

INSPECTION REPORT

WOODSTON PRIMARY SCHOOL

Peterborough, Cambridgeshire

LEA area: Peterborough

Unique reference number: 110692

Headteacher: Mr. T. P. Smith

Reporting inspector: Mr G. J. Yates - 2465

Dates of inspection: 12th – 14th March 2001

Inspection number: 212014

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	County
School category:	Primary
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Celta Road Woodston Peterborough
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. S. Rimmington
Date of previous inspection:	15 th March, 1999

INFORMATION ABOUT THE INSPECTION TEAM

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Jacqueline Darrington 13418	Lay inspector		Pupils' attitudes, values and personal development; How well the school works in partnership with parents/carers; How well the school cares for its pupils.
Tony Calderbank 7979	Team inspector	Science; Information and communication technology; Physical education; Special educational needs; English as a second language.	How well the school is led and managed.
Judith Watkins 11922	Team inspector	The Foundation Stage; Art and design; Design and technology; Music; Equal Opportunities.	How well pupils are taught.
Gabrielle Wilkinson 2749	Team inspector	English; Geography; History.	How good curricular and other opportunities are.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than most primary with 160 pupils on roll. It caters for the needs of boys and girls aged four to eleven years and serves the Woodston area on the outskirts of Peterborough. There is considerable pupil mobility. Currently, there are 66 pupils on the register of special educational needs, which is well above average. Two pupils have statements of special educational needs. They are well integrated into all aspects of school life. The percentage of pupils known to be eligible for free school meals is above that found in most schools. Attainment on entry is low. The small number of ethnic minority pupils speak English fluently. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

Pupils make good progress from a low starting point. However, although pupils achieve well and many do better than tests on entry to the school would suggest, overall standards in English, mathematics, science and information and communication technology by the age of eleven are below the national average. The large percentage of pupils with special educational needs and the high level of pupil mobility affect standards. The newly appointed headteacher provides very effective leadership. The school is giving good value for money.

What the school does well

- The quality of teaching is good overall.
- Achievement is improving steadily and pupils are making good progress.
- The headteacher gives the school a very good sense of direction.
- Provision for special educational needs is good. Pupils are very well supported by classroom assistants.
- Children behave very well and are friendly and polite.
- There is a caring ethos in the school and relationships are good.
- Moral development is promoted strongly. Pupils have a very good understanding of right and wrong.
- Children have benefited from the improvements to the building and resources.

What could be improved

- Pupils' attainment in information and communication technology.
- The use the school makes of information about pupils' achievements.
- The opportunities provided for pupils to carry out scientific investigations for themselves.
- The involvement of curriculum co-ordinators in monitoring standards and the quality of learning in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in March 1999, it had serious weaknesses. Very good progress has been made in addressing most of the key issues raised and the quality of education is now much better. Standards of attainment have improved in mathematics, science and religious education. Statutory requirements are now met in information and communication technology and religious education. However, standards in information and communication technology are below average by the time pupils reach the age of eleven. The school improvement plan now sets long-term targets that are appropriately linked to the raising of standards and to financial planning. Effective assessment procedures are in place but not enough use is made of the collected information. Statutory requirements are met for collective worship and staff appraisal. Whilst the role of the co-ordinators has been improved considerably, they are not fully involved in the monitoring of standards in their subjects. Resources in all curriculum areas are at least of a satisfactory quality.

STANDARDS

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

PERFORMANCE IN	Compared with all schools			Compared with Similar schools
	1998	1999	2000	2000
English	E*	E*	E*	E
Mathematics	E*	E	E	C
Science	E*	E*	E	C

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Over the past three years, the performance of pupils in English was very low (in the lowest 5%) when compared with all schools nationally. When compared with similar schools they were well below average. In the year 2000 national tests in mathematics and science the school's results were well below average when compared with all schools. However, when compared with similar schools they were average.

The school has set challenging targets of 75% of pupils to achieve Level 4 and above in English and 65% in mathematics in the year 2001 and is likely to meet them. This represents very good progress in raising standards. Good teaching that takes fully into account the national strategies for literacy and numeracy is ensuring that pupils of all attainment levels achieve their best.

Inspection evidence shows that by the end of Key Stage 2 the majority of pupils will attain the expected Level 4 in English, mathematics and science. However, the above average number of pupils with special educational needs and pupil mobility – pupils enrolling at and leaving the school at different times of year - adversely affects standards in all three subjects and overall attainment in them remains below the national average. Standards in

information and communication technology are below average. Pupils attain average standards overall in religious education, art and design, design and technology, geography, history, physical education and music. Pupils use their writing and number skills effectively in other areas of the curriculum.

Most of the children under five make satisfactory progress and achieve appropriately but because of their low levels of attainment on entry, many will not attain all the expected Early Learning Goals by the time they start Year 1.

By the end of Key Stage 1 the proportion of pupils on course to achieve the expected level in English, mathematics and science is below the national average. Standards in information and communication technology are below average. The Year 2 class has 40% of pupils with special educational needs and this adversely affects the overall standards being attained by the age group. Standards in religious education, art and design, geography, history, music, design and technology, and physical education are broadly average by the age of seven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and get on well with each other.
Behaviour, in and out of classrooms	Very good. Most pupils respond well to the school's positive approach to the management of behaviour. Staff manage very well the minority who find it difficult to fit in with the needs of others and to concentrate on work.
Personal development and relationships	Good. Staff work hard to encourage an ethos of mutual respect. Relationships are very good.
Attendance	Satisfactory. Very good procedures are in place for monitoring and improving attendance.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very 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 has improved. During the week of the inspection 98% of the teaching seen was at least satisfactory. It was good or better in just over 80%. Almost 40% of lessons seen were very good or excellent. 2% of lessons were unsatisfactory. The majority of lessons in Key Stage 2 were very good. Teachers plan their lessons well and have a good grasp of the National Literacy and Numeracy Strategies. Pupils in need of additional help with their learning receive good support from classroom assistants.

The quality of learning is good overall. Special educational needs pupils benefit from the

extra support they receive. During the literacy and numeracy sessions pupils are taught the necessary skills but do not always apply their spelling skills well. A strength of the teaching is the use the school makes of teachers' expertise in individual subjects especially in Key Stage 2. A weakness is the lack of opportunities for pupils to set up scientific investigations for themselves.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school places an appropriate emphasis upon the teaching of English, mathematics and science. Homework reinforces satisfactorily what pupils are learning in class.
Provision for pupils with special educational needs	Good. There are good systems in place to ensure that pupils who have special educational needs are quickly identified and appropriate support provided.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral development is very good. Assemblies provide appropriate opportunities for spiritual growth. Staff work very hard in encouraging pupils to consider the effect their actions have on others.
How well the school cares for its pupils	Satisfactory procedures are in place to ensure the health, welfare and safety of all pupils. Procedures for assessing pupils' work are satisfactory. The school does not yet use all this information effectively to inform future planning, although there are some good examples in English and mathematics of information being used well to set future targets.

Parents are kept appropriately informed about school events and their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher gives the school a clear sense of direction that is focused on raising standards. He is very well supported by a newly appointed deputy headteacher. Co-ordinators monitor planning and resources but not all are fully involved in monitoring standards and the quality of learning.
How well the appropriate authority fulfils its responsibilities	The governing body is supportive of the school and fulfils most of its legal responsibilities. However, the annual governors' report to parents does not contain all the necessary information.

The school's evaluation of its performance	Satisfactory. Test results are analysed but as yet the information is not fully used to set targets for future improvements.
The strategic use of resources	Very good. Resources are used well.

The school is appropriately staffed and resourced. The school buildings are kept very clean and provide a good learning environment. One class is currently housed in temporary accommodation. Very good value for money is obtained on purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> ◆ The school is well led and managed. ◆ Their children like school. ◆ They feel comfortable about approaching the school with any problems. ◆ Pupils behave well. ◆ Teaching is good. 	<ul style="list-style-type: none"> ◆ The amount of homework children receive. ◆ How closely the school works with parents. ◆ The range of activities outside lessons. ◆ The information they receive about the progress pupils are making.

The inspection team agrees that the school is well managed and pupils enjoy coming to school. Parents are kept well informed about how their children are progressing and are made to feel welcome when they approach the school with any problems. The school has put in place some very good procedures to ensure pupils behave well. The school tries hard to work closely with parents. There is a satisfactory range of out-of-class clubs. Homework is sufficient and of a satisfactory quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's results are improving and pupils from a low starting point on entry to the school make good progress and show good levels of achievement. The main factor in pupils' achieving well is the good quality of teaching pupils' receive. During the week of the inspection only one lesson was unsatisfactory and four out of every five were good.
2. The previous inspection found that there was under-achievement in mathematics, science, information and communication technology and religious education. Since the appointment of the new headteacher, standards have risen because of his commitment to raising pupils' achievements. As a result, the school is well placed to achieve its target of 65 percent of pupils reaching Level 4 in mathematics this year. However, there is a high number of pupils in both the Year 2 and Year 6 classes with special educational needs and a significant number of pupils enrolling and leaving at different times of year. Consequently the overall percentage of pupils expected to reach Levels 2 and 4 respectively in mathematics and science remains below average. Whilst most pupils know how to carry out an experiment in science too few opportunities are provided for them to do it. In information and communication technology, standards are below average but improving now that the school has the equipment.
3. When children enter school many have low standards in most curriculum areas. Progress for the under-fives in the Reception classes is satisfactory in all areas of learning. By the time they start Year 1, most are achieving appropriately but many will not attain all the expected Early Learning Goals.
4. Throughout the school pupils with special educational needs make good progress. Good use is made of assessment information to plan work. Pupils achieve well in relation to their prior ability. There is no significant difference in both key stages in the attainment and progress made by boys and girls.
5. In the 2000 end of Key Stage 1 National Curriculum tests, the percentage of pupils reaching Level 2 and above was very low in comparison with the national average in reading and writing and below average in mathematics. The percentage at Level 3 and above was below the national average.
6. Inspection evidence shows that by the age of seven most pupils are working at the expected level in English, mathematics and science and they make good progress overall. However, 40 percent of pupils in this small class of 20 pupils have special education needs and this detrimentally affects standards. As a result the overall percentage of pupils expected to achieve Level 2 and above is below average.
7. The majority of Year 2 pupils speak, read and write to a satisfactory standard. Pupils enjoy writing and most write in English lessons in neat, printed hand with punctuation and spelling used to good effect. However, when pupils write in other subjects careless spelling mistakes are sometimes made. Pupils listen well. The literacy hour has provided more opportunities for pupils to express their views. In mathematics pupils show a

satisfactory competency in number but the speed in which they carry out mental calculations is slow. In science satisfactory progress is made in developing an understanding of how to carry out investigations but pupils are not given enough opportunities to actually carry out experiments for themselves.

8. By the end of Key Stage 1 pupils have made insufficient progress in information and communication technology and standards are below average. For example, there is no evidence of pupils having the skill to sort and classify information. In all other subjects progress is satisfactory and pupils' achieve standards that are similar to those found in most schools. It is not possible to make an overall judgement in physical education but games skills are satisfactory. Pupils have a satisfactory understanding of the key features of Christianity and an awareness of other religions. Mathematics and literacy skills are used soundly in other subjects.

