

# INSPECTION REPORT

## **PARK STREET C of E PRIMARY SCHOOL**

Cambridge

LEA area: Cambridgeshire

Unique reference number: 110837

Headteacher: Miss D Betts

Reporting inspector: Mr D Smith  
3732

Dates of inspection: 25<sup>th</sup> – 27<sup>th</sup> September 2000

Inspection number: 224602

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Lower Park Street Cambridge
Postcode:	CB5 8AR
Telephone number:	01223 576922
Fax number:	01223 566705
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sylvia Pick
Date of previous inspection:	23 <sup>rd</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Smith – 3732	Registered inspector	Mathematics Information technology Design and technology Music Under fives	The school's results and achievements How well are pupils taught? How well is the school led and managed?
Mr J Brasier – 9736	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils and students? How well does the school work in partnership with parents?
Mr C Goulding - 22584	Team inspector	English Geography History English as an additional language	How good are the curricular and other opportunities offered to pupils?
Mr D Fisher - 17520	Team inspector	Science Art Physical education Equal opportunities Special educational needs	What sort of school is it?

The inspection contractor was:

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Inspection Quality Division  
The Office for Standards in Education  
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33 Kingsway  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Located in the centre of Cambridge, the school has characteristics of both the inner city and a small rural primary school. Of the 114 pupils on roll, 80 per cent are white and the remaining 20 per cent are from different ethnic backgrounds. Whilst the percentage of pupils eligible for free school meals is below average, almost 20 per cent have English as an additional language and about 30 per cent either join or leave within the course of each school year. This is a relatively high rate of pupil mobility. The range of pupils admitted to reception is broadly average in terms of their skills, experiences and aptitudes. Twenty pupils are identified on the school's register of special educational needs and two of these have a statement. The school was originally proposed by The Governors of the Old Schools in order to provide additional space for the boys at King Street School. As a consequence, Park Street School was built in 1877. It has been recently refurbished and currently provides good classroom accommodation although playground space is very limited. The school has no playing field but makes good use of Jesus Green as a delightful setting at lunchtime play.

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

Considerably improved since the previous inspection, this is a good school, which is continuing to get better. Its strengths, which now significantly outweigh its weaknesses, are recognised by the parents and community. The school is characterised by tolerance and acceptance of different attitudes, values and cultures. The leadership and management of the headteacher and governors set a clear agenda for the future and this has begun to raise standards, most noticeably in mathematics and science. As a consequence the school gives good value for money.

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

- Pupils reach standards which are above average in mathematics and science at the end of Key Stage 2
- All pupils including those with special educational needs, English as an additional language, and the gifted and talented make good gains in their learning
- The quality of teaching is mostly good or better
- The school is effectively led and managed
- The school helps pupils to develop very positive attitudes, values, relationships and behaviour
- The community, including partner institutions, makes a very good contribution to pupils' learning
- Provision for the spiritual, moral, social and cultural dimensions of pupils' lives is very good
- The school develops good relationships with parents who have a very positive views of the education provided

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

- The quality of pupils' writing does not reach their standards in reading and this has a detrimental effect on their attainment in other subjects
- Although the school is small with no deputy headteacher, opportunities are lost to develop the management responsibilities of senior staff
- Information technology does not make a sufficient contribution to pupils' learning

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

There are two minor weaknesses. Design and technology has a relatively low profile in the school and in the main pupils do not reach the expectations for their age. In art, pupils lack knowledge of the work of great artists and designers.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a school which has made very good progress in number of areas, most notably the key issues of the previous inspection. Whilst the groundwork for improvement has been in place for some time, the results of the school's efforts now confirm that it is much more effective than it was at the time of the previous inspection. For example, the school now has a clear educational direction and effective management. The governors are successful in supporting and directing the aims of the school. A whole school curriculum framework has been put in place and satisfactory assessment procedures provide guidance for curriculum planning and ensuring that all statutory requirements of the National Curriculum are met. Pupils reach higher standards and make better progress in English, mathematics and science, and there has been a marked improvement in pupils' reading and music. The proportion of good or better teaching has substantially improved and there is no unsatisfactory teaching. Attitudes and behaviour of pupils are now much improved, and the previous weaknesses in Key Stage 2 have been addressed successfully. The spiritual, moral, social and cultural development of pupils' lives have been greatly improved and the school has significantly improved its accommodation.

## 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			similar schools
	1997	1998	1999	1999
English	B	A	D	E
mathematics	B	A	C	E
science	B	A	D	E

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

Although there are fluctuations from year to year National Curriculum test results show pupils usually reached standards which were above average in English, mathematics and science by the age of 11 until 1999 when standards dropped sharply. However, the 1999 table shows standards below average nationally in English and science and well below average in all three subjects when pupils are compared with schools which are broadly similar. This comparison should be viewed with caution however. The national benchmark criteria only take account of the size of the school and the percentage of pupils entitled to free school meals. They do not take account of the mobility of the pupil population, which in this school amounts to almost one third of all pupils leaving the school each year. In addition, a number of pupils with English as an additional language can significantly and adversely affect statistical analysis and comparisons also. Almost one fifth of pupils attending the school falls into this category. Inspection findings show that standards have improved in English, mathematics and science since the 1999 National test results.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: Pupils enjoy school. They enter lessons with enthusiasm and usually get down to work quickly
Behaviour, in and out of classrooms	Good: Behaviour is good in lessons, around the school at lunchtime, in the playground and on Jesus Green
Personal development and relationships	Good: Relationships are very good. Pupils get on very well together and accept responsibility willingly
Attendance	Satisfactory. The rate of attendance has improved since the previous inspection and it is now close to the national average

## TEACHING AND LEARNING

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

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

The quality of teaching is mostly good. A total of 29 lessons were observed and 20 of these were good or better; none were unsatisfactory. Five lessons were very good or excellent and the remaining nine lessons were satisfactory. This represents a significant improvement since the previous inspection when almost a quarter of lessons were unsatisfactory. In the reception class the quality of teaching is never less than good. In Key Stage 1 teaching is almost equally good and satisfactory and in Key Stage 2 the quality of teaching is good in eight out of ten lessons.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school fully meets statutory requirements for the provision of the National Curriculum and religious education at both key stages.
Provision for pupils with special educational needs	Good. Provision for pupils with special needs is good and all, particularly those with statements of special educational need, benefit from good support in all areas of the curriculum.
Provision for pupils with English as an additional language	Good. A dedicated team of teachers, classroom assistants and parents very well support pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The ethos of the school promotes individual development through encouragement and praise.
How well the school cares for its pupils	Good. The school continues to care well for its pupils as it did at the time of the last inspection and the application of the behaviour policy has improved as have the use of assessment procedures.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership of the headteacher has enabled the school to set a clear educational direction, which has in turn improved standards and the quality of education.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory duties and assume a very important role in shaping the direction of the school
The school's evaluation of its performance	Good. The school has a clear understanding of its strengths and weaknesses and has established sensible strategies for improvement
The strategic use of resources	Good. Although the school lacks play space and storage space it makes good use of its resources and local amenities

At the time of the previous inspection the management and efficiency of the school were requiring substantial improvement. Although the process of improvement began some time ago the school is now manifestly more effective than it was. The leadership of the headteacher and governors is now good, providing the school with a clear agenda for improvement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The friendly positive atmosphere in which they feel welcome</li><li>• The effective leadership and management of the school</li><li>• The behaviour and maturity of their children</li><li>• The good quality of teaching</li></ul>	<ul style="list-style-type: none"><li>• Some parents would like more activities outside lessons</li><li>• Some parents would like more homework</li></ul>

The judgement of the inspection team is that, as a small school it provides a sufficient range of extra-curricular activities and homework.

## **PART B: COMMENTARY**

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

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

1. At the time of the previous inspection in 1996, pupils reached standards which were average in English, mathematics and science at the end of both key stages, and they were under-achieving in information technology, design and technology and music. Standards and the rate of pupils' learning have improved significantly since that time. This is due to the good leadership and management of the school curriculum and better teaching. Careful analysis of pupils' attainment on entry reveals that attainment at the time of entry to reception is broadly average and pupils systematically build on their achievements as they progress through the school and make good gains in learning.
2. In the 1999 Key Stage 1 National tests of attainment pupils reached standards which were well above average in mathematics, above average in reading and average in writing. Comparison with similar schools, using the national benchmark criteria for Key Stage 1, indicates that in 1999 pupils' performance tests and tasks were close to the average in reading but below the average in writing. In Key Stage 2 pupils were below average in English and science and average in mathematics. Comparison with similar schools revealed that pupils' performance in English, mathematics and science was well below average. This comparison should be viewed with caution however as a relatively small group of pupils was tested and a higher than usual number of them were identified on the school's register of special educational needs. The national benchmark criteria only take account of the size of the school and the percentage of pupils entitled to free school meals. They do not take account of the mobility of the pupil population, which in this school amounts to almost one third of all pupils leaving the school each year. In addition, the number of pupils with English as an additional language can significantly and adversely affect statistical analysis and comparisons. Almost one fifth of pupils attending the school falls into this category. Inspection findings show that standards have improved in English, mathematics and science since the 1999 National test results.
3. In the 1999 National Curriculum reading tests and teacher assessments for seven year olds, pupils' attainments were well above the national average and the percentage of pupils reaching the higher levels was close to the national average. Attainment in writing was close to the national average. In the writing tests and tasks, pupils' achievements were close to the national average at the expected level but above the national average at the higher level, although teachers had assessed them to be below the national expectation at the higher level. Inspection findings confirm the test results in reading at the expected level and indicate that a higher proportion of pupils are attaining at the higher level than in the previous year. In writing, inspection evidence shows that pupils' attainments are close to the national average now, at both the expected and higher levels. However, a significant proportion of pupils are not completing pieces of extended writing in other subjects or using different writing styles, although most pupils have a sound grasp of basic rules of punctuation. The quality of handwriting is variable in this key stage, and pupils show inconsistencies in their letter formation and style of presentation. There are also some weaknesses in spelling.
4. The 1999 National Curriculum tests and teacher assessments in English for pupils at the end of Key Stage 2 showed that their attainment was above the national average at the expected level but below the average at higher levels. Inspection evidence confirms the results of tests at the expected level but scrutiny of the work of pupils currently in

Key Stage 2 shows that standards are now at least in line with the national average at higher levels.

