

## INSPECTION REPORT

**OLD FLETTON PRIMARY SCHOOL**

Peterborough

LEA area: Peterborough LEA

Unique reference number: 110683

Headteacher: Mrs Catherine Hainsworth

Reporting inspector: Dr Alister Fraser  
3607

Dates of inspection: 11 - 14 February 2002

Inspection number: 230522

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior with attached Nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	London Road Old Fletton Peterborough Cambridgeshire
Postcode:	PE2 9DR
Telephone number:	01733 554457
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Mike Griffiths
Date of previous inspection:	18 May 1998

**INFORMATION ABOUT THE INSPECTION TEAM**

Team members			Subject responsibilities	Aspect responsibilities
3607	Alistair Fraser	Registered inspector	Information & Communication Technology Physical Education	What sort of school is it? How well are pupils taught?
13351	Brian Halling	Lay inspector		Pupils' attitudes and personal development How well does the school care for its pupils? How well does the school work in partnership in parents?
18804	Pauline Cue	Team inspector	Geography History Religious Education	The school's results and pupils' achievements
24073	Marita Hopkinson	Team inspector	Mathematics Music Equal Opportunities Special Educational Needs	How good are the curricular and other opportunities offered to pupils?
31177	Martin Mangan	Team inspector	Art & Design Design & Technology Foundation Stage	
20139	Brian McKeon	Team inspector	English Science English as an additional language	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Old Fletton Primary School is a mixed primary school educating pupils from three to eleven years old. There are 272 pupils on roll attending full time, which is above average for this type of school. The numbers of boys and girls attending are broadly balanced. The school also has a nursery attended part-time by 45 children. The average class size is 30. The attainment of pupils entering the reception classes is low in the key areas of literacy and numeracy compared with national and LEA averages. The school is located on the southern outskirts of Peterborough in the village of Old Fletton. The majority of its pupils come from the local area from mixed backgrounds. There are 28.7 per cent of the pupils eligible for free school meals which is above the national average for a school of this size. There are twenty-nine (10.7 per cent) pupils from minority ethnic backgrounds and three (1.1 per cent) pupils for whom English is an additional language which is lower than most schools. There are sixty-nine (25.4 per cent) pupils on the register of special educational needs which is broadly in line with the national average (23.2 per cent) and there are three pupils with statements of special educational needs. (1.1 per cent)

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

Old Fletton Primary School provides for its pupils a satisfactory standard of education. The pupils achieve satisfactory standards in English. In mathematics they are satisfactory except in Years 1 and 2 where they are below average. On balance, the teaching is satisfactory and the school's leadership and management are sound. Pupils' attitudes to their life and work in school are good. The school provides satisfactory value for money. The strengths of the school outweigh any weaknesses.

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

- The management of pupils in classes and around the school.
- Personal development of pupils and fostering good relationships.
- Monitoring and promoting attendance and good behaviour.
- The headteacher provides good leadership and a clear sense of direction
- There is a shared commitment to continued improvement.

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

- Standards attained in writing and mathematics in Years 1 and 2, and in design technology and information and communication technology in Years 1 to 6.
- Balance in the curriculum.
- The use of homework.
- The accommodation for teaching and learning in information and communication technology.
- The use of day-to-day assessment to inform teaching and learning.

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

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

The school was last inspected in March 2000 by two inspectors for two days. The inspection was to assess the progress the school had made since its inspection in May 1998 when it was judged to require special measures. The inspection in 2000 found that the school had made good progress, on balance, and was providing an acceptable standard of education for its pupils. In the two years since then, many improvements have taken place.

The school responded well to the key issues that were identified in 2000 and has met with success, to varying degrees, in each of them. For example, the quality of teaching and learning has continued to improve and is now better than in 2000, particularly in reception. On balance, leadership and management are sound and that provided by the headteacher and key

staff is good. The school now has a good sense of educational direction and clear plans for the future. Standards in English and science in Years 1 to 6, have risen from below average in the last report (March 2000) to average. In mathematics, attainment is similar to that in the previous inspection but the quality of teaching has improved.

The school provides satisfactory value for money and is well placed to continue to improve.

