

INSPECTION REPORT

ST BOTOLPH'S C OF E (C) PRIMARY SCHOOL

Orton Longueville, Peterborough

LEA area: Peterborough

Unique reference number: 110822

Headteacher: Miss D Darnell

Reporting inspector: Mrs P A Simpson
1515

Dates of inspection: 9th-13th October 2000

Inspection number: 224697

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Oundle Road
Orton Longueville
Peterborough

Postcode: PE2 7EA

Telephone number: 01733 231313

Fax number: 01733230620

Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Bradshaw

Date of previous inspection: 13th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs P A Simpson 1515	Registered inspector	Information and communication technology	What sort of school is it?
		Equal opportunities	What should the school do to improve further?
			School's results and achievements
			How well are pupils taught?
			How well is the school led and managed?
Mr L Kuraishi 11450	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr P Dennison 17736	Team inspector	English	
		Music	
		Religious education	
		Areas of learning for children in the Foundation Stage	
Mr P E Thrussell 31029	Team inspector	Science	
		Art and design	
		Geography	
		Physical education	
		Special educational needs	
Mr M K Heyes 30439	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Design and technology	
		History	

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	27
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Botolph's Church of England (Controlled) Primary School is situated in the village of Orton Longueville on the outskirts of Peterborough. It is a larger than average primary school, with 416 boys and girls on roll aged between four and eleven. There are 113 children under the age of six. The school is over subscribed. It serves Orton Longueville and parts of Orton Waterville. As a whole 37 per cent of the pupils are from outside the traditional catchment area. This gives the school a broad social mix. Six per cent of pupils of compulsory school age come from ethnic minority communities. A wide range of attainment is represented in the school's intake, although overall, children's attainment on entry in language and mathematics is broadly in line with that expected for children of this age. The percentage of pupils known to be eligible for free school meals, 5.5 per cent, is below average. The percentage of pupils on the register of special educational needs, 11.2 per cent, is well below the national average and the percentage with statements of special educational needs, 1 per cent, is below the national average.

HOW GOOD THE SCHOOL IS

This is a good school with a number of very good qualities. The overall quality of education provided particularly teaching is good overall. Standards of attainment by the age of eleven are above average in the core subjects of English, mathematics and science. Pupils' attitudes, values and personal development are generally good. The school is led and managed very effectively. Since the last inspection, the school has maintained similar overall standards to those reported in 1997 with the exceptions of information and communication technology which are now improved from unsatisfactory to broadly average and in mathematics the satisfactory standards reported in 1997 have improved significantly and are now above average by the ages of seven and eleven. The school is committed to improving standards. The overall effectiveness of the school is good. It gives good value for money.

What the school does well

- The leadership of the headteacher is very effective in providing a clear educational direction.
- The governing body are fully involved in shaping the work of the school.
- By the age of seven and eleven pupils attain above average levels of attainment in their English, mathematics and science and in religious education throughout the school. This is because of generally good teaching in these subjects.
- The educational provision for children in the reception classes is very good.
- A high proportion of teaching is good or better.
- Pupils' attitudes, personal development and relationships are good.
- The provision for pupils' social development is very good.

What could be improved

- The use of information and communication technology to support learning in all of the subjects of the curriculum.
- Standards of writing in Key Stage1.
- The management of pupils when behaviour in lessons is inappropriate in both key stages.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in January 1997 it was found to have many strengths. Since then the school, led ably by the new headteacher who was appointed in 1997, has made good improvements in a number of areas. The school has worked actively on all seven key areas of concern identified in the last inspection report. Key stage and subject co-ordinators are fully aware of their roles and responsibilities which are detailed in their job descriptions. They all have a monitoring role and time has been made available for them to formally monitor teaching and learning. The knowledge gathered from the visits is used to devise the school improvement plan. Schemes of work were reviewed for history, geography, information technology and physical education so as to develop continuously pupils' skills in these subjects. The introduction of the National Literacy and Numeracy strategies has ensured that there is a continuous build up of knowledge and skills as pupils move through the school. As a result of the National Curriculum 2000, subject reviews are taking place and where needed revised schemes of work are to be introduced. The school has improved its facilities for information and communication technology (ICT). There is now a small computer suite which has enabled at most half a class at a time to be taught specific ICT skills. As a result standards have improved overall and are now average by the end of the key stages, but the school is aware of the deficiencies in its information and communication technology resources and there are plans for further improvement. At present, pupils do not have sufficient opportunities to use computers to support their learning in all subjects of the curriculum and as a result they do not make the best possible progress in their overall development of information and communication technology skills. A longer term development plan is in place and the governing body has formed a strategic planning group. Assessment policy and the procedures for assessment were reviewed and new arrangements put into place as a means of meeting the individual needs of pupils of all attainments. This is working consistently well in the foundation curriculum, English and mathematics. In the other curriculum subjects some teachers keep records of work covered and formal assessments are made but there are inconsistencies in assessment practice and its use. A homework policy was formulated in 1997, it is due for review in the autumn of 2000 and a full consultation is planned involving parents and pupils.

The headteacher has taken a leading role in monitoring and evaluating the work of the school. Very good use is made of performance data to inform target setting and an effective system has been introduced to track pupil progress so that all pupils continue to build on their achievements in the core subjects. The overall quality of teaching and learning has improved since 1997.

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	A	B	B	C
Mathematics	B	B	B	C
Science	A	C	A	B

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

The pupils' results by the age of eleven at the end of Year 6 in the 1999 National Curriculum tests, were well above the national average in science and above the national averages in English and mathematics when compared with all schools. In comparison with similar schools the pupils' results were above average in science and broadly in line with the average for English and mathematics. The 1999 targets set by the governing body at the end of Key Stage 2 were met in English and mathematics. Results for 2000 national tests taken by eleven year olds show all pupils attained the expected standard against their personal targeted levels for English and mathematics. The targets set by the local education authority and agreed by the governors for the Year 6 2000 group in English and mathematics were not fully met. Of this Year 6 group, several had attended more than one primary school and a third of the pupils were on the special educational needs register. It is not possible to compare the school's most recent test results with national averages for 2000, as the data is not yet available. Over recent years the school's test results have followed a trend of improvement that is broadly in line with that found nationally.

The findings of the inspection, are similar to the latest test results in the three core subjects of the national curriculum. Overall levels of attainment by the end of Key Stage 1 and 2 are higher than average in English, mathematics and science. The overall standard of writing in Key Stage 1 is broadly average and in reading and mathematics standards are above average. Overall pupils make good progress including those with special educational needs and achieve well in relation to their attainment on entry to the school. Standards of work in the foundation stage of the curriculum are higher than expected, this is due to the very good quality of the teaching and support in the two reception classes. In religious education, standards at the end of Key Stage 1 and 2 are above that expected in regard to the Locally Agreed Syllabus. In the non-core subjects of the national curriculum attainment is average. Standards of literacy and numeracy are good throughout the school. There is insufficient use of information and communication technology to support learning across the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are positive about school.
Behaviour, in and out of classrooms	Satisfactory overall. There were three fixed period exclusions during the year prior to the inspection.
Personal development and relationships	Good. Pupils willingly assist in maintaining an orderly community and they care for the internal and external environments.
Attendance	Above average.

Within the health promoting curriculum there has been significant attention given to developing pupils' self-esteem and a sense of responsibility. However, a small number of pupils in both key stages did not behave in the manner expected of them during some lessons.

TEACHING AND LEARNING

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

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

Ninety four per cent of the teaching observed is satisfactory or better. Twenty three per cent of the lessons are very good or excellent and five per cent of the teaching is unsatisfactory and one per cent is poor. These figures show an improvement in the overall quality of teaching as reported in 1997. At that time, five per cent of the teaching was reported as very good or better and 12 per cent was unsatisfactory.

The overall quality of teaching in the reception classes is very good. As a result the children make significant progress in relation to their prior attainment in particular in the early learning goals of communication, language, literacy and creative development. Teaching is good overall in mathematics, science, history, music and religious education in both key stages and it is good in English in Key Stage 2 and satisfactory in Key Stage 1. In the other subjects of the curriculum the overall quality of teaching is satisfactory including the teaching of ICT, but there are still limited opportunities for pupils to use computers across the subjects of the curriculum as teachers do not incorporate ICT sufficiently into their planning. The strategies for the teaching of literacy throughout the school are effective and this is having a positive effect on standards being achieved. Intensive training in literacy and mathematics has improved the quality of whole class teaching. Most teachers are more confident in their teaching of English, mathematics and science and as a result most of the pupils respond positively during these lessons. On occasions in both key stages the control and management of some pupils was ineffective and as a result the progress made by the class was hindered.

Following the last inspection the new headteacher introduced a programme for monitoring and evaluating teaching and learning. This has shown immediate benefits through the identification of what works well and why and where areas for development have been identified suitable actions are taken. There are inconsistencies in how assessment is used to inform individual learning needs, mainly in the non-core subjects of the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of learning opportunities is satisfactory, although the teaching time in Key Stage 2 is less than that suggested.
Provision for pupils with special educational needs	Good. Learning support assistants give effective support and this enables pupils to progress at the same rate as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual and cultural development is satisfactory. Moral development is good and social development is very good.
How well the school cares for its pupils	The care and welfare provided is satisfactory. The use of assessment to guide planning is good in English and mathematics but is used inconsistently in the other subjects of the curriculum.

Pupils have equal access to the curriculum. The extra-curricular activities provided are mainly for Key Stage 2 pupils. The school has a clear and firm commitment to developing and improving relationships with parents. Several measures have been taken since 1997 to improve communication between home and school. These include encouraging parents to come to school if they have concerns or wish to make suggestions. Parents were formally consulted on the proposals to become a Health Promoting School and also when work began on reviewing the behaviour policy. As a result a rewards system is to be set up and a whole school anti-bullying policy is to be formulated. The regular newsletters from each year group to parents gives up-to-date information on curriculum, visits, home learning expectations and other events.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads by example and is well informed about the school's priorities for development. Over the last three years the senior management have worked more closely together and are clear about their respective roles and responsibilities.
How well the governors fulfil their responsibilities	Very effectively. Working relationships are well established and the governing body play a full part in shaping the direction of the school.
The school's evaluation of its performance	Rigorous monitoring is conducted by senior staff and governors, including analysis of National Curriculum test results.
The strategic use of resources	The governing body are fully aware of best value principles and apply these well in the school's use of resources. Strategic planning is good.

The senior management team now meet regularly and carry out their delegated responsibilities effectively. These responsibilities are suited to the needs of the school and the priorities defined in the school development plan. Governors are kept well informed by the headteacher and through governor training. The school is well placed to develop its performance management arrangements within the required time schedule. Staffing matches the demands of the curriculum. There is a good system of support for all staff new to the school. Professional developments that are in place are linked suitably to the priorities of the school improvement plan and individual training needs. Over the last two years the main focus for staff training has been on the implementation of the national literacy and numeracy strategies. The school is now giving attention to the non-core subjects of the national curriculum as it proceeds to implement the revised national curriculum 2000. The headteacher has spent much time and attention in improving the climate for learning and the accommodation. The school is maintained very well by caretaking staff. The information technology suite is too small for the needs of the school. Plans are in place to improve these facilities. There are shortages of resources for learning in the library. New library resources are to be better targeted to the planned curriculum activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The good progress which pupils make. • The school is well led and managed. • The good quality of the teaching. • Pupil's' behaviour. • The school helps pupils to become mature. • The school expects pupils to work hard. 	<ul style="list-style-type: none"> • The information about pupils' progress. • The working relationship with parents. • The range of activities provided outside of school. • Whole school policy for homework.

Inspectors agree with the parents' positive views. Pupils' learning is very good in the reception classes and it is good overall in both key stages. The school reports to parents both at parents meetings and in annual written reports to parents on pupils' achievements, but the layout of the annual report restricts the amount of written information that can be provided for most of the subjects of the curriculum. The inspectors acknowledge that the school is committed to working closely with parents and it consults and communicates with them on a regular basis. However, 25 per cent of parents have not signed as yet for the home-school agreement. At all times parents are encouraged to contribute to school improvement planning and many do. A number of curriculum events are provided for parents and these are very well attended. The school provides a good range of extra-curricular activities, however, these are mainly for older pupils. The arrangements for homework are satisfactory and they have improved since the last inspection where homework was a key issue for attention. The homework policy formulated in 1997, is not based upon the national homework guidelines for primary schools and it is scheduled for review by the school in the near future. This will be reviewed in consultation with pupils' parents, staff and governors.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school's results in the 1999 National Curriculum tests for pupils at the end of Key Stage 1 were well above average in reading and average in writing and mathematics when compared with all schools in the country. In comparison with similar schools in 1999 who had a similar percentage of pupils known to be eligible for free school meals, the pupils' results were broadly in line with the average in reading, below average in writing and well below average in mathematics. The school's results at the end of Key Stage 1 in 2000 have improved on those gained in 1999 in reading and mathematics. Almost all pupils attained Level 2 or above in mathematics, with nearly a third gaining Level 3. Forty one per cent of the Year 2 group exceeded the expected Level 2 in reading in 2000. The school's end of Key Stage 1 year 2000 results for writing are similar to those it gained in 1999. There is no national comparative data available at this time for the 2000 end of key stage tests. There are no marked differences in the performance of girls and boys.
2. The pupils' results at the end of Key Stage 2 in the 1999 National Curriculum tests, were well above the national average in science and above the national averages in English and mathematics when compared with all schools. In comparison with similar schools the pupils' results were above average in science and broadly in line with the average for English and mathematics. In the year 2000 end of Key Stage 2 tests, the schools' results show that about eight out of ten pupils attained the expected level 4 or higher in English and mathematics and the high standard of achievement in science has been maintained with almost all of this Year 6 group attaining the expected level or exceeding it. There are no marked differences in the performance of girls and boys.
3. Taking the four years 1996 to 1999 together, the performance of pupils at the end of Key Stage 1 in reading was well above the national average. In writing, during this four year period, pupils overall performance was above the national average but standards were closer to the national average in 1999. In mathematics, standards were close to the national average. The results for the same four year period by the end of Key Stage 2 show that pupils' performance in science was well above average and it was above the national average in English and mathematics. The trend in the school's results over this same four year period was broadly in line with the nationally improving trend. The realistic 1999 targets set by the governing body at the end of Key Stage 2 were met in English and mathematics. The year 2000 targets which were proposed and agreed with the local education authority were below target by four per cent in mathematics and eight per cent in English. Of the 2000 Year 6 group, several had attended more than one primary school and a third of this group were on the special educational needs register. All of the pupils, however, including those pupils with special educational needs in this Year 6 group achieved their personal targeted level or exceeded it in English and mathematics. The teacher assessments and the actual test results for this year group were closely aligned. The governing body are meeting shortly to set feasible targets for the year 2001 end of Key Stage 2 group, in English and mathematics.