9. In the 2000 National Curriculum tests for eleven-year-olds, results in mathematics and science were below the national average but average when compared with schools with similar characteristics. In English the percentage of pupils achieving the expected level was very low and well below that found in similar schools. These results demonstrated improvement in mathematics and science on the previous year but insufficient improvement in English. Last year's Year 6 contained a higher percentage of pupils with special educational needs pupils and this had an adverse effect on the school's results.

10. Inspection evidence shows that the majority of pupils are on course to achieve Level 4 in English, mathematics and science, but the percentages achieving this level will be below the national average. Progress has been satisfactory overall as a result of good teaching. In English pupils do not always apply their spelling skills well but do read, write, talk and listen to a satisfactory standard. In mathematics most pupils' knowledge and competence in the four rules of number is developed effectively. Science standards are close to the national average and pupils make satisfactory progress in most aspects of the subject. However, scientific investigation skills are not systematically taught and this affects the progress pupils make.

11. In religious education standards are now in line with those found in most schools. Pupils have a sound understanding of Christianity. They know that people have different values and beliefs. Standards in information and communication technology are below average. Pupils are not familiar with some aspects of the subject, for example, using information and communication systems to sense physical data. It is not possible to make any overall judgement about standards in physical education but inspection shows that pupil' games skills are satisfactory. In all other subjects inspected progress is satisfactory and pupils achieve average standards.

Pupils' attitudes, values and personal development

12. Children in the Foundation Stage make good progress in this area. During 'circle time' [discussion period] they demonstrate a willingness to listen to the experiences of others. Most show eagerness to learn and a willingness to persevere with a task until it is completed to their satisfaction. They enjoy the opportunity to take responsibility as the day's 'special helper' and respond enthusiastically to individual and class rewards for effort and good behaviour. Children are very well behaved.

13. In both key stages pupils enjoy attending school and start the school day in a purposeful manner. They have positive attitudes towards lessons and learning and they consequently make good progress. Many pupils take part in the satisfactory range of activities offered by the school both within and outside the curriculum. This is particularly evident in the pupils' response to musical tuition for the guitar and the school choir and in the mixed sporting provision for girls and boys.

14. The behaviour of pupils is mostly very good and is strength of the school as a result of the very good pupil management strategies and the successful implementation of a consistent whole-school approach to the promotion of positive behaviour. Bullying or oppressive behaviour is rarely experienced but when it does happen pupils are confident that it is quickly and successfully resolved. The introduction of the whole-school behaviour reward and sanction system is proving to be highly effective. It is understood by all pupils and there has been a steady improvement in the standard of behaviour despite the high level of pupil mobility which necessitates an above average need to inform and remind some pupils of the school's expectation of standards of behaviour.

15. In the main, pupils are courteous and trustworthy, and very clearly demonstrate respect for their own and the school's property. Pupils have a clear understanding of the school rules. One pupil was excluded during the last academic year as a result of inappropriate behaviour directed at teaching staff and where previous measures had proved ineffective. At the time of the inspection there was also one exclusion in place as a result of a similar incident and involving the same pupil.

16. The vast majority of pupils are very polite, caring and friendly towards one another, staff and other adults. Mutual respect between pupils and staff is very clearly evident and pupils have a very good understanding of the difference between right and wrong. In the main, pupils show respect for each other and a willingness to listen to each other's points of view.

17. Sound arrangements are made for pupils to take on roles of increasing responsibility as they move through the school; pupils respond well to these opportunities. Opportunities for pupils to demonstrate initiative are more limited but when it happens there is a good response to pupils' initiatives, such as the Blue Peter Appeal.

18. Pupils with special educational needs take part in all aspects of school life. The school can take pride in the fact that it is especially successful when it comes to dealing with pupils with behavioural problems. Relationships are very good and pupils are made to consider the effect their actions have on others. As a result pupils with special needs are treated with respect and their opinions given appropriate consideration in discussions. During the week of the inspection all pupils were observed playing harmoniously together at breaks and lunchtime.

19. Levels of attendance are satisfactory. The attendance rate during the last reporting year was slightly below the national average and the rate of unauthorised absence was in line with the national average. A very small number of pupils are regularly late. There are very good measures in place to monitor and promote regular attendance and the school works hard to ensure that all pupils and their families are aware of the importance of regular and punctual attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching is good overall. It was satisfactory or better in 98 per cent of the lessons observed. 81 per cent were good or better and almost 40 per cent were very good or better with some examples of excellent teaching in English, mathematics and music in Key Stage 2. This represents an improvement since the previous inspection. One unsatisfactory lesson was observed in Key Stage 2. Weaknesses, such as the lack of subject knowledge and low expectations in creative subjects, have been addressed. Although there are now some opportunities provided for independent learning, for example in musical composition, there remains some weakness in the provision in some subjects. For example, there are too few opportunities for pupils to carry out investigations in science.

21. The quality of teaching of pupils with special educational needs [SEN] is good. Teachers plan well for pupils with SEN who, as a result, are making good progress. Particular strengths of teaching include the setting of appropriate targets on Individual Education Plans [IEPs] the use made of classroom assistants and behaviour management. A relative weakness is the use of assessment in subjects other than English and mathematics. Pupils' needs and personal targets are well known to teachers because they have drawn them up in consultation with the Special Educational Needs Co-ordinator [SENCO]. All support staff are well briefed and plan with the teacher. They provide good support to pupils, promote learning and ensure that pupils remain on task. A good feature of their work is the way they make observation notes during lessons and share these with the teacher after the lesson.

22. The Special Educational Needs Co-ordinator provides good support. Pupils are identified at an early stage and she is involved with pupils right from the start and knows them well. She meets parents of pupils on the register each term, together with teaching or support staff, to review targets that are generally of a good quality because of her influence. Two afternoons a week are set aside for co-ordinating this aspect. Records are well organised, up-to-date and securely stored.

23. Since the appointment of the new headteacher the school has improved and pupils are making good progress. This has had a positive effect upon the quality of pupils' learning. SEN pupils are benefiting from the improvements made to the standard of teaching. Most teachers have high expectations of all pupils and this is reflected in standards. Lessons are monitored by the headteacher and he gives teachers feedback.

24. The quality of teaching in the Reception class is good. All lessons observed were good or better. Particular strengths include the provision of good opportunities for children to talk and listen in small and large group situations where the adults' questioning encourages them to organise, sequence and clarify their thoughts, feelings and ideas. Good use is made of annotation in children's workbooks to describe how tasks have been achieved and individual targets are set for future work. There is appropriate challenge for pupils of all attainment levels, including those with special needs. Lessons are well prepared and organised and the classroom environment is stimulating. Good teamwork has a positive impact on the quality of teaching.

25. In Key Stage 1 the overall quality of teaching is good. There were no unsatisfactory lessons and 71 per cent of the lessons observed were good or better. There was one example of very good teaching in literacy where the teacher used the recommended strategy very effectively and introduced humour to make the learning fun. Examples of

good teaching were seen in religious education where a visit to a local church followed up by role-play and other activities provided effective first-hand learning opportunities. Good subject knowledge and well-chosen material contribute positively to good quality learning in music. Overall teachers have high expectations of their pupils and this reflects well, for example in the presentation of work. The involvement of pupils orally in lessons contributes positively to their attitudes to learning. Weaknesses in the teaching of physical education include a lack of demonstrations by pupils or teachers. It was not possible to make judgements about the quality of teaching in art, design and technology, geography, history, physical education or information and communication technology in Key Stage 1.

26. In Key Stage 2 the quality of teaching is very good. During the week of the inspection 56 percent of the teaching was very good or better and 84 per cent of lessons seen was good or better. The best lessons occurred at the beginning and upper end of the key stage. Examples of very good teaching were seen in a range of subjects and situations. This was demonstrated in science, for example where it related directly to the quality of investigations undertaken by the pupils. In information and communication technology it resulted in clear instructions and explanations so that time was used effectively. In both art and musical composition teachers enabled pupils to share ideas and make critical evaluations of their own and others' work as a means of making future improvements. In religious education there was a very good example of pupils being asked to formulate questions, including supplementary ones, to ask a visitor, in order to deepen their understanding about Christianity. Similarly, a teachers' questioning during 'circle time' was very effective in encouraging pupils to explore their own experiences about friendship and loyalty.

27. Only one unsatisfactory lesson was seen in the key stage, when explanations were unclear and the balance between teacher talk and pupil activity did not match the planned intentions. It was not possible to judge the overall quality of teaching in information and communication technology, history, geography, physical education or design and technology in Key Stage 2.

28. The quality of teaching in English is good in Key Stage 1 and overall very good in Key Stage 2. Lessons have clear learning objectives and plenary sessions are used effectively to reinforce what has been learnt. Reading is promoted effectively throughout the school. Handwriting is very well taught resulting in the generally good presentation of pupils' work. Literacy is used effectively in other subjects. The teaching of spelling is a relative weakness in some classes. Pupils are very well managed in both key stages. Pupils with special educational needs are well supported. Common factors, which contribute to the very good teaching in Key Stage 2 include, a high level of teacher knowledge and understanding and very good use of time, support staff and resources. Teachers have high expectations of what pupils can achieve and of their behaviour and this means that lessons proceed smoothly and as a result the quality of learning is good.

29. The quality of teaching in mathematics is good in Key Stage 1 and very good overall in Key Stage 2. Pupils are taught the basic skills that they apply well in mathematics and other subjects, such as science and geography. Mental mathematics sessions are challenging. Very good teaching was observed where pupils were presented with problem- solving situations and expected to think about the type of calculation, which was most appropriate before carrying out the calculation within a set time limit. Good use is made of small groups for 'booster' sessions that draw effectively on the expertise, both of teaching and non-teaching staff available within the school. Teachers plan their work well and

incorporate all aspects of the numeracy strategy. National Curriculum requirements are met. The quality of learning is at least good in mathematics in both key stages because teachers set work that is matched well to pupils' needs. Because teachers set clear targets for work to be completed and support well individual pupils who have difficulty, progress is good overall throughout the school.

30. The quality of teaching in science is good in Key Stage 1 and very good overall in Key Stage 2. Teachers teach the subject knowledge well and make the subject interesting. As a result the quality of learning is good in most lessons especially at Key Stage 2 because pupils are given clear explanations and time to discuss ideas amongst themselves. A strength of the teaching throughout the school is the very good use made of questioning to check pupils' understanding. Pupils learn the correct technical vocabulary and are familiar with the concept of fair testing. However, although there are some very good examples of them undertaking scientific observations for themselves, overall this is an area where the teaching could improve.

31. Only two information and communication technology lessons were seen during the week of the inspection so it is not possible to make an overall judgement about the quality of teaching. In one very good lesson in Year 3 the teacher used the time well in the classroom to explain to the pupils the work they were expected to do. This meant that pupils could have immediate 'hands on' use of the computers when they arrived in the computer suite. As a result, the quality of learning was very good in this particular lesson and the pupils made good progress in using e-mail. However, the school is aware that most teachers are not confident about teaching the subject and an intensive training programme has been planned.