**STANDARDS**

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	B	D	C
mathematics	E	C	D	C
science	D	C	E	D

**Key**

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

Performance in the national tests, taken by pupils at the end of Year 6 in 2001, were below average in English and mathematics and well below average in science when compared with all schools. When compared with similar schools, standards were average in English and mathematics but below average in science.

At the time of the previous inspection, (HMI 2000 - 1999 results), attainment at the end of Year 6 was also below national average but there had been a steady improvement over the last three years. In English, results were in line with those of similar schools.

At the end of Year 2, standards in 2001 had risen but were still well below average in reading and writing and below average when compared with similar schools. Standards in mathematics were in the lowest five per cent nationally and below average in comparison with similar schools. The previous inspection also found that results were below national averages, with room for considerable improvement. The attainment of children entering the nursery was below average and by age 5 it was still below expectations.

Standards have continued to improve since the last inspection; the work seen during the inspection gives, on balance, a picture of average attainment. However, there is still a need for further improvement, especially in mathematics in Years 1 and 2, where standards are below average, and in design and technology and information and communication technology across the school, where attainment is still below average. Standards in pupils' personal development and the quality of their relationships are a strength of the school.

By the age of five years, children make good progress from a base below the levels expected of their age group, to a position where attainment is in line with expectations in all areas except language and communications, where it is just below. Most pupils throughout the school are making steady progress, including those with English as an additional language and those with special educational needs. The progress made by more-able pupils is unsatisfactory and the standards they attain are not high enough.

Although standards are rising, the school did not meet its targets for 2001; however, challenging targets have been set for 2002 and the school is on course to meet them.



**PUPILS' ATTITUDES AND VALUES**

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good, both in and out of the classroom. They show enthusiasm for their work in all subjects of the curriculum.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They respond well to the needs of others.
Personal development and relationships	Very good. Pupils respond enthusiastically to opportunities to take responsibility. Relationships are very good.
Attendance	Satisfactory. The overall attendance rate is above the national average. However, there is a high proportion of unauthorised absence.

**TEACHING AND LEARNING**

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

*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.*

On balance, the quality of teaching is satisfactory. In almost all the lessons observed, it was satisfactory or better, with only a very small proportion - one lesson in forty - less than satisfactory. One lesson in every eleven was very good but none of the lessons seen was excellent. The quality of teaching in English is satisfactory in Years 3 to 6, good in Years 1 and 2 and, on balance, good in the Foundation Stage. The National Literacy Strategy is effectively implemented and making a positive impact on standards. In mathematics, the quality of teaching in reception and Years 3 to 6 is good and it is satisfactory in Years 1 and 2 and the Nursery. The school is successfully implementing the National Numeracy Strategy; with the three-part lesson structure well embedded in classroom practice.

Throughout the school, teachers plan their teaching well and this gives good structure to lessons. Teachers are clear about what they want the children to learn and this is communicated to the pupils during lesson introductions. Lessons end with reminders about what has been learned and what needs to be remembered for the next lesson. Questioning is used effectively by many teachers as a means of presenting challenge to pupils and to reinforce the teaching.

Generally, there is a satisfactory match between pupils' abilities and the tasks they are given and the teaching for pupils with special educational needs is good. However, the challenge presented to the more-able pupils is frequently too low and there are insufficient opportunities presented for pupils to evaluate their own and others' work. Day-to-day assessment is not consistently used well to inform teaching, particularly in the non-core subjects. Teachers' expectations of the standards of presentation of pupils' work are frequently too low.

The management of pupils throughout the school is effective and pupils' behaviour is good. Pupils are well motivated and they sustain good levels of concentration during lessons.

**OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a broad and relevant curriculum which meets statutory requirements, including those for RE and collective worship. The curriculum is not well balanced and opportunities for cross-curricular links are under-developed. A satisfactory range of visits and visitors enhances the curriculum.
Provision for pupils with special educational needs	Pupils with special educational needs are identified early and given good support, particularly in withdrawal groups. As a result they make satisfactory progress.
Provision for pupils with English as an additional language	There are satisfactory systems in place to support pupils for whom English is an additional language. Work is carefully planned and pupils make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral and social development are strong features. The headteacher and staff present very good role models. Pupils are taught clear moral values and these are reflected in their behaviour around the school. Relationships are good and pupils are encouraged to make choices and take responsibility for their actions.
How well the school cares for its pupils	There are very good arrangements for promoting attendance and good behaviour, and satisfactory monitoring of academic and personal development. The school provides a happy, orderly atmosphere in which pupils can learn and develop.