4. The findings of the inspection, after seeing work in all classes and carefully analysing in detail samples of pupils' work including that of the last Year 6 group are similar to the test results in the three core subjects of the national curriculum. Overall attainment in Key Stage 1 and 2 is above average in English, mathematics and science. Standards of reading, speaking and listening by the end of Key Stage 1 are above average and those in writing are broadly average. Most pupils have made good overall progress in their English, mathematics and science and achieve well in relation to their attainment on entry to the school. In the reception classes the standard of work in the foundation stage of the curriculum is higher than expected, this is due to the very good quality of the teaching and support given to the children. In religious education standards at the end of Key Stage 1 and 2 are above that expected in regard to the Locally Agreed Syllabus. In all of the other subjects of the national curriculum attainment is average at the end of Key Stages 1 and 2.
5. Standards of literacy and numeracy are good throughout the school. All pupils make good use of their speaking and listening skills, and reading and writing skills to support their work across the subjects of the curriculum. There is good attention to mental and oral mathematics work and this influences learning well across the curriculum, for example, in science and design and technology. There is insufficient use of information and communication technology (ICT) to support learning across the school.
6. Standards of work seen during the inspection show that by the end of Key Stage 1, standards in speaking and listening are above the national average. Most pupils are competent speakers and listeners. In reading standards are above the national average. Many of the pupils in Key Stage 1 are fluent readers and they read with good expression. Standards in writing, by the end of Key Stage 1 and broadly in line with the national average. Handwriting is beginning to be of joined script. Standards of spelling are high. The school has targeted writing in Key Stage 1 as an area for improvement within its development plan.
7. Standards in reading, writing and speaking and listening are above average by the end of Key Stage 2. Pupils listen carefully to one another and to their teachers. They use appropriate and accurate language when replying to questions. The majority of pupils are competent readers. Higher attaining pupils are very fluent and expressive. The majority of pupils make good use of punctuation and are secure in their spelling.
8. Throughout the school pupils' attainment in their mathematics work related to number, shape and space, measurement and data handling are above the expected levels in both key stages. Pupils use mathematical vocabulary and language with confidence.
9. Since the last inspection in 1997 the school has improved the standard of attainment then reported in information technology. It was reported as unsatisfactory in both key stages and the progress made by pupils was also reported as unsatisfactory. The inspection findings show that standards achieved in the discretely taught ICT sessions are broadly similar to those found nationally. Writing and numeracy skills are enhanced in the timetabled ICT groups. Progress made is satisfactory when opportunity is given to using computers as a learning resource but too few teachers include the use of ICT in their planning across the other subjects of the curriculum.

10. The school has recognised the benefit of negotiating individual targets for all pupils as a means of raising standards based on pupils' earlier attainment. Class teachers and key stage leaders track regularly the progress that pupils make. The rigorous monitoring of teaching and learning by senior staff, governors and subject co-ordinators has enabled good practice to be shared and where there have been areas for improvement identified these are being worked upon and supported positively. Assessment is used more systematically than that reported in 1997, to inform planning, identify attainment and inform target setting. Assessment information is being used well to drive up standards in particular in English and mathematics but strategies for using assessment information to guide individual learning needs are less well advanced in religious education, and the non-core subjects of art, history, geography and ICT.
11. Pupils having special educational needs are carefully assessed on a regular basis. Targets are set and reviewed as part of their individual education plans. Analysis of their work and observation of them in classes shows that they make good progress in relation to their prior learning across the whole school, particularly in numeracy and literacy.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to work and school are good. This is a similar picture to the last inspection. The vast majority of parents feel that their children are eager to come to school. Pupils feel valued and safe. The class teachers personally welcome them every morning. Pupils enter the school in a calm and purposeful manner; this enables the teachers to start registration briskly and commence the day promptly. Pupils respond well to these arrangements.
13. Behaviour in and out of classrooms is satisfactory overall. There were three fixed period exclusions during the last school year. When lessons are well managed and pupils are successfully motivated pupils behave well. All pupils including those with special education needs, try hard to achieve the challenges set for them. However, there are a small number of pupils in Key Stage 1 and 2 who find it difficult to settle down in class. On occasions they are restless and sometimes lack concentration. Most pupils take a pride in their work and use appropriate tools and materials carefully and sensibly, sharing resources when necessary. Pupils listen carefully to each other as well as to adults and the majority readily settle down to their learning activities, for example, in science lessons when they share ideas and collectively form hypotheses to solve problems. In a Year 6 class, pupils concentrated on their task and took pride in their finished work and were proud to show and discuss their finished science work. Pupils walk about the building with sense of purpose and hold doors open for visitors and adults. They are courteous, polite and confident about their work and proudly ask visitors to visit their classrooms and to join them at their lunch table.
14. Pupils represent their school favourably in the local community and show a high level of discipline while on educational visits to historical places or while taking part in the schools' tournament.

15. There were no incidents of bullying, harassment or racism observed during the inspection. The staff quickly and effectively deal with minor incidents of disagreement amongst pupils. The school is working towards a system of rewarding pupils for positive behaviour in and outside the classroom.
16. Opportunities for personal development are satisfactory but the school does not have formal procedures for recording pupils' personal achievements. The teachers informally monitor pupils' personal development and good work is celebrated on an individual or whole class basis. Pupils with unacceptable behaviour are sent for detention in the activity room: such incidents are recorded and monitored by senior staff and the class teacher, supported by non-teaching and mid-day supervisors, who report directly to the headteacher in accordance with the comprehensive whole school Behaviour Management policy. Year 5 and 6 pupils are confident and show pride in their academic and extra-curricular activities. They display good team spirit when playing football or taking part in athletics. They show good regard for the less skilful players. Pupils generally respond well to challenging work and to the opportunities provided for taking responsibility and initiative. They confidently show their work to visitors and carry out their duties with pride around the school, such as tidying up after lessons, acting as 'sheriffs' in a supervisory capacity adorned with a badge, or while taking care of the play equipment during the break time.
17. Relationships between pupils and with teachers and other adults are generally good. Pupils trust all the adults, who provide good support and guidance. Pupils assist the school in maintaining an orderly community and they care for equipment, buildings and the school grounds. This is a strength which significantly influences the good personal and social development of all pupils. The school aims to help all the children to become happy, confident and caring individuals. The majority of the parents confirm that the school is successful in realising its aims.
18. The school has maintained its good level of attendance and punctuality since the last inspection. The attendance rate in the 1998/9 academic year was well above the national average. The rate of unauthorised absences at the school in the same year were broadly in line with the national average.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall. Ninety four per cent of the teaching is satisfactory or better. In 64 per cent of the lessons teaching is good or better with 23 per cent of the lessons observed being very good or excellent, in 30 per cent of lessons it is satisfactory and in five per cent it is unsatisfactory and one per cent is poor. These figures show an improvement in the quality of teaching reported in 1997, when 88 per cent was satisfactory or better, five per cent of the teaching was reported as very good or better and 12 per cent was unsatisfactory.
20. In the reception classes the overall quality of teaching in this the foundation stage of the curriculum is very good. As a result the children make significant progress in relation to their prior attainment in particular in the recommended areas for learning of communication, language, literacy and creative development. Teaching is good overall in mathematics, science, history, music and religious education in both key stages and it is good in English in Key Stage 2 and satisfactory in Key Stage 1. In the other subjects of the curriculum the overall quality of teaching is satisfactory including the teaching of ICT. No judgement was made on the quality of teaching in information technology in 1997 as insufficient direct teaching was observed. Standards of attainment and progress made by pupils in ICT have improved since 1997 when they were reported as being unsatisfactory, due to the specifically taught lessons in ICT,

but there are still limited opportunities for pupils to use computers across the subjects of the curriculum as teachers do not incorporate ICT sufficiently into their planning. The strategies for the teaching of literacy throughout the school are effective and this is having a positive effect on standards being achieved. Since the implementation of the National Numeracy Strategy in 1999, all teachers have an increased confidence and enthusiasm when teaching numeracy. Pupils' attainment and rates of progress made by the end of Key Stage 2 have improved substantially since the last inspection report of 1997, in English, mathematics and science.

21. A number of planned actions have contributed to the improving quality of teaching in the school. Following the last inspection the new headteacher, appointed from the 1997 summer term, introduced a formal programme for monitoring and evaluating teaching and learning. This action was directly linked to the key issue of involving subject co-ordinators more directly in monitoring and evaluation of the teaching and learning. This has shown immediate benefits through the identification of what works well and why and where areas for development have been identified, such as the need to spend more time on the plenary sessions when drawing the lesson to an end in literacy and numeracy, and this has been actioned to good effect. Work is planned well being based on earlier learning for pupils of all ages and attainments. The school is currently formally assessing those pupils who will benefit from booster classes in English and mathematics. The school has identified a need to provide such additional support during the school day following its evaluation of the extra- curricular booster classes it provided last year for the Year 6 group.
22. The overall quality of the teaching in the reception classes is very good. Teachers and classroom support staff work together as a very effective team. Support staff and voluntary helpers make a very significant contribution to the children's learning. Staff have high expectations of children's' behaviour and attainment. They systematically assess and note what each child understands and can do, and they then plan to meet these individual needs. When working with groups or individuals the teachers combine well the work planned alongside encouraging the children to share their interests through discussion. As a result of the high quality of teaching and support children in the reception classes are successful in settling into school life and make good progress. By the end of the foundation stage of the early years curriculum, most children attain or exceed the early learning goals and many are working within the National Curriculum framework.
23. Pupils with special educational needs are well supported. Any problems are identified early in school life and individual education plans are established which enable pupils to achieve as much as possible. Class teachers write these plans, sometimes with support from the special educational needs co-ordinator. Pupils are well supported in class or in smaller tuition groups. Teachers and support staff have a good knowledge and understanding of how to teach the basic skills of English. They use good direct teaching of phonics and reading strategies to develop pupils' language skills effectively. This ensures that pupils with special educational needs have equality of access and opportunities to take a full part in the activities being taught. More able pupils are well challenged through the work set for them, especially in numeracy and literacy.

24. The overall quality of teaching is satisfactory in English in Key Stage 1 and it is good in Key Stage 2. The strategies for teaching literacy are having a positive effect on the standards achieved. Teachers throughout the school plan lessons using the framework of the National Literacy Strategy. This ensures well balanced activities in the majority of lessons. As a consequence this enables pupils including those with special educational needs, to make good progress. The features of the most successful teaching in English are high expectations of pupils' behaviour and the very good relationships that exist between teachers and their class. This results in an atmosphere where pupils have high self-esteem and a mature attitude to their own learning. In a Year 1 lesson seen, for example, the good questioning from the teacher supported the development of pupils' speaking and listening skills well. In Yea 4 the challenging targets set by the teacher, led to a very positive response and the widening of pupil's vocabulary. On occasions in English the management of pupils' behaviour is inconsistent and the progress made is not as rapid as it could have been. Instructions are not always clear to pupils and the pupils are not always set timescales in which to complete a task.
25. The overall quality of teaching in mathematics is good in both key stages. Teachers' planning and their subject knowledge is good. What is to be learned is clearly identified within the planning and pupils know what the purposes of the lesson are. Such well-planned activities enable the teaching and learning objectives to be realised. Most teachers have high expectations of their pupils, but on occasions this was not so and the management of the class was not effective when some pupils became restless and off task in Key Stages 1 and 2.
26. In science, the quality of teaching is good in both key stages. This has a positive impact on standards of achievement. Pupils are challenged well so that they make rapid gains in their understanding and interpretation of observations. Teachers' skilled questioning encourages pupils to reason and make accurate predictions. The teachers and pupils enjoy positive relationships, and interesting tasks hold pupils' attention well. In a Year 6 lesson, for example, the very good relationships within groups with the sharing of ideas and findings, ensured that all pupils including those with special educational needs reached their learning objective. Pupils are on the whole managed well, but in one lesson pupils remained unsettled during the introduction, stopping the lesson moving forward with full effect. The standard of marking is inconsistent. Some formal assessments are made at the end of each study unit but this is not yet standard practice.
27. In art the overall quality of the teaching in both key stages is satisfactory. Lessons are planned and prepared well with good introductions and clear instructions given for the tasks set. As a result pupils listen and carry out the task set. An example being in a Year 2 lesson when making coiled clay pots, the pupils were able to explain why they needed to use water when working with clay and they demonstrated a good knowledge of how to glaze and fire their completed pots. Teachers use skilful questioning and intervention to interest and simulate ideas in design and technology. This was observed in a Year 5 lesson when pupils worked well in groups, sharing equipment and tools as well as evaluating the success of the completed group model. Teaching is of a good overall standard in history. Resources are used well and displays of historical events and visits, for example, the Year 5 journey to Stibbington where pupils dressed up as 'Victorians' help stimulate and support learning. The teaching in music is good. The pace of music teaching is well matched to pupils' earlier learning. Teachers develop pupils' understanding and confidence and this leads to motivated and enthusiastic learners. The overall quality of teaching is satisfactory in physical education. A variety of activities are provided which enable the pupils to practise and develop a range of skills in games, gymnastics, dance and

swimming. The majority of pupils are capable swimmers by the end of Key Stage 2.

