th</sup> birthday has just been celebrated, put the passage of time into perspective for pupils. Where teaching is very good the careful planning, very good use of questioning, good relationships and good subject knowledge enable the pupils to make very good progress.
119. The quality of the teachers' marking is very good. Teachers have high expectations and give their pupils good guidance about ways to improve, while also appreciating their efforts. The Internet is a regular research tool and teachers apply literacy and numeracy well to the curriculum. However, older pupils do not have many opportunities to engage in formal debate or to write in the role of historical characters. Opportunities for "eye witness accounts" or social debates that make history come alive are not provided and the curriculum for the oldest pupils relies mainly on research and facts. The provision for the oldest pupils, although sound, lacks the sparkle that is present in the work of the other classes.
120. There is a good range of resources for the subject and the co-ordinator has a good understanding of how the subject should develop. She monitors the teachers' planning and looks at the work the pupils do. Attractive displays reinforce the high expectations of the teachers and the quality of the work in the pupils' books demonstrates their commitment to high standards.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

121. The school has made a significant improvement in the provision for ICT. At the last inspection attainment was below average at the age of seven and average at the age of eleven. Good progress has been made in raising standards by the age of seven and inspection evidence shows that attainment is now at least average at the ages of seven and eleven. This is the result of better quality teaching, a good range of very good quality resources and the cost effective work of a learning support assistant.
122. Pupils in all year groups have access to computers of good quality in their classrooms as well as a dedicated area as a computer suite. A marked success is the way in which teachers plan the use of ICT skills as a natural part of pupils' work. As pupils are taught keyboard skills and how to load and save their work as soon as possible, they regard computers as a normal tool for learning. For example, they often choose to use computers in preference to books when carrying out their research.
123. Only one lesson was observed but judgements were made based on discussions with pupils and the analysis of pupils' work. In the lesson observed teaching was good and pupils made good gains in their learning. The teacher had thoroughly evaluated prior progress and planned the lesson based on pupils' knowledge and understanding and the next steps in learning. Eight and nine-year-old pupils were required to write a program to control a floor robot. They responded positively to their teacher's questions about how the robot could receive instructions and how the unit of measurement 'understood' by the robot was its body length. The lesson started with a good pace that was maintained as pupils worked in pairs to devise routes. The work was pitched at different levels and supported more able pupils to construct pathways that entailed turns of less or more than 90°. All pupils managed their task well and planned their routes on paper before transferring them to the robot itself.
124. Teachers' plans show that the full range of the curriculum is taught. The analysis of younger pupils' work had examples of word processing, the use of e-mail with their teacher, copying and pasting illustrations and changing work to improve presentation. They create musical effects and use communications packages to record sources of light. As they move through the school they use their skills within other curriculum areas; for example, sending e-mails to the Mexican embassy requesting support for their topic on the Aztecs. They choose the colour of paper for mounting their work based on a survey of class members and display their results in a computer-generated graph as part of their art display.
125. Many pupils have difficulty explaining and remembering what they have been taught and understand. This was evident during discussions with the oldest pupils in the school. However, once reminded they showed understanding of how ICT is used outside school, citing such examples as commercial websites, shopping, banking and controlling machines. They are aware of the school's ethical policy on using the Internet and how careful children have to be when using e-mail. Pupils give a full account of using word processing, spreadsheet and database programs. They understand how to use functions such as 'autosum' but could not describe how to apply other formulae to the cells of a spreadsheet. Pupils talked of how they controlled the light switches on a model house and how they frequently use the Internet for research.

126. Teachers plan their lessons skilfully and very often pupils use computers in other subjects of the curriculum. This helps pupils gain confidence when working with computers. A significantly positive feature of the school's provision is the work of the learning support assistant who maintains hardware and programs. However, by far the most important factor in this work is the very high quality work of the co-ordinator. High levels of subject knowledge and a great deal of enthusiasm ensure that staff and pupils work hard at all times. This has resulted in a meticulously planned curriculum and records of pupils' progress that chart how well pupils are doing. Teachers' knowledge of the subject has improved since the last inspection because of the targeted training that has been arranged. The school has invited parents who wish to learn how to use computers to be taught to use the school's facilities after the school day. Many parents are responding positively to this opportunity. The school is well placed to continue to improve standards in the subject.