32. The quality of teaching in most other subject observed is good overall. Lessons are well planned and take account of differing levels of attainment. However, there is scope in some subjects, for example music, to plan more specifically for expected progression in skills. Lessons proceed at an appropriate pace. There are some good examples in English and mathematics of information from the assessment of pupils' work being used to improve future planning but in most other subjects there is no whole-school approach to information being used in this way. There are some good examples where the marking of pupils' work includes pointers for improvement but this is inconsistent throughout the school. Targets are set for individual pupils in English, mathematics and science. Homework is sufficient and of a satisfactory quality.

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

33. The previous inspection found shortcomings in teachers' planning and the National Numeracy strategy had not been introduced. Both these issues have been addressed successfully. During the week of the inspection all members of staff showed a good understanding of the numeracy strategy and as a result good opportunities were offered to pupils to help them develop their numeracy skills. Teachers' planning was found to be of a good quality overall.

34. The quality and range of the curriculum for the children in the Foundation Stage are good and provision is based on national guidelines called Early Learning Goals with an appropriate emphasis upon personal, social and emotional development, literacy and numeracy. Reception class activities are well planned and these provide appropriate support for children's learning in all areas of the Foundation curriculum.

35. The curriculum for pupils at Key Stage 1 and Key Stage 2 is broad and balanced and meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. The National Literacy Strategy is incorporated well into curriculum planning and is reflected in the structure of literacy lessons. It is increasing pupils' confidence and interest in reading. Pupils' literacy skills are successfully developed in other subjects throughout the school, for example reading for information and writing for a range of purposes in religious education, science, geography and history. The National Numeracy Strategy has been successfully implemented and has increased pupils' competence in numeracy. Pupils are taught the basic skills systematically and pupils' numeracy skills are well developed in other subjects throughout the school as, for example, time lines in history and pupils' understanding and interpretation of data in geography.

36. There is an appropriate emphasis on literacy and numeracy as part of the school's initiative to raise standards. The overall time allocated to subjects is appropriate in both key stages. However, in science pupils are not given enough opportunities to carry out experiments for themselves.

37. The curriculum includes satisfactory provision for personal, social and health education (PSHE). Sex education, drugs awareness and health education are currently addressed through the science curriculum or as opportunities arise in other subjects. Assemblies, class discussions and such activities as 'circle time' in one class in Key Stage 2 are effectively used to encourage pupils to think about issues, such as caring for and sharing with others and taking responsibility.

38. The curriculum is socially inclusive and provides equality of access and opportunity for all pupils to learn and make good progress. Good provision is made for pupils with special educational needs; they are very well supported by classroom assistants and make good progress as a result. They have equal access to all aspects of the curriculum and the arrangements made for them support and maintain their interest in their work.

39. There is a satisfactory range of out-of-school activities and these both enrich the curriculum and support pupils' social development. Games activities make a positive contribution to the development of team spirit as well as standards in physical education. Activities, such as recorder groups and choir, enhance other aspects of the curriculum. The school makes good use of a range of visitors, including artists and performers, as for example on the 'Tudor Day' that gave pupils the opportunity to have first-hand experience of

things they had been learning about in history. Pupils make visits to museums and other places of interest both within the local community and further afield. Pupils also have the opportunity to undertake residential visits. These activities broaden the pupils' experience and promote their personal development.

40. The school has developed links with the community and other schools. Pupils visit the local churches. The school regularly invites senior citizens to the school for tea parties and to watch concerts given by the pupils. There are good links with local primary and secondary schools and the regular use of the swimming pool in one of the secondary schools makes a good contribution to the pupils' preparation for the next stage in their education. The school participates in a number of local events involving other schools, including music festivals and sporting events. A number of positive links with industry have been established, as for example links with Radio Cambridgeshire, and these make a positive contribution to the curriculum.

41. Provision for pupils' spiritual, social and cultural development is good overall and that for moral development is very good. Spiritual development was unsatisfactory at the time of the last inspection and requirements for collective worship were not met. Pupils' spiritual development is now satisfactory. The daily act of collective worship, which complies with statutory requirements, provides positive opportunities for spiritual development, as for example the recognition and celebration of individual pupil's handwriting skills during a whole-school assembly, and opportunities for personal reflection and prayer. Teachers make good use of contemporary and Bible stories, role play, art, song and music and these activities provide opportunities for pupils to reflect on their own lives, attitudes and feelings and experience a sense of awe and wonder at the joys and mysteries of the world. The school celebrates religious festivals and topical events.

42. Provision for pupils' moral development is very good. The school's behaviour policy places a strong emphasis on positive rewards and praise and this, together with individual classroom codes of conduct, which pupils draw up with their teachers, makes a significant contribution to promoting pupils' moral development. Teachers show pupils the difference between right and wrong and place a high value on truth and honesty and as a result pupils' understanding of right and wrong is very good. This is well reinforced by staff who provide positive role models by demonstrating respect and care for others and commitment to their work. As a result, the school is a calm and orderly community. There is a strong work ethic and all pupils work well even when not directly supervised. Stories and themes covering moral issues are regularly used in collective worship and literacy lessons.

43. Provision for the social development of pupils is good. Teachers and support staff set a good example to the pupils through their work as a mutually supportive team. In all classes pupils are provided with some opportunities to take responsibility that they accept willingly, although this aspect is less well developed. They work well together in collaborative tasks including competitive games. They play well together on the playground at break times. The planned work in one class on social and emotional development through the use of 'circle time' is making a good contribution to the development of these pupils' self-esteem and social maturity. The school participates in both local and national events that encourage the pupils to think about their place in the community as well as the wider world. For example, during the inspection all pupils were given the opportunity to think about those less fortunate than themselves and consider how they could contribute to 'Comic Relief'.

44. Pupils' cultural development is satisfactory. They make visits to places of interest

including museums, historical sites and other places of interest and there are visits to the school by a range of visitors, including artists and performers. These arrangements make a good contribution to pupils' awareness of both their own and other cultures. This awareness is promoted further by activities in history, geography and religious education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school continues to provide a caring learning environment for all its pupils. A very good standard of pupil care is clearly evident and provided by caring class teachers with very good support from classroom assistants, first aiders and midday staff. Good liaison and support arrangements with welfare and health services enable all pupils to be supported appropriately. Very sound administrative procedures and systems enable all staff to be fully informed and aware of any changes in individual pupils' needs.

46. First aid provision, including procedures and systems for recording, maintenance and regular monitoring are very good. Similarly, the systems in place for advising all staff of individual pupils' medical needs are very good. The monitoring and maintenance of general health and safety requirements are sound overall but some arrangements for minimising potential risks in the school building are unsatisfactory and need to be reviewed. Safe storage areas are provided for hazardous substances and equipment. Pupils are given very clear instruction in the safe use of potentially hazardous equipment in such lessons as design technology and physical education. Detailed arrangements are in place for child protection with all members of staff fully informed of procedures to follow in the event of any concerns and the designated person with responsibility for child protection has received appropriate training.

47. The recently introduced whole-school approach to monitoring and promoting positive behaviour and the elimination of bullying is proving to be highly effective and as a result most pupils behave very well. There are effective communication systems in place between midday supervisors and class teachers that ensure that all staff members are fully informed.

48. The school has put in place some very good procedures for monitoring and improving pupil attendance such as first day contact on pupil absence when appropriate and through frequent communications to parents on the importance of regular and punctual attendance. As a result the level of unauthorised absence has been considerably reduced and attendance is in line with the national average.

49. Assessment procedures are in place in English and in mathematics that are of good quality. The new headteacher has compiled an accurate and comprehensive database on pupils' achievements. However, the school does not yet make satisfactory use of all the assessment information available from other subjects to inform teachers' planning or to set targets for groups or individuals. Work is marked but not all teachers use the information gathered to set short-term targets to guide pupils towards improvements in their work.

50. The school's procedures for monitoring personal development are inconsistent throughout the school. There is no whole-school system and the range of information on pupil transfer from class to class is dependent on individual class teacher systems which are variable and unstructured.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school has worked hard to build upon its previously overall sound partnership with parents which was evident at the last inspection, particularly in those areas which were less than satisfactory. Parents feel that there has been a notable improvement in overall standards under the new leadership, particularly in the physical appearance of the interior of the school building and increased resources, and that pupils now make good progress. They feel that the school now makes them welcome and the vast majority would feel comfortable about approaching the school with a suggestion or a complaint. Parents, in the main, feel that they are well informed and that the school works closely with parents with good arrangements for them to communicate with their children's teachers. A few parents think that they are less well informed and feel that there is inconsistency in the setting of homework. A minority of parents suggest that the school does not provide an interesting range of activities outside lessons but overall parents feel that the school is moving forwards.

52. The inspection finds that the school now provides a range of means by which parents may be well informed. There are regular and detailed letters and newsletters written in a friendly and accessible style combined with open access to the headteacher at any time. Likewise class teachers may be consulted after school when the need arises. The new family literacy arrangements and the six-week induction period for children starting school are strengths of the school. The recently introduced information sheet on the curriculum to be studied each term in each class, along with the frequency and type of homework, should prove helpful to parents in supporting pupils' learning. Similarly, the Friends' Association should enable a stronger partnership to develop between parents and the school. The school brochure is very comprehensive and provides a range of easily accessible information. The annual governors report to parents does not meet statutory requirements in that there are a number of areas of information that have been omitted.

53. A few parents and volunteers help regularly both within the classroom and on school visits. The school provides a satisfactory range of extra-curricular activities.

54. Individual pupil reports provide detailed information on each pupil's progress and achievement and include targets for each pupil to work towards. Parents and pupils are given the opportunity to comment on the reports and formal consultation evenings are held each term. When pupils are identified as having special educational needs, regular opportunities are provided for parents to be involved and to discuss progress, both formally and informally. A weekly Wednesday after school informal discussion session is available for parents of pupils with special educational needs but it is poorly attended.

55. Homework is provided regularly throughout the school but it is not always completed and returned by pupils. The planned provision of a homework club may help to alleviate this problem.

56. Parents are supportive of school productions and events but, despite the school's best efforts, some parents do not contribute to, or support, their children's learning in school and at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Since the last inspection very good progress has been made in addressing most of the key issues and as a result the school is no longer considered to have serious weaknesses. The last inspection report found that the overall leadership and management of the school was poor. There had been unsatisfactory progress in addressing the key issues that had been identified in the previous inspection report. In some areas of the school's provision, such as information and communication technology and religious education, the school was failing to meet statutory requirements. The governing body had not given enough priority to raising standards and the majority of subject policies were either in need of review or out of date.

58. Inspection evidence shows standards of attainment have improved in English, mathematics, science and religious education. Statutory requirements are now met in information and communication technology and religious education. However, standards in information and communication technology are below average by the time pupils reach the age of eleven. The school improvement plan now sets long-term targets that are appropriately linked to the raising of standards and to financial planning. Effective assessment procedures have been put in place that provide on-going information about the progress pupils are making. However, this information is not fully used. Statutory requirements are met for collective worship and appraisal. Whilst the role of co-ordinators has been improved considerably, they are not fully involved in the monitoring of standards in their subjects. Resources in all curriculum areas are at least satisfactory and of a good quality overall.