28. The overall quality of the teaching is satisfactory in ICT. Since the last inspection, the school has introduced discrete teaching of ICT as a national curriculum subject. The teaching and learning has improved since the last inspection due to the creation of specialist facilities and ongoing training for teaching and non-teaching staff in ICT skill development. Lesson planning is detailed with clear learning objectives documented, but assessment rarely features in the daily plans so that not all teaching is geared to meeting pupils' needs including those of individual higher attainers. However, most teachers do not incorporate ICT in their planning in the other subjects of the curriculum. All pupils do not therefore make the best possible progress in the overall development of their ICT skills in all age groups. Teaching is good overall in religious education. Effective use is made of visits to places of worship; for example, when Year 1 visited the local church during the inspection. In a Year 5 lesson on Sikhism very good use was made of pupils own experiences, the teacher skilfully included contributions from individuals and this was appreciated by classmates.
29. In art, history, geography and information technology, although teacher assessments are made of pupils' work, there are inconsistencies in how the knowledge gained by pupils is used to inform the planning of future lessons. In religious education assessment remains informal and is not linked to the development of skills in religious education. Occasionally in physical education and religious education ineffective teaching strategies for managing the inappropriate behaviour of some pupils present detracted all pupils from their learning and slowed down the pace of work. In a science lesson some pupils were unsettled at the outset and stopped the lesson from moving forward as planned. Where the management of pupils behaviour was ineffectively controlled in English and mathematics this resulted in restlessness, slowed the pace of teaching and the rate of progress made. Some teachers do not always give clear instructions and pupils do not always know how long they have to complete set tasks.
30. Homework is usually set for English and mathematics, although the arrangements are better than in 1997 with a homework policy being introduced it is not informed by the national guidelines for primary schools on homework.

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

31. The Foundation Stage curriculum for pupils in the reception classes is broad and balanced and of a good quality. The curriculum planning for children in the reception classes is based on the national early learning goals of personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Most children attain or exceed the early learning goals by the end of the foundation stage as the curriculum is planned so that the children make good progress towards these goals.

32. The school provides a broad and balanced curriculum for Key Stages 1 and 2. However, the teaching week is 30 minutes less than that suggested for Key Stage 2. In the previous inspection concerns were highlighted about the need for some curriculum areas to have specific policies and schemes of work and to ensure that assessment of pupils' learning in these areas determines what is to be taught next. All subjects now have policies and schemes of work, and the core subjects have detailed assessment procedures in place. However, in the non-core subjects there are inconsistencies in how assessment is used to inform future planning and meet individual learning needs. Information and communication technology is currently under-used to support learning across the subjects of the curriculum. This is an area of work that the school is developing.
33. The National Literacy and Numeracy strategies have been effectively implemented within the English and mathematics curriculum. The overall provision and planning for literacy and numeracy is good. Tasks are carefully planned for those of differing levels of attainment. The school has established a range of assessment strategies in both subjects. The school meets the requirements of the Code of Practice for pupils who have special educational needs. The school pays good attention to individual education plans and non-teaching assistants support pupils well in the classroom. As a result pupils with special educational needs are involved in all aspects of the curriculum and they make good rates of progress over time. All pupils have equality of access and opportunity to the curriculum provided.
34. A good range of educational visits enriches and supports the curriculum. These include visits to Peterborough Cathedral and Peterborough museum, a butterfly farm and Whipsnade Zoo. Residential visits by pupils in Years 4, 5 and 6 to Stibbington, Grafham and York allow pupils to travel further afield and deepen their awareness of other environments and localities beyond their own. The school has a wide range of extra-curricular activities, which enriches the provision in school. They are mainly for Key Stage 2 pupils. Sporting activities provided include gymnastics, netball, a fitness club for Key Stage 1, a keep fit club for Key Stage 2 pupils, athletics and soccer which includes an involvement with Peterborough Football Club. The school organises a beginners and intermediate recorder club, an environmental studies club, a writers club, a Spanish club, and a computer club which has just started for Years 5 and 6. All these activities and clubs make a significant contribution to the extended learning opportunities available to pupils in the school.
35. The school works hard to promote a healthy lifestyle for pupils and it has been accredited as a 'Health Promoting School'. Pupils are encouraged to have a healthy 'fruit snack' at playtime and to drink water. There is an established programme of personal, health and social education in place. During the time pupils are in the personal, social and health education sessions they sit in a circle and successfully explore issues and relationships related to their lives. In a Year 3 and 4 joint assembly pupils were asked what made the world wonderful for them and they readily shared their views with each other. The school nurse comes into school to talk about personal hygiene and issues of growing up with older pupils in Key Stage 2. A review is planned of the sex education policy and a policy on drugs awareness is being formulated. The school is hoping to have a School Council in the near future as a means of contributing further to pupils' personal development and knowledge about citizenship. The head teacher and senior management team monitor rigorously curriculum plans. All subject co-ordinators are involved in monitoring and evaluating that there is a systematic build up of skills and knowledge in their areas of subject responsibility.

36. The contribution of the community to pupils' learning is good. A number of visitors come into school such as the community police to talk about road safety. Parents and grandparents voluntarily support lessons, for example, in history when pupils are studying Britain since 1930. The local canon is a regular visitor in school, along with a Baptist minister and various Christian organisations who speak to pupils in assemblies. The local area around school is well used to support learning, for example, making houses in a design and technology lesson after observing housing within the locality near the school. There are well-established links with local playgroups, the Orton Longueville secondary school, and Homerton College which uses the school on a regular basis for the training of intending teachers.
37. The overall provision for pupils' spiritual, moral, social and cultural development is good. This judgement is an overall improvement on the findings of the last inspection when it was judged to be satisfactory.
38. The provision made for pupils' spiritual development remains satisfactory. In religious education lessons, pupils gain an understanding and appreciation of the beliefs and principles of the major world religions including Christianity. During assemblies pupils are encouraged to reflect on a variety of themes such as the 'Wonders of the World' that surround them in their daily lives. In a Year 1 class visit to the Holy Trinity Church, led by the local canon, pupils experienced a sense of 'awe and wonder' when observing images in the stained glass windows. However, in most of the other subjects of the curriculum, some assemblies and personal and social and health education sessions observed, there are insufficient planned opportunities to enable pupils to reflect on their experiences in a way which develops their spiritual awareness and self-knowledge.
39. Provision for pupils' moral development is good and is an improvement on the findings of the previous inspection. Pupils are expected to behave well, and are informed well through school policy as to what is 'acceptable behaviour' and 'unacceptable behaviour' from their entry in school. All adults in school provide good examples of how to behave treating pupils with respect and fairness while reinforcing pupils' knowledge of differences of right and wrong. Assemblies also provide a moral focus for instance 'caring' for the environment and wildlife. The school is working towards a system of rewarding its pupils for positive behaviour in school.
40. Provision for pupils' social development is very good and a strength of the school. From early in school life and throughout the school, all staff take every opportunity to encourage positive social attitudes. The school has clearly identified systems that ensure that all pupils are made welcome and with the caring attitude of all staff this helps pupils fit into the positive climate for learning and routines that are in place. All pupils are encouraged to work together in lessons and share ideas in a collaborative way when working, for instance in a mathematics lesson in Year 6. At lunchtime Year 6 pupils become 'Fun Friends' and help younger pupils play on the playground; for example, helping them play a game of 'snakes and ladders'. Older pupils are given responsibilities in and around school; for example, working as lunchtime secretaries in the school office. Visits out of school including a programme of residential visits for pupils in Key Stage 2 further develop this provision. The take-up for extra-curricular activities by pupils is good. In addition, in 1999, a whole school production of 'The Lion, the Witch and the Wardrobe' was presented to parents. In 2000, the Millennium Production took place in the school field on a summer evening. Parents and pupils picnicked together in a relaxed atmosphere. These productions are supported well by parents and the community. Such initiatives are very effective in promoting the personal and social development of pupils and in contributing to pupils' understanding of living in a community.

41. Provision for pupils' cultural development remains satisfactory. The school provides opportunities for pupils to develop an understanding of their own culture and a broader western culture through different subjects of the curriculum such as history, music and art. Lessons in religious education offer pupils the opportunity of learning about the major world faiths. Most classrooms have a display celebrating different world faiths. A Year 5 pupil explained to the class personal experiences of being a Sikh. Experiences were shared in Punjabi to the fascination and appreciation of peers. However, there are insufficient opportunities for pupils to learn about other multi-cultural or non-western traditions and cultures found within the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides a safe and enjoyable climate for learning for all its pupils including those with special educational needs. As a result the children are happy, confident and trustful in establishing friendly relationships with adults and with one another. Parents responding to the questionnaire strongly agree that their children like to come to school and that they are happy or very happy at this school. All staff makes it a priority to settle children well with an established and successful pre-school meeting between teachers and the carers. The school pays good attention to pupil's educational and emotional needs.
43. The teachers and support staff know the children well and are sensitive to their needs, providing suitable opportunities for them to discuss any concerns or problems. Account is taken of pupil's medical needs, and the school ensures that sick and vulnerable pupils are adequately cared for. The qualified mid-day staff manage efficiently a well-equipped medical room. The school makes good safety arrangements prior to educational visits based on the local education authority policy.
44. Pupils with special educational needs are identified early and individual educational plans (IEPs) are written in accordance with the Code of Practice. This detailed information is used effectively to target support in classrooms. The IEPs are reviewed regularly. The deputy headteacher formally monitors the progress made by higher attaining pupils, as a means of setting precise targets to meet their individual potential.
45. The school complies with the procedures adopted by the Local Area Child Protection Committee. This guidance provides clear instructions about action to be taken and agreed inter-agency procedures. Teaching, support and mid-day staff are alert through training to child protection issues. Three senior staff are designated to child protection matters. There are good arrangements for first aid and staff are aware of the procedures in case of any emergency. There are three qualified first aiders, who have received appropriate training.
46. The school's overall provision for the care and welfare of pupils is satisfactory. There is a health and safety policy in place. There are suitable routines for sickness and more serious injuries and there are regular safety checks with appropriate attention given to safe practices in lessons. Risk assessments have been formally conducted.

47. Staff promote hygiene and healthy living effectively as part of the curriculum and there is generally good attention given to safety matters. All adults are aware of their responsibilities in providing a safe environment. The health and safety subcommittee of the governing body regularly undertakes risk assessments and the building is kept clean to the highest standard by an efficient caretaker. The corridors are always free from obstructions; this helps easy movement throughout the school. The school caretaker regularly checks the building, school grounds and the swimming pool for safety.
48. Overall administrative systems for promoting punctuality and attendance are good and have been sustained since the last inspection. The procedures meet the statutory requirements. Regular contacts with the Education Welfare Officer and parents are maintained.
49. Good behaviour in the school is promoted through a system of mutually agreed simple classroom rules, which are incorporated in the whole school behaviour policy and strategically displayed around the school. All pupils know that good behaviour is expected of them, pupils know that unkindness or harassment is not tolerated and children from different social and cultural backgrounds are taught to respect one another. The school is in the process of formalising an anti-bullying policy, which is still in a draft form. A small number of children act immaturely but these are carefully observed and dealt with by the adults. However, the management of the inappropriate behaviour of some pupils is not consistent throughout the school.
50. The overall procedures to assess and monitor pupils' attainment and progress are satisfactory. The use of assessment to guide curricular planning is good in English and mathematics but in science procedures to assess pupils' work are under review. There are inconsistencies in the arrangements for assessing pupils' attainment and progress in the non-core subjects of the curriculum. Individual science and ICT records are planned, but in other subjects only a record of topics covered is kept. Pupils' work is more usually marked consistently but clear information on standards reached or where improvements are required, although very good in some classes, is often missing in others. The procedures for assessing attainment in English and mathematics using national tests provide data that are used well to set both individual and school targets. The national tests in Years 2 and 6, along with optional testing in Years 3, 4 and 5, provide detailed information about attainment in English, mathematics and science. The information is shared between staff to help with the planning of work for pupils of all abilities and it guides teachers when they are making arrangements to group pupils by ability.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Most parents who responded to the questionnaire or who were interviewed during the inspection agree that their children like to come to school. Parents at the pre-inspection meeting or those who were interviewed during the inspection are generally satisfied with the quality of education provided and the standards achieved by their children. They state that the teaching is good and most of the children behave well in the school; this enables their children to make good progress overall.

52. Of the 125 pre-inspection questionnaires returned by parents, nearly a third of those who responded indicated that their children do not receive the right amount of work to do at home. A larger number, just under half, feel that they are not well informed about how their child is progressing in the school. A fifth of the parents who responded to the questionnaire indicated that the school does not provide a sufficiently interesting range of activities outside the school hours and a similar number feel that the school does not work closely enough with parents. However, further evidence gathered during the inspection, through discussions with parents, confirms that their children are expected to work hard and that they get about the right amount of work to do at home which is mainly for English and mathematics. The homework policy is due for review. At present it is not based upon the national guidance on homework in primary schools. Of those spoken to they feel comfortable to approach the school about their children's welfare. Inspection evidence suggests that many parents are very supportive of the school and the staff appreciate their help with reading and various other activities in the school. The school provides a good range of extra-curricular activities as well as a good range of educational visits. The extra-curricular provision is, however, mainly for older pupils at the school. The school reports to parents as is required annually on pupils' achievements but the layout of the report restricts the amount of written detail that can be provided in most subjects. The exceptions are in English, mathematics and science, where more detailed information about pupils' progress is given within their annual report.
53. The school is committed to closely working with parents. Parents' evenings are well attended. There are many other opportunities for informal meetings between parents and teachers. There are regular newsletters regarding sporting achievements, school visits, diary dates and other school events together with information on the curriculum and home learning expectations, which keep parents/carers informed well. There are strategically placed notice boards to which parents can easily refer to check dates and events related to the school diary. There are effective and flexible induction procedures for new pupils. The annual new-intake parents' meeting focuses on promoting the partnership between home and school so that the children are then able to settle in happily.
54. The school provides a range of information for Year 6 in preparation for their secondary schooling. The Year 6 teachers and Heads of Year 7 from the neighbouring secondary school meet on a regular basis to plan and review liaison events and the induction programme. These arrangements are much appreciated by pupils and parents.
55. The school prospectus is comprehensive, but does not contain the statutory information regarding the rates of attendance and unauthorised absences. The annual governors' report to parents has omissions in it, such as, information for pupils with disabilities and steps taken to prevent unfavourable treatment of such pupils. Some other information is not published including information about the governors, school security and the professional development undertaken by teaching staff.
56. Many parents feel that the pupils' annual reports are satisfactory, but others disagree. The reports on pupils' achievements are completed conscientiously and most are of satisfactory quality, but some give insufficient information about what pupils know and can do in the non-core subjects. Reports describe strengths and areas for development, but some do not clearly define what needs to be done so that improvements can be made.