5. The 1999 National Curriculum test results showed that at the age of seven, pupils' attainment in mathematics was well above average, and one in five pupils reached the higher level of attainment. When compared with schools which are broadly similar, pupils' attainment was average, and over a three-year period their performance was well above average. The end of Key Stage 2 1999 National Curriculum test results show that the percentage of pupils reaching the expected level of attainment was average, but few pupils reached the higher level of attainment. When these results are taken together, pupils were just below average overall, but over a three year period, Key Stage 2 pupils' attainment was well above average.
6. At the time of the previous inspection pupils reached average standards in mathematics by the end of both key stages, but their rate of progress was not as rapid as it should have been. Better leadership and management of the subject, improved resources and higher quality teaching have resulted in improved standards since 1996. Pupils currently make good gains in their learning throughout both key stages and attain levels which are generally above average.
7. Teacher assessment of science in 1999 indicates pupils achieved results in line with pupils in similar schools. In 2000, preliminary indications suggest that more pupils achieved above average standards. The improvement is being maintained in the present Year 2. The 1999 statutory tests at the end of Key Stage 2 showed results to be below average and well below those achieved by pupils in similar schools. These results were influenced by the high percentage of pupils with special educational needs. Over the last four years, results have been above the national average. The preliminary 2000 results and inspection evidence confirm that most pupils achieve standards expected of their age. Nearly half of the pupils achieve higher standards. The improvement in the number of pupils achieving higher standards is a direct result of improvement in teaching, particularly at the end of the Key Stage 2. All pupils, including those with special educational needs or those with English as an additional language, are now making good learning gains.
8. At the time of the previous inspection the school did not fully meet the National Curriculum requirements in information technology. Standards and the rate of learning have improved since that time and pupils now meet expectations for their age at the end of both key stages. This is partly due to the imaginative use of the school's improving accommodation, which has provided valuable classroom space for computers. The quality of the school's resources has also improved and teachers have greater confidence in the use of information and communication technologies as a result. Throughout the school there are examples of pupils using information and communications technology to write and edit their work. However the school has made significant strides to improve those areas of the curriculum which were previously identified as areas of weakness, for example, data handling and the use of computers to control external events. Nevertheless, information and communications technologies are not utilised sufficiently to contribute to other areas of the curriculum and links with other subjects are weaker than they should be. In short, information and communications technologies are not embedded into the curriculum and opportunities to contribute to learning in other subjects are lost.

9. In art and design, history, geography, music and physical education pupils meet the expectations for their age. But in design and technology, pupils fall below expectations for their age. No judgement was made on pupils' standards in design and technology at the previous inspection but skills of developing, planning and communicating ideas were weaker than the other aspects of the subject, and this remains the case. Design and technology is not a high priority in the school, and whilst the subject meets the requirements of the National Curriculum pupils do not do as well as they could.
10. Support for pupils with special educational needs and English as an additional language has improved since the previous inspection and this has resulted in pupils making good learning gains in relation to their individual targets. They make particularly good progress in science and achieve standards comparable to other pupils. The school has established significantly better provision for its gifted and talented pupils, by for example providing specialist teaching in mathematics, and as a result these pupils are making the progress of which they are capable.

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

11. The standards the school achieves in pupils' personal development, their attitudes to work and behaviour are strengths and a marked improvement since the last inspection when there were behaviour problems in Key Stage 2. Pupils' attitudes make a significant contribution to their achievement and contribute to the academic improvements since the last inspection. In over 90 per cent of lessons attitudes and behaviour are good or better and in one third they are very good.
12. Pupils enjoy school. They enter lessons with enthusiasm and usually get down to work quickly. They are eager to answer questions. For example in a literacy lesson there was keen competition to describe how Perseus's pursuit of the Gorgon would develop. They concentrate well, for example in an assembly where a visitor was explaining how Jesus also bore the name of Joshua due to language differences in translation. This is a difficult concept for young minds to grasp. Pupils' positive attitudes are due to the enthusiasm of staff, to the uniform application of the behaviour policy and to the way that each child's contribution is valued and encouraged.
13. Behaviour in lessons, around the school, at lunchtime, in the playground and on Jesus Green is good. In assemblies it is first rate. Pupils move around the school calmly and cheerfully. In the playground they are boisterous, particularly in Key Stage 2, but in a friendly way and they miraculously avoid collisions and confusion in the very confined space available. Pupils go to the nearby Jesus Green during the lunch break where they play sensibly and follow the school rules on the boundaries of where it is safe to play. As a result teachers very rarely need to intervene. Pupils treat each other's property with care and help to keep the school tidy and in good condition. There is no evidence of oppressive behaviour and there have been no exclusions.
14. Relationships are very good. Pupils get on very well with each other and collaborate effectively in pairs and small groups. For example, in a personal and social education lesson they worked well together in pairs to ascertain how each had made someone happy, and then reported each other's answers to the class. They are appreciative of each other's achievements and considerate to those whose abilities do not match their own. Pupils take responsibility for a variety of tasks, such as operating the overhead projector in assembly, and spontaneously helping others if problems are encountered. There are very good relationships between staff and pupils in the school, and a sense of

team spirit is very evident. Concern for other people, their values and beliefs are strong amongst pupils. For instance, in an English lesson pupils were quick to appreciate what changes they would need to make in producing a play for the reception class, so that young children would be able to understand it.

15. The attendance rate is close to the average for primary schools and better than at the time of the last inspection. This is satisfactory, bearing in mind the high mobility rate. Punctuality on arrival at the school is currently disrupted, due to traffic congestion caused by local road works and diversions. However, lessons start on time.

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

16. The quality of teaching is mostly good. In total, 29 lessons were observed and 20 of these were good or better. Five lessons were very good or excellent. The remaining nine lessons were satisfactory and none was unsatisfactory. This represents a significant improvement since the previous inspection where almost a quarter of lessons were unsatisfactory. The reasons for the improvement are the better leadership and management of the school which has developed a coherent whole school curriculum framework, better monitoring of the quality of teaching by the headteacher, and the commitment and full involvement of the governors. Two of the teachers are relatively new and inexperienced but they are enthusiastic and fully involved in the school's improvement. As the school becomes increasingly effective the other teachers are beginning to regain their self-confidence and are ready to assume greater responsibility in taking the school forward.
17. In the reception class the quality of teaching is never less than good. The teacher has good understanding of how young children learn and expectations are normally high. The teacher plans to the early learning goals, activities are well matched to the needs of the pupils and the teacher makes effective use of a nursery nurse. Good relationships and a secure environment ensure that all children including those with English as an additional language make good gains in learning. A good example came when they played a puppet game which required them to recognise and repeat the sounds of letters. Children are well provided with sufficient opportunity to learn through personal experience and to develop their understanding of the world around them by using their imagination and working independently. Although the children in reception have only been in school for three weeks on a part time basis the teacher and nursery nurse together have already begun to make informal assessments of what they know and can do, and this helps them to plan the children's work.
18. In Key Stage 1 teaching is almost equally good and satisfactory. Lessons have good planning, organisation, and clear objectives. Teachers adopt a low key style but classroom organisation is good, creating an atmosphere of calm purposefulness. They have good subject knowledge in literacy and numeracy and achievable expectations of pupils. The pace in lessons is satisfactory and activities meet the needs of all pupils including those with special educational needs, English as an additional language and the gifted and talented. Teachers have very good relationships with the pupils and use strategies that make learning enjoyable, for example a finger puppet to step out measures on a metre rule. They are skilful when addressing the whole class and use effective questioning to establish the extent of pupils' understanding.
19. The quality of teaching is good in eight out of ten lessons at Key Stage 2, and in one lesson, the quality of teaching was excellent. A minority of one lesson in five was

graded satisfactory. In almost all lessons teachers demonstrate good subject knowledge, particularly in literacy and numeracy. This good teaching is characterised by clear planning and purpose which was not the case at the time of the previous inspection. The direct teaching of information and communications technology skills is good although pupils are not given enough opportunity to use these skills in other subjects. Where specialist teachers are used, for example in Years 5 and 6 mathematics, pupils make very good learning gains in response to high quality, challenging teaching.

20. Throughout the school, teachers make satisfactory use of the agreed procedures for routine day-to-day assessments. This is evident in planning, where work is matched to different groups of pupils including those with special educational needs and English as an additional language. Learning support assistants who implement programmes of work set by teachers cater for pupils with special educational needs very well. Teachers provide additional support in the literacy hour through specific teaching. They also participate in 'booster' classes to raise standards in English and mathematics. These have proved successful and more pupils are now achieving standards expected of their age. All teachers plan extension activities to challenge the gifted and talented and as a result these pupils make good gains in learning.
21. The teaching of reading is consistently good and pupils read well for pleasure and meaning. However, teachers recognise that they could provide further opportunity for pupils to write at length in other subjects of the curriculum. All staff including support assistants are aware of pupils' individual needs, strengths and weaknesses. They provide worthwhile advice and guidance in a way that enables pupils to develop confidence and self-esteem. This is generally evident in teachers' marking which recognises achievement and frequently praises effort.