59. The quality of leadership and management of the school shown by the headteacher is very good. Though he has only been in post for just over a year, he has given the school a clear educational direction which is appropriately focused on raising standards. He is very well supported by a newly appointed and competent deputy headteacher. Staff morale is good and there is a strong sense of the school moving forward and improving all the time. The school successfully meets its aims.

60. The headteacher has been very successful in developing a culture in which every one working within the school understands the importance of their roles. Staff development interviews have been held and job descriptions and responsibilities clarified. Most teachers have taken on new areas that appropriately allow them to work to their strengths, if not on the basis of their initial qualification. Each co-ordinator is working with the headteacher or deputy in drawing up an improvement plan for their subject which will feed into the school improvement plan. Subject policies are being revised in order to ensure a consistency of approach throughout the school. All co-ordinators are now responsible for auditing resources, monitoring planning in their subjects and maintaining a portfolio of work samples from across the school. However, they are still not fully involved in the monitoring of standards or the quality of teaching.

61. Since the last inspection, there have been significant changes to the governing body. These include a new chair and vice chair, new parent and staff governors. The governing body is supportive of the school and fulfils most of its legal responsibilities. However, the annual governors' report to parents does not contain all the necessary information. The committee structure is effective in monitoring and evaluating all aspects of school improvement. Governors have campaigned successfully for a New Deals for Schools grant to build a new dining room and kitchen facilities. The curriculum committee reviews subject

policies before these are adopted. Through the finance and personnel committee, the work of the headteacher is appraised and performance targets set. The special needs and numeracy governors have a good understanding of their roles. There is currently no governor with responsibility for literacy.

62. Financial planning and management are good. The headteacher and clerical assistants conscientiously follow clear financial procedures. There are clear systems in place for ordering materials and handling monies. Spending is linked to identified priorities and the governors show a very good understanding of the need to obtain value for money. For example, every year the school carefully analyses the quality of the services it has received and checks to see if there are any better alternatives. During the last year, it has come out of the local authority cleaning service and changed its grounds maintenance contract to ensure a better deal. Recently purchased information and communication technology equipment is having a positive effect on pupils' progress. The latest audit report found that procedures in place within the school's financial systems were of a good quality. The few minor points have been addressed. Day-to-day administration is good.

63. Development planning has improved since the previous inspection when it was judged to be unsatisfactory. The current School Improvement Plan runs for a period of three years, is appropriately focused on raising standards and is based on a thorough review of provision. It has specific targets, delegated responsibilities, success criteria and costings. It provides a very good vehicle for promoting and monitoring progress.

64. As at the time of the last inspection, the school has a sufficient number of teaching and support staff who are suitably qualified and experienced to meet the demands of the curriculum. There is a wide range of experience amongst the staff including provision for children who are under five and pupils with special educational needs. Teachers work very well together as a team. Classroom support staff are appropriately deployed and very well briefed. They make a valuable contribution to the progress pupils make.

65. The money allocated to the school to support pupils with special educational needs is used well. The school provides a good quality of education for these pupils. This is a strength of the school and contributes to the good progress they make, not only in academic work but also in personal and social development. The special educational needs co-ordinator manages and organises the provision to a good standard.

66. Resources have improved significantly since the previous inspection when they were found to be unsatisfactory in English, religious education, information and communication technology, art and music. Resources in all curriculum areas are at least satisfactory in quantity and of a good quality.

67. The permanent accommodation is good. Most classrooms are spacious and bright. The effective use of displays both in classrooms and public areas adds considerably to the attractiveness of the school premises and creates a welcoming place in which to learn. The school is kept very clean and maintained to a high standard. Recent renovation of the interior of the school have included the setting up of a fiction and non-fiction library, a computer suite, new staff room, group rooms and stores. One class is situated in a temporary mobile and pupils have to go across to the main building to go to the toilet or to bring water across to their rooms for lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to build on the very good improvements that have been made to the quality of education pupils' receive the school should:

a. improve pupils' achievements in information and communication technology by:

- ensuring that teachers have the necessary skills and confidence to teach all aspects of the subject;
 - planning sessions into the curriculum for children to be taught the necessary skills and providing time for them to practise them;
 - monitoring and assessing the quality of work to ensure that the subject is taught well;
 - using the results of assessments to help ensure that pupils develop the necessary skills at a good pace as they move through the school;
- [Paras. 8, 144,145)

b. increase the number of opportunities pupils are given to use and develop their skills of investigation in science

(Paras. 116 and 119)

c. make full use of the information the school has collected about pupils' achievements to set targets for groups and individuals to further improve their work.

(Paras. 50, 125, 131, 137)

d. provide more opportunities for curriculum subject leaders to monitor classroom practice in their subjects.

(Paras. 62,125,137,141)

The school is already aware that the issues outlined above need to be addressed.

Other weaknesses that should be considered by the school:

1. Ensure pupils apply their spelling skills accurately.
(Para. 93)
2. Indicate to pupils more clearly, when marking pupils' work, what they need to do to improve it.
(Paras. 98,124)
3. Establish a formalised system for recording pupils' personal development.
(Para. 52)
4. Improve the range and accessibility of outdoor play resources for children in the Foundation Stage.
(Paras. 68, 79)
5. Ensure that all the information that is legally required is included in the annual governors' report to parents .
(Paras. 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	31%	43%	15%	2%	-	-

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	160
Number of full-time pupils known to be eligible for free school meals	74

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	65

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.8
National comparative data	4.3

Unauthorised absence

	%
School data	0.1
National comparative data	0.3

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	9	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	12	11	18
	Girls	8	8	9
	Total	20	19	27
Percentage of pupils at NC level 2 or above	School	69 (77)	66 (81)	93 (92)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	11	16	16
	Girls	8	9	7
	Total	19	25	23
Percentage of pupils at NC level 2 or above	School	66 (73)	86 (84)	79 (81)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. Statistics about the performance of girls has been excluded because the number of girls in the class is less than 10.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	6	17

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	4	4	8
	Girls	3	5	6
	Total	7	9	14
Percentage of pupils at NC level 4 or above	School	41 (29)	53 (12)	82 (41)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	4	4	7
	Girls	3	5	5
	Total	7	9	12
Percentage of pupils at NC level 4 or above	School	41 (41)	53 (33)	70 (45)
	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	1
Black – African heritage	
Black – other	5
Indian	4
Pakistani	
Bangladeshi	
Chinese	
White	145
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		0

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

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	17
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	152

Financial information

Financial year	2000-01
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	£
Total income	425108
Total expenditure	419204
Expenditure per pupil	2620
Balance brought forward from previous year	-3424
Balance carried forward to next year	2480

PLEASE NOTE THAT THESE FIGURES ARE ESTIMATES

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	-	-
My child is making good progress in school.	47	40	9	-	2
Behaviour in the school is good.	33	56	7	2	2
My child gets the right amount of work to do at home.	27	55	15	4	-
The teaching is good.	45	45	2	4	4
I am kept well informed about how my child is getting on.	45	29	22	4	-
I would feel comfortable about approaching the school with questions or a problem.	64	29	7	-	-
The school expects my child to work hard and achieve his or her best.	61	31	4	2	2
The school works closely with parents.	44	29	25	-	2
The school is well led and managed.	36	49	4	4	7
The school is helping my child become mature and responsible.	40	47	7	-	5
The school provides an interesting range of activities outside lessons.	24	35	26	6	9

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

69. Children are admitted to the Reception class, full-time, usually at the beginning of the school year during which they become five. Children come with a range of pre-school experiences and attainment levels, the majority having below average levels of attainment in some aspects of communication, language and literacy and in mathematical development. This judgement is based on assessments conducted by the teacher at the beginning of the school year. By the time they start Year 1 most are achieving appropriately in relation to their prior attainment but many will not attain all the expected Early Learning Goals. This represents overall satisfactory progress. All children are accommodated in the Reception Class, which has a classroom assistant for most of the time in addition to the teacher. The quality of provision is good.

Personal, social and emotional development

70. Children make good progress in this area and most will achieve almost all of the learning goals by the end of the Reception year. During 'circle time' they demonstrate a willingness to listen to the experiences of others. Most are able to share equipment such as blocks or mobilo and can engage in co-operative building tasks. They are encouraged to make decisions, such as how the Home Corner could be changed into a 'Three Bears' Cottage' or what equipment would be appropriate for designated activity tables. Most show eagerness to learn and a willingness to persevere with a task until it is completed to their satisfaction. They are given some opportunity to choose activities, which appeal to their interests. They are expected to treat school property carefully and tidy it away after use. All are developing good self-help skills, for example, when changing for physical education. They enjoy the opportunity to take responsibility as the day's 'special helper' and respond enthusiastically to individual and class rewards for effort and good behaviour. In all the lessons observed the children were very well behaved. The quality of teaching and learning is good.

Communication, language and literacy

71. By the end of the Reception year all children will achieve some Early Learning Goals in this area, but many are unlikely to reach them all. This represents progress that is satisfactory overall and good for some individual children. One child was able to use extensive vocabulary to explain the complicated workings of a game he had brought to school. However, many are not yet able to use speech to organise and clarify their thoughts and a few are reluctant to take their turn in conversation of any length. Most children listen carefully to the teacher and carry out instructions appropriately. Almost all enjoy listening to stories. When looking at books many children behave as readers, turning the pages and telling the story using the pictures and some familiar words as clues. A few higher attaining children are developing decoding skills by using their sound and letter knowledge. In their writing a few higher attaining children are beginning to write sentences independently. Most children show good knowledge of initial letter sounds. Almost all can write their name, usually forming the letters correctly. During the inspection one child was delighted to have written all the letters in his name in the correct order for the first time. Almost all children make some attempt to use 'word banks', sometimes with adult support. Children are helped to use the correct grip by using specially shaped pencils.

72. The quality of teaching and learning is good. Particular strengths include the provision of good opportunities for children to talk and listen in small and large group situations where the adults' questioning encourages them to organise, sequence and clarify their feelings and ideas. Attractive materials are provided to stimulate reading and there is effective recording of progress, which is shared with parents. The teacher makes frequent use of annotation in children's workbooks to describe how tasks have been achieved and individual targets are set for future work. This good practice ensures that progress is closely monitored and that children of all attainment levels, including those with special needs, are provided with appropriate challenges.

Mathematical development.

73. Progress overall is good in this area. Although many children enter school with poor mathematical skills, by the end of the Reception year a few high attaining pupils are likely to exceed the expected goals. A substantial number of children will achieve many of them. High attaining children can count reliably, recognise and write numerals to 20 and can create repeating patterns with three shapes and three colours. They understand the concept of addition by combining two groups of objects. Low attaining pupils can write numerals to 5 and can make repeating patterns using two shapes. Most children can name plane shapes. Many can use the correct mathematical language of size such as bigger and smaller in the course of their play. They help to make pictures and graphs using information about themselves.