The school has made a significant effort to establish satisfactory links with parents and these are developing still further. Parents are encouraged to become involved in their children's learning. Their views are actively sought and they are welcomed into school

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff provide strong and effective leadership. There is a shared sense of purpose and a clear commitment to improving standards.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities. It is well informed and well led and it offers the school a sound level of support. The role of governors as critical friends, however, is not yet fully developed.
The school's evaluation of its performance	The school has established clear procedures for monitoring and evaluating its performance. Evaluation outcomes are effectively used to plan for improvement
The strategic use of resources	The school uses resources effectively and when purchasing goods or services, considers all of its spending options carefully. Finances are securely managed.

There are sufficient teachers and classroom assistants and an adequate level of resources. The accommodation is good except for the suite for information and communication technology, which is too small for a whole class and unsafe because of the cramped conditions.

**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The good behaviour of pupils.</li> <li>• The teaching that their children receive.</li> <li>• The way the school helps pupils to become mature and responsible.</li> <li>• The expectation of children to work hard and to achieve their best.</li> <li>• The level of progress that their children make.</li> <li>• The approachability of the school.</li> <li>• The good quality of the leadership in the school</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of the information that is provided about their children's progress</li> <li>• The limited range of activities that the school provides outside lessons.</li> <li>• The arrangements for homework</li> <li>• How closely the school works with parents</li> </ul>

The inspectors agree with the positive views of the parents. The team acknowledges that pupils' progress is satisfactory and improving. Inspectors consider that the school provides satisfactory information on pupils' progress, that there is satisfactory provision for activities outside lessons and that the working relationship with parents is good, with around 20 parents directly involved in the work of the school. The team agrees with parents that homework arrangements are inconsistently applied.

## **PART B: COMMENTARY**

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

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

1. The results of the national tests in 2001 show that standards in English and mathematics at the end of Year 6 were below average, but were in line with the results of schools with similar backgrounds. In English, fewer pupils than in similar schools attained higher levels. Standards in science were well below average, and below average when compared with similar schools.
2. At the end of Year 2, standards in 2001 show a considerable improvement over the previous year. However, attainment was still well below average in reading and writing, and below average when compared to similar schools. In reading, the percentage of children attaining Level 2 was in line with similar schools, but fewer children reached Level 3.
3. Standards in mathematics were in the lowest five per cent nationally, and below average in comparison to similar schools. In science, standards were below average at Level 2 and above and well below at Level 3. When compared with similar schools, attainment was in line with the national average at Level 2 but below at Level 3.
4. At the time of the previous inspection, the most recent results were for 1999. Attainment in Years 3 to 6 was below the national average, but there had been a steady improvement over the last three years. In English, results were in line with those of similar schools. In Years 1 and 2, results were well below national averages, with room for considerable improvement. The attainment of children entering the nursery was below average and although progress was good, by age five children were still achieving below expectations.
5. The inspection findings show a more positive picture, although there is still room for further improvement. Attainment on entry is still low. By the age of five years, children make good progress from a base below the levels expected of their age group, to a position where attainment is in line with expectations in all areas except language and communications, where it is just below.
6. Standards in English are just in line with national expectations in Years 1 and 2 and in line in Years 3 to 6. Standards in speaking and listening across the school are average. Pupils listen well in class, in assemblies and around the school. By the end of Year 6, pupils speak fluently and express their views clearly. Most pupils by the end of Years 2 and 6 read at the expected level, but standards in writing are below average in Years 1 and 2. Pupils in Year 2 are not confident in using punctuation or structuring their work, and standards in handwriting are low. Standards of writing in Year 6 are average, although the quality of their writing in other subjects does not match their work in English.
7. In mathematics, standards are below average in Years 1 and 2, particularly for more able pupils. By Year 6, attainment is in line with national expectations. Most pupils are, for example, able to use the four rules of number to calculate and solve problems, and can find areas and perimeters of regular and irregular shapes.
8. Standards in science are in line with national expectations across the school, which is a significant improvement since the 2001 results and since the last inspection. Pupils in both Year 2 and Year 6 use the appropriate scientific vocabulary to describe their work, and their understanding of the subject is sound.