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

22. The school fully meets statutory requirements for the provision of the National Curriculum and religious education at both key stages. It follows the programmes of study in each of the core and foundation subjects and the Early Learning Goals. Religious education, which is the subject of a separate inspection, follows closely the guidelines of the locally agreed syllabus. Teaching time for each of the National Curriculum subjects is in line with national recommendations at each key stage. The overall teaching time per week at Key Stage 1 exceeds the minimum recommended time by one hour and 45 minutes and, at Key Stage 2 taught time exceeds the minimum recommended by 20 minutes. The school fulfils effectively the requirements of the National Literacy and Numeracy Strategies and the governors' curriculum committee carefully monitors all curriculum developments.
23. The personal, health and social education programme (PHSE) includes teaching on sex education and the dangers of drug misuse. The school follows the local authority's guidelines in the teaching of sex education. It takes place within the broad health education programme for younger pupils and more formally in the later stages of Key Stage 2. The school provides adequate time for PHSE at both key stages. Good quality policies are in place for all other subjects and cross-curricular areas but the teaching of design and technology is in need of further development through in-service training. The school fulfils the statutory requirement for a daily act of collective worship. The festivals

of different religions are celebrated from time to time and each day pupils are provided with time for reflection during assembly.

24. The quality and range of learning opportunities for children under five are good. Teachers and support staff plan thoroughly and cover all the appropriate areas of learning. There is a strong emphasis on children's personal and social development and on literacy and numeracy. Literacy development extends through all the areas of learning. Teachers prepare children well for the National Curriculum and provide a full range of stimulating experiences.
25. At Key Stages 1 and 2, the school has adopted effective strategies for the teaching of basic skills in literacy and numeracy and these are continuing to help raise standards of attainment. However, more opportunities for writing for different purposes across the curriculum would help the school raise standards further in this aspect of literacy. The school provides pupils with good curricular opportunities to use their skills of deduction and enquiry in mathematics and science, and good links are made between these subjects and other areas of the curriculum. Although the school lacks its own playing field, very good use is made of nearby Jesus Green to teach outdoor games, and to stage inter-school competitions and sports days. One relative weakness of the curriculum is the limited use of information technology to support pupils' learning in other subjects.
26. Visits and visitors bring interest to the curriculum. The school receives a wide range of visitors from the community. For example, it has hosted a five day dance residency within the past year and visitors have also made contributions to other areas such as music and science. The school makes good use also of the rich cultural diversity of Cambridge's museums, colleges and churches to support pupils' learning. Pupils are taken on trips to extend their knowledge of other communities and cultures and a wide range of music is used at the beginning of whole school assemblies to stimulate their appreciation of other musical traditions. Through these and other activities, including religious education, the school curriculum supports very well the spiritual, moral, social and cultural development of its pupils.
27. Provision for pupils with special needs is good and all pupils have full access to all aspects of the National Curriculum. These pupils, and particularly those with statements of special educational need, benefit from good support in all areas of the curriculum. Planning takes good account of their needs. Individual requirements, as set out in individual education plans, are well met. The school also makes good provision for gifted and talented pupils within the curriculum through well planned differentiated work and extension activities. A dedicated team of teachers, external specialists, classroom assistants and parents very well supports pupils with English as an additional language, who make up a significant proportion of the pupil population in the school. Boys and girls have equal access to the curriculum and there are no issues related to equal opportunities.
28. The range of extra-curricular activities is not extensive but satisfactory. After school football and netball coaching takes place on a weekly basis; instrumental tuition is provided by visiting peripatetic teachers; residential visits take place each year in Key Stage 2, and Class 4 take part in outdoor adventurous pursuits at a centre away from the school.
29. Overall, curricular and other opportunities for learning are good. Most pupils develop an enthusiasm for learning and benefit significantly from the curricular provision. The



school regularly reviews its provision through meetings of the headteacher and the curriculum sub-committee of the governing body. This is most evident when new curriculum guidance documents are published in the subject areas. The School Development Plan (SDP) covers each subject area well. The Governing Body's curriculum committee reviews progress in achieving targets set in the SDP. The local education authority's advisory service also monitors curriculum provision. The review minutes of the headteacher and the Governing Body are detailed and of good quality.

30. The provision for pupils' spiritual, moral, social and cultural development is very good. The curriculum is strong in all these areas. The ethos of the school promotes individual development through encouragement and praise. The school has high expectations of proper and courteous behaviour. The last inspection report stated that standards in these four areas were sound but that spiritual development was inconsistent throughout the school and that, on occasions, the social awareness of a few Key Stage 2 pupils faltered. The school has worked successfully to raise standards in all these areas and now promotes high quality spiritual, moral, social and cultural development.
31. Provision for spiritual development is good. Collective worship complies fully with regulations and pupils are encouraged to think about others, reflect and respond to prayers and hymns. Many lessons give pupils opportunities to question, explore and reflect upon rules for living. Pupils gain knowledge and tolerance about the similarities and differences between their own and others' faiths. They examine artefacts and treat them reverently. In some lessons, such as art and science, pupils see and learn about beautiful things and often show amazement at their discoveries.
32. Provision for moral development is very good. Adults are good role models and show pupils by example how to behave and react to others. Pupils know right from wrong and accept the school rules without question. They are aware of moral issues, decide for themselves the answers to challenging questions about, for instance, 'cheating' and accept the rules in team games. Pupils show care and compassion for creatures and their habitats, particularly the influences of man on the environment.
33. Social development is very good. Pupils work and play together harmoniously and many older pupils show great affection for the younger children in school and act as mentors for new entrants. Group work in class, where pupils of differing age, sex and ability work together, helps pupils to understand how others learn and why some people are more confident than others. Many pupils try to help each other if the teacher is busy. Pupils like each other and appreciate others' skills at, for instance, mathematics and physical education. They point out good work on display. Pupils are patient with each other when they have to take turns in using equipment and share resources fairly in class. At lunch times, they behave sensibly and play together well on Jesus Green under the watchful eye of teachers and lunchtime supervisors. Pupils are given opportunities to show responsibility. For example, older pupils prepare the hall for the daily act of collective worship and operate the audio equipment in assemblies and overhead projectors in lessons. They prepare their own workspaces and clear away for themselves at the end of sessions. Representatives of classes 2, 3 and 4 sit on the school council and contribute sensibly to debates and decision making.
34. Provision for cultural development is very good. Pupils learn about their own and other cultures through subjects such as history, art, religious education, music and geography. They enjoy a range of visits to places of natural beauty and interest such as the Fens and through field trips they appreciate the cultural wealth of their local environment in Cambridge. Pupils stage musical performances in the colleges and

churches in the city. Music is highly valued and many pupils are given chances to learn how to play instruments. Set in a city with an ethnically diverse range of University staff and students, and with a significant proportion of pupils entering the school from other parts of the world, the school makes good use of this range of cultural diversity to enrich the curriculum.

35. Since the previous report, the school has made significant improvements in curriculum provision. All statutory requirements are now met and effective assessment procedures, which inform teachers' planning, have been implemented. More opportunities to write for a range of purposes across the curriculum would further enhance pupils' learning however. Policies cover all subjects, and are kept under regular review. Schemes of work are now linked more closely to National Curriculum levels.
36. All pupils, including those with special educational needs have equal opportunity. The PSHE policy underpins the school philosophy of inclusion and equal opportunity. All subjects of the curriculum and clubs are available to boys and girls. Particular care is taken to give support to pupils whose English is at an early stage of development. Pupils are not withdrawn from classes and they benefit from in class support. Class teachers and support staff ensure individual needs are met.

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

37. The school continues to care well for its pupils as it did at the time of the last inspection. In addition, the application of the behaviour policy has improved, as have assessment procedures, which are now satisfactory.
38. The school is a safe environment, with very good supervision at breaktimes and lunchtime. All midday supervisors have other roles in the school and have had training in behaviour management and child protection which in turn has a positive influence on pupils' personal development. All the expected safety measures are in place and there are no outstanding health and safety issues. Child protection procedures are good and welfare is well supported.
39. Attendance is appropriately monitored and enhanced through good communications with parents. The essence of the school's behaviour management is the consistent application of the school policy. As a result, pupils are very clearly aware of what the school expects of them. These are effective procedures. Oppressive behaviour is strongly discouraged through assemblies, personal and social education lessons, the school council, and through the sensible use of child protection materials.
40. The school monitors and supports pupils' personal development well, despite the lack of formal records. This is because teachers know pupils extremely well and take great interest in their personal development, following the excellent example of the headteacher. Individual academic targets are set for all pupils in Key Stage 2 for English and mathematics and some targets are set for Years 1 and 2.
41. The previous inspection identified the need to improve procedures for assessing pupils' attainment and progress. Appropriate action has been taken. The school now has effective procedures to assess and monitor pupils' attainment and progress. Pupils are assessed on entry and systematically through both key stages. In addition to statutory tests, optional National Curriculum tests and standardised tests in reading and spelling

are administered in each year group. The results are used to monitor progress and identify pupils with special educational needs and those who are gifted and talented. The school has effective procedures for identifying pupils with special educational needs and provides good support for those pupils with statements. Individual learning plans are precise and reviewed regularly. Teachers use assessments to plan work that matches individual needs and use appropriate procedures to assess and support pupils for whom English is an additional language.