74. The quality of teaching and learning is good. Children are provided with appropriately challenging activities, sometimes through collaborative tasks, which involve working in pairs. All children have individual targets to aim for. Lessons are well prepared and organised with appropriate emphasis on practical activities and the understanding of concepts. The classroom assistant supports children's learning well.

Knowledge and understanding of the world.

75. Children make satisfactory progress overall in this area. Many come to school with limited experiences. Although they are eager to explore new learning, by the end of the Reception year many still have limited vocabulary and difficulty in understanding the concepts involved. Attainment overall is below the expectation for the age group. They learn how local elderly people used to live and about famous people of the past, such as Florence Nightingale. The Journeys of A.G. Bear, photographs and talks by visitors help them to find out about other places. A wide range of tools and materials are made available for picture and model making. During the inspection children were asked to choose the 'best' material to make kites prior to testing them out. They use communication technology such as typewriters, telephones and mobile phones in play situations. Most children have acquired good 'mouse' skills which they use successfully to bring alive the stories they read, on the computer.

76. The quality of teaching and learning is good. There are many first-hand experiences provided for children to explore, observe, think about, and discuss, sometimes recording their findings. Children make visits, such as to the local supermarket. Although the classroom provides much stimulus for learning there is a need to develop the outside environment as a resource for attracting children's interest and curiosity.

Physical development.

77. The development of physical skills is in line with the expectations for children of this age. Children demonstrate satisfactory control of scissors, paint brushes and other equipment. Physical education sessions in the hall successfully promote the use of small equipment and confidence in movement in a spacious area. However, there is a deficiency in the range and accessibility of large outdoor play equipment. Consequently, children are only given limited opportunities to engage in vigorous and adventurous activities within safe surroundings as an integral part of the Foundation Stage curriculum.

Creative development.

78. The creative development of most children is in line with the expectations for the age group. They enjoy the various settings provided for role-play such as re-enacting the story of 'The Three Bears.' They have opportunities to move to music, sing songs and play instruments. Children mix paint to produce different shades. They enjoy making textured patterns in fine sand. Their attempts at portrait paintings demonstrate that good progress is being made. The quality of teaching and learning is good.

79. Since the previous inspection the newly appointed Reception teacher has overseen the purchase of good quality equipment and resources. The classroom is well organised to reflect and promote the areas of learning. Both adults provide very good role models and have high expectations of the children. Relationships are very good and the teamwork impacts well on the quality of the planned activities and the recording of children's progress. Pupils with special needs are identified at an early stage and are well supported. The 'starting school' club is effective in helping the children to settle into routines. The family literacy group is successfully fostering parents' involvement in their children's learning. Links with pre-school providers are scheduled for development. In-service training on the requirements of the Foundation Stage has been undertaken by Key Stage 1 teachers and the school is set to produce an Early Years policy as recommended in the previous inspection report.

ENGLISH

80. The school has set a target of 75 percent of pupils to reach Level 4 and above this year and inspection evidence shows that this target will be achieved. Very good progress has been made in improving standards in the last two years. In the 1999 end of Key Stage 2 tests in English 29% of pupils attained Level 4 and above and this improved in the 2000 tests to 41%. However, the above average number of pupils with special educational needs and pupil mobility adversely affects standards. As a result, the percentage of pupils attaining the expected levels at the end of both key stages in the 2001 national tests will still be below the national average. The improvement in standards comes as a result of the newly appointed headteacher's efforts to improve resources and teachers' confidence and skills resulting in good teaching that fully takes into account all aspects of the National Literacy strategy.

81. The last report found that pupils were given insufficient opportunities to use their writing skills but this issue has been successfully addressed. The library has been relocated and is now well used.

82. In the 2000 Key Stage 1 tests, the percentage of pupils reaching Level 2 in reading and writing was well below average in comparison with the national average and with similar schools. Trends over the period 1996-2000 show considerable fluctuation in standards and this is reflected in the 2000 test results where the group of pupils taking the tests contained a substantial number of pupils with special educational needs. Results in 2000 are similar to those reported at the previous inspection. Between 1996 and 1999 the performance of girls and boys was broadly in line with the national trend. Inspection evidence shows that whilst most children in the class will achieve Level 2 the overall percentage will be below that normally found in most schools. In the current Year 2 class 40 per cent of the pupils are on the special educational needs register and this will adversely affect the standards pupils achieve.

83. In the 2000 Key Stage 2 tests the percentage of pupils reaching Level 4 was well below average in comparison with the national average and with similar schools. Trends over the period 1996-2000 show fluctuating standards in English and this is reflected in the 2000 test results where the group of pupils taking the tests contained a high percentage of pupils with special educational needs. Trends are below the national trend. There is no significant difference between the performance of girls and boys. Inspection evidence shows that standards have improved and the majority of pupils are set to achieve the expected level but the overall percentage will still be below the national average. A small number will attain Level 5.

84. The school is using the National Literacy Strategy to good effect to raise standards. Parents make a good contribution to their children's progress in reading. Pupils in both key stages take books home either to share with parents or read on their own and reading diaries provide an effective means of communication between parents and teachers. In school pupils are heard to read regularly both individually and in group reading activities

85. Standards in speaking and listening are satisfactory at the end of both key stages. By the end of Key Stage 1 pupils listen attentively to teachers, other adults and each other and make appropriate responses. They are eager to participate in whole-class and group discussion, express themselves clearly and confidently and can maintain the general flow of the discussion without divergence. They make sound progress in their ability to ask relevant and sensible questions. For example, on a visit made to local church pupils spoke well and asked some very searching questions about aspects of the church building. One child asked why there were no flowers in church during Lent. Pupils use appropriate language to talk about stories, discuss grammatical features, empathise with characters and events and express feelings and emotions. The most able readers read aloud with good expression taking account of punctuation and features of print.

86. By the age of eleven the rate of progress in speaking and listening is sustained as pupils respond to the many opportunities provided in literacy and other lessons for them to speak and listen. For example, a visiting speaker was asked about her Christian beliefs in a question and answer session led by the pupils. They had compiled their own list of questions and spoke clearly with a good amount of expression. In other classes pupils show an appropriate understanding of formal language structures and can take account of different contexts and audiences when making informed comments or asking questions. They express themselves confidently using a wide range of vocabulary. They listen carefully and respond well to the contributions made by other pupils. The majority read aloud from self-chosen books with good expression that shows sound comprehension. The well-planned whole-class and group activities that are a regular part of literacy lessons contribute significantly to the good progress made by pupils throughout the school.

87. In Key Stage 1, standards in reading are satisfactory overall. Pupils listen to and read a variety of stories, poetry and non-fiction books and this helps them to develop an enjoyment of reading that is maintained throughout their school life. They respond well to questions about plot, events, characters and vocabulary and this reflects their interest in and understanding of the texts read. They are able to draw on their personal experiences to comment on the ideas expressed in stories. Phonic skills are taught systematically. As a result, by the age of seven, the ablest pupils read fluently for their age, using a range of strategies, including phonics, to decode unfamiliar words.

88. By the age of eleven most pupils read a variety of texts fluently and with evident enjoyment and standards are broadly average. Pupils' good progress is maintained. They use evidence from texts appropriately to support their views when discussing meaning and the most able make mature, personal responses. They use an appropriate range of linguistic terms with understanding when discussing texts and demonstrate a sound understanding of syntax and grammar. As a result of the good progress made in their study skills, higher attaining pupils can scan texts for information accurately and select appropriately information that will help them to make judgements. They make good use of dictionaries and thesauri to support their work.

89. Present standards in writing are satisfactory overall by the ages of seven and eleven and pupils make satisfactory progress. In both key stages pupils write for a variety of purposes and audiences, including imaginative fiction, personal writing, poetry, play scripts, reports, factual accounts, instructions, letters, lists, note taking and labelling. By the age of seven pupils are learning how to plan their written work and are beginning to write at greater length. The more able pupils also write with greater complexity and with more careful choice of words. Most have a sound understanding of basic punctuation.

90. By the age of eleven most pupils plan their writing and can write extensively, using complex sentences and paragraphs in an appropriate style. They use a range of punctuation accurately. They have regular opportunities to draft, revise and edit their work and are able to comment constructively upon their own work.

91. Higher attaining pupils in both key stages can use their knowledge of high frequency words and phonics to assist them when writing. However, there is a significant number of pupils in each year group whose spelling, including that of high frequency words, continues to be inconsistent when writing in other subjects, even though in literacy hour lessons they use spellings correctly.

92. Standards of handwriting are good overall. Pupils begin to learn how to join their writing in Key Stage 1 and continue to refine their skills through regular and systematic teaching at Key Stage 2. Handwriting practice shows that pupils are mastering the cursive style successfully. In both key stages pupils' work is consistently well written and presented.

93. In both key stages there are good opportunities for pupils to apply their literacy skills. Pupils write for a range of purposes in subjects other than literacy, for example factual writing in science and accounts of life in different historical periods. Speaking and listening skills are appropriately developed in discussion activities related to all areas of the curriculum. Pupils use computers to word-process their written work in literacy and other subjects.

94. In both Key Stage 1 and Key Stage 2 pupils with special educational needs make good progress and the provision made to meet their needs is good. Teaching linked to individual needs, the setting of precise targets, and well-matched learning materials contribute to their success. The work of the classroom assistants makes a significant contribution to the good progress made by these pupils.

95. Overall pupils' attitudes to learning are good in both Key Stage 1 and Key Stage 2. They are well behaved in lessons and apply themselves with good concentration, purpose and interest to any tasks they are set even when not directly supervised. They co-operate well and help each other both formally and informally in discussing aspects of their work. Their response in the English lessons observed was always positive and interested and they clearly enjoyed their work.

96. The quality of teaching in English is consistently good or better in both key stages. Where teaching is good, teachers make effective links between previous work and new learning. This is a feature of the whole class work at the beginning of literacy lessons when teachers skilfully review what pupils have previously learned so that their work is purposeful and relevant. Teachers make the purpose of lessons very clear and this helps the pupils to understand what they are doing and why. During group activities pupils complete tasks that are well matched to their individual needs and, as a result, they make good progress. Teachers have high expectations of what pupils can achieve and of their behaviour and this means that lessons proceed smoothly resulting in a good quality of learning. Teachers' relationships with pupils are good and these are significant in promoting and maintaining pupils' positive attitudes to their work. Teachers have good subject knowledge and this helps them to plan and teach with confidence.

97. There is an agreed whole-school system in place for the assessment and recording of pupils' progress in reading, phonics and writing. However, except in English, not all the information gathered is fully used to set targets for improvement across the school. Pupils' work is regularly marked. Some teachers annotate pupils' work with comments that help them to understand what they need to do to improve, although this is not consistent practice across the school. All pupils have personal literacy targets and these contribute to their good progress. The work of classroom assistants in liaising with teachers to provide additional support during the literacy hour makes a valuable contribution to pupils' attainment and progress. Helpful spelling and reading homework is set regularly in both key stages and in Key Stage 2 pupils also receive writing tasks

98. The two recently appointed co-ordinators have good subject knowledge and are enthusiastic. They provide informed support and advice for colleagues through a range of activities including some monitoring of teaching and learning, analysing planning and school based in-service training. A whole-school policy for English is currently being developed. As a result of these procedures, the co-ordinators have a good understanding of the issues that need to be addressed to raise standards. Training in issues related to literacy form part of the school's in-service programme.