## MUSIC

127. Two lessons of music were observed, one with the oldest pupils in the school and one for pupils learning to play woodwind instruments. An analysis of pupils' written recording of music supports the judgements made about standards at eleven which are in line with national expectations. There was insufficient evidence to judge standards for younger pupils. No comparison can be made to standards at the time of the last report when insufficient evidence was available to make judgements at the ages of seven and eleven.

128. In the lesson observed, the quality of teaching for ten and eleven-year-olds was satisfactory. The teacher demonstrated good technical knowledge and by the end of the session pupils were able to predict if certain collections of notes would sound harmonious or discordant. However, the teacher directed the discussion and did not sufficiently encourage pupils to come to their own decisions, for example, whether or not a discord is acceptable, in different styles of music. The teacher taught pupils the theory of chord structure but there was no practical context for them to begin to apply their learning. This lack of practical experience was also evident in the analysis of work that showed that there had been limited progress made by pupils since Year 5. Few pupils were confident to answer questions and most found it difficult to explain, for instance, that a dotted note is half as long again as the original. Pupils struggle with subject vocabulary. However, pupils identify accurately the signature, notes, pitch and value of notation.

129. Good progress was made in the woodwind lesson. An appropriate warm-up session ensured that music making began immediately. The teacher harmonised with the pupil gave good coaching points on posture, fingering and hand positions. Lots of smiles and encouragement had a positive affect on the pupil's performance and, even though errors were identified and corrected, good humour was maintained throughout. By the end of the lesson the pupil had achieved playing a new note, the low E, with the correct fingering and had played a selection of simple tunes. This was a well-structured session that brought about success.

130. The analysis of work highlighted the good progress that is made in the class for Years 4 and 5. There is evidence of good skills teaching in which pupils learn non-standard notation for use when composing. Pupils performed their compositions to the class, which made sense rhythmically and which was completed in 16 beats. In both classes for older pupils, the aspects of listening and appraising receive due attention with pupils using descriptive words and phrases to record their reactions to

pieces of music. Pupils take part in music activities in the community and pupils who receive instrumental tuition perform termly for their parents.

131. The co-ordinator is a good manager and has relevant plans for the development of the subject when it becomes a priority on the school development plan. There are sufficient resources and instruments to teach the curriculum and new assessment materials are being evaluated.

## **PHYSICAL EDUCATION**

132. Attainment is average at the ages of seven and eleven. No comparison can be made with standards at the last inspection as there was insufficient evidence available at that time to make a judgement.

133. Teaching is often good and consistently at least satisfactory. In a lesson for six and seven-year-olds, pupils attained average standards in dance as their teacher used a taped programme to develop the theme of 'The Pied Piper'. Pupils were well behaved and the teacher reinforced the central points of the taped instructions well. Good links were made to mathematics as the teacher demonstrated how the pupils could portray two-dimensional shapes. At times pupils were over directed and could have been encouraged to make their own choices. Pupils showed coordination and control as they copied each other's movements in pairs. The lesson finished with carefully structured questions that helped pupils to evaluate their movements and improve their performances. The work rate of pupils in Years 2 and 3 was very high in a gymnastics lesson and pupils had a clear understanding why they should warm their muscles and increase their heart rates. The careful teaching of skills and encouragement of pupils to make choices and invent sequences ensured that pupils made good progress. Regular evaluations throughout the lesson gave rise to new targets for improvement. Pupils selected ideas and equipment and applied appropriate coordination and control.

134. The remaining lessons were observed in the junior classes and in each lesson attainment was average. In Years 3 and 4 pupils practised their skills of passing and catching a netball. Good coaching from the teacher taught pupils not to move too far away from their partner. Improvements were made in the accuracy of passing and catching and the understanding of tactics in the game. The lesson had a good structure and was based on a good evaluation of pupils' prior achievements. A dance lesson in Years 4 and 5 began with a good warm up to music and developed the theme of planting potatoes. Pupils made good progress in this lesson because the teacher demonstrated effectively her expectations. Consequently pupils applied themselves with enthusiasm and excitement. The teacher managed their exuberance well but learning could have been even more effective if pupils had not chatted between each section of the lesson. In the same class pupils developed their own games based on rounders and kwik cricket. The most successful games had well developed rules; others identified the skills that would be needed, for example, hitting a target with the ball. As pupils discussed the shortcomings of their games they realised that a lack of planning and forethought meant that some of their games would not work well. Pupils made sound progress in understanding how games should be constructed and the importance of developing clear rules.