42. Targets are set for each pupil. These are shared with pupils and parents alike, and reviewed regularly. Teachers know their pupils very well and ensure work is matched to their prior attainment. This has resulted in more pupils achieving the standards expected of their age in English, mathematics and science. More pupils are now being challenged to achieve higher standards in these subjects, through for example, specialist teaching.
43. Teachers use satisfactory procedures for routine day-to-day assessments. This is evident in planning, when group work is set and extension work planned. Staff are aware of pupils' individual needs, strengths and weaknesses. They provide worthwhile advice and guidance in a way that enables pupils to develop confidence and self-esteem. This is evident in teacher's marking which recognises achievement and praises effort.
44. Pupils are able to approach the headteacher and staff with any concerns. They know they will be treated sensitively, tactfully and that the problem will be dealt with. Pupils with special educational needs receive very good support to enable them to make good progress. Their individual learning plans are detailed and regularly reviewed by class teachers and the area support teacher. Pupils are well supported by a team of committed support assistants.

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

45. Parents are highly appreciative of the work of the school and this is a significant improvement since the last inspection. Nearly half of the parents' questionnaires were returned, indicating a high level of support. These showed almost unanimous approval of the friendly positive atmosphere in which they feel welcome, the effective leadership and management of the school, the behaviour and maturity of their children and the good quality teaching. The comments made at the parents' meeting were just as supportive. Inspection evidence confirms the positive views of parents. A minority of the parents who answered the questionnaire would like to see improvement in the number of activities outside lessons and more homework. The judgement of the inspection confirms that the range of activities outside lessons is commendable, considering the small number of staff available.
46. Parents help the school in a variety of ways. For example, the friends' association is a lively group that holds frequent social events and raises funds. Parents help in lessons and elsewhere in the school and with outings and trips. They help their children at home with reading and learning spellings and multiplication tables. This close partnership has a strong influence on pupils' attainment.
47. The school's communications are greatly improved and as a result parents continue to make a significant contribution. The school generally provides helpful information for parents. Procedures for setting homework are appropriate and were described by the parents as 'about right'. Parents are also provided with sufficient details of pupils' work

in class. At the start of the school year there is a meeting for parents to learn what the curriculum provides for the coming year. Parents are expected to make an appointment to see the class teacher at least once a term, to discuss progress, and in the summer term to discuss their child's annual report. Parents of pupils with special educational needs are informed of pupil's progress and the targets set for them. Parents of pupils with a statement are fully involved with annual reviews. Arrangements for receiving new children into the school are good.

48. The school has an attractive prospectus and provides weekly newsletters. The governors' annual report is restricted to the statutory requirements and there is further scope for celebrating the school's achievements. Pupils' annual reports are full of interesting detail and those for the older pupils also contain targets, but some of the targets are general and difficult for parents to interpret and act on. The school consults parents on a range of issues and provides curriculum information, such as a pamphlet on numeracy.
49. Involvement of the local community is very good. It includes the use of the chapel and other facilities at Jesus College, involvement or financial support from Gonville and Caius, Magdalene, Selwyn and St John's Colleges. The school responds to invitations from bookshops to meet authors and students help in classrooms. The residents' association meets in the school and helps financially. The school sings outside the Round Church to collect for charity at Christmas, takes part in the city parade and has links with three of the city churches.
50. There are good links with local nursery schools and Parkside secondary school. Parkside helps academically as well as providing effective induction for its new pupils. Homerton College encourages students to help in the school and this is also very helpful to staff.

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

51. At the time of the previous inspection the management and efficiency of the school were requiring substantial improvement. This judgement was reaffirmed 16 months later by Her Majesty's Inspectors as part of a series of visits to check on schools that had some serious weaknesses. In February 1999 monitoring of the school by the local education authority confirmed that the school still lacked an appropriate structure for the management and leadership of the curriculum.
52. Although the process of improvement had already begun, the school made significant strides in improving the effectiveness of its leadership and management between the spring of 1999 and the inspection in the autumn of 2000. The leadership of the headteacher and governors is now good.
53. New governors were appointed and now account for three quarters of the governing body. Discussions with the governors confirm that they are better prepared for the roles which they are expected to perform. As a result there is common purpose and a greater sense of cohesion than at the time of the last inspection. Governors have a good understanding of the strengths as well as the weaknesses of the school. They have a clear overview of how well the school is doing in terms of the standards, and the attitudes and values expected by the parents. For example, measures have been implemented to accelerate and enrich the performance of the school's gifted and talented pupils but this is perceived as a beginning of further planned initiatives rather

than an end in itself. Governors know the school well. They fulfil their statutory duties and maintain an overview of the school's expenditure. For example, they made a decision that the income for pupils with special needs is supplemented from the main school budget. Funds are allocated to provide very good classroom support and this plays a significant part in directing the priorities of the school. Governors have established an effective committee structure to maintain an on-going discussion of the curriculum. They discuss curriculum priorities at length, issues of detail are debated and the curriculum sub-committee regularly checks the school's progress against the targets identified in the school development plan. Governors lead assemblies and visit classrooms to monitor the quality of teaching and the standards pupils achieve. Furthermore they interview subject leaders to keep abreast of new developments. Especially worthy of note is that governors are rightly proud of the management of planned improvements to the school accommodation and resources.

54. The leadership provided by the headteacher is good, and parents at the meeting held prior to the inspection noted this. She has a good understanding of the needs of the school and as a result, the key issues identified in the previous inspection of 1996 have been effectively addressed. For example, the headteacher and all teachers, working together have reconstructed the whole school curriculum framework. Up to date policies are in place for most subjects and where this is not the case, as in history and geography, policies are at the point of presentation to the curriculum committee of the Governing Body. Since the previous inspection the headteacher has established a process of school self-evaluation which has improved teachers' confidence and skills in recognising trends, strengths and weaknesses. This is well supported by the advice of literacy and numeracy consultants.
55. The headteacher monitors the teachers' weekly and medium term planning. She has a schedule of planned observations of teachers' lessons and provides written feedback on how they can improve. The impact of this has been to raise confidence and morale to the point where the more senior teachers are ready to take greater responsibility in driving curriculum developments forward. Whilst senior teachers are effective in their own classrooms, too much curriculum responsibility has rested with the headteacher and curriculum roles and responsibilities have remained under-developed within the management structure of the school.
56. The school has developed good procedures for professional development and professional development interviews take place for all teaching and other staff. These are linked to the school development plan and the subjects of the curriculum. Performance management activities are also being developed. The induction procedures for new teachers are effective and carefully planned visits to observe examples of good practice have played an important part in raising the quality of teaching. Teachers and support staff are well matched to the requirements of the curriculum.
57. Accommodation has been much improved since the last inspection and the imminent developments will further improve the school. Classrooms are pleasant, well decorated, and the mezzanine floors in the higher rooms are imaginatively used to accommodate the improved computer resources. Although it is not ideal, teachers cope well with the library and staff room being in the same room. Learning resources have been improved and these are satisfactory overall. External play spaces are extremely limited and there is no scope for expansion. However, the school makes very good use of Jesus Green as the lunchtime playground.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to build on the school's momentum for improvement and develop its growing confidence, the governors, headteacher and staff should:

- (1) Improve the quality of pupils' writing by,
  - providing greater opportunity for more writing in English and other subjects of the curriculum  
paragraphs 3, 70, 73, 83, 124
  - paying greater attention to spelling and the presentation of work.  
paragraphs 3, 70, 75, 88
- (2) Develop the roles of senior members of staff in order that they take greater responsibility in the management of the school  
paragraphs 55, 101, 106
- (3) Ensure that information technology plays a more significant role in pupils' learning.  
paragraphs 8, 50, 90, 98, 124

The following less important weaknesses are listed in the report and should be considered for inclusion in the action plan. Paragraphs 103, 107 and 108 identify some shortcomings in art and design and technology.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	15	9	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	112
Number of full-time pupils eligible for free school meals	6

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	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	14	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	7
	Girls	13	12	14
	Total	20	18	21
Percentage of pupils at NC level 2 or above	School	95 (89)	86 (84)	100 (74)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	13	14	13
	Total	20	21	20
Percentage of pupils at NC level 2 or above	School	95 (89)	100 (74)	95 (100)
	National	82 (81)	86 (85)	87 (86)

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

### 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
	1999	11	3	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	3	3	3
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	79 (100)	79 (93)	79 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	3	3	3
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	79 (73)	79 (93)	79 (100)
	National	68 (65)	69 (65)	75 (71)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	4
Black – other	2
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	3
White	75
Any other minority ethnic group	4

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

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

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

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

### ***Financial information***

Financial year	1999
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	£
Total income	233,643
Total expenditure	235,072
Expenditure per pupil	2,010
Balance brought forward from previous year	14,241
Balance carried forward to next year	12,812

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	114
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.	66	30	4	0	0
My child is making good progress in school.	57	43	0	0	0
Behaviour in the school is good.	64	30	2	2	2
My child gets the right amount of work to do at home.	43	45	11	0	2
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	52	43	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	79	18	0	4	0
The school expects my child to work hard and achieve his or her best.	52	43	5	0	0
The school works closely with parents.	57	36	7	0	0
The school is well led and managed.	66	30	2	2	0
The school is helping my child become mature and responsible.	68	30	2	0	0
The school provides an interesting range of activities outside lessons.	32	39	21	4	4

### Other issues raised by parents

Parents were unanimous in their recognition of how much the school has improved since the time of the previous inspection. They particularly noted the effective management and clear education direction of the school and they value the school's contribution in developing 'well balanced' children.