57. Good links between parents and the school contribute to pupils positive attitudes to school. This is instrumental in ensuring good attendance and punctuality. Easy access to the class teachers and the headteacher ensures prompt attention to complaints and suggestions and helps resolve behavioural problems. The successful Friends of the School Association organises many school functions for fund raising and social events, which make a significant contribution to the resources of the school such as the fitting of the ICT and food technology rooms. A significant number of parents and some grand parents are actively involved in the school life. They regularly attend events and celebrations, accompany children to swimming and help with school projects.
58. Three quarters of the parents have signed up to the home-school agreement and there exists an effective working relationship between the majority of parents, carers and the staff. This enables them to share information about their children's attitudes to learning and the progress made. Parents of children with special needs are properly involved in their children's educational plans and the school provides them with the opportunity for participating in annual reviews and in this they do so actively.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The headteacher, who was appointed to the school in April 1997, has ensured a clear educational direction in the pursuit of the school's philosophy and aims, which are detailed within the school prospectus. The school is successful in developing children within an 'ethos of Christian values and principles'. During her time at this school the headteacher has led by example taking a key lead in the implementation of the action plan which was agreed by the governing body in May 1997 following the last school inspection in January 1997. Over the last three years the senior management, comprising the headteacher, deputy headteacher, and both key stage co-ordinators have worked more closely together, supported by joint training and a review of their roles and responsibilities. As a team they now meet regularly and carry out effectively their delegated responsibilities which are suited to the needs of the school and the priorities defined in the school development plan. The headteacher provides written details for the governing body on a half termly basis about what has happened in school as well as raising any issues for discussion at their regularly calendared meetings. The overall leadership and management by the headteacher and key staff is very good and a strength of the work of the school.
60. The provision for special educational needs is managed well. The special needs co-ordinator who is part-time spends her time efficiently, providing support and administering the provision which the school makes.
61. A key emphasis of the school development plan is the promotion of high standards and effective teaching and learning. There is now rigorous monitoring and evaluation of teaching and learning by senior staff, governors and subject co-ordinators, supported by relevant training. Feedback is given to staff who have been observed teaching and the findings of the best practice are used to influence others who are in need of support. Teachers are helped to analyse and draw on those approaches that work best with some pupils and to take action to secure improvement where needed, for example, the management of some pupils in each key stage.

62. The school has more recently begun to analyse pupils' performance data in depth and has identified areas where action needs to be taken to improve standards. The main areas of focus within the school improvement plan are improving the teaching and learning in writing and some areas of mathematics in particular in Key Stage 1. The main aim is to increase the numbers of pupils attaining Level 3 at Key Stage 1 and Level 5 at Key Stage 2. In the year 2000 end of Key Stage 1 tests there was a significantly larger number who attained Level 3 or higher in reading and mathematics and in mathematics at the end of Key Stage 2 when compared with the school's 1999 results.
63. The governing body effectively fulfils its statutory duties. However, there are a small number of omissions in the latest governors' annual report to parents and the length of the formally taught school week is 30 minutes less than that suggested for pupils in Key Stage 2. Since the last inspection there has been a turnover in the membership of the governing body, where only four of the present governors were in place in 1997 at the time of the last inspection. The governing body have been involved in extensive training for governors during this time. They actively account for the performance of the school through the established sub-committees that meet on a scheduled basis alongside formal classroom visits. All staff and governors are involved in the review of the yearly school improvement plan and in agreeing priorities for future development. The governing body established a strategic development sub- committee in year 2000. They have a clear vision of the longer term priorities for action which are documented in four key areas: teaching and learning, personnel and management, premises and environment and parents and the community. In this most recent year 2000/2001 the strategic planning group and the senior management team finalised the yearly school improvement plan together.
64. The linked governor scheme to subjects of the curriculum is now established and is working well. Members of the governing body spend more time in school and classrooms working alongside subject co-ordinators. Together they have set up and run various curriculum events for parents including in English and mathematics as a means of informing them about the National Literacy and Numeracy Strategies. Members of the governing body are actively involved in various working groups, for example, the Health Promoting Schools working group which comprises staff, parents and governors. Another joint initiative is the Safer Routes to School in conjunction with the neighbouring secondary school Orton Longueville.
65. The school had an established appraisal strategy which was based on a two-year cycle until September 2000. Following on from this system of appraisal, a performance management policy is in the process of being drafted and initial interviews will be conducted with all teaching staff in the current term in order to agree and set performance management objectives as a part of the performance management yearly cycle. Teaching staff are committed to performance management as a means of developing all staff, improving teaching and raising standards of achievement for all pupils.
66. Staffing matches the demands of the curriculum and pupils' needs. There is a good mix of experience. There is a good system of support for all staff new to the school. Newly qualified teachers are inducted effectively. The arrangements for newly qualified teachers meet the national requirements which came into effect from September 1999. The deputy headteacher is the designated induction tutor and colleagues act as mentors. The induction programme is well designed and carried out sympathetically. The school has established links with initial teacher training institutions including Homerton College. On average it provides placements for 12 or more students each school year. Professional developments are linked suitably to the

priorities of the school improvement plan and individual training needs. Over the last two years the main focus for staff training has been on the implementation of the national literacy and numeracy strategies. The school is now giving attention to the non-core subjects of the national curriculum as it proceeds to implement the revised national curriculum 2000.

67. The headteacher has spent much time and attention in improving the premises. Refurbishment has taken place as a result of successful bidding such as New Deals and the Access Initiative mainly within the older parts of the school which were constructed some forty years ago. This is ongoing. The school is maintained very well by caretaking staff. The designated information technology suite is now too small for the needs of the school. Plans are in place to extend a resources area into an information and communication technology teaching and learning base. A bid has been submitted under the national 'Seed Challenge' funding for the provision of more computers. This will be supported by the ongoing 'Friends of the School' fund raising activities. These ICT improvements to the premises are planned for 2001/2. There are shortages of reference materials in the library. The school is in the process of purchasing its own reference materials and books that are better targeted to the planned curriculum activities identified by the school.
68. Strategic financial planning is good. The school complies with the principles of best value for money. For example, spending decisions follow consultation and comparison of cost and effectiveness. Standards are compared with other similar schools in order to identify areas for improvement. The use of resources is scrutinised to support targets identified in the school improvement plan.
69. The financial administration of the school is sound and specific grants, for example, the grant for special education needs are used effectively for the purpose intended. Senior staff and the school secretaries make good use of information technology, such as to record and to monitor attendance and to analyse data for monthly budget reports.
70. The school has complied with most of the recommendations made by the auditors in the last internal audit report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. The specific matters which the governing body, headteacher and staff should include in the school's post-inspection action plan are listed as issues for action in order of importance as a means of developing the school further through school improvement planning and its commitment to the of raising standards.

- Focus on improving pupils' attainment in writing in Years 1 and 2 so that by the end of Key Stage 1 in the national curriculum tests pupils' results compare more favourably with similar schools. (paragraphs 1, 3, 4, 6, 89, 90, 94 and 102)
- Increase the use of information and communication technology (ICT) to support learning in all of the subjects of the curriculum by following national guidance and providing further staff training. (paragraphs 5, 9, 20, 28, 32, 67, 94, 101, 113, 120, 142, 150, 151 and 152)
- Strive to make all teaching as good as the best in the school by continuing to formally monitor standards of teaching and learning and provide support where needed so that all pupils behave in accordance with school policy and make substantial progress towards achieving their potential. (paragraphs 13, 24, 25, 26, 29, 49, 51, 98, 111, 112, 119, 162 and 169)

Other issues which should be included in the governors' action plan.

- Review the time made available for teaching in Key Stage 2 as it is less than the suggested minimum. (paragraphs 32 and 63)
- Review the homework policy, paying regard to the national homework guidelines for primary schools. (paragraphs 30 and 52)
- The school prospectus and governors' annual report do not meet all of the statutory requirements. (paragraphs 55 and 63)
- Ensure that the policy for assessment is consistently applied throughout the school in regard to formally assessing pupils' progress in all subjects and their personal development. (paragraphs 10, 26, 29, 32, 50, 130, 134, 141, 163 and 170)
- Review through consultation the format of the annual written report to parents: pupils' achievements. (paragraphs 52 and 56)
- Update the reference materials to be located in the library as planned by the school, to support the work across the curriculum. (paragraphs 67 and 96)

The school has recognised in its development planning the need to improve writing standards in Years 1 and 2. The draft ICT policy which has yet to be agreed by the governing body recognises the importance of cross-curricular ICT links in all subjects. A revised behaviour policy was introduced in 1999 following consultation with parents. The senior management team and governing body formally monitor the implementation of policies into practice and the school has a formal system for monitoring and evaluating teaching and learning. The school's evaluation of its teaching has led to development and improvement since 1997. Performance management objectives for all teachers are to be agreed within the newly required yearly cycle of arrangements which are to take effect from September 2000.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	21	41	30	5	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	416
Number of full-time pupils eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	43
Number of pupils on the school's special educational needs register	0	25

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.4
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 (1998)	28 (35)	30 (31)	58 (66)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25 (34)	25 (33)	27 (29)
	Girls	29 (30)	25 (30)	28 (29)
	Total	54 (64)	50 (63)	55 (58)
Percentage of pupils at NC level 2 or above	School	97 (97)	86 (96)	95 (98)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25 (31)	26 (31)	28 (34)
	Girls	27 (29)	27 (28)	29 (29)
	Total	52 (60)	53 (59)	57 (63)
Percentage of pupils at NC level 2 or above	School	90 (91)	91 (89)	98 (95)
	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 (1998)	33 (31)	28 (27)	61 (58)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27 (22)	30 (22)	32 (24)
	Girls	27 (23)	23 (22)	27 (21)
	Total	54 (45)	53 (44)	59 (45)
Percentage of pupils at NC level 4 or above	School	89 (78)	87 (76)	97 (78)
	National	70 (65)	69 (59)	77 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30 (24)	27 (23)	30 (26)
	Girls	25 (22)	22 (20)	25 (22)
	Total	51 (46)	49 (43)	55 (48)
Percentage of pupils at NC level 4 or above	School	84 (79)	80 (79)	92 (83)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	3
Black – other	0
Indian	5
Pakistani	4
Bangladeshi	0
Chinese	0
White	344
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	28.2
Average class size	30.2

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	216

Financial information

Financial year	1999/2000
	£
Total income	647,794
Total expenditure	637,863
Expenditure per pupil	1,508
Balance brought forward from previous year	43,927
Balance carried forward to next year	53,858

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	416
Number of questionnaires returned	125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	3	1	0
My child is making good progress in school.	39	53	2	2	5
Behaviour in the school is good.	29	63	3	0	5
My child gets the right amount of work to do at home.	10	51	28	6	5
The teaching is good.	40	47	3	1	9
I am kept well informed about how my child is getting on.	16	39	38	4	4
I would feel comfortable about approaching the school with questions or a problem.	44	45	6	2	2
The school expects my child to work hard and achieve his or her best.	47	43	3	1	5
The school works closely with parents.	20	53	17	5	5
The school is well led and managed.	36	49	5	2	9
The school is helping my child become mature and responsible.	35	53	8	1	3
The school provides an interesting range of activities outside lessons.	21	49	16	3	12

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

72. Children are admitted to the school in the September of the year in which they become five years of age. At the time of the inspection there were 59 children in the reception classes in the Foundation Stage of their schooling. There is a carefully managed induction process for the children starting school. Pre-admission arrangements incorporate visits to the school for children and parents and the good links established between home and school help children to make the best possible start to school. Children are introduced to the school on a part-time basis and at the time of the inspection, the older children were in full-time attendance for the first time, whilst younger children were attending the morning sessions. They will all attend full-time after the October 2000 half term break. Assessments on entry are carried out in the first few weeks of school. A very wide range of attainment is represented in the school's intake although overall, children's attainment on entry is broadly in line with that expected for children of this age in their language and mathematics.
73. Boys and girls of all backgrounds settle into the school well and make good progress. By the end of the reception year in the Foundation Stage of the curriculum, most children exceed the early learning goals in their personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development and many are working within the Key Stage 1 National Curriculum framework.
74. The quality of teaching is very good. Teachers and classroom support staff work together as a very effective team. The expertise and experience of the support staff and voluntary helpers are recognised and used well. They make a very significant contribution to children's learning. The good teaching is characterised by thoughtful and sensitive relationships with pupils and a teaching style that is direct and well organised. Staff have high expectations of behaviour and attainment. The adults value the children and respond to them with delight and encouragement whilst at the same time systematically assessing and noting what each child understands and can do. They then plan to meet these needs and, when working closely with a small group or individuals, are effective in combining both work towards their planned objectives and following the interests and comments of individual children.
75. Children benefit from a well thought out curriculum that covers the six areas of learning appropriate to the age group. Children are provided with a broad range of well planned activities which help them to acquire appropriate skills and understanding. They approach their work and play with enthusiasm and show good powers of concentration and perseverance. They are at ease with adults and with one another. All staff have a good knowledge of the curriculum for the Foundation Stage and of how young children learn. All areas of learning are well resourced. Overall, the provision for children in the early years of their schooling has improved since the previous inspection and is now very good.