135. Teaching and learning were satisfactory in a dance lesson in Years 5 and 6. As pupils imagined they were at the beach they were required to mime the application of lotion, and a dramatic incident. Pupils had useful ideas about how to sequence their



actions to convey an emergency in the sea or on the beach. Their teacher encouraged them to evaluate their work and develop a clearer understanding of the difference between mime, acting and dance. The teacher's planning ensured that the structure of the lesson was sound, that objectives were clear and evaluations helped to improve performance. The weakness arose in the lack of modelling of exaggerated expression and pace of movement to convey greater meaning in the sequences.

136. In the lessons observed half were taught well and in the remainder the quality of teaching was satisfactory. Strengths lie in the good quality planning, teachers' subject knowledge and the structure of lessons based on good quality evaluations of pupils' progress. The weaknesses in teaching are the lack of opportunities for pupils to make choices and in some lessons teachers are not setting sufficiently high expectations. The school's resources for physical education are a strength in this subject. A beautifully built and well-equipped hall complement a good-sized playing field and a learner swimming pool and most pupils learn to swim by the time they leave the infant classes. The subject is well managed and supported.

## **RELIGIOUS EDUCATION**

137. The pupils have maintained the standards in religious education achieved at the time of the last inspection and meet the expectations of the Cambridgeshire Agreed Syllabus for Religious Education at the end of the infants and the juniors.

138. Pupils in the infants learn about the major events in the life of Jesus and famous Christians and they are introduced to major world faiths. They learn about Islam and older pupils in Year 2 answer some of life's questions as if they were Muslims. For example "Who is our maker?" and "Does Allah see us?" Younger pupils learn some of the facts about the faith, the Qur'an and the Mosque and the similarities with the Bible and the Church. Older pupils compare Lent with Ramadan. In a lesson in Years 3 / 4 for example, followed an assembly about Lent, pancakes for lunch and pancake races at playtime with a lesson about fasting and Ramadan. Once they understood the meaning of "fasting" pupils recognised that only a sacrifice will qualify as a fast. The teacher sensitively helped pupils to understand that fasting alone does not make a person good as he told a story from the Hadith. Pupils understood the similarities between Ramadan and Lent and were fired with enthusiasm to sacrifice something important to them. In Year 6 pupils study some of the teachings of Muhammad and link them to those of Moses. The curriculum for religious education is well planned. It is based on the Cambridgeshire scheme of work and the whole school studies the same major world religion at once. This enables the teachers to plan at levels appropriate to the understanding of their classes and enables the pupils to build progressively on their knowledge and skills. As a result, pupils make satisfactory progress throughout the school. Pupils with special needs are given a modified task to enable them to record their work. They join in with the class discussions and make appropriate progress.

139. No lessons were observed in the infant classes during the inspection and two lessons were observed in the juniors. Pupils' books show that they enjoy a rich curriculum and take pride in their work. The books show that the teachers expect the pupils to put forward their own ideas and to reflect on the issues they have discussed. The marking is relevant and sensitive throughout the school, often including teachers' comments and opinions. In the lesson about fasting the teaching was good. The teacher asked questions that encouraged pupils to deepen their understanding. He treated the beliefs of Islam and Christianity with equal respect and provided a good

role model for his pupils. He made sure that pupils' views were respected. Questions directed to pupils of different abilities, including those with special educational needs, enabled all to participate. The teaching was unsatisfactory in the other lesson. Here the teacher gave the pupils a list of sayings of Muhammad and went through them one by one with the whole class, asking what they meant. There was no discussion and debate and only a few pupils answered the questions. The lesson moved slowly and the planned outcomes were not achieved.

140. There are some beautiful displays depicting aspects of Islam throughout the school. The pupils talk about the things they have learnt and listen carefully to each other taking interest and pride in their work. The work in their books is well presented although on occasions it is incomplete. Pupils have a good understanding of the links between religious education and their personal, social and health education lessons. They recognise that religions teach values that offer a code for life. The co-ordinator has taken over the role from the previous headteacher and has a clear vision for the future. She is joining with religious education co-ordinators from other local schools to identify ways of planning for spirituality within the whole curriculum. There are strong links with the church and other religious leaders, for example, the Salvation Army are regular visitors. The school makes very good use of artefacts from the Wisbech multicultural collection and the local schools. The subject makes a good contribution to pupil spiritual, moral, social and cultural education.