## **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**

59. At the time of the inspection there were 17 children in the reception class who were attending school on a part time basis for the mornings only. As the children were in school for the mornings only there were limited opportunities to observe them. The range of children's experiences is broadly what is to be expected of four year olds and not above average as they were at the time of the last inspection. Results of children's baseline assessment in their first half term at school shows that they tend to be above the national and county score in their personal and social development. Similarly they have good speaking and listening skills and good knowledge of letters and letter sounds. However, their writing skills are below average, and their skills of early reading and number are also below average.

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

60. This is an area of strength. Children are in the main confident, self-assured and articulate. They know why they come to school and quickly learn to follow classroom routines. Pupils learn to settle quickly. The minority of children with little or no English in addition to those from other cultural backgrounds quickly adapt to their surroundings and relate well to the adults in the classroom. Children behave well and are very receptive to what their teacher says to them. They learn to change for physical education lessons and in the main they dress themselves with a degree of self-confidence.

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

61. Most children express themselves clearly and a number are articulate. They are confident in explaining their needs and requirements and follow the teacher's instructions well. With the exception of a child with virtually no English, most know letter sounds. They learn that words convey meaning and enjoy 'sound games' and making marks to represent the response to a party invitation. They enjoy stories and participate enthusiastically in class rhymes. Children learn to use spoken language in situations which require them to use their imaginations, such as the home corner. They make good learning gains and by the time they begin National Curriculum programmes of study at the age of five they meet the early learning goals.

#### **Mathematical development**

62. Baseline test information indicates that children's understanding of number is below average at their time of admission. However, there is a wide range of attainment in the class. Most count together with the class and most recognise the numbers one to nine. A minority of pupils in the class do not recognise numbers, and slightly more cannot write numbers. The higher attaining children develop a good understanding of counting and can demonstrate that they need to add three more to seven to make 10. Children learn the notion of more than and less than, by for example, singing the rhyme 'one in the bed' and counting forwards and backwards. Children make good learning gains and meet the early learning goals by the time they are five.

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

63. Although the school is small and shares many of the characteristics of a village school it also has characteristics which are frequently associated with the inner city. For

example, many of the children are well travelled. When this is combined with about one fifth of the school roll which has English as an additional language, it is evident that children develop a good knowledge and understanding of other people and places. They take Barney Bear with them on holiday and send postcards from the different places they have visited. Children learn about themselves and their bodies and develop an understanding of their own past and how they have grown from babies. They learn about personal safety and begin to understand how to avoid personal injury by walking instead of running. Through school assemblies children begin to recognise the unique nature of their school and how they can make a small contribution as individuals.

64. Children learn to become independent, by for example choosing to listen to stories by, using the headphones in the listening corner, and using the computer to write their names. They develop a good knowledge and understanding of the world by, for example, mixing colours, making marks with thick paint and using plasticene to make models.

### **Physical development**

65. As children were not present in school during the afternoons when physical education is normally timetabled, it was not possible to observe them in a physical education lesson. However, observations of children in the small playground indicate that they move with confidence and an awareness of space around them and meet the early learning goals by the time they are five. Children develop their motor skills by using jigsaws and large construction toys to make vehicles and buildings. They mix paint and play with equipment such as vacuum cleaners, cookers, and ironing boards in the home corner. Children are aware that that they are learning new skills such as using scissors and develop a healthy awareness of how to stay safe.

### **Creative development**

66. Children are provided with sufficient opportunity for their creative development and meet the early learning goals by the time they are five. They mix paint, model with plasticene and develop an awareness of the effects they are likely to achieve. They listen carefully to different sounds in music lessons and describe what they hear. Children sing together in class 'Can you hear the children coming?' and in the main they keep in tune.

### **How well are children taught?**

67. Few lessons for children under five were observed because they were only in attendance for the afternoons at the time of the inspection. However, the quality of teaching observed was good. The education of children under five is planned according to National Guidelines for their age and where appropriate, for example story times, they work together in class with some pupils from Year 1.
68. The teacher has a good understanding of how young children learn and is effective in managing different activities for different groups of pupils at the same time. The teaching of both literacy and numeracy skills is good, based on positive working relationships and the very good use of resources, particularly during literacy lessons. The teacher chooses appropriate texts for children such as 'Teddy's Party' and uses questioning effectively to establish what pupils know and understand. Sentence work is very skilfully planned and the teaching of pupils with special educational needs and those with English as an additional language is effective with specific work is matched to their learning needs.
69. The teacher makes good use of any helpers in the class and this enables her to target those children who need additional support. She moves the pace of the lesson along

briskly, building on children's previous understanding and work which they have previously covered. The teacher keeps valuable records of children's achievements and has a very clear understanding of what they need to be taught.

## ENGLISH

70. In the 1999 National Curriculum reading tests and teacher assessments for seven year olds, pupils' attainments were well above the national average and the percentage of pupils reaching the higher levels was close to the national average. Attainment in writing was close to the national average. In the writing tests and tasks, pupils' achievements were close to the national average at the expected level but above the national average at the higher level, although teachers had assessed them to be below the national expectation at the higher level. Inspection findings confirm the test results in reading at the expected level and indicate that a higher proportion of pupils are attaining at the higher level than in the previous year. In writing, inspection evidence shows that pupils' attainments are close to the national average now, at both the expected and higher levels. However, a significant proportion of pupils are not completing pieces of extended writing across the curriculum range or using different writing styles, although most pupils have a sound grasp of basic rules of punctuation. The quality of handwriting is variable in this key stage, and pupils show inconsistencies in their letter formation and style of presentation. There are also some weaknesses in spelling.
71. Comparison with similar schools, using the national benchmark criteria, indicates that, in 1999, pupils' performance in tests and tasks was close to the average in reading but below the average in writing. This comparison should be viewed with caution however. The national benchmark criteria only take account of the size of the school and the percentage of pupils entitled to free school meals. They do not take account of the mobility of the pupil population, which in this school amounts to almost one third of all pupils leaving the school each year. In addition, when a year group has a number of pupils with English as an additional language, this can significantly and adversely affect statistical analysis and comparisons. Almost one fifth of pupils attending the school falls into this category. Overall, however, the inspection findings show that standards have improved in reading and writing since the previous year.
72. By the end of Key Stage 1, pupils' speaking and listening skills are above the national average. During literacy and other lessons, pupils including many with English as an additional language, use their oral skills well. Confidence and competence has increased markedly since their entry to the school. They listen carefully to instructions; respond well to questions, and show good understanding. They use grammatical language very early in the key stage. For example, pupils in Class 1 were able to talk about vowels and phonemes with confidence when discussing their reading of a Big Book with the teacher.
73. Through Key Stage 1, pupils' reading and writing skills improve significantly. Pupils use a range of strategies, including phonics, to work out the sounds and meanings of unfamiliar words. Increasingly, they read and make sense of a variety of texts, for example, in science and history as well as storybooks. While there is a heavy reliance on pictures for context cues in reception class, this gradually diminishes as they pass through the key stage and more meaning is drawn from the text itself. Teachers enable pupils effectively to move from reading to writing, by repeatedly emphasising the conventions of writing, such as full stops at the end of sentences and capital letters at

the beginning of them. Most pupils also explain the functions of various types of words, such as adjectives and adverbs and use appropriate technical language, such as sentences and paragraphs. Pupils do need to be given more opportunities for extended writing to develop further their writing skills however.

74. The 1999 National Curriculum tests and teacher assessments in English for pupils at the end of Key Stage 2 showed that their attainment was above the national average at the expected level but below the average at higher levels. Inspection evidence confirms the results of tests at the expected level but scrutiny of the work of pupils currently in Key Stage 2 shows that standards are now at least in line with the national average at higher levels.
75. By the end of Key Stage 2 most pupils communicate very effectively. They speak with confidence, and read fluently with expression. The majority express themselves clearly in their writing. They use Standard English well, understand technical vocabulary such as phoneme and apostrophe, and can use them appropriately when talking about their writing. They use dictionaries and thesaurus independently and with confidence. They understand the purpose of drafting and redrafting and some produce good final drafts of work, occasionally using a word processor. The school has recognised the need to raise standards in writing and many pupils, but not all, now write for a range of purposes effectively and appropriately. The majority of pupils write using a cursive style but there are inconsistencies and some handwriting is not well formed. Most use punctuation well, however. Standards of presentation are good for the most part.
76. The National Literacy Strategy is well established and working effectively. Attainment being less than the national expectation in writing at the end of Key Stage 1. However, when the baseline test scores on entry which are in line with national averages, and the high number of pupils with English as an additional language, are taken into consideration, pupils make good progress, through both key stages, in their acquisition and use of language skills. Sound foundations for pupils' learning are laid in the reception and Year 1 class where they develop their reading, writing and speaking and listening skills well. Pupils with special educational needs also make good progress, as do more able pupils. Teachers set different work well to challenge appropriately pupils of all abilities.
77. Pupils' attitudes to learning in English are good throughout the school and this contributes to the rising standards of attainment in literacy. They are well motivated and demonstrate their interest and growing confidence by asking relevant questions and willingly taking part in discussions. They draw upon previous knowledge and their own experience well, to support a point of view. They work well together and most pupils persevere and complete their set tasks. Behaviour and pupils' personal development in lessons are very good.
78. The quality of teaching, in English lessons, is good in both key stages. This is the most significant factor in the good progress that pupils make throughout the school. Teachers are knowledgeable, confident, skilled in teaching the subject, and keep pupils working hard. They are very well supported in this work, within both key stages by enthusiastic classroom assistants, parent volunteers and trainee teachers. They have high expectations of pupils and most pupils, including those with special educational needs, are appropriately challenged by well-planned work. Teaching strategies are often innovative and produce very good outcomes. For example, in a Key Stage 1 lesson, a classroom assistant knocked on the classroom door while supporting a large teddy bear, which had come to invite all the pupils to a teddy bears' party. All pupils

were fascinated by this approach, which provoked a very good oral response that the teacher skilfully steered towards some good written work in which pupils wrote appropriate acceptances to the teddy bear. In a Key Stage 2 lesson, the teacher used the 'Baby Owls' Big Book, which is used by Key Stage 1 pupils, as a means to introducing the skills of script writing. After good quality teaching, characterised by carefully directed discussion and very good demonstration, pupils enthusiastically started to write a script for a play, based on the book, which would be presented to the younger pupils later in the term. Pupils are totally engrossed in these activities which produce good learning outcomes. These good practices stimulate and retain the interest of pupils and extend pupils' learning very effectively. Overall, there is a good balance of direct class teaching and group teaching and individual support in all English lessons throughout the school. Relationships between pupils and all adults who teach and support them are very good.