Personal, social and emotional development

76. The children make good progress in personal, social and emotional development. They respond well to the opportunities they are given and enjoy learning. The children settle quickly and happily into the classroom and they are gaining confidence and self-esteem. They form positive relationships with staff and other children. They learn to share equipment and take turns. They gain independence and respond well to the opportunities they are given. Their behaviour is good and they have a clear understanding of right and wrong. They are eager to learn and participate in the activities purposefully and enthusiastically. Children follow the classroom routines and conventions well. They take out and tidy away equipment and work independently when the opportunity arises. The children understand and accept the routines such as how many can work in each area, and of more formal session procedures when they work with the teachers or support staff.
77. Teaching of personal, social and emotional education is very good. All staff provide very good role models and have high expectations of children's behaviour. They are consistent in their approach, encouraging children to concentrate and persevere with activities and the children respond well. Class procedures and rules are reinforced throughout so that the children know exactly what is expected of them. Of particular note is the management of the classroom, the way children work, and the organisation of resources so that they are easily accessible to the children. This results in the children developing independent working habits and skills.

Communication, language and literacy

78. By the end of the reception year most children achieve or exceed the standard expected in communication, language and literacy. Many have moved beyond the foundation stage curriculum onto the programmes of study for the Key Stage 1 National Curriculum. All children, including those with special educational needs, make good progress. They listen carefully to instructions and questions and are keen to contribute to class or group discussions. They are confident when discussing their activities with visitors. They are able to use a listening centre to listen to taped stories and songs through headphones. They are confident in using the listening centre independently, switching the machine on and turning the tape when necessary. Speaking and listening skills are also developed through role play activities. Children speak clearly and demonstrate an ability to recount experiences. A good example of this was their ability to recount events in their early childhood when talking about photographs of themselves as babies. Children develop an increasing vocabulary related to all aspects of their work. They enjoy books and handle them carefully and know that words and pictures carry meaning. By the end of the reception year, children know most letter sounds and are beginning to read and write familiar words. The higher attaining children are reading simple texts from the school reading scheme. They develop a simple script and letter formation is good. They can write simple words using upper and lower case letters.
79. The teaching of language and literacy is very good. Children are encouraged to talk about what they are doing in all activities and staff talk to them and ask questions to promote their language skills. Staff urge the children to listen carefully and praise their contributions in discussions and this motivates the children's involvement. Stories are read aloud well which helps the children to concentrate and enjoy them. Opportunities are provided for role play where staff intervene appropriately to extend the play and develop children's vocabulary and understanding. Children learn to wait for their turn to speak and listen to other pupils. Early skills of reading and writing are introduced well. Children have constant access to mark making materials and books

and are encouraged to develop their early writing skills. They learn to link sounds with letters and to use this phonic knowledge to read and write simple words.

Mathematical development

80. Children make good progress in mathematical development. By the end of the reception year most children achieve or exceed the expected standard in their mathematical development and many are working within the Key Stage 1 National Curriculum. Provision focuses on the development of children's number skills and there are good displays and activities to develop the children's awareness of number. Children learn to use the appropriate mathematical vocabulary and show confidence in using it. They use appropriate mathematical language when naming shapes such as square, rectangle and circle. They recognise, create and record mathematical pattern using shapes, colours and numbers. Through established routines and planned activities, children learn to match, sort, order, sequence and count. They can count, recognise and write numbers to 10 and beyond and in practical activities can solve simple mathematical problems involving addition and subtraction.
81. The teaching of mathematics is very good. There is a good range of appropriate activities and careful consideration is given to what the children can learn in self-chosen activities as well as in directed tasks. Staff make sure that whenever possible they encourage the children to use the everyday events and equipment to reinforce their confidence in using numbers. Number songs and rhymes are sung frequently. All the children have a stimulating and relevant experience of counting, numbers and patterns carefully matched to their ability and experience. The work planned takes into account the pupils' level of attainment and their need to develop the language of number. The teacher's expectations are high. Good use is made of the resources and of time available. Children have many opportunities to learn and reinforce their number skills and understanding and to develop the language of number. A good example of this was an activity comparing the size of three characters from a story. Very good questioning from the staff used this fun activity to promote and consolidate children's understanding. Classroom support staff make an important contribution to pupils' learning through well organised group activities such as simple dice games which involve the recognition of numbers. Group work of this nature is very important because of the wide range of abilities within the reception classes.

Knowledge and understanding of the world

82. The children make good progress in their knowledge and understanding of the world and most achieve or exceed the expected standard in this area of learning by the end of the reception year. A wide range of activities are provided and children are encouraged to talk about events in their lives and the environment. Stories are used to encourage pupils to develop concepts of time and place. They recall their experiences through a range of role play situations. Floor play equipment such as airports, railways and roadways is used to enable pupils to develop their language use and to make connections with their own surroundings. They have opportunities for a wide range of early scientific experiences using materials such as sand and water and they develop an appropriate vocabulary. They explore changes in themselves and their family over time, and discuss and explore the locality around and beyond the school. As part of the topic 'Myself,' children become aware of their own bodies and are able to identify and name body parts. Children are able to use the skills of cutting, joining and building using a range of materials. They have access to construction sets which they use with skill to build interesting models. They become increasingly confident in working on the computers and can control simple programs using the mouse and the keyboard.

83. Teaching of knowledge and understanding of the world is good. Activities are well resourced and planned and build on previous learning. These activities extend the children's experiences outside school. The children are encouraged to work independently with appropriate intervention by adults. The children are developing good work habits as well as increasing their knowledge and understanding of the world around them. A topic approach to planning links the activities well and gives the children a purpose and helps them make sense of their work. Staff have high expectations of work and behaviour and make sure children understand what is expected of them.

Physical development

84. Progress in physical development is good and by the time the children reach the end of the reception year they achieve or exceed the expected standard of this area of their learning. In the classroom the children move confidently, making sure they move around each other and furniture carefully. They develop fine control of small apparatus and pencils and use scissors and tools with increasing control and safety. Their hand-eye co-ordination and their manipulative skills are developed as they thread beads, cut out shapes, build models, paint and build with construction kits. Children now have good access to outdoor play to use the large apparatus and wheeled toys. This is an improvement since the previous inspection when facilities for physical development were restricted to the school hall. They do still have timetabled sessions in the school hall when they dance, perform simple gymnastics and play games. They develop catching and throwing skills using an appropriate range of small apparatus.
85. The teaching of physical development is good. Staff provide many opportunities for children to develop physical skills and show the children how to use equipment safely, for example, how to hold the scissors correctly when cutting. Staff set appropriate challenges and provide lots of encouragement to develop the children's confidence and skills. However, use of the outdoor area is largely for recreational play and lacks the clear structure that is evident in all other aspects of the curriculum planning.

Creative development

86. By the end of the reception year, children achieve or exceed the nationally expected standard in their creative development. There is a good range of resources for creative development and pupils make good progress. The staff ensure that there is a good balance between the teaching of skills and free exploration. Pupils are able to represent what they see and feel in a range of media. They explore colour and texture through painting and printing. They model with scrap materials and make collage. Children are involved and collaborate effectively in role play which is actively supported and extended by staff involvement. They have opportunities to explore music, using percussion instruments. They know a number of songs and rhymes and sing with enthusiasm.

87. The quality of teaching is very good with many opportunities provided where children can develop their creative thinking and skills. The staff encourage the children to talk about their work and express feelings. The planning of appropriate activities, along with the use of a good range of resources, results in children being able to achieve the early learning goals in this area of learning.

ENGLISH

88. Levels of attainment are above the national average at the end of both key stages. This is the result of the quality of teaching, much of which is good. Pupils' attitudes are generally positive and the quality of learning in many lessons is good. Pupils make good progress overall as they move through the school and standards of literacy are good throughout the school.
89. At the end of Key Stage 1, pupils achieve standards of attainment in English that overall are above the national average. They are above the national average in speaking and listening and reading and in line with the national average in writing. At the end of Key Stage 2, pupils achieve standards in English that are above the national average. The school has maintained the good standards reported at the time of the previous inspection.
90. In the 1999 National Curriculum tests for pupils at the end of Key Stage 1 their performance was well above the national average in reading. Their performance in writing was close to the national average. In comparison with similar schools based on the numbers who are known to be eligible for free school meals, their performance in reading was in line with the average but their performance in writing was below the average. The results of reading tests have risen in line with national trends between 1996 and 1999. The results of the reading tests in year 2000 show that more pupils exceeded the expected Level 2 than in 1999. The results of writing tests have been maintained at a similar level over this four year period whilst the results nationally have improved. The school's results in writing in 2000 are similar to those it attained at the end of Key Stage 1 in 1999. Comparative national data is not yet available for the year 2000 National Curriculum test results.
91. In the 1999 National Curriculum tests for pupils at the end of Key Stage 2 performance in English was above the national average in comparison with all schools. In comparison with similar schools, based on the numbers of pupils who have free school meals, their performance was in line with the average. However, pupils' performance was above average based on prior attainment at the age of seven. Test scores have risen broadly in line with the national trend over the past four years and performance has been consistently above the national average. The school results at the end of Key Stage 2 in 2000 were not as good as previous years, but the year group was not typical of the school. There were a greater number of pupils on the special educational needs register in this Year 6 group and a large number of pupils had attended more than one school.
92. At the end of Key Stage 1, standards in speaking and listening are above the national average. Most pupils are becoming competent speakers and listeners. They use these skills in discussion about themselves, how they get to school and the type of house they live in. They also confidently discuss the stories they are reading. A small minority are less confident when asked questions and, although they listen carefully, still restrict answers to single words at this stage.

93. Standards in reading are above the national average at the end of Key Stage 1. A high proportion of pupils read accurately from appropriate texts. Many are fluent and read expressively. They recognise a range of complex words and have well developed skills for reading new words which they come across. They understand their stories and answer questions about the book they are reading. They read regularly in school and at home. Most know that story books have an author, an illustrator and a contents page. Some higher attaining pupils are familiar with the index in non-fiction and know it is arranged alphabetically.
94. Standards in writing are in line with the national average by the end of Key Stage 1. The range of handwriting indicates that most pupils are beginning to join letters, having successfully achieved accuracy of letter formation. Higher attaining pupils write clear sentences with correct spelling and accurate use of capital letters and full stops. They write for a range of purposes, for instance to write stories, to describe visits and to write letters. They are developing an awareness of their audience. Events are placed in the correct order and ideas are logically developed. Lower ability pupils are beginning to convey meaning through their writing but do not yet use punctuation consistently. Standards of spelling are above the national average. In Year 1, many pupils can write words that are spelt correctly or are phonetically justifiable. In Year 2, these skills are developed and pupils also make effective use of simple dictionaries and word banks to check their spelling. However, standards in writing are below the average in comparison with similar schools. The school is aware of this and has already started to improve the opportunities provided for pupils to write. This is having some impact with younger pupils but has not yet improved standards for the higher attaining pupils in Year 2. Word processing skills are not sufficiently developed in English.
95. Standards in speaking and listening are above the national average by the end of Key Stage 2. Pupils listen carefully to one another and their teachers. They analyse text carefully and give articulate, complete answers to questions, demonstrating good comprehension skills. They use appropriate and accurate language in their replies. The majority of pupils are confident when asked to address the rest of the class and speak clearly to the best of their ability. A minority, although confident, are hesitant and confine answers or suggestions to short phrases.
96. Standards in reading are above the national average by the end of Key Stage 2. The majority of pupils are competent readers. They read aloud clearly and with understanding and discuss the characters and plot of stories confidently. Higher attaining pupils are very fluent and expressive. They read widely and explain their views clearly. They speak knowledgeably about *their favourite books*, identify a wide range of children's authors and make good use of non-fiction. They have well developed reference skills and skim text to gain information quickly. Lower attaining pupils read simpler text competently from the reading schemes at the level identified by their teacher and make good progress. Most pupils are confident in the use of a dictionary or thesaurus. Wider research skills are restricted by the limited provision of reference books in the school library.
97. Standards in writing are above the national average by the end of Key Stage 2. The quality and style of pupils' handwriting are good. The majority of pupils produce clear, uniform and attractive joined script in all of their work in English and other subjects. Writing is organised, clear and well adapted for a number of purposes. Most pupils make good use of punctuation and are secure with spelling. They plan work carefully and make good use of parts of speech such as adjectives and adverbs. Lower attaining pupils are less consistent with spelling, punctuation and the use of descriptive or imaginative language. Pupils write for a very wide range of purpose,

using formal English well. The range of writing includes poetry, letter writing, writing to persuade and descriptive or imaginative work. Standards of literacy are good throughout the school. Pupils make good use of their speaking and listening, reading and writing skills to support work across the curriculum. In Year 6, for example, pupils had written diaries of an evacuee as part of their history topic on the Second World War. Year 5 pupils had produced their own poetry inspired by Kit Wright's 'Magic Box'. They used language very effectively to express imaginative ideas. Written accounts of work in science and geography are clear and well presented using an appropriate language and style. Word processing skills are not sufficiently developed in English.