9. Standards in information and communication technology (ICT) are unsatisfactory; there has been limited progress since the last inspection, when they were judged to be below expectations. By the end of their time in school, not enough pupils have developed their ICT skills to a sufficient level, and they have insufficient understanding of the uses of ICT across the curriculum.
10. In design technology, standards are below average across the school; this is similar to the findings the last time that the subject was inspected. Pupils' evaluation of their work to suggest improvement is particularly undeveloped.
11. In physical education, attainment is average at the end of Year 2; standards are above national expectations in games and gymnastics in Years 3 to 6. This is an improvement since the subject was last inspected.
12. Standards are average in all other subjects where there is enough evidence to make a judgement.
13. Standards in art and design are just in line with expectations, whereas in the last inspection they were below average. Pupils in all years have developed an appropriate range of techniques but they have a limited understanding of how to evaluate and develop their work.
14. In geography, standards are in line with national expectations; this is an improvement on the previous inspection, where the evidence suggested that attainment in Year 6 was below average. Pupils' understanding of places and knowledge of location is as expected, and in Years 3 to 6 they discuss environmental issues with interest.
15. Standards in music at the end of Year 2 and Year 6 are in line with national expectations, which is an improvement since the last inspection. In Year 2, pupils can sing in tune with a sense of the shape of the melody, but have not developed their use of accompanying instruments. By the end of Year 6, singing skills are further developed and pupils are confident in appraising and composing.
16. It is not possible to judge standards in history, or in religious education in Years 1 and 2. Only one lesson was observed in each case, and there was insufficient written work to enable a judgement to be made. By the end of Year 6, standards in religious education are average. Pupils' knowledge of the subject and their understanding of the influence of religion on the lives of believers are in line with the expectations of the Agreed Syllabus.
17. Whilst the majority of pupils make steady progress across the curriculum throughout the school, the progress of the more-able pupils is limited; the standards they attain are not high enough. Pupils with English as an additional language and those with special educational needs make sound progress.
18. The school did not achieve its targets for 2001, as a result of pupil mobility and a higher than expected number of pupils with special educational needs. The school has set challenging targets for 2002 and is on course to meet them.

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

#### **Attitudes**

19. Pupils' attitudes to the school are positive, both in and out of the classroom. The majority of pupils are happy coming to school and display a co-operative approach to their work. Most pupils are diligent and responsive, and willing to contribute to lesson discussions

and group work. They participate enthusiastically in practical activities and show an awareness of their individual strengths and weaknesses. They appreciate and respect the facilities of the school, which is evident from the absence of graffiti and gratuitous damage. When suitably challenged, most pupils are able to study independently and complete set tasks.

### **Behaviour**

20. Pupils are well behaved and courteous, and they understand what standards of behaviour are expected of them. They move around the school in an orderly manner and show courtesy and consideration for their fellow pupils, teachers and visitors. Behaviour in the playground is boisterous but supervised and controlled well. An easily understood warning system based on coloured cards has been successful and provided a basis for setting behaviour targets and monitoring their performance. Pupils respond well to the assertive discipline policy, which includes individual and group rewards for good behaviour. Two pupils were excluded for a fixed period during the last academic year, but since then there have been no further exclusions. There is no current evidence of bullying or racial disharmony, and very few disciplinary incidents require intervention from the headteacher.

### **Personal development**

21. Pupils' personal development and their relationships with each other are very good, and reflect the importance placed on pastoral care by the school. Pupils work co-operatively in the classroom in pairs, small groups and as a whole class. The staff are approachable and encourage dialogue; pupils respond with appropriate courtesy and respect. Pupils are prepared to exchange views and reflect on the views of others, and older pupils showed a mature and responsible attitude to the needs of their younger colleagues. Although there are currently only a few pupils from other cultures in the school, they are seamlessly integrated into both classroom and playground activities enabling them to participate to their full capability. Pupils accept some worthwhile opportunities to assume responsibility. There is an active school council, comprising elected representatives from Years 5 and 6, which helps determine some aspects of school life. Older pupils successfully act as play leaders, others organise events for charity or school funds, and there is a general willingness by pupils to help with the daily tasks of the school.