79. Day to day assessment procedures are generally effective and used on many occasions to inform future planning. Marking is of good quality. Teachers communicate well with pupils through commentaries written on their work. These indicate clearly how work can be improved and are used as a means to set short and long term attainable targets. For those younger pupils who find reading difficult, oral feedback is given. Where this happens, teachers often indicate on a pupil's book that this has taken place.
80. Links with parents are very good and parents communicate with teachers effectively about their children's difficulties and progress through a home/school reading report. Home/school liaison is proving very effective in raising attainment in literacy.
81. The leadership and management of the subject development by the co-ordinator are good. All teachers have undergone training in the teaching of literacy and have successfully implemented the literacy strategy. Pupils are making good progress as a result. Their achievements are celebrated in attractive displays throughout the school. Teachers follow the well-designed policy and plans for all areas of the English curriculum which ensures a consistency in their teaching of it. The co-ordinator observes lessons from time to time and scrutinises teachers' planning and pupils' work. She gives both oral and written feedback to teachers after these monitoring activities. The local education authority adviser observes lessons also and gives feedback to teachers. The arrangements for self-evaluation and review are being developed well in this subject.
82. Teachers continue to develop literacy skills in other subjects which help sustain pupils' progress towards competency in this area, although pupils could be encouraged to write at length more in other subjects to reinforce the improving standards in English. The school has adequate stocks of appropriate books that are supplemented from time to time by the local education authority's library service. Resources for teaching pupils with special educational needs are sufficient and appropriate. Other resources are satisfactory and are used well. Pupils make good use of the recently refurbished library for independent reading and for research.
83. Since the last inspection in 1996, there has been improvement in the teaching of English. No unsatisfactory teaching was seen and the quality of teaching was good. Teachers now plan well and set work appropriate to meet the needs of different pupils of all abilities, including those with special needs or with English as an additional language. Teachers' expectations of pupils of all abilities are realistically high. Assessment strategies, which lead to target setting, are being introduced. Progress is at least satisfactory in both key stages and is often good. Good quality whole school guidelines,

based on documentation from the Qualifications and Curriculum Authority and the National Literacy Strategy have been written and these are having a positive effect on standards. Handwriting and marking policies are now in place and are being consistently applied. The amount and quality of extended writing across the curriculum is still limited however.

## **MATHEMATICS**

84. At the time of the previous inspection pupils reached average standards by the end of both key stages, but their rate of progress was not as rapid as it should have been. Better leadership and management of the subject, improved resources and higher quality teaching have resulted in improved standards since 1996. Pupils currently make good gains in learning throughout both key stages and attain levels which are generally above average.
85. The 1999 National Curriculum test results showed that at the age of seven, pupils' attainment in mathematics was well above average, and one in five pupils reached the higher level of attainment. When compared with schools which are broadly similar, pupils' attainment was average, and over a three-year period their performance was well above average. The end of Key Stage 2 1999 National Curriculum test results show that the percentage of pupils reaching the expected level of attainment was average, but few pupils reached the higher level of attainment. When these results are taken together, pupils were just below average overall. However, over a three-year period, Key Stage 2 pupils' attainment was well above average. Using the comparison of schools with a similar percentage of pupils entitled to free school meals' pupils were close to the national average at the end of Key Stage 1 and well below average at Key Stage 2. These results do not however take account of the mobility of pupils in the school which amounts to almost one third of all pupils who are either admitted or leave the during the course of a year. In addition, this year group contained 20 per cent of pupils with English as an additional language. Inspection findings show that standards have improved in Key Stage 2 mathematics and over a third of pupils are likely to reach the higher level of attainment by the end of the school year.
86. Early assessment of pupils shows that at their time of admission they are below average in their understanding of number although their mathematical language is better than average. Pupils make good learning gains throughout Key Stage 1. For example, the youngest pupils learn to order numbers 10-20 and count backwards with confidence. They learn the meanings of the symbols + and – and when working with number lines they work out 'in between numbers'. At the end of the key stage, pupils develop a good understanding of numbers to 1000 and recognise odd and even numbers. They understand that the position of a number determines its value and most pupils develop good recall of number facts. Pupils including those with special educational needs and English as an additional language make good learning gains in their understanding of space and shape and learn to describe two and three dimensional shapes in terms of sides, corners and faces.
87. Throughout Key Stage 2, pupils continue to build upon their previous learning and make good progress and learn to use the four rules of number well by the time they are 11. Their numeracy skills, particularly mental calculation, are good; for example in adding and subtracting numbers which end in 1 or 9. Higher attaining pupils work at a level which is above average for their age, and make generalisations which show that they are beginning to think algebraically. They calculate co-ordinates in four quadrants, and use brackets correctly. Pupils understand how to collect, represent and analyse data,



although they do not make sufficient use of the computer to support their mathematical learning.

88. Pupils demonstrate good attitudes to work by responding enthusiastically to their teachers. This inevitably has a positive impact on their learning. Most pupils have learned to take pride in their achievements and in the main the quality of their work books is good. However, a minority of pupils do not take sufficient care with the presentation of their work and this has the effect of devaluing their efforts. The atmosphere in mathematics lessons is orderly and businesslike, but it is sufficiently secure, for example in the Key Stage 2 higher attainers group, for pupils to raise important questions and show their excitement when learning something new. In both key stages they have positive approaches to whole class work in numeracy lessons and their learning is enhanced by their willingness to listen carefully to each other as well as to the teachers. They learn to follow instructions well with attention to detail, and in the main they take responsibility for their own learning. The very good relationships between pupils and teachers give pupils the confidence to make suggestions and to explore different ways of solving problems.
89. The teaching of mathematics is consistently good, and significantly better than at the time of the previous inspection. However, where specialist teachers are used, for example in Years 5 and 6 the quality of mathematics teaching is exceptional. This teacher has a unique and idiosyncratic teaching style which is built upon a depth of real mathematical understanding. All teachers make good provision for the range of attainment in their classes. Pupils with special educational needs are well supported by detailed lesson planning and accurate individual education plans which are matched to pupils' learning needs. Teachers plan lessons with a good balance between class, group and individual work. Lesson introductions and conclusions are used well to reinforce what pupils are expected to have learned. Teachers have realistically high expectations of the pupils, and convey this expectation to their pupils in ways that help them to improve.
90. The school successfully follows a well-planned and balanced programme which covers and regularly reinforces all the required areas of mathematics. It effectively meets the needs of all the pupils with differing levels of attainment, including those with special educational needs and those with high levels of attainment. The marking and assessment of pupils' work are good and used to identify where pupils need to improve. The subject is well co-ordinated and the headteacher monitors both teachers' planning and the quality of classroom teaching. Some use is made of information technology, for example logo in Key Stage 1 and spreadsheets to complete a survey in Years 5 and 6, but in the main computers play a limited part in the mathematics curriculum. The resources for mathematics have been enhanced, and the improved accommodation has had a positive effect on pupils' attainment and learning. Parents comment that homework is purposeful and effectively builds upon work pupils are doing at school.

## **SCIENCE**

91. The inspection findings confirm that by the end of both key stages, pupils' attainment is above average. Teacher assessment in 1999 indicates pupils achieved results in line with those in similar schools. In 2000, more pupils achieved above average standards. The improvement is being maintained in the present Year 2.
92. The 1999 statutory tests at the end of Key Stage 2 showed results to be below average and well below those achieved by pupils in similar schools. These results were

influenced by a large group of pupils with special educational needs in a small year group. Averaged over the last four years, results have been above the national average. The 2000 results and inspection evidence confirm that most pupils achieve standards expected of their age. Nearly half of the pupils achieve higher standards.