98. In Key Stage 1, the quality of teaching is satisfactory overall. In the lessons seen the teaching ranged from satisfactory to very good. In Key Stage 2, teaching is good overall, although there was considerable variation in the quality of lessons observed, ranging from excellent to poor. The strategies for teaching literacy are effective and this is having a positive effect on the standards being achieved. Teachers plan lessons using the framework of the National Literacy Strategy. This ensures well balanced activities in the majority of literacy lessons which include question and answer sessions, written activities and a review of what has been learned. This enables pupils, including those with special educational needs, to make good progress. The features of the most successful teaching are high expectations of pupils' behaviour and performance and very good relationships between teachers and their class. This results in an atmosphere in which pupils have high self-esteem and a mature attitude to their own learning. In a Year 4 lesson seen, for example, the teacher expected all pupils to provide complete and articulate answers to questions and this had a positive effect on the development of their speaking and listening skills. Challenging targets were set for individuals and groups to achieve in this lesson. Pupils clearly enjoyed this challenge and responded very well. They worked hard to find alternative phrases and expressions, some making use of a thesaurus to widen their vocabulary. In a Year 1 lesson, good questioning from the teacher supported the development of pupils' speaking and listening skills and well organised activities helped them to develop their knowledge of letter sound at the beginning and end of words, thus providing a sound foundation for the development of reading skills. Good use is made of group work and guided reading and writing activities. In Year 3, pupils worked well with the teacher to produce a very effective group poem which helped to reinforce their understanding of rhythm and rhyme. Good attention is given at the end of sessions to review what has been learned. In a Year 6 lesson, the teacher used the opportunity to extend pupils' knowledge and understanding of the origins of words and linked this well with work which they had done at home. When teaching is less successful the management of pupils' behaviour is inconsistent and occasionally ineffective. This results in restlessness or uncooperative behaviour which slows the pace of teaching and the overall rate of progress made. Teachers do not always give clear instructions or set timescales for work to be completed.
99. The effective partnership between classroom teachers and support staff ensures that pupils targeted for additional help make good progress. The needs of pupils with special educational needs are also well catered for and they make good progress. Good use is made of additional literacy support staff and the school has provided additional funding to extend the non-teaching support available. Pupils in Years 3 and 4 have benefited from this. The teaching in these groups is lively and very well organised and the lessons proceed at a good pace. This ensures pupils' interest and they respond well making good progress. Pupils generally have a positive attitude to English and this makes a good contribution to standards of achievement. They enjoy the activities presented and younger pupils particularly enjoy reading the 'big book' together in literacy lessons.

100. In many lessons, pupils receive good feedback on their learning through verbal comments and through useful written marking. However, this is not consistently applied throughout the school. When marking is used well, it is constructive, provides pupils with incentive to improve and is a useful tool for teachers in planning the next step for individuals and groups. Teachers maintain good records of pupils' progress and good examples were observed of teachers making notes during group reading sessions. Regular assessments are carried out using internal and optional national tests. The school analyses the results of these and is beginning to make good use of this information to track the progress of individuals and groups in English. The school has carried out moderation of pupils' written work, checking their levels of attainment against published material. There are plans to extend this in conjunction with local schools to ensure that teachers have a clear understanding of the levels of attainment expected by the end of Key Stage 1.
101. The subject is generally well resourced. The school has purchased many new books to support the literacy strategy and there are good selections of reading materials in well organised fiction libraries. However, the school recently decided to stop using the school library service and invest instead in its own non-fiction stock in order to have suitable reference material to support the work planned across the curriculum. Finance has been made available but the process has not yet been completed and therefore there is currently a limited range of reference material available. To encourage reading and also to further supplement the reading stock, the school organises regular book fairs. There is, however, only a limited use of ICT to support learning in English. This is similar to that reported in 1997 in regard to ICT skills development. Pupils still do not have sufficient opportunities to develop word processing or reference skills. Reading and spelling homework reinforces appropriately what is learned in school.
102. This area of the curriculum plays an important part in supporting the standards achieved elsewhere. In many subjects, teaching makes a positive contribution to the development of speaking and listening, reading and extended writing skills. The subject is well led. Since the last inspection, the co-ordinator has provided strong support for all staff in the successful implementation of the National Literacy Strategy. They have responded by working very hard as a team and in year groups to assimilate and implement changes. The co-ordinator monitors curriculum planning, teaching and learning. The results of this monitoring and analysis of the test results is used by the senior management team to inform the school improvement plan. The rate of improvement since the last inspection is satisfactory overall in English. The school has identified the need to raise standards of attainment in writing at Key Stage 1.

MATHEMATICS

103. Standards of attainment for pupils at the end of Key Stages 1 and 2 are above the national averages. There is no significant difference between the performances of boys and girls. This is an overall improvement on the findings of the previous inspection, when standards were reported as being satisfactory throughout the school.
104. In comparison with all schools in 1999 at the end of Key Stage 1, pupils' results were broadly in line with the national average. In comparison with similar schools, pupils' results were well below the 1999 average. The year 2000 end of Key Stage 1 school results show that a third of this Year 2 group attained above average levels (Level 2 average/Level 3 above average). This is an overall improvement on its 1999 results. Over the four years 1996-1999, pupils' overall performance in mathematics at the end of Key Stage 1 was close to the national average. The inspection evidence confirms that pupils, by the end of Key Stage 1, are achieving above average standards.
105. In comparison with all schools in the 1999 end of Key Stage 2 National Curriculum tests, the pupils' results were above the national average. The school's most recent year 2000 results indicate that there has been a continued improvement in pupils achieving the expected standards or higher. There is no national comparative data available at this time. Taking the four years 1996 to 1999 together, pupils' overall performance in mathematics at the end of Key Stage 2 shows that standards were above the national average. This confirms the evidence gathered during the inspection. Compared to similar schools, based on free school meals eligibility, the performance for pupils at the end of Key Stage 2 in 1999 was broadly average.
106. Since the previous inspection the school has improved significantly its provision for mathematics and numeracy. Pupils' attainment and rates of learning in lessons and progress over time at the end of both key stages has improved since the last inspection from being satisfactory to good. Since the implementation of the National Numeracy Strategy in 1999, teachers have an increased enthusiasm and confidence in teaching the subject. All teachers use a wide variety of teaching strategies efficiently; for example, in oral mental sessions and in developing problem solving approaches to learning about the subject. The subject co-ordinator rigorously monitors all aspects of planning and observes teaching and learning as a means of raising standards further. This academic year the co-ordinator is also using performance data analysis to help identify strategies to improve the overall performance of pupils, particularly that of higher attaining pupils.
107. Throughout the school, pupils' attainment in their work related to number, shape, space and understanding measurement, and the handling of data are above the levels expected in both key stages. Approaches to mental mathematics are developed well in all classes and pupils use different approaches to solving problems and calculating answers correctly. Pupils of all ages, including those with special educational needs, progress at a good rate in relation to the demands made of them by teaching and non-teaching staff.
108. In Key Stage 1, pupils in Year 1 are able to count up to 20 and know what is meant by 'heavier' or 'lighter' when using scales. Pupils in a Year 2 class can double numbers and count up to 100 in 10's. They can identify and recognise different 2-dimensional shapes such as a rectangle, square, circle, pentagon, hexagon, and octagon. Higher attaining pupils in a Year 2 class know that some shapes have straight or curved lines. Pupils in Year 2 can write numbers in words or figures and know how to add money using the pence sign.

109. In Key Stage 2, pupils in a Year 3 class can name and identify the vertices, edge and angle in 2-dimensional shapes. They can write numbers in words and figures using hundreds, tens and units and measure in centimetres. In a Year 4 class, pupils know different triangles have different angles found in them. Higher attaining pupils are confident in identifying the differences between equilateral, isosceles and right angle triangles, and the angles such as the acute angle and obtuse angle found in them. Pupils in Year 4 know number facts to 1000, and can use fractions to find an answer in a number sentence. In a Year 5 class, most pupils know and understand what is meant by mode, range and median when interpreting data from graphs. They can multiply and divide by 10 and 100 and use fractions in their calculations with accuracy.
110. By the end of Key Stage 2, most pupils can use the four rules of number using thousands, hundreds, tens and units. They can convert both fractions and decimals and use percentages and ratio in their calculations with accuracy. They are aware of different shapes and their properties and can recognise different triangles and angles. Pupils can give results in an organised way, for example, when constructing a graph, and know the appropriate mathematical vocabulary when gathering and interpreting information, from graphs and charts. They are also aware of how to identify the likelihood of something happening on a probability chart. For example, in a Year 6 class pupils try to predict the next number on a spinner, which develops their understanding and knowledge of probability. Pupils are developing their own problem solving strategies and use mathematical vocabulary and language with confidence.
111. Pupils throughout the school have good attitudes towards their work in mathematics and numeracy and as a result this enables them to learn efficiently. They enjoy participating in the oral and mental part of lessons and in other activities planned for them in lessons. Pupils can sustain concentration over long periods in lessons, and work well and collaboratively in groups or independently. For example, in a Year 6 lesson pupils worked well together sharing ideas and equipment when working on a probability problem. Pupils are encouraged to show initiative and use different strategies and approaches when calculating or problem solving. For example, in a Year 3 class, pupils persevered with identifying different properties of shapes and were keen to complete their work and move onto the next stage of their learning about different shapes. All pupils respect each other's contributions in oral parts of lessons. Generally behaviour is of a good standard throughout the school; however, in a few lessons pupils become restless if there is insufficient demand made of them by the teacher or if teacher expectations of their behaviour are not high enough.
112. The overall quality of teaching in both key stages is good. In Key Stage 1 lessons, nearly all of the teaching is good or very good. In Key Stage 2, the teaching seen ranged from satisfactory to very good. Teachers' planning and subject knowledge is good. Lessons have clear objectives which are shared with pupils with well-planned activities to meet the range of attainment levels in each class. Teaching is based upon a clear understanding of the National Numeracy strategy. Most teachers have high expectation of what pupils can do and achieve in their work. However, on occasions, some teachers' class management and expectations of pupils work and behaviour were not sufficiently high enough to meet the needs of those pupils who became restless and off task. Lessons are well structured and achieve a good balance between direct teaching and group activities, which are well matched to their levels of attainment. For example, in a Year 1 lesson higher attaining pupils were developing their shape recognition by making figures using 2-D shapes – a task that was well matched to their needs. Teachers use intervention and questioning techniques well to assess pupils' understanding. For example, in a Year 3 lesson the

teacher adapted questions well in reviewing what the pupils had learned about shapes at the end of the lesson. Most teachers use time and resources well, and this has a clear impact on the good rates of learning achieved by all pupils. Marking is consistent in all classes and teachers' comments encourage and motivate pupils to overcome any difficulties they encounter in their work.

113. The curriculum for mathematics is well developed throughout school. There is good attention to mental and oral work. Mathematics numeracy skills are applied well in other subjects, for example, in science and design and technology. Throughout the school, work was seen that related to number, shape and space, the measures and the handling of data. For example, in a Year 6 class pupils had to accurately measure the size of a proposed poster in their history work. The development of mathematical vocabulary in all classes makes a positive contribution to the literacy development in school. The subject makes a good contribution to pupils' moral and social development through the range of opportunities offered. There is limited use of ICT in the subject. In both key stages, pupils do not have sufficient opportunities to employ text, tables images and sound in order to develop and consolidate their ideas by using computers.
114. The co-ordinator manages and leads the subject well and the school has in place effective strategies to develop and raise standards in the subject still further. There is a good range of resources available to support teaching and learning in both key stages. The co-ordinator is very well qualified and experienced, and very enthusiastic about the subject. Through the successful training of staff, the numeracy strategy has been implemented well. The subject policy and scheme of work are being reviewed and updated to meet the requirements of recent initiatives in the subject. There are well-developed assessment procedures in place, which keeps teachers and the co-ordinator well informed and aware of how well pupils are achieving. The school has made good improvement in mathematics since the last inspection.

SCIENCE

115. In 1999, pupils' attainment at the end of Key Stage 2 in the National Curriculum tests was well above the national average when compared with all schools. In comparison with similar schools in 1999, pupils' results are above average. The unpublished results for 2000 show that overall standards have been maintained, but the proportion of pupils gaining above average levels has fallen, due largely to a greater number of pupils with special educational needs this Year 6 group. Taking the 1996-1999 results together, attainment of both boys and girls has remained well above national expectation. There are no marked differences in the performance of girls and boys.

116. Assessments by teachers of pupils' work at the end of Key Stage 1 in 1999 showed that the proportion of pupils reaching expected levels of attainment was well above the national average, but below for those reaching the higher levels. Indications from the teacher assessments made in year 2000 are that attainment remains similar to the 1999 results at the end of Key Stage 1 but with greater numbers reaching above average standards in 2000 than in 1999.
117. The current levels of attainment and the inspection findings show that standards have been well maintained since the last inspection, and are the result of careful planning by teachers, a greater focus on investigative and experimental science and a very careful analysis of results, with any weaker areas of the teaching and learning being given a greater focus as a means of raising standards.
118. By the end of Key Stage 1, pupils have good experiences and understanding of investigative work. In Year 2, for example, pupils observed different ice shapes melting, and worked out how to investigate the warmest places in the classroom using ice cubes. They clearly understood how to carry out a fair test, realising that the size of ice cube and the melting time needed to be constant. Pupils build well on these experiences as they move up the school. In Year 4, they investigated animal habitats and made a detailed record of mini-beasts and where they had found them. They went on to plan an investigation to show the preferred habitat for wood lice. Pupils in Year 6 were able to develop their investigative skills further, discussing electrical circuits and the possible effect of using wires of different thickness and metals. They were well able to make predictions, test them carefully and draw conclusions; they realised that further testing was needed to confirm their conclusions.
119. The quality of teaching and learning is good at both key stages, and has a positive effect on standards. Pupils are challenged well so that they make rapid gains in their understanding and interpretation of observations. Work is planned well with pupils' differing abilities in mind. For example, in Year 4 the task set for groups, although more complex for the higher attainers, ensured that all pupils met the teaching objective for the lesson. In Year 6, although very good challenges were provided for higher attaining pupils in mixed ability groups, the very good relationships within the groups, with a sharing of ideas and findings, ensured that all made very good progress. Teachers' skilled questioning encourages pupils to reason and make accurate predictions. In both key stages, teachers' good subject understanding is shown through clear explanations, well chosen activities and a good emphasis on basic experimental skills. The teachers and pupils enjoy positive relationships and interesting tasks hold pupils' attention well. Pupils are managed well on the whole, but on occasion, some pupils remain unsettled during the introduction, stopping the lesson moving forward with full effect. Teachers share clear learning objectives with pupils, and these are often written into books to make clear to pupils the purpose of the lesson. The standard of marking pupils' work is inconsistent; when done well, teachers refer to the learning objectives and record the progress made by pupils. Teachers keep record sheets of the work covered and some formal assessments are made at the end of each study unit but this is not standard practice. Throughout the lessons observed there is a careful attention to health and safety.