### **Attendance**

22. An attendance level of 97 per cent was attained during the last academic year, which is a substantial improvement over 94 per cent the year before. The school's proactive procedures have been very successful in reducing authorised absence (1.3 per cent compared with 5.6 per cent nationally,) but a small group of pupils still accounts for the relatively high level of unauthorised absence (1.6 per cent compared with 0.5 per cent nationally.)

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

23. On balance, the quality of teaching is satisfactory. In almost all the lessons observed, it was satisfactory or better, with only a very small proportion - one lesson in forty - less than satisfactory. One lesson in every eleven was very good but none of the lessons seen was excellent. Teaching in Reception was judged to be of a higher quality than that in the nursery. The quality of teaching in Years 1 and 2, and in Years 3 to 6 was found to be broadly the same, with most lessons being satisfactory or better, and six out of ten lessons being good or very good. Throughout the school, the teaching for pupils with special educational needs is good and it is satisfactory for those pupils for whom English is an additional language.

24. The last inspection considered that there had been a major improvement in the quality of teaching since 1998 and that it had a number of good features. The weaker teaching was found in the reception and Year 1 classes. In Years 3 to 6, teaching was occasionally judged to be very good. On this evidence, teaching has continued to improve, with the greatest improvement being in the reception classes.
25. On balance, the quality of teaching in English is satisfactory although there are variations in teachers' skills. Most of the good teaching was seen in Years 1 and 2. Lessons are planned and organised well. Teachers set out their objectives clearly and these are shared with pupils so that everyone has a good understanding of what is expected. In a few lessons, however, expectations are pitched too low for the more-able pupils, who are not given the extension activities they need to achieve higher standards. The National Literacy Strategy is effectively implemented and is making an impact on standards. Teachers have a sound understanding of how to teach literacy skills. In most lessons, teachers provide interesting and relevant activities to ensure that pupils are well motivated and are keen to succeed. The use of information and communication technology to improve pupils' literacy skills is underdeveloped. Pupils with special educational needs are supported well and they make the expected progress. The quality of teaching they receive from teaching assistants is satisfactory. There are satisfactory systems in place to support pupils for whom English is an additional language. Work is carefully planned and pupils make sound progress.
26. The quality of teaching in mathematics is good overall. It is good for the under fives, satisfactory in Years 1 and 2 and good in Years 3 to 6. Teaching for Years 3 to 6 pupils with special educational needs is good and ensures they make satisfactory progress. In the best lessons, effective methods were used to promote learning. Learning support assistants are well deployed to support pupils and this has a very positive effect on their learning. Teachers provide clear explanations, use accurate language and questioning is purposeful and effective. Pupils are often encouraged to explain their methods. Planning and preparation for lessons is thorough. Learning objectives are consistently shared with pupils. Pupils are sensitively managed and relationships are very positive. Weekly planning is detailed and indicates how the teaching is to be modified to meet the needs of all ability groups. Where the teaching is less strong, expectations are not high enough, assessment is not used well to inform planning and insufficient challenge is provided for the more able. The pace of lessons is slow and too much time is spent on the oral starter in lessons to the detriment of the main teaching and pupils' activities.
27. In science, the quality of teaching is satisfactory, on balance, but there were also examples of good teaching observed in Key Stage 1. All teachers plan their lessons well identifying clear learning objectives, which are shared with pupils so that they know what is expected of them. Classroom organisation supports learning and activities are well prepared and matched to pupils' abilities. Teaching is based on sound subject knowledge that enables teachers to ask probing questions to promote pupils' thinking. Although there is some inconsistency in the quality of marking, teachers generally use supportive comments effectively to encourage pupils to reflect upon their work. In the best lessons plenary sessions were used well to revisit objectives and to reinforce and extend learning.
28. Teaching is judged to be satisfactory in geography, physical education, music, religious education and information and communication technology. There are no judgements on the quality of teaching in design technology, history and art since insufficient evidence is available.
29. In the lessons where the quality of teaching is satisfactory, strengths outweigh weaknesses. On balance, teachers plan their lessons well. They are clear about what