93. The improvement in the number of pupils achieving higher standards is a direct result of improvement in teaching, particularly at the end of the Key Stage 2. All pupils, including those with special educational needs or English as an additional language are now making good progress.
94. By the end of Key Stage 1, pupils have a clear understanding of life processes. They recognise how animals including humans, move, feed, grow and reproduce. They describe the importance of exercise to stay healthy and discuss how athletes competing in the Olympic Games have to train every day to keep their body in peak condition. Pupils confidently sort materials according to their properties. They explain how natural and man-made materials have a variety of purposes. They recognise how materials can be changed in shape by processes including heating, bending, squashing, twisting and stretching. Pupils develop an understanding of light and sound. They identify different light sources and explain how darkness is the absence of light. They record their observations of sound and recognise that sound is created when objects vibrate. They explain how sounds get fainter as they travel from a source. Most pupils can identify the use of electricity in the home and school. They know how to make a simple circuit using batteries, wire and a bulb. They use this knowledge to make lighthouses and explain that their model will fail to work if there is a break in the circuit.
95. By the end of Key Stage 2, pupils have a sound knowledge of each strand of the National Curriculum. They have a good understanding of the human body and can describe the function of major organs. They describe the circulatory system and how the heart acts as a pump to send blood around the body by arteries and veins. They know of the human life cycle including reproduction. Most pupils develop a good scientific vocabulary. When describing the growth of plants, they show understanding of pollination and germination. When conducting experiments on changing materials, they recognise that some changes are reversible while others are irreversible. Pupils have a clear understanding of forces. They explain how objects are pulled downwards because of gravitational attraction between them and the earth. They realise that gravity is a pull to the centre of the earth. In experiments to measure force, they use a Newton's meter correctly. They present results clearly using graphs and tables, and they show understanding of predicting, fair testing and evaluating results.
96. Teaching is good in both key stages. Teachers plan lessons effectively and share the learning target for the lesson with pupils. They have good class management skills and this results in pupils being attentive and well behaved. There is appropriate balance between teachers' explanation and pupils' activity. Pupils show a clear understanding of their tasks and enjoy working individually and co-operatively.
97. In a Year 2 lesson, the teacher skilfully reinforced previous learning on the importance of diet and health, before extending pupils' understanding of the effect of exercise on the body. Pupils enjoyed playing a movement game and measuring the change in their pulse rate. In a Year 6 lesson, the teacher ensured pupils had remembered the targets from a previous lesson on the effect of forces before introducing the concept of 'up-thrust'. Pupils were encouraged to work in groups to measure the weight of objects in air and water. All pupils worked co-operatively, shared resources and took care in

recording results. The teacher recognised pupils who were reluctant to be involved and gave them individual support and encouragement. By the end of the lesson, these pupils had completed their task and achieved above average standards for their age.

98. Teaching could be further improved if better use was made of prior assessment. In Year 3/4, pupils show enjoyment in learning but are not always sufficiently challenged to extend their knowledge. For example when considering the effect of light, water and air on the growth of a plant the teacher did develop pupils' scientific vocabulary by ensuring they understood that nutrients are transported through the stem to other parts of the plant. A general weakness in teaching is the lack of planned opportunity for pupils to use information technology to enhance learning, such as the recording of data or research information.
99. In Class 1, pupils show an understanding of the differences between living things and those that have never been alive. They have sound knowledge of the main parts of plants and explain the importance of air, light and soil in order for living things to grow. In relation to themselves, they are able to name different parts of the body such as hand, knee and elbow.
100. In Class 3, pupils further develop their knowledge of parts of the body. They describe teeth in terms of incisor, molar and canine. They draw diagrams showing parts of a tooth including enamel, dentine and pulp. Most pupils can explain the importance of dental health. They describe how bacteria lives in a sticky substance called plaque that causes tooth decay. They recognise that food is needed for activity and growth and that a varied diet is needed to keep healthy.
101. The school has a clear policy and scheme of work. The scheme successfully addresses the issue of mixed age classes. This is an improvement since the previous inspection when there was no scheme of work to guide the planning of lessons. The role of the co-ordinator has been developed to monitor planning and attainment but not extended to monitor teaching and learning.

## **ART and DESIGN**

102. Standards in art are in line with those expected of pupils at the end of both key stages. This represents a decline since the previous inspection when standards were judged to be above average at the end of Key Stage 1. Changes in the timetable have resulted in less time being allocated to the teaching of art. Skills are less well developed and pupils have fewer opportunities to paint, draw, print and make models. However, teachers plan units of work to ensure pupils, including those with special educational needs and English as an additional language make satisfactory progress in meeting the requirements of the National Curriculum.
103. By the end of Key Stage 1, pupils show confidence in drawing. They use a sketchbook to record experimentation with pattern and texture. When painting, they show confidence in mixing colours to create different shades. Their printing skills are developed and pupils take care when producing repeating patterns. Pupils are confident in using collage materials to make simple models. However, few pupils are able to describe the work of artists, crafts people or designers.
104. By the end of Key Stage 2, pupils develop skills in observational drawing. They understand how to use line and tone when drawing sections of fruit and vegetables.

Opportunity to develop skills in printing, painting and making three-dimensional models is limited. Pupils recognise the work of Picasso and Van Gogh and describe how these artists employed different techniques. Pupils in Class 3, show confidence in using pastels when creating their 'dream' pictures. They recognise how by using a drawing pencil, it is possible to create an effect by hatching, stippling and shading.

105. Teaching is satisfactory. Teachers plan lessons in relation to the school's scheme of work. They ensure pupils use sketchbooks to record ideas and practise skills. However, there is inconsistency in the use of these books between classes. In some classes, teachers ensure work is dated to monitor progress. However, in other classes, work is not dated and improvements are not suggested. In the one lesson observed in Class 3, the teacher established a good relationship with her class and the pupils listened attentively when techniques were explained. The teacher recognises pupils' difficulties and gives effective individual support to enable pupils to complete their task. Pupils' work is valued and displayed in frames around the school.
106. The previous inspection identified the lack of a scheme of work to support teacher's planning. This has been remedied. Following the previous inspection, excellent in-service training was organised and a scheme of work adopted. However, the many changes of staff have resulted in the need for new staff to have the opportunity to improve their subject knowledge. The role of the co-ordinator has not been developed to effectively support new teachers or monitor teaching and learning.

## **DESIGN AND TECHNOLOGY**

107. Few design and technology lessons could be observed during the inspection. However, evidence of pupils' previous work, photographic evidence and discussions with teachers confirm that most pupils do not reach the expected standards by the end of both key stages and design and technology is relatively low profile within the school. No judgement on pupils' standards was made at the previous inspection but skills of developing, planning and communicating ideas were weaker than the other aspects of the subject, and this remains the case. The school does not place a high priority on design and technology. The subject meets the requirements of the National Curriculum, but pupils do not do as well as they could.
108. In Key Stage 1 pupils make moveable joints using pieces of card, paper clips, and paper fasteners to make model insects and other animals. They are able to use scissors to cut materials effectively, but their skills of joining are relatively weak and most resort exclusively to sticky tape in order to complete their tasks without consideration of other mechanisms which could be used.
109. By the end of Key Stage 2 pupils use a range of materials to make Christmas cards, puppets from fabric, and chassis for moving vehicles. Pupils' making skills are satisfactory but, the weaknesses in design, which are apparent in Key Stage 1, remain throughout Key Stage 2. Pupils show a relative strength in their design and making of different types of bread within the design and technology curriculum. This links well with pupils' studies of other cultures.
110. The quality of teaching is satisfactory overall. In the lessons observed teachers explained pupils' tasks well, making good use of question and answer to probe pupils' understanding. Teachers' knowledge and understanding of the subject are sufficient, but they lack confidence and as result they are reluctant to experiment with new

approaches. Support staff were used appropriately to support pupils' learning and this enables lessons to cater for pupils of all levels of attainment. Teachers follow appropriate health and safety procedures, but in general they do not provide pupils with a sufficiently wide range of materials and design opportunities to develop their skills.

111. Pupils' attitudes are positive and their behaviour was very good. They work well together, share equipment sensibly and replace resources after use. Pupils are sufficiently mature to remain on task and can work without continuous supervision.
112. Since the previous inspection the school has formally agreed a policy for design and technology and follows national guidelines as its scheme of work. The school recognises that it needs to improve in design and technology, and has planned additional support from a teacher with expertise in the subject who will work with teachers to develop their confidence. Resources for the subject are improving but they are no better than satisfactory.

## **GEOGRAPHY and HISTORY**

113. Only one history lesson was seen, in a Key Stage 2 class, and no geography lessons in either key stage. However, sufficient other evidence was gained from discussions with pupils and a scrutiny of their work to make judgements. The limited amount of lesson observation in these two subjects was due to timetable constraints during the period of inspection. The available evidence confirms that the great majority of pupils meet and often exceed the national expectations in both subjects at seven and 11.
114. In geography, at the end of Key Stage 1, pupils have gained a good understanding of the physical and human features of their local community and of more distant places. They use geographical terms accurately and with increasing confidence. They know the purpose of simple maps and how to draw and use them. Good use is made of the local environment in their fieldwork, particularly the River Cam, for example in their study of the water cycle. Knowledge and understanding of life in other parts of the world are enhanced by the travels of Barney Bear. Pupils are asked to take a small teddy bear with them when they travel on holiday or with their parents when they are working abroad. They are asked to take photographs and write accounts of life in other countries and they and the bear have to report back to pupils in their class about their experiences on their return.
115. At the end of Key Stage 2 in geography, pupils have built successfully on the good foundation laid at Key Stage 1. Their geographical skills become more refined. They compare their own environment with that of different parts of the British Isles, Europe and non-European countries such as India. Geography, at Key Stage 2, is taught mainly as a separate subject but takes good account of cross-curricular considerations such as equal opportunities, multi-cultural and economic awareness, health education and environmental conservation. Pupils' knowledge and understanding of the world increase significantly during this key stage.
116. In history, at Key Stage 1, pupils develop a good sense of chronology and place historical events within a time line. For example, they start their historical studies at Key Stage 1 using first hand knowledge of their own family by researching the topic of 'Me and my family' and through this they begin to understand how historical knowledge is transmitted and recorded. They are gradually introduced to wider aspects of social history such as a study of homes a long time ago and good use is made of Cambridge

and its surrounds to support this work. This leads towards the study of specific historical events such as the Gunpowder Plot.