120. The pupils exercise considerable independence during practical work; they are responsible with apparatus, usually work well together without disagreement, and work hard to complete the task. This was particularly evident in a Year 4 lesson where pupils were investigating animal habitats, and in a Year 6 lesson where pupils were investigating electrical circuits. The work in books shows that pupils take care with recording, writing up investigations in their own words with carefully labelled diagrams, for example, when studying the eye in Year 6. This clearly demonstrates the overall high levels of knowledge and understanding in science and a developing scientific vocabulary. There are good opportunities for pupils to apply their numerical skills when making graphs of results and using standard units of measure. Opportunities to use information and communication technology to support learning in science are not sufficiently provided for in teachers' planning.
121. The co-ordination of science is good. A national scheme of work has been adopted and this enables a continuous build up of knowledge and skills in science, avoiding the repetition reported in the previous inspection. The policy, along with record keeping and assessment procedures, is due to be reviewed. Weekly planning is monitored and teaching has been observed with general feedback given to those visited. Resources for science are good, they are kept centrally and are readily accessible. A science week has been held, with a mobile planetarium and workshops. Year 5 have a residential visit to Stibbington. The display of work undertaken on this visit, on animal habitats, animal classification and food chains, shows the effectiveness of this opportunity. The subject makes a positive contribution to pupils' personal development, through both their cooperative working and the gains in understanding about the world.

ART AND DESIGN

122. A limited number of art and design lessons were observed during the inspection, and evidence from these and pupils' work indicates that achievements in art and design are in line with expectations at both key stages. The overall rate of progress made including those pupils with special educational needs is satisfactory.
123. Essential skills and techniques, using a range of materials, are acquired and practised regularly throughout the school. Pupils are introduced to the work of well known artists, for example, through painting fish in the style of Kandinsky in Reception, and using the works of Monet and Seurat as a stimulus for seascapes in Year 1. They have a satisfactory understanding of tone and texture, often working in tones of a particular colour, as in Year 3's pyramid picture, or creating collages using different materials. They are taught to observe closely, carefully drawing what they see, for example, when drawing portraits or shoes in Year 6 or invertebrates in Year 4. The design element was demonstrated well in a Year 6 lesson where pupils were drawing posters linked to their World War 2 studies. Their final design was chosen from four small designs, and showed a good understanding of the impact needed to be made.
124. The overall quality of teaching is satisfactory in both key stages. In the lessons observed teaching provided satisfactory learning opportunities. Lessons are well planned, and prepared with good introductions and clear instructions given for the tasks set. Pupils have positive attitudes; they listen carefully and are keen to use and experiment with different media. In a good Year 2 lesson, groups of pupils were making 'coil pots', and could explain clearly why they needed to use water when working with clay, and how they were going to glaze and fire their pots. Pupils in Year 5, having made 'pinch pots', began to create imaginative figures by first joining two pots as a basis for their models. In Year 3, pupils were taught to use pencils to create

different patterns giving the impression of texture and depth. A limited use is made of information and communication technology to generate pictures and patterns.

125. The co-ordinator for art and design has introduced a new scheme of work. It clearly sets out the media to be used, learning objectives, activities and subject vocabulary appropriate for each year group, showing a clear build up of skills to be taught. As such, it provides a useful framework for assessment, which is yet to be developed. Medium-term planning is now monitored for any gaps in provision following the issues raised in this area of planning in the 1997 report. The school has a good range of materials for art, including a bank of resources about famous artists and styles of art, to help develop pupils' knowledge and understanding of art and design. Improvement since the last inspection has been satisfactory.

DESIGN AND TECHNOLOGY

126. Standards of attainment at the end of both key stages are average. During the week of inspection only a small number of lessons were seen, involving pupils in Years 1, 4, 5 and 6. Judgements about overall attainment are based on scrutiny of pupils' work looking at teachers' planning and discussions with the subject co-ordinator and pupils. This maintains the standards identified in the last report for Key Stage 1 and is an improvement in Key Stage 2, where attainment at the time of the last inspection was judged to be below average. Since the last inspection pupils have been given opportunities to write detailed evaluations of their earlier designs and document how they will actually make products using different materials and processes. This has a positive impact on pupils' attainment and rates of learning in lessons. Pupils in both key stages make satisfactory rates of learning in lessons and progress over time; this includes pupils with special educational needs.
127. In Key Stage 1, pupils learn to plan their work using simple pictures and can list the materials they are going to use in the construction of a model. For example, in a Year 1 class pupils were making a model house from a design generated by observing houses in the immediate locality. Pupils can work with different materials and tools and can join and fix their houses using different techniques such as folding and cutting. They know and recognise that during construction they can modify and change their design and look at their completed houses to see where improvements can be made. Pupils also experience working with food, in the food technology area. From work previously undertaken pupils in Year 2 have made 'bread rolls'. They know and understand that materials change when heated and understand the vocabulary associated with simple finishing techniques.
128. By the end of Key Stage 2, pupils' designs become more refined and detailed and they learn to think about the purpose of their models before constructing them. For example, in a Year 5 class pupils were drawing up a specification of different ingredients for their biscuit designs after a 'brain storming' session, and they modified and changed their design specification before its final completion. Pupils' work with a range of different materials and tools in the making of particular models or constructions. From previously completed work, pupils in Year 6 could explain how they designed musical instruments and during the construction process they realised that they had to refine their models to ensure the successful completion of their musical instruments. Pupils used a variety of tools and materials including a glue-gun, and they understand the value of evaluating the success or otherwise of their models. They also continue to build upon and develop their work in food technology by designing and making a variety of breads such as rainbow bread and garlic bread.
129. The overall quality of teaching is satisfactory. The quality of teaching seen in lessons

is at least satisfactory or better. It is clear from the scrutiny of work previously undertaken and by speaking to pupils that they are taught how to handle different materials and tools, and how to evaluate and modify their ideas and models. During the lessons observed, teachers use skilful questioning and intervention to interest and stimulate pupils' thinking about the task being planned. This was seen in a Year 5 lesson, when the teacher moved around the class offering pupils advice and guidance when working on their designs. Teachers pay particular attention to developing pupils' personal and social skills by expecting them to work together and co-operate when designing and making a model or construction. For example, pupils in a Year 1 class worked well together sharing materials and equipment when making their model houses.

130. The subject co-ordinator is enthusiastic, experienced and leads and manages the subject well. Curriculum planning is monitored but only on a termly basis. The teaching is formally monitored and evaluated and actions taken where improvements are identified. Pupils work is collected and sampled to ensure learning experiences are built upon and pupils are interviewed by the co-ordinator about their work as a means of finding out what they have done and how their subject vocabulary is developing. There is, however, no whole school system of assessing individuals pupils' work in this subject. The school is well resourced with a range of materials and tools for pupils to work with. These are stored centrally and contribute well to the range of experiences offered to pupils.

GEOGRAPHY

131. Due to the arrangements of the school's timetable, with geography being taught in blocks of time mostly at other times of the year, it was only possible to view one lesson during this inspection. A judgement on the standards of teaching is therefore not given. Evidence of the satisfactory progress made, including for those with special educational needs is taken from pupils' recorded work, the planning for the subject and discussion with pupils. Overall pupils at the end of both key stages attain standards expected for their ages.
132. Pupils in Key Stage 1 have a satisfactory knowledge and understanding of human and physical features; they develop a clear awareness of localities beyond their own by comparing the coastal town of Hunstanton with Orton Longueville, noting the particular features in both localities. Pupils in Key Stage 2 continue to make satisfactory progress, and by the time they are at the end of Key Stage 2, they have learnt about mountainous areas of the world, rivers and resulting settlements, focussing on the local river Nene. They have a sound understanding of maps, knowing the countries that make up the United Kingdom, Europe and the world; they can locate different features on a map and can plan a route, for example, from

Peterborough to King's Lynn; they have studied weather and climate and have some understanding of their effect on the activities and lives of people in different parts of the world.

133. In the one well planned lesson observed in Year 5, pupils were studying the impact of traffic on the environment, and were preparing letters about their concerns. They had surveyed traffic and were considering the results of the survey set out in graphical form. Pupils were very interested in the topic and were keen to discuss their findings in some depth, understanding some of the environmental and economic issues involved.
134. The school has been using a nationally produced scheme of work for just over a year, which now provides a systematic build up of knowledge and skills for the subject. This is a satisfactory improvement resulting from the 1997 report. There are no procedures for assessing the progress that pupils make. A careful audit of resources has been made by the co-ordinator; they have been updated and a good range of resources are now centrally stored. Visits within the locality and residential trips to an outdoor/environmental centre enhance the learning opportunities and contribute to pupils' social and cultural development.

HISTORY

135. Standards at the end of Key Stages 1 and 2 are average. All pupils including those with special educational needs make satisfactory progress in gaining the key knowledge and skills of the subject as they move through the school. During the inspection timetabling arrangements permitted only three lessons in history to be observed in Years 2, 4 and 6. Evidence was drawn, therefore, from the limited number of lessons observed during the inspection week, from teachers' planning, scrutiny of pupils' work in books, and speaking to teachers' and pupils. The satisfactory standards found in the last inspection have been maintained in both key stages.
136. The majority of pupils have a sound understanding of the historical concepts and knowledge expected by the end of Key Stage 1. Pupils know and understand that there are different periods of history and can sequence events to show an emerging sense of time. For example, pupils' in Year 2 class have studied in detail the events surrounding the 'The Great Fire of London' in 1666, and pupils can retell accurately the time, place and date when the fire started. Pupils also know that Samuel Pepys wrote a diary, which provided a first-hand account of the events that had taken place. This then helps develop their awareness of using reference as well as first-hand sources when studying and investigating historical events.
137. By the end of Key Stage 2, pupils have a greater understanding of chronology and are able to find and link information from a variety of sources. For example, Year 6 pupils have been studying various aspects of the Second World War and the impact of propaganda posters on people's perceptions of the events involving the Home Front in Britain. They are developing a sense of interpreting different sources of historical evidence to come to a much fuller understanding of past events, and, for example, in Year 6 emphasising with the difficult situations that people faced in World War Two. Pupils in Year 4 use reproduced photographs of Hans Holbein's famous portrait of Henry VIII to find out more information of his personality and how he ruled the country. They can give reasons for their descriptions of the monarch and the main events surrounding his reign. Year 6 can put into chronological order with accuracy the periods they have studied and give approximate dates for them. They show a developed understanding of terms related to time and chronology such as 'ancient'

and century'. They know and understand that information about past events can be gathered from a range of sources both written and non-written when that are studying a particular period.

138. The teaching of history makes a good contribution to pupils' moral, social and cultural development. Lessons make a good contribution to the development of literacy in terms of speaking and listening, and in developing pupils' writing skills. For example, pupils in Year 2 wrote 'first-hand' accounts of the 'Great Fire of London' in 1666 in the style of Samuel Pepys.
139. Pupils are curious and keen to find things from the past for themselves. For example, pupils in a Year 4 class discussed in their groups how best to describe Henry VIII from a reproduced photograph.
140. Overall, the quality of teaching is good in both key stages. Teachers' knowledge and understanding of the subject is good. All lessons seen were well planned with clear learning objectives and activities matched to the needs of all pupils. Teachers' have good relationships with pupils, which creates a positive climate for learning. There is a good pace to lessons and teachers' use questioning and intervention well to identify what pupils know and understand during a lesson. For example, in a Year 2 lesson the teacher moved around the classroom offering guidance and advice to pupils when they were writing up their accounts. Resources are well used to enhance lessons and most classes have a display of history work, which stimulates learning in lessons. Visits to places of interest such as Stibbington, where Year 5 pupils dressed up as 'Victorians' help sustain interest and rates of learning in the subject. The marking of pupils' work is effective in helping them improve the quality of their work.
141. The policy and scheme of work are currently being revised in light of the revised National Curriculum 2000. Resources for the subject are good and this is an improvement on the findings of the previous inspection. There is monitoring of teachers' planning and sampling of pupils' work by senior staff, but there is no formal whole school system for assessing pupils' work as a means of informing future planning to meet individual pupil needs.

INFORMATION TECHNOLOGY

142. Levels of attainment are broadly in line with the national average in information and communication technology (ICT) at the end of both key stages. The school has improved its standards to broadly average through its discrete teaching of ICT. In 1997, they were reported as being below those which should be achieved at the end of Key Stage 1 and 2. Pupils now can use information technology to solve and explore problems and when exchanging and sharing information. This is a result of satisfactory teaching and improved teaching and learning resources for ICT. Pupils' very positive attitudes make a significant contribution to their learning. As they move through the school the overall rate of progress, including those with special educational needs is satisfactory, this is an improvement on the rate of progress made in 1997 which was unsatisfactory in both key stages. Pupils, however, are capable of higher achievement than satisfactory. A higher proportion of good teaching and opportunity for pupils to use and develop their skills within the other subjects of the curriculum would facilitate more rapid progress and achievement.
143. Standards of work seen during the inspection are average overall by the end of both key stages. Pupils now have timetabled lessons in information and communication technology and within these discrete lessons the attainment of both boys and girls is improving. All pupils including those with special educational needs, gain new skills

when using computers in work that is appropriate to their age and earlier attainment. Pupils' knowledge and understanding of uses of ICT is not sufficiently advanced and although planned for within the national scheme of work, the school has adopted, there has been too little opportunity provided for older pupils to investigate and compare the uses of ICT both in/out of school.