they want the children to learn and have well-structured lessons. Lessons have good introductions where previous learning is re-established and what is to be learned is communicated to the pupils in ways that give them clear signposts about what is expected of them. Generally, a satisfactory match is achieved between pupils' abilities and the tasks they are given. However, there are weaknesses in short-term planning, which means that the needs of the more-able pupils are not sufficiently well planned for. This has an adverse effect on the progress of these pupils. Teachers' expectations of the more-able pupils are not always pitched sufficiently high and they are given work which fails to present the level of challenge which would raise the standards attained by this group of pupils. Teachers give feedback on the quality of the work produced but provide insufficient opportunities for pupils to engage in evaluating their own work and that of others. Teachers' expectations of the standards of presentation of pupils' work are frequently too low.

30. In the best lessons, the good structure is further enhanced by the inclusion of an effective review where pupils are reminded about what has been learned, what needs to be remembered and what they will be moving on to in the next lesson. Questioning is used very effectively as a means of reinforcing the teaching and presenting challenge to pupils.
31. Generally through the school, day-to-day assessment is not used well consistently to inform teaching and learning; this is particularly the case in the non-core subjects where assessment lacks formalised structures and information about pupil's progress and attainment is not used systematically to plan the next stages of learning. The marking of pupils' work is usually thorough and supportive, but frequently lacks guidance for improvement.
32. The management of pupils throughout the school is effective. Teachers use a range of strategies to create and sustain interest and to ensure that pupils remain focused on the work in hand. For example, the consistent application of an agreed, assertive discipline policy, which includes individual and group rewards for good behaviour. The quality of relationships is very good. Teachers respect and value pupils' ideas and responses with the result that pupils take part in lessons readily and have confidence in their ability to make progress. A good example of this was in a reception class numeracy lesson where pupils were matching shapes; the positive relationships that the teacher had fostered meant that the pupils were relaxed, fully engaged and contributed well to the lesson.
33. Pupils are well motivated and they sustain good levels of concentration during lessons striving hard to give of their best. A good example of this was in a Year 5 and 6 physical education lesson where pupils were using their bodies in conjunction with large apparatus to form bridges; the high level of concentration and application resulted in good standards being achieved.
34. Pupils work effectively in a variety of situations such as small and large groups and in pairs. They know what the expectations are in terms of behaviour and conduct and respond well. They are aware of and respond sensibly to the various lesson structures that are encountered in different subjects, such as those in literacy and numeracy lessons. Generally, pupils co-operate well; they share resources and are sensitive to the needs of others. For example, in a Year 3 ICT lesson in the computer suite, pupils collaborated well in groups of three, showing consideration towards one another in what were difficult, cramped learning conditions.
35. The school has a clear homework policy but it is not consistently applied by all teachers and so, for some pupils, homework does not make the positive impact on their learning that potentially it could.



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

36. The educational provision offered to pupils is broad and relevant and meets the statutory requirements of the National Curriculum and the early learning goals, and reflects effectively the stated aims of the school. Religious education is taught in line with the Locally Agreed Syllabus. With the school's drive to raise standards, due emphasis has been given to the teaching of literacy and numeracy. However, there is some imbalance within the curriculum, with insufficient emphasis on aspects of some subjects, mainly design and technology, and information and communication technology.
37. Children are taught in five, mixed-age and four single-year-group classes and a nursery. The teaching of literacy and numeracy is based on the national strategies. Schemes of work from Qualification and Curriculum Authority (QCA) are in use for most other subjects. Staff use these schemes to plan for the progression of pupils' skills, knowledge and understanding. Medium-term curricular plans are consistent in format, and a two-year planning cycle contributes to overall structure and coherence. An overview of the curriculum in each subject sets out the main themes which year groups undertake termly.
38. Links with the community are satisfactory and have a positive impact on provision. Home visits are part of the planned induction for the youngest pupils. A programme of visits and visitors to school offers a satisfactory range of experiences to pupils. Regular visitors to the school include representatives from the local ice-hockey club who work with older pupils. During the inspection, a theatre group provided a multi-disciplinary programme for the youngest pupils which enhanced their learning. Years 1 and 2 pupils enjoyed the benefits of a recent visitor who developed historical links on King Arthur. Book Week is an annual event, which is enjoyed by pupils. Residential trips to Scarborough and Grafham Water make a good contribution to the curriculum and pupils' personal development.
39. The school has developed good links with partner institutions and effective arrangements are made for pupils' transfer to local schools at the end of Year 6. Students are welcomed in school and they make a satisfactory contribution in classes.
40. A satisfactory range of extra-curricular activities supports the curriculum. These include netball and football, and clubs for art, drama and homework. School performances at Christmas involve many pupils. These give pupils the opportunity to develop their social skills and other interests. The use of the school grounds and the local environment is underdeveloped.
41. Homework is not yet consistently well planned to ensure its full contribution to curricular provision.