117. Within Key Stage 2, pupils gain deeper understandings of oral traditions, official records and ancient documents as areas from which a greater knowledge of history may be gained. For example, in the lesson observed, pupils used contemporary poetry and records of children working in mines during the Victorian era in research work that required them to compare the life of a Victorian child to that of a modern day child. Scrutiny of work within this key stage revealed a good understanding of events and conditions during the Tudor period. For example, a group of more able pupils had produced very good quality accounts of the knowledge and skills of naval surgeons and the conditions under which they had to operate on board such ships as the Mary Rose. Other pupils had used oral traditions and beliefs, such as those related to the Nordic gods, to embellish effectively their displays of work related to the Vikings. Their writing about historical events reveals that their memories are developing well and that they are able to link events in time and they become more discerning between cause and effect. By the time pupils reach the end of Key Stage 2, their conceptual development is more secure in these and other areas related to the study of history. By the time they reach the end of the key stage, pupils have gained a good knowledge and understanding of history in this and other countries. Standards of attainment in history, at the end of both key stages, are at least in line with what might be expected nationally and in the case of more able pupils, standards are above the national average.
118. All pupils, including those with special educational needs and English as an additional language learn well and make good progress within both key stages in geography and history. Over time, pupils gain good knowledge and understanding in these subjects. They know about their own locality and other places in the world through geography and are able to discuss the cause and effect of events in history. They develop appropriate vocabulary in each area. Work is generally well presented and this often leads to some very good displays in classrooms and public areas.
119. Pupils' attitudes to both subjects are never less than good at both key stages. They enjoy learning and apply themselves to their work with enthusiasm. They become engrossed in tasks and work hard. After fieldwork, they are very keen to discuss their experiences and put forward opinions about what they saw and did. They share equipment amicably and relationships, between pupils and with their teachers, are very good.
120. Within both key stages, in both subjects, teaching is good and on occasions it is very good. Teachers have good subject knowledge and high expectations of pupils. Lessons are well planned and work is appropriately matched to the needs of all pupils, sometimes by the use of different worksheets, but more often by work appropriately planned for different pupils. Teachers vary the activities well in long lessons to sustain the interest and motivation of the pupils. A good mix is achieved between fieldwork, visits and classroom studies within both key stages. The lesson seen proceeded at a good pace and time was used well.
121. The subjects are managed well throughout the school. The same co-ordinator has responsibility for both subjects. The co-ordinator and headteacher work together effectively to monitor all aspects of provision, including teaching. The policy documents and schemes of work are generally of good quality and for the most part take account of Qualifications and Curriculum Authority recommendations in the light of Curriculum

2000. A resources audit has recently been completed and this has revealed that they are sufficient in each area. Resources are used well.

122. Since the last inspection, the weaknesses identified in geography related to skills and understanding, the amount of work produced at Key Stage 2 and presentation have been considerably improved and are now satisfactory at least in all these areas. In history, adequate time is now allocated to the subject and resources are satisfactory. In both subjects appropriate assessment strategies have been developed and applied. These include the collection of portfolios of work to support judgements.

## **INFORMATION and COMMUNICATIONS TECHNOLOGY**

123. At the time of the previous inspection the school did not fully meet the National Curriculum requirements in information technology. Standards and the rate of learning have improved since that time and pupils now meet expectations for their age at the end of both key stages. This is partly due to the imaginative use of the school's improving accommodation, which has provided valuable classroom space for computers. The quality of the school's resources has also improved and teachers have greater confidence as a result.
124. Throughout the school there are examples of pupils using information and communications technology to write and edit their work. However the school has made significant strides to improve those areas of the curriculum which were previously identified as areas of weakness, for example, data handling and the use of computers to control external events. Nevertheless, information and communications technologies are not utilised sufficiently to contribute to other areas of the curriculum and links with other subjects are weaker than they should be. In short, information and communications technologies are not embedded into the curriculum and opportunities to contribute to other subjects are lost.
125. By the end of Key Stage 1 however, pupils learn to use a keyboard and mouse confidently. They learn to load programs by clicking on screen icons and can for example rearrange blocks on the screen to create matching complex three-dimensional shapes. In the early years of Key Stage 2 most pupils learn to program a floor toy to move forwards, backwards, right and left according to specific sets of instructions. Higher attaining pupils in particular develop good thinking skills. For example, when they were asked what shape the floor toy would make when following a particular set of instructions one pupil explained that 'it couldn't possibly be square because it's changed direction too many times'. By the end of Key Stage 2 pupils learn how to use spreadsheets and how to input a constant formula which could be used for example to generate a pattern of fives or tens.
126. The quality of teaching is at least satisfactory and often good. All teachers, but particularly those in Years 5 and 6, are comfortable with information and communications technology. Procedures are well taught and instructions are clear and precise. Lesson plans have clearly stated objectives, and although links with other subjects need to be strengthened, appropriate activities are provided for the high attaining pupils and those with special educational needs. Pupils are well behaved and work without constant supervision. They are sensible, responsible, and use hardware and software resources well. They are keen to explain their thinking to the class with confidence and assurance.

127. The school has reviewed its policy on the teaching and learning of information and communications technology. This, combined with improved accommodation for the subject, better computer hardware and clearer direction, has resulted in improving standards.

## **MUSIC**

128. Pupils achieve standards that are expected of their age. This is an improvement since the previous inspection when attainment at the end of Key Stage 2 was below national expectation. All pupils, including those with special educational needs and English as an additional language, now make satisfactory progress through both key stages.

129. The improvement is a direct result of better teaching. The headteacher recognised the need to develop this subject. A peripatetic teacher has been employed to teach each class. She has very good subject knowledge and a high degree of personal enthusiasm that is reflected to pupils. A newly qualified teacher also shows confidence in teaching music and is an accomplished singer and pianist.

130. By the end of Key Stage 1, pupils can sing simple songs in tune and control the volume and tempo of their voice. They show enjoyment in singing action songs such as 'Can you hear the children coming?' and 'Puff-a-train'. All pupils show confidence in clapping rhythm patterns. They listen attentively and describe sounds made by shaking, scraping, plucking and blowing. They recognise songs from notes played on the violin, cello and double bass, describing how the biggest instruments make the lowest sounds.

131. By the end of Key Stage 2, pupils sing with confidence and expression. They sing songs and rounds that have two parts and maintain their own part. When singing 'Swing Low', they show understanding of dynamics, tempo and timbre. Pupils show great pride in their composition of a Millennium hymn, which they have been asked to sing in Ely Cathedral. Pupils develop an understanding of refining and recording compositions using notation. They have very limited knowledge of the life and work of famous composers.

132. The quality of teaching is good. The peripatetic teacher ensures all lessons are very well planned but has limited opportunity to develop skills in the short time allocation. In each lesson, she immediately gains pupils' attention and interest by effective 'warm-up' exercises in developing rhythmic patterns. She recognises the few pupils who have difficulty in keeping in time and immediately suggests ways of improving their singing by breathing correctly. She deals effectively with a few older boys who appear to lack interest by direct involvement with them. This was reflected when these pupils sang with enjoyment 'When father papered the parlour'.

133. The newly qualified teacher also shows secure subject knowledge and retains pupils' attention when teaching the mechanics of singing. She has high expectation of pupils and is rewarded by their effort and commitment. She makes very effective use of the keyboard and demonstration of singing technique. Pupils respond positively to her suggestions and show enjoyment in singing.

134. The school has established a clear policy and scheme of work since the previous inspection. These are now central to teacher's planning. The school has adequate resources that are well organised and accessible.



135. The role of the curriculum co-ordinator has not been effectively developed to monitor teaching and learning. The curriculum is not enriched by pupils having opportunity to be involved in voluntary music clubs and activities. Pupils express a desire to belong to such groups and a school choir.

## **PHYSICAL EDUCATION**

136. Only one lesson was observed in Key Stage 1 during the inspection. Judgements are based on the scrutiny of planning and discussion with pupils and teachers. The previous inspection indicated pupils achieved standards expected of their age. These standards have been maintained.
137. The school provides an appropriate range of physical education experiences for pupils. These include football, netball and rounders which support pupils' learning and physical development. The scrutiny of teachers' planning shows that games, dance, gymnastics, athletics, outdoor pursuits and swimming are provided during the course of the year. The scheme of work outlines the skills pupils are to acquire in all areas of physical education and this ensures that all pupils, including those with special educational needs and English as an additional language, make satisfactory progress. Most pupils at the end of Key Stage 2 are able to swim at least 25 metres and some pupils can swim much longer distances.
138. At Key Stage 1, pupils show confidence in exploring basic skills of travelling on the floor and using apparatus. They know and name body parts and actions that are being used for travel and balance. They develop control and are able to create and perform short sequences of movement showing contrasts in direction, level and speed. They are encouraged to observe and describe their own and others' performance by responding to advice about how to improve their own movements. By the age of seven, pupils can explain the effect of exercise on their body. They describe how important it is to warm-up and cool down.
139. By the end of Key Stage 2, pupils perform more complex sequences of movement with partners and as members of groups. They use apparatus to link jumps, rolls and balances and they participate in a variety of traditional team games that allow them to develop skills in sending and receiving a ball. The school encourages the development of physical education and welcomes the support given by the school secretary, parents and outside agencies.
140. In the one lesson observed, teaching was satisfactory. The teacher showed secure class management skills and provided a range of activities to maintain pupils' interest. All pupils show enjoyment in learning. They relate well to each other and quickly respond to teachers' instructions.
141. The previous inspection identified the need to develop a scheme of work to support teachers' planning and ensure progression through the different strands of the curriculum. This issue has been successfully addressed. However, the role of the co-ordinator has not been developed to monitor teaching and learning or to share teachers' expertise.
142. The accommodation is very limiting. The hall is narrow and restricts movement during gymnastic lessons. The playground is very small and does not allow netball to be

played. The school compensates by making effective use of Jesus Green and Parkside Pool to develop pupils' games and swimming skills.