99. Literacy resources are good and these are centrally organised to meet the needs of each key stage. All classes are well resourced with a good range of general reading material as well as having graded readers for home-school reading. There is also a well-resourced and attractive library that is Dewey referenced and this is well used to support pupils' work across the curriculum as well as to support their reading. The good quality resources are used well and make a positive contribution to the quality of pupils' learning and the status of literacy throughout the school.

MATHEMATICS

100. The last inspection found pupils' understanding of number to be unsatisfactory. Test results when compared with those in similar schools were well below average. Inspection evidence shows that pupils now have a satisfactory understanding of number and results compare favourably with those found in similar schools. Pupils benefit from the carefully targeted work undertaken in developing number skills as part of the school's numeracy strategy. The co-ordinator has been given some time to monitor standards in mathematics and her role is far more effective than at the time of the last inspection. Worn out resources have been replaced.

101. The headteacher and the co-ordinator have raised the profile of the subject. Staff training has been provided and booster classes introduced to make sure that pupils are really being challenged to do their best. Staff teach the subject well and incorporate the National Numeracy Strategy effectively into their lessons. Because pupils are challenged effectively, for example in using their mental skills, standards are beginning to rise steadily. In the 2000 end of Key Stage 2 tests in mathematics, 53 per cent of pupils reached Level 4 and above. This was a significant improvement on the previous year when only 12 per cent of pupils attained Level 4 and above. Inspection evidence shows that the school's target of 65 per cent of pupils to reach the expected level in the 2001 tests is appropriate and attainable.

102. The percentage of pupils attaining Level 4 in the National Curriculum tests in mathematics at the end of Key Stage 2 in 2000 was below the national average but average when compared with the results of similar schools. The percentage of pupils reaching Level 5 in the subject was very low. Over the last four years the school's performance in mathematics has been well below average. However, a significant number of pupils over the last few years have joined the school during Key Stage 2 and many have had special educational needs. This factor has adversely affected the school's results. There is no difference between the performance of boys and girls.

103. Inspection evidence shows that the percentage of pupils that will attain Level 4 and above at the end of Key Stage 2 is still below the national average. The high proportion of pupils with special educational needs will affect the overall percentage attaining Level 4 and above. However, most pupils will attain the expected level. Throughout the key stage progress is good and the majority of the current Year 5 pupils are expected to attain what is expected nationally in the subject. Special educational needs pupils make good progress.

104. In the 2000 tests for seven-year olds the percentage of pupils reaching Level 2 and above was in line with the national average. Girls did not do as well as boys but this information needs to be treated with caution as there were less than 10 girls in the class.

105. In the current Year 2 class, 40 per cent of the pupils are on the special needs register. This will have an adverse affect on the percentage of pupils set to attain the nationally expected Level 2 and above in the 2001 end of Key Stage 1 tests. As a result, standards in mathematics are below the national average.

106. By the end of Key Stage 2, most pupils' knowledge and competency in the use of the four rules of number are developed effectively. A key to their success is the emphasis teachers give to pupils using their mathematical knowledge in problem-solving situations. For example, Year 5 pupils, working within a budget of £150, costed out a selection of plants that might be needed to equip a school garden area. Year 6 pupils investigated the nets of closed cubes. One child assessed his own work after carrying out an investigation by saying, 'I was wrong it did make a cube.' Discussions held with pupils and a scrutiny of their work revealed that many have satisfactory skills to work confidently with fractions, decimals and

percentages. Older pupils are able to estimate and measure accurately using standard measures. They are able to find the area of shapes and know how to represent and explain data. A small group of pupils have a very good knowledge and are set to achieve Level 5 in the end of Key Stage 2 tests.

107. Pupils can apply their mathematical knowledge effectively in other subjects. For example, in science they produce graphs showing data collected about the temperature in different parts of the school. Younger Key Stage 2 pupils develop their number knowledge well but some have difficulties in applying it in when asked to solve mental problems. Good support is given to a group of Year 5 pupils by a classroom assistant to help them boost their mathematical skills. Pupils are given insufficient opportunities to incorporate information and communication technology skills into their work.

108. Evidence from the inspection shows that throughout Key Stage 1 pupils make satisfactory progress from a low entry point. The high percentage of pupils with special educational needs benefit from the support they receive from classroom assistants. Pupils show a satisfactory level of competency in number. However, the speed with which they carry out addition and subtraction mental calculations with numbers up to twenty is slow. They can identify and use coins up to fifty pence and have a good knowledge of both two- and three-dimensional shapes. Bar charts produced in science lessons allow Year 1 pupils to use their mathematical skills in showing how far pupils can move from the keyboard and still hear a sound. Information gathered about how pupils arrive at school is used to produce graphs. Evidence from pupils' books shows that they make satisfactory progress in using number lines to find the difference between numbers. During the week of the inspection a small group of higher attaining Year 2 pupils demonstrated a good understanding of simple division.

109. Pupils enjoy mathematics lessons and are keen to answer questions in most classes. They respond well when asked to work on their own. Their exercise books show that the majority of pupils show pride in their work. Behaviour during lessons is of a high standard.

110. The quality of teaching in both key stages is good with examples of very good and sometimes excellent teaching in Years 3, 5 and 6. In these very good lessons teachers provide clear explanations of what is to be learned and use effective questioning strategies that allow pupils to explain how they have arrived at their answers. In one class very good practice was observed when higher attaining pupils after being told what they needed to do were sent off to plan and carry out their work instead of having to sit and listen to an explanation of what other groups were doing. Most teachers demonstrate good subject knowledge in teaching the subject and make good use of lesson introductions to develop pupils' mental arithmetic skills. A good feature of the teaching in Year 2 is the sharing of targets with the pupils. Whole-class teaching is successful but occasionally questioning is not well used with pupils only being asked to answer a question if they have their hands up. Teachers plan their work well and incorporate all aspects of the numeracy strategy. National Curriculum requirements are met.

111. The quality of learning is good in both key stages because teachers set work that is matched well to pupils' needs. Because teachers set clear targets for work to be completed and support well individual pupils who have difficulty, progress is good overall throughout the school.

112. The co-ordinator is very good and is knowledgeable and enthusiastic. She has produced a review of progress against the mathematics improvement plan that is clearly focused on raising standards. Targets have been set for pupils based on an analysis using a question by question grid. Some monitoring has taken place and a start has been made to recording progress and attainment in a consistent manner across the school. A very good example of information being used to improve standards can be seen in Year 6 where the whole of Monday morning is spent in intensive teaching of ability groups in mathematics utilising the skills of the co-ordinator, another teacher and a classroom assistant.

113. The school does its best to raise the profile of mathematics amongst parents. For example, a mathematics morning was held including pupils taking part in 'Who wants to be a Mathonnaire'. Resources for the subject are satisfactory and homework is used well in most classes to reinforce learning.

SCIENCE

114. The school places a strong emphasis on the direct teaching of scientific information and most pupils have benefited from this approach. Between 1997 and 1999 the results improved gradually and the proportion achieving the expected level doubled in 2000 from the previous year. The improvement in standards is due to the good teaching pupils are now receiving. Also, the introduction of Qualifications and Curriculum Authority guidelines is beginning to have a beneficial effect.

115. Good improvements have been made since the last inspection. Resources are now satisfactory and teaching is good overall. Pupils in both key stages make satisfactory progress in the acquisition of scientific knowledge. They are aware of fair testing and in Key Stage 2 higher attainers can predict and set a hypothesis. The curriculum is no longer unsatisfactory. However, pupils' ability to set up and carry out an investigation for themselves remains unsatisfactory, because teachers do not give pupils enough opportunities to carry out investigations.

116. In the 2000 National Curriculum tests in science at the end of Key Stage 2, the percentage of pupils attaining the expected Level 4 and above was below the national average. Even though only 12% achieved Level 5 this is an improvement from the time of the previous inspection. The school's performance in the science tests was close to the average for similar schools. For most pupils this represents satisfactory progress overall. Taking the previous three years 1998 to 2000 together, the performance of pupils has been below the national average.

117. At the end of Key Stage 2, the percentage of pupils expected to reach level 4 and above is below average. Inspection evidence shows that pupils have a satisfactory scientific knowledge and the majority are well on their way to reaching the expected standard in the national tests at the end of Key Stage 2 with a small number expected to achieve a higher level. However, there is an above average number of pupils with special educational needs in the current small Year 6 class and this will adversely affect the overall percentage reaching Level 4 and above.

118. During Key Stage 2, pupils make sound progress overall in developing their scientific knowledge. This is an improvement on the findings of the previous inspection when it was reported that progress was unsatisfactory. Pupils now have a satisfactory recall and understanding of the scientific topics they have covered. For example, they explain how day and night are linked to the earth's spinning on its axis. Pupils know that a complete circuit is needed to make electrical devices work and draw accurate diagrams to represent series and

parallel circuits. In Year 4 they have used force meters well to measure the amount of friction over different surfaces. However, throughout the key stage there is little evidence that pupils have been provided with sufficient opportunities to set up and carry out an investigation for themselves. For example, when pupils in Year 6 were challenged to consider the conditions that might affect germination and plan how to test them, they needed too much help and guidance from their teacher to complete the task. There are, however, some examples of pupils carrying out experiments for themselves. Year 3 pupils successfully investigated whether magnets have different strengths. They planned the investigation and decided what to measure and what to use. The pupils were given time to test out their predictions for themselves. Progress during this lesson was very good.

119. The 2000 end of Key Stage 1 teacher assessments in science showed that the percentage of pupils attaining Level 2 and above was well below the national average but average in comparison with similar schools. Only 3 per cent were assessed as achieving Level 3, which is below the average for similar schools. Inspection evidence indicates that standards will not improve much this year and will remain below average because 40 per cent of the current Year 2 class have special educational needs.

120. Overall pupils make satisfactory progress during Key Stage 1 and by the age of seven most have a satisfactory knowledge of the topics covered and a better understanding of what makes a test fair. With much support, Year 2 carried out an investigation into whether different types of four wheel vehicles would travel the same distance. However, a significant number of pupils have language difficulties and became confused when asked to "record" their findings. They thought that they were expected to use a tape recorder. Younger pupils understand the need for a healthy diet and have recorded their findings using in 'My Food Diary'. They classify materials according to whether you can see through them or not.

121. Throughout the school pupils with special educational needs receive good support and make good progress overall in developing their scientific knowledge. At times their limited scientific vocabulary limits the progress they make

122. Pupils' attitudes to science are very good. In all the lessons seen, pupils worked together well. They listen carefully and are willing to contribute their own ideas to class discussions. In both key stages, when asked to do so, pupils apply themselves well to tasks and make sensible observations. The previous inspection reported that some pupils in Years 5 and 6 became uninterested and were bored by the long introduction to lessons. This is not now the case. In both these classes pupils responded with enthusiasm to very good teaching.