### **Personal, including spiritual, moral, social and cultural development**

42. Provision for pupils personal, spiritual, moral, social, and cultural development is good overall. This represents an improvement since the last inspection and clearly reflects the emphasis placed on it by the school. There is now a co-ordinator for PSE who is beginning to have an impact on the work of the school.
43. Provision for pupils' spiritual development is satisfactory. A programme of assemblies involving all classes and year groups, helps to promote pupils' spiritual development. Pupils also visit the nearby places of worship to support their work in RE and gain an

appreciation of how others worship. In lessons, some teachers take opportunities to reflect. In one observed lesson, pupils were encouraged to reflect on an act of kindness which they had undertaken, and good links were made with a recent assembly.

44. Provision for pupils' moral development is good. The headteacher and staff are strong role models for pupils. There is a very clear framework embedded in the school's ethos, which is known and understood by all members of the school community. Rules are prominently displayed in classrooms. Pupils are taught and know right from wrong and can articulate the effect of their actions on others. They learn to show respect, tolerance and care towards others. This has a clear impact on their relationships and their good behaviour in school.
45. Provision for pupils' social development is good. The use of 'Stay Safe' with the scheme of work, provides teachers with a structure for teaching aspects of personal, social and health education. Many aspects are currently being addressed within religious education, science and physical education. In one lesson observed, younger pupils were encouraged to learn their address and phone number. They were made aware of who constituted a stranger. The school also draws on the school nurse to support its work in drug and sex education. Pupils are taught to deal with their feelings and emotions positively. Staff show sensitivity in their management of pupils and encourage them to listen, play and work co-operatively. Events such as the new initiative, 'Grandparents Day', are held which help pupils appreciate the special qualities others bring to their lives.
46. The school provides a satisfactory range of activities to enhance pupils' cultural awareness. Books used in literacy are chosen to ensure a variety of cultures are promoted. Harvest festival and Christmas events are organised. The programme for RE includes a focus on festivals and the Years 3 to 6 geography programme covers aspects of life in a village in India and a study of Italy. In music pupils have opportunities to listen to a variety of music from different cultures and features a particular focus on African drums.

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

### **Welfare**

47. There are sound procedures in place to ensure the welfare, health and safety of pupils, including those embracing behaviour, bullying, safety and security. Child protection procedures meet statutory requirements; the deputy headteacher is the designated member of staff responsible. All staff have been trained to recognise and respond to potential incidents. There has been no recent child protection incident requiring formal action. Physical security is very good because the entire site is well fenced, only the main entrance is accessible during the school day and there is a formal procedure for admitting visitors. Fire drills take place once each half term and the outcomes are logged and reported to the governing body for action.
48. Attendance is monitored using a computer system. Unexplained or repeated absences are discussed with parents, and any resulting actions are agreed. Attendance registers are accurately completed and comply with the appropriate conventions and statutory requirements.

### **Academic assessment**

49. The school has a comprehensive assessment policy. Monitoring in English and mathematics is good and the school has a clear picture of pupils' attainment and progress. In science, monitoring procedures are present, but are not used well to form an accurate view to inform teaching and learning. Assessment in the non-core subjects

is not sufficiently rigorous and is not carried out in a systematic way. Written records of pupils' achievement and progress in these subjects are often not kept and where they are kept, there is a lack of consistency. Generally, there is insufficient use of day-to-day assessment to inform planning.