144. Pupils in Year 1 know how to represent information graphically. Using a graphics program they created a pictogram depicting the different ways they travel to school and know how to answer simple questions on the data shown in the pictogram. They enter simple words, albeit not always accurately spelt, using the keyboard and a number can recognise the letters in their names accurately on a computer keyboard.
145. In Year 2, some of the pupils have created a picture. Most of them selected the most appropriate tools such as pen, brush and spray to achieve the desired effect. Year 3 are learning to develop visual ideas to meet a specific outcome, for example, by using a graphics program to produce the front page for their work on the Egyptians. The formatting of a newspaper article by Year 4 led to improved changes in its appearance. Higher attainers can combine text and graphics successfully.
146. Year 5 and 6 use the Internet and CD-ROM's as a means of searching for information, for example, the work on birds. Some Year 5 and 6 pupils, however, are tentative in their actions when using the keyboard and the mouse. Year 6 entered numbers and simple formulae into a spreadsheet when constructing a hundred squares.
147. Technical vocabulary varies considerably throughout the school. Many pupils are used to using computers at home to assist their work. Those Year 5 and 6 pupils who are working on the production of a school magazine reviewed their work well as a means of developing other ideas and discussing how their future contributions could be improved. All pupils have access to the school's discrete ICT facilities usually in half class groups and the teaching and non-teaching staff all work towards improving pupils' skills in ICT during these taught sessions.
148. Pupils' attitudes are very positive. They behave well and readily share their ideas when working together. As a result of this collaborative working, they help each other to learn at a steady pace and consolidate their earlier learning. Higher attainers are pleased to show their peers what they know about a program and its potential. An example of this being during the extra-curricular club for Years 5 and 6 where a number of innovative ideas were being worked on as this initiative evolves.
149. The overall quality of the teaching observed is satisfactory. Insufficient direct teaching was observed in 1997. The school is now developing pupil's individual skills from the time they enter the school through the discrete teaching of ICT as a national curriculum subject. The teaching provision has improved since the last inspection due to the creation of specialist facilities and ongoing training for teaching and non-teaching staff in ICT skill development. Good attention is given in the specialist lessons to reinforcing basic literacy and numeracy skills. Lesson planning is detailed with clear learning objectives documented, but assessment rarely features in the daily plans so that not all teaching is geared to meeting pupils' needs including those of individual higher attainers. Most teachers do not, however, incorporate ICT in their planning in the other subjects of the curriculum.
150. The use of ICT to support learning across the curriculum is restricted by the facilities available in classrooms and the difficulties encountered by the school with its ICT room being too small to accommodate full classes. At present all pupils are not

making the best possible progress in the acquisition of their ICT skills, knowledge and understanding in all age groups. The school is aware of the deficiencies in its ICT provision and there are plans for improvement including extending the accommodation for ICT and improving the quality of the computers as a part of the strategic development of the school.

151. Since the last inspection the school has moved forward in its provision for ICT, with fundraising activities and national grid for learning specific grant contributions. Achievements in ICT, however, are not as high as those attained in English, mathematics and science by the end of Key Stage 2. The senior staff and subject co-ordinator are clear as to what needs to be done in the school to raise standards further. Good attention has been given to reviewing the ICT policy to meet the revised national curriculum requirements and a scheme of work is documented that is in accordance with national guidance for ICT in the year 2000. The ongoing contribution to staff training and the bid for additional funding through the national 'Seed Challenge' with continuing fund raising initiatives is the next prioritised stage of development in ICT. Monitoring and evaluation of teaching and learning has taken place in some of the taught ICT lessons involving the subject co-ordinator and the linked subject governor. There has been no formal monitoring and evaluations made in regard to the use of ICT to support teaching and learning across the curriculum. There are no ICT books in the library as a means of contributing to pupil's knowledge and understanding of the uses and comparisons of ICT both in/out of school.
152. The school is fully aware of the deficiencies and limitations in its ICT resources and there are strategic plans in place to improve provision as a means of raising standards and the quality of teaching in ICT as a whole.

MUSIC

153. Throughout the school the standards of attainment in music are in line with those expected by the end of both key stages. This is the result of good teaching. Pupils have positive attitudes to the music and respond well in lessons. The quality of learning is good. Pupils of all abilities, including those with special educational needs make good progress as they move through the school. Instrumental tuition and extra-curricular activities such as the recorder groups and the school choir make a significant contribution to the development of school music.
154. By the end of Key Stage 1, pupils recognise a range of percussion instruments and know how to play them in rhythmic patterns and keeping a steady pulse. Pupils build up a reasonable repertoire of songs that they enjoy singing from memory. Their diction is clear and they have a good sense of rhythm. They are beginning to understand some of the elements of music, for example, they are able to sing or play percussion instruments loudly or quietly, and are also aware of the effects of varying the speed at which they play or sing. They develop an understanding of the effectiveness of music in establishing mood.
155. Pupils' instrumental and singing skills are developed further as they move through the school. Pupils in Year 3 were observed practicing simple tunes and they were beginning to compose their own musical ideas. Pupils demonstrate a good knowledge of dynamics and they use appropriate musical terminology. In a Year 5 lesson, pupils used keyboards whilst exploring chords which create harmony or discord. In Year 4 pupils explore the importance of rhythm and repetition as the basis for effective playground games. In Year 6, pupils examined the importance of lyrics and tunes as part of their study of life during war. By the end of Key Stage 2, they sing in unison and parts with improving control of diction and phrasing. The quality of

singing is generally good and the performance of the school choir is of a very high standard. Although some opportunities are provided for pupils to listen to music and develop their appreciation of different musical styles, this is an area of the music curriculum that is not sufficiently developed.

156. Pupils have the opportunity to learn to play the recorder as an extra-curricular activity. Those who do so achieve a good standard. A number of pupils also have tuition in woodwind, brass, violin and piano. The pupils observed during the inspection achieved well and attain good standards. Higher attaining pupils can sight read music and are preparing for external examinations.
157. The overall quality of teaching in both key stages is good. This is an improvement from the previous inspection when teaching at Key Stage 2 was reported as satisfactory. Lessons are carefully planned. The pace and variety of lessons is well matched to pupils' abilities and the tasks and activities motivate pupils' enthusiasm. Teachers develop pupils' understanding and confidence in this subject very effectively and pupils are enthusiastic about composing music. They respond well to the lessons, work hard and take pride in their achievements. They fully enjoy all the musical experiences that are made available to them. A good example was the Year 1 lesson using simple percussion when the teacher's own enthusiasm and her high expectations of pupils' behaviour and attainment were reflected in the good standards of attainment as they worked hard to distinguish the sounds made by the various instruments. They were also able to maintain a simple rhythm when playing the instruments with an obvious sense of enjoyment. In the Year 6 lesson on lyrics, the teachers own good subject knowledge enabled him to support pupils, and help them make good progress in developing an understanding of how lyrics and simple tunes can be used effectively to relate a particular message.
158. The co-ordinator provides good leadership in the subject. Curriculum planning is monitored and good advice and support is given to staff. There is a scheme of work in place, although this is to be reviewed to reflect the revised year 2000 National Curriculum. The school has a good range of resources to support work in music and also benefits from the availability of a large room for musical activities. Pupils take part in a range of productions and concerts which provides them with opportunities to develop as performers. These include school events and local music festivals.

PHYSICAL EDUCATION

159. The school provides a balanced programme of physical education activities which fully meet the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music and narrative through dance. All pupils have the opportunity for swimming lessons and the majority are capable swimmers by the end of Key Stage 2.
160. Standards of attainment are in line with national expectations by the end of each key stage. The majority of lessons observed taught games' skills. By the end of Key Stage 1, pupils are able to pass a variety of equipment back and forward to each other, aiming and receiving with care. The end of Key Stage 2, pupils have practised and developed attacking and defending skills, using them in games of netball, football and hockey. The gymnastics lesson observed in Key Stage 1, showed that pupils are beginning to make different shapes with their bodies and transfer these ideas to apparatus work. The Key Stage 2 dance lesson, showed that pupils were able to take words and ideas from a story and show them in movements.
161. The overall quality of teaching is satisfactory in both key stages. The teaching observed ranged from good to unsatisfactory. Lessons are generally well planned and show clear learning objectives; equipment is organised and arranged well. There are warm up and winding down sessions and a variety of activities which help to maintain pupils' interest and concentration, and enable them to practise and develop the different skills.
162. Most pupils approach activities with enthusiasm, enabling them to make satisfactory progress. In the more successful lessons, pupils listen carefully to clear instructions, which enable them to actively participate without time being wasted. This was very evident in a Year 6 lesson where pupils were revising dodging, marking and signalling skills in relation to netball. Opportunities are also provided for groups and individuals to demonstrate to the rest of the class, encouraging them to observe others with a view to improving their own performance. In less successful lessons, unsatisfactory behaviour on the part of some pupils, linked with a lack of effective strategies for managing behaviour by the teacher, detract from learning and the rate of progress made by all pupils. Pupils with special educational needs make satisfactory progress in physical education, often well supported by support staff.
163. The co-ordinator has been in post since 1999, and provides good leadership and management. There is a very good range of equipment partly provided by the 'Top Sport Programme'. Along with other equipment, this has been carefully checked and is now well stored and readily accessible. The school has its own learner swimming pool which is used by Key Stage 1 pupils. The hall is of a good size for all indoor activities and the grounds provide sufficient hard surface play areas and a good sized field. There are changing rooms which enable the pupils to get ready quickly for lessons with the minimum of fuss, so using the time available for lessons efficiently. A national scheme of work has been adopted for dance and gymnastics and a local education authority scheme is used for games. This helps to ensure a build up of and the development of skills, which was an issue raised in the 1997 inspection report. There are no recorded assessments made in physical education apart from in swimming, where pupils gain badges as they make progress. Observations of teaching have been conducted with as to what works well and what needs to be improved. The school runs clubs for football, netball, rounders and athletics, and has been successful in competitive in inter-school sports. Parents help with these activities, and links have been made with Peterborough United Football Club who run a 'POSH' club in school.

RELIGIOUS EDUCATION

164. Standards of attainment are above the expectations of the Locally Agreed Syllabus. This is the result of teaching that is good overall. Pupils' positive attitudes to the subject and a good range of resources also support the good quality of learning in religious education. Pupils make good progress as they move through the school.
165. By the end of Key Stage 1, the pupils have a good understanding of the importance of places of worship such as the church, synagogue and mosque and their relevance to the religions of Christianity, Judaism and Islam. They have an awareness of the key features of these world religions. They understand the symbolism of the cross and know that the Bible is the holy book of Christians. They visit the local church and learn something of the services held there and of the different vestments worn by the vicar. They are shown the font and learn about the ceremony of infant baptism. Pupils enjoy learning about major religious festivals such as Harvest Festival, Christmas and Easter. Pupils are also able to describe the differences and similarities between the Jewish and Christian faiths.
166. Pupils' knowledge and understanding increases as they move up through the school and they learn more about the festivals, celebrations and life-styles of other faiths and cultures, such as Islam, Sikhism and Judaism. They learn about the symbolism and traditions in Christianity and the major religious events in the Christian calendar. By the end of Key Stage 2, pupils have a deeper knowledge of Christianity through their reading of Bible stories from both the Old and New Testaments. They also learn more about a number of other faiths. Pupils in Year 3 learn about Islam and the importance of prayer to Muslims. They know about the five pillars of Islam and understand the dietary rules associated with that religion. In Year 4, pupils learn about the major features of Judaism. Sikhism is introduced in Year 5 and pupils learn of the major symbols and customs of the faith. Pupils are aware of common features between that faith and Christianity. They also carry out a comparison of stories in the Gospels and learn more about the life of Jesus and his disciples. A study of Hinduism occurs in Year 6. A deeper understanding of the Christian faith is developed through opportunities for pupils to reflect on the meaning of the Lord's Prayer and a further study of symbols of worship. Good standards of attainment have been maintained since the previous inspection.
167. Pupils acquire a growing awareness of what it means to be a Christian and of the role of the religion in their society. They develop an awareness of and sensitivity towards other faiths through knowledge of their main beliefs, festivals and traditions. Pupils develop a sense of spirituality through their visit to the local church and learning about major Christian festivals. Assemblies also contribute to pupils' religious education through the use of stories and songs. During the inspection a visitor from the Church Army led an assembly which included the parable of the talents. This was used very effectively to encourage pupils to reflect upon their own lives and the need to make good use of their own skills.

168. The overall quality of teaching is good. In the lessons observed they range from unsatisfactory to very good. Most teachers plan lessons well and at a level appropriate to the age and ability of the pupils. Pupils are provided with opportunities to discuss different aspects of life and faith and to show what they understand through discussion, drawings and written work. Clear explanations are given and teachers provide opportunities for the pupils to ask questions and to make their own observations, and so increase their understanding. Lesson objectives are generally clear and realistic and teaching methods, including the good use of resources, are employed to increase pupils' learning. The teachers' good subject knowledge, together with very clear explanations, enables pupils to gain an insight into and appreciation of the major world faiths, their values and beliefs. Effective use is made of visits to places of worship or to listen to visitors talking about aspects of their faith. For example, during the inspection pupils in Year 1 visited the local church. In a 5 lesson on Sikhism, the teacher very effectively included contributions from a Sikh pupil who shared her experiences of visiting the Gurdwara with the class. As well as explaining about the Sikh holy book, the Guru Granth Sahib, she also described her lessons in Punjabi and recited a section of the Mool Mantra to the fascination and great appreciation of her classmates.
169. Most teachers generally have high expectations of the pupils' behaviour and attitudes to work. This is evident in the maturity of the pupils' response and enjoyment of the subject. Pupils generally display a positive attitude to the subject. The majority of pupils listen attentively to stories and readily ask pertinent questions. They are keen to contribute to class discussions and to learn more about Christianity and other faiths. Occasionally, some pupils show little motivation and demonstrate inappropriate behaviour. Weaker classroom management by some teachers means that the unsatisfactory behaviour of some pupils in Key Stage 2 disrupts the lesson, slowing the pace of work and limiting the learning of all.
170. The leadership and management of the subject is good. The co-ordinator has worked hard to ensure that all staff have guidance in the coverage of topics within the Locally Agreed Syllabus for all classes. There are opportunities for the co-ordinator to monitor as a part of school improvement planning, curriculum planning and the overall standards of pupils' attainment on a regular basis. Assessment of pupils' individual work remains informal across the school and is not linked to the development of ongoing individual skills in religious education. The school has a good range of resources including artefacts, books, photographs and videos to support pupils' learning.