123. The quality of teaching is good in Key Stage 1 and very good overall in Key Stage 2. Teachers teach the subject knowledge well and make the subject interesting. As a result the quality of learning is good in most lessons, especially at Key Stage 2, because pupils are given clear explanations and time to discuss ideas amongst themselves. A strength of the teaching throughout the school is the very good use made of questioning to check pupils' understanding. All answers, whether right or wrong are explored. This has a positive effect upon the quality of learning because it deepens pupils' knowledge of the subject and enhances their self-esteem because they are not put off from offering their opinions. In Year 5, a boy gave the wrong answer but was told to "hold that thought in your head because I want to come back to it next week." In a Year 3 lesson the teacher gave pupils the opportunity to experiment with different magnets to help them find out if they had

different strengths or not. She was not over-directive but allowed the pupils to try out their ideas for themselves. In most classes, however, pupils need more opportunities to set up and carry out their own experiments. Teachers written comments, made when marking books, are usually supportive but rarely do they inform pupils what to do next in order to improve their work.

124. The leadership and management of the subject are satisfactory. The co-ordinator reviews planning and scrutinises work but does not monitor the quality of teaching. The school has successfully introduced the Qualifications and Curriculum Authority guidelines and this is having a positive effect upon the quality of learning in the subject. Assessment procedures are sound but as yet the information gathered is not all being brought together and analysed to set targets. There is no portfolio of assessed work to act as a guide to measuring attainment. Resources have improved since the last inspection and are now satisfactory. The school meets National Curriculum requirements in the subject.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

125. Standards in art and design and in design and technology are in line with the national expectations at the end of both key stages and pupils make satisfactory progress in both subjects. This represents an improvement since the previous inspection. These judgements are based on a range of inspection evidence including scrutinising of pupils' work, teachers' planning, displays throughout the school and discussions held with the co-ordinator. No design and technology lessons were observed during the inspection. Consequently no overall judgement can be made about the quality of teaching and learning in the subject. Similarly no art lessons were seen in Key Stage 1.

126. By the end of Key Stage 1 pupils develop skills in art and design using various media such as paints, crayons, pencil collage and a range of modelling materials. Younger pupils show satisfactory observational skills, for example when they consider pictures of different sculptures and proceed to make small-scale individual models using plasticine. Older pupils successfully use 'mod roc', for example, to make large-scale standing models, and paint them to give them a well-finished appearance. They are encouraged to make an imaginative visual response using music as a stimulus. Information and communication technology is used successfully, for example, when generating paintings in the style of Mondrian.

127. By the end of Key Stage 2 evidence in pupils' sketch books indicates that they are involved in the compilation of their own visual material. Observational drawings by younger pupils are appropriately detailed and show that they consider different effects such as hatching, stippling, shading and blending. Older pupils practise and develop successfully their visual and technical skills to produce textures in paint, successfully mixing their own shades. By the end of the key stage they are able to make mature evaluations, using the appropriate technical vocabulary, and they know, for example, that when using acrylic paint they must first prime the paper. There are examples of clay work where children have successfully used coils and thumb techniques to produce individual pots. A collage portrait of Henry VIII exemplifies opportunities for collaborative large-scale work, linked to history.

128. In design and technology, by the end of Key Stage 1 pupils have examined how houses are made and have designed and constructed models using boxes. These indicate satisfactory skill development in designing and making which continues into Key Stage 2, when younger children design nets and make boxes of their own. By the end of the key

stage pupils' work on the designing and making of slippers shows, for example, that they have planned a project in which they have made labelled drawings, communicated the process and carried out pattern drafting and cutting. They make evaluations and suggestions for improvement.

129. The quality of teaching in art and design in Key Stage 2 is very good. This owes much to the teachers' subject expertise, including that of the co-ordinator who teaches the subject to the older age-groups. Available resources are well-used. There is an emphasis on skill development and on pupils experimenting with their own artistic style. Older pupils in particular, are encouraged to persevere in making improvements to their work to meet their own intentions. Pupils' attitudes to art lessons in Key Stage 2 are very good. Older children in particular are willing to communicate their findings and be self-critical.

130. Since the previous inspection the school has successfully improved the provision in both subjects. Nationally recommended guidelines have been introduced, although there is not yet a formal system of assessing pupils' work and recording their progress in design and technology. Pupils' sketch-books are one means of monitoring progress in art and design and the co-ordinator is beginning to retain pupils' work as further evidence. Specialist teaching, for example by the co-ordinator, is contributing towards the raising of standards in both subjects. She has identified the need for other teachers to be trained in some of the technical aspects of design and technology. Resources are satisfactory, although non-European art is under-represented. Additionally the school makes use of a good range of art and artefacts through a loan system. A visiting artist has worked with older pupils and the designs of two of them have been chosen for a community project.

GEOGRAPHY

131. Geography is taught in paired year groups through a two-year topic cycle. At the time of the inspection not all year groups were studying geography and only one lesson in Key Stage 2 could be observed. Judgements are based on a scrutiny of pupils' work, teachers' planning, work on display and discussion with pupils and the co-ordinator. On the basis of this evidence, by the end of both key stages, standards are in line with national expectations and pupils, including those with special educational needs, make good progress. The school has successfully maintained the standards reported at the previous inspection.

132. In Key Stage 1 pupils are developing their knowledge and understanding of their own immediate environment and that of other parts of the world through the travels of 'A G Bear'. They are beginning to understand maps, both of their own locality and the world map and have considered ways in which travel affects people's lives both at home and abroad. They consider features of places that reflect difference, such as weather and climate, and show some understanding of distance. Pupils show a satisfactory understanding of how places are linked to others worldwide.

133. In Key Stage 2 pupils interpret maps successfully and show an understanding of keys and symbols in identifying geographical features. They can empathise with people's lives elsewhere and make comparisons with their own lives. Pupils show a sound understanding of maps and reference materials when researching information about specific areas. They formulate relevant questions that assist them in identifying significant geographical information. Pupils are able to think about features of their own environment

and utilise evidence well to consider how these might be improved. Because the whole-school approach to the development of skills has only recently been developed, the planning of activities within year group pairings for teaching geography does not always provide a sufficient range of tasks within to allow work to be matched to the needs of all pupils.

134. In the lesson seen pupils' attitudes to geography were good. They listened attentively, shared knowledge and ideas in discussion and worked with good concentration. Pupils worked very well on collaborative tasks negotiating which aspects of the shared task each member of the group was to do and consulting and supporting each other when necessary.

135. Too little teaching was observed to make an overall judgement. In the one lesson seen planning was appropriate with clear learning outcomes. Classroom organisational skills were generally good. Group work and collaborative activities were used to support pupils so that they could work at an appropriate level. Open-ended questions, using appropriate geographical terms, were used well to check pupils' understanding and to promote their involvement. The teaching of map work and the interrogation of data contribute to pupils' numeracy skills and written tasks contribute to their literacy skills.

136. The co-ordinator, who joined the school in September 2000, has good subject knowledge. She regularly monitors planning and has scrutinised pupils' work. As a result she has some idea of what needs to be done to support pupils' progress. However, classroom observations have not been undertaken to extend her understanding of standards in the subject. A whole-school policy is currently being developed as well as procedures for assessment and recording that are matched to national expectations. The school has adopted the Qualifications and Curriculum Authority guidance as its scheme of work. Centrally stored resources have been audited and these support the scheme of work satisfactorily.

HISTORY

137. At the time of the inspection not all year groups were studying history and only one lesson in Key Stage 2 could be observed. Judgements are based on a scrutiny of pupil's work, teachers' planning, work on display and discussion with pupils and the subject co-ordinator. On the basis of this evidence, by the end of both key stages standards are in line with national expectations and pupils, including those with special needs, make good progress. The school has successfully maintained the standards reported at the previous inspection. No overall judgements can be made about the quality of teaching.

138. In Key Stage 1 pupils use their enquiry skills to identify similarities and differences between transport now and in the past and record their observations pictorially and in writing. They develop a sound understanding of the recent past through reflection on their own lives and through learning about particular events and some of the key people in Victorian Britain such as Florence Nightingale. Pupils use evidence from pictures and books accurately and record their findings suitably. In Years 3 and 4 pupils use artefacts, books and pictorial material to make deductions about the everyday lives of people living in Ancient Egypt. Pupils in Years 5 and 6 learn about the impact of the Second World War upon ordinary people. The effective use of artefacts, books and other reference material contributes to their understanding of what life was like during this period. The quality of presentation of work is consistently good. The use of time lines supports pupils' numeracy skills and reference materials and written tasks contribute to their literacy skills.

139. Too little teaching was observed to make an overall judgement. In the lesson seen

pupils' attitudes to history were good. They were keen to share their ideas in class discussions and showed a satisfactory understanding of the need to use evidence to confirm hypotheses.

140. The co-ordinator, who joined the school in September 2000, has good subject knowledge. Because the whole-school approach to the development of skills has only recently been established, information about pupils' achievements is not yet fully used to plan future work. The school has adopted the Qualifications and Curriculum Authority guidelines as a scheme of work. The co-ordinator scrutinises pupils' work but not as yet classroom practice. She has audited the centrally stored resources that are adequate and support the scheme of work satisfactorily. Good use is made of visits to museums and other places of historical interest and visitors to the school to stimulate pupils' learning and to foster empathy.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. The previous inspection of the school reported that pupils' progress and attainment in information and communication technology were below national expectations at the end of both key stages. The school had not kept sufficient pace with the changes in technology or the increased profile of the subject within the curriculum and was failing to meet statutory requirements. There were a number of reasons for this state of affairs. The main one was the lack of sufficient up-to-date resources for pupils to use on a regular basis. Also, the school's policy for the subject was unsatisfactory and it did not have a scheme of work outlining how pupils' skills and knowledge were to be developed as they progressed through the school. Also, staff had received little or no in-service training.

142. Significant progress has been made by the school to address some of the issues above. Information and communication technology now has a higher status within the curriculum with staff awareness and understanding better developed than at the time of the last inspection. It is being well introduced into other areas of the curriculum, such as science and geography. The co-ordinator is providing clear leadership and developing the subject well.

143. New resources have been purchased and a room equipped as a technology suite. The school now follows the Qualifications and Curriculum Authority guidelines which provide a focus for the development of pupils' skills as they move through the school. However, these improvements have not been in place long enough for them to have raised standards sufficiently and so by the end of both key stages pupils' achievements are still below national expectations. Teachers' planning shows that all aspects of the subject are being covered and National Curriculum requirements are now being met.

144. By the end of Key Stage 1, most pupils understand that computers help them to express their ideas in different ways. Year 2 pupils have used different texts and font sizes to word process the story of 'Billy Goats Gruff'. Most have satisfactory basic skills in using the mouse and two higher attainers were observed using the software program, 'Mad about Maths', to help them with their mathematics work. However, there is a well above average number of pupils in this class with special educational needs and most need a lot of adult support to log on and gain access to programs. There is no evidence of the pupils being able to use information and communication technology to sort and classify information and to present their findings.

145. By the end of Key Stage 2 pupils use the word processor to present their work. Most

can draft their writing directly on the screen and edit text appropriately. They are able to store, print and retrieve work. They use CD-Roms to locate information and can access the Internet to make systematic searches. However, discussions with Year 6 pupils and their teacher indicate that they are not familiar with some other processes, such as using information and communication systems to sense and display physical data, such as temperature. They do not know how to use spreadsheets to investigate relationships. Inspection evidence shows that lower down the key stage pupils are now making good progress and use their skills well in other subjects. In Year 3 some very good work was observed as pupils exchanged e-mails with a local author. They could download pages and save them in a work folder. Pupils in Year 4 have used a database program to show the temperature in different parts of the school building whilst Year 5 have carried out a traffic survey and compiled their own database.

146. Pupils with special education needs make good progress, because of the extra attention and help they receive. They benefit from paired work on the computers.

147. Attitudes to information and communication technology are good. Pupils are keen to learn and show good levels of concentration. They respond enthusiastically to opportunities to work on computers and are eager to share ideas and support the work of others. Pupils handle the equipment with care. Behaviour was good in both the lessons observed. Year 3 pupils showed a real spirit of enquiry and joy in their achievements as they received e-mail.

148. Only two information and communication technology lessons were seen during the week of the inspection so it is not possible to make an overall judgement about the quality of teaching. In one very good lesson with Year 3 the teacher used the time well in the classroom to explain to the pupils the work they were expected to do. This meant that pupils could have immediate 'hands on' use of the computers when they arrived in the computer suite. As a result, the quality of learning was very good in this particular lesson and the pupils made good progress in using e-mail. New Opportunities Fund training for all teachers is scheduled for winter 2001 and this should have a beneficial effect upon teachers' confidence in all aspects of the subject.

149. The computer suite is being upgraded. All stations will be networked to have Internet access through a server. The network is being extended to Key Stage 2 classrooms. This work is being funded through a Seed Challenge Grant. The suite is being let to a community education group two mornings a week, where parents of children at the school are taught basic computer skills.

150. There is monitoring of information and communication technology across the school through informal discussions with staff but as yet the co-ordinator has had no opportunities to monitor teaching. There is no whole-school approach to the assessment and recording of pupils' progress and this remains a weakness.

MUSIC

151. Pupils of all levels of attainment in both key stages achieve standards which are at least in line with national expectations. By the end of Key Stage 2 a minority exceed the expected standard in respect of instrumental performance skills. Although the quality of singing in assembly is average, that in upper Key Stage 2 is very high. Since the previous inspection pupils' progress in composition has improved and most now have satisfactory experiences in creating music by the time they leave the school.

152. Pupils in Key Stage 1 listen and respond to the music of famous composers. For example, they successfully created visual expressions of "Morning" by Grieg. They sing a range of songs, with reasonable attention to pitch, sometimes using percussion instruments to maintain a steady beat or to provide accompaniment. They demonstrate understanding of concepts such as high and low by responding with appropriate body movements to a given stimulus. They use symbols successfully to record sound patterns.

153. In Key Stage 2 pupils experience and rehearse musical phrases and songs. Most pay appropriate attention to pitch and rhythm, although a few younger pupils tend to shout rather than sing tunefully. They are encouraged to listen to each other so that by the end of the key stage most are achieving a very high standard. For example, they are able to maintain parts very well, combining good pitch control of a melody with very good rhythmic accuracy in a chanted ostinato. Throughout the key stage they listen to and appraise music of various moods, although they seldom encounter ethnic compositions. They successfully use pentatonic scales as a basis for developing melodic compositions, and by the end of the key stage they are beginning to record their work using simple musical notation.

154. The quality of teaching observed was good overall. It ranges from overall satisfactory in Key Stage 1 to very good, with some excellent teaching in Key Stage 2. Particular strengths include the subject expertise of several teachers. Good use is made of the time available. The approach to the teaching of singing successfully emphasises careful listening and the internalising and recall of sounds. There is a high expectation of what pupils can achieve. The materials used in singing appeal to pupils' interests and they respond accordingly. Good opportunities are created in composition for pupils to modify their own and others' work. Although there is good evidence of progression in learning outcomes through the key stages, there is some scope for teachers to plan for this more specifically than they do at present.

155. The school provides good opportunities for pupils to take part in musical activities. Some examples include instrumental tuition to several groups on recorder and guitar, which contributes substantially to their musical development and to the standards achieved. During the inspection the school choir demonstrated both unison and part songs with very good musical expression. Video recorded evidence showed that performances before an audience, such as at Christmas, by groups of pupils in both key stages were of a high quality. A successful 'Tudor Day' incorporated pupil participation in music and dance of the period. The school usually participates very successfully in the Peterborough Music Festival. Groups sometimes entertain elderly local residents.

156. Pupils' very good attitudes to learning make a very positive contribution to the progress made. Most listen carefully and participate with enthusiasm. When working in groups most do so very amicably. In Key Stage 2 most show a maturity in their ability to share the ideas of others.

157. The role of the co-ordinator is currently being undertaken by the headteacher. This includes some monitoring of teaching and learning. The school is in the process of incorporating guidelines from the Qualifications and Curriculum Authority into its skill based scheme of work. Provision has been organised for identified specific talent in music. A particular strength of the management of the subject is the very effective deployment of teachers with specialist skills. Resources are satisfactory. Since the previous inspection additional good quality percussion instruments have been purchased which include a small range from other cultures.

PHYSICAL EDUCATION

158. The school offers a broad and balanced planned physical education programme. However, only games lessons could be observed during the week of the inspection and so no overall judgement on standards can be made. Pupils' progress in the development of games skills in both key stages is satisfactory. Records show that standards in swimming are similar to those found in most schools. Almost all eleven-year-olds achieve the expected 25 metres and some progress well beyond this level. Pupils are given the opportunity to take part in competitive sport. All activities are open to both boys and girls. These findings broadly reflect the judgements made in the previous inspection report.

159. Standards by the age of seven are average in games skills. Pupils are quite confident in their movements and show appropriate control and co-ordination. They make sound use of space when working in the playground. Pupils know the need for warm-up at the beginning of lessons. They practise and refine their skills as they work with a partner throwing and striking the ball with a bat.

160. Pupils' achievements in invasion games skills are satisfactory by the end of Key Stage 2. Most can pass a rugby ball with a good degree of accuracy. Both boys and girls can move around the pitch avoiding tackles. Pupils in Year 5 develop their sending and receiving skills using hockey sticks. As at the time of the last inspection, the contribution that the subject makes to social and moral development is good. In both classes pupils are expected to work together and follow the rules of the games.

161. The quality of learning is good overall. In the lessons observed pupils were provided with appropriate opportunities to practise their skills in order to improve them. They respond well to instructions and structured activities. Pupils can work alone, in pairs and small groups. The quality of learning is better when the teacher chooses individuals to demonstrate the correct techniques, because others rise to the challenge and try to emulate the achievements of their classmates.

162. In the games lessons observed the quality of teaching was satisfactory in Key Stage 1 and good overall in Key Stage 2 with a very good lesson seen with Year 6. All lessons contained well structured activities which enabled the pupils to make at least satisfactory progress in their performance skills. However, a common weakness in the teaching of physical education throughout the school is the lack of opportunities for pupils to evaluate their own and others' performance in order to explore ways of making it better. Teaching is better when correct techniques are clearly demonstrated, either by the teacher or individuals, and pupils challenged to improve on their previous best. The management of pupils and equipment is good.

163. Pupils with special educational needs are well supported during physical educational lessons and make similar progress to their peers.

164. The experienced co-ordinator has overseen the subject for the past fifteen years. The school has recently introduced the Qualifications and Curriculum Authority guidelines. Good use has been made of the 'Top Sport' initiative to develop skills in new areas such as rugby and to improve the quality and range of resources. Resources are good overall. The school has a large playing field and last year played host to a ten-week Peterborough United Soccer School. Its sports day was covered by BBC Radio Cambridge and featured on its sports report. The school has its own swimming pool, which it uses in summer. However, maintenance costs are high. There is a satisfactory range of extra-curricular activities, including football, rugby and cricket.

RELIGIOUS EDUCATION

165. Attainment in religious education is broadly in line with the expectations of the locally Agreed Syllabus at the end of both key stages. These findings show a good improvement from two years ago when the school was last inspected and standards were found to be below expectations and statutory requirements not being met. Teachers' planning includes all aspects of the locally Agreed Syllabus and statutory requirements are now being met.

166. By the end of Key Stage 1 pupils have deepened their understanding of Christianity. A visit to a local church has given them a sound insight into Christian symbols. The rector provided very good support because he was able to explain church symbols in a way that all pupils understood. Year 1 pupils know that in the Christian faith Easter is a time of celebration because Jesus came alive again. They learn some important human values, such as thinking of others and are encouraged to put them into practice in their own lives in school or at home. Very good use is made of role-play in the area created in one classroom, complete with pulpit. Pupils act out for themselves aspects of Christian services. In Year 2 pupils write the story of the Good Samaritan in their own words and produce work of satisfactory quality.

167. By the end of Key Stage 2 pupils have a sound knowledge of Christianity. They know that people have different beliefs and values and that these can have an effect upon how people lead their lives. A good feature of their work in Key Stage 2 is the use made of extended writing. For example, pupils write their own accurate accounts of the parable Jesus told about the two houses and say what it means to them. One child's explanation about what makes you feel sad includes the words, 'I hate listening to the news because it is full of bad things'. Another child writes that 'It makes me feel happy to see that everyone else is happy around me.' Pupils develop well their knowledge of the Bible by looking for extracts that demonstrate the use of poetry. There is no evidence in pupils' writing of work on major world religions but teachers' planning shows that this will occur in the following term.

168. The quality of learning is good in both key stages. This is because the range of activities is interesting to the pupils. For example, in Key Stage 2 pupils work in groups to compile a list of questions they want to ask a visiting speaker about why she is a Christian. The visit to a 12th century church provides pupils in Key Stage 1 with very good opportunities to locate where church artefacts, such as the lectern and font, are situated. Throughout Key Stage 2 pupils' use of writing allows pupils to explore their own ideas and to raise questions and this enhances the quality of learning. Pupils respond well during lessons and are eager to answer questions. They listen with interest to stories from Christianity and other faiths. They show respect for people's beliefs and customs. Their written work is well presented.

169. The quality of teaching is good in both key stages. Lessons are well prepared and delivered with enthusiasm. During the week of the inspection very good teaching was observed in Key Stage 2. In those lessons discussion was used well to encourage pupils to talk about their experiences and express their views. Work is marked but there is some inconsistency in the use teachers make of written comments to provide pupils with points for improvement. A scheme of work has been put in place which is based upon the locally Agreed Syllabus.

170. The subject is co-ordinated well by the headteacher. He has a very good knowledge of classroom practice. The subject makes an important contribution to pupils' spiritual development. For example, in one lesson during the week of the inspection, pupils demonstrated awe and wonder when asked to observe a candle being blown out and at the same time to consider how Jesus' followers might have felt when he was crucified. Resources have been improved and are of good quality.