50. Pupils with special educational needs are now appropriately identified and good, planning provision is made to meet their needs. A variety of arrangements, including in-class support and withdrawal, ensure appropriate match of support for these pupils.

#### **Personal guidance and support**

51. The school provides pupils with sound guidance on their performance and progress, and sets targets for raising pupils' individual achievements. In their final year at the school, pupils are required to set themselves additional targets and to evaluate their achievement at the end of each week.
52. Pastoral guidance is handled well throughout the school, and all the staff work hard to create a caring and supportive environment for the pupils. For example, catering staff guide pupils towards healthy lunchtime options; playground supervisors resolve conflicts and secretarial staff encourage pupils to be punctual. General guidance to pupils on personal development is provided through assemblies, regular circle time and, more recently, a carefully planned curriculum covering personal, social and health issues appropriate to their age group.

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

53. Parents responding to the questionnaire were generally positive about the school and the education it provides their children. Some concerns were expressed about the quality of communication provided to parents. Although relationships between parents and school are good, parents play a mainly passive role; about 20 parents are directly involved with the work of the school.
54. Information to parents about academic and pastoral issues is satisfactory. There is a comprehensive prospectus for new parents, a newsletter at the start of every half term, and parents' evenings to discuss individual pupils' progress. Annual reports to parents provide a clear summary of academic and personal progress, but only a few include quantifiable targets for their future development. Mindful of parental concerns about communication, the school has focused on improving the information it provides to parents. This now includes home visits for new pupils, evening meetings to explain the curriculum for core subjects, a new home/school agreement, and questionnaires to determine parents' views on relevant issues. It is clear that parents are now well provided with information about what is taught, pupils' progress and achievements, and the organisation and administration of the school.
55. There is an active Friends Association whose prime purpose is to raise funds for school equipment. It is run by a small core of parents but its activities attract wide parental support. Parents are encouraged to participate in school, and a few respond by accompanying pupils on school visits, supervising pupils' practical work and listening to some of them read and this has a beneficial effect on pupils' learning.

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

56. The headteacher and key staff, provide strong and effective leadership. There is a shared sense of purpose and a clear commitment to improving standards. The aims and values of the school are known by all and they are lived out in the daily routines and

activities. There is a very positive, caring and yet achievement-centred ethos, and relationships throughout the school are very good. The headteacher and staff work conscientiously to ensure that the school is well managed and that it runs smoothly on a daily basis. Lines of communication within the school are effective so that staff know their roles in the school's day-to-day work and in its longer-term improvement.

57. The combination of staff experience and expertise successfully meets the demands of the curriculum. All staff have job descriptions which are reviewed annually. The staff work together effectively as a team, supporting and encouraging each other well.
58. The management team meets regularly to share ideas and to discuss management strategies. Co-ordinators play an important part in subject leadership across the school. They manage budgets efficiently and provide a good level of advice, support and guidance for their colleagues. The co-ordinators of literacy, numeracy and science make effective use of performance data to help them to identify priorities for improvement. They also monitor planning, scrutinise pupils' work and observe teaching. The monitoring role of other co-ordinators is being developed and extended so that they will not only be able to check on the standards achieved in their subjects but also on the quality of teaching and provision.
59. The school has established clear procedures for monitoring and evaluating its performance. Results are analysed carefully and evaluation outcomes are effectively used to plan for improvement. The school improvement plan provides very detailed information about the school's priorities for the current year. There is also a strategic overview, which indicates priorities over a three year span. As a working document it provides an effective guide for the work of the school and it has a clear focus on raising standards. The priorities identified by the school are entirely appropriate and they are based on the school's current performance.
60. Performance management is securely in place and teachers' targets are contributing to their own professional development needs as well as to the school's improvement agenda. Although there is a brief staff-development policy, there is currently no staff-development plan to provide details about how the needs of the school and individuals will be met. The school is, however, committed to meeting the continuing professional development needs of its staff and works hard to do so. Induction procedures are in place. Records are kept, of courses attended but there isn't yet a sufficiently systematic approach to evaluating the effectiveness of training opportunities.
61. Governors are well informed and well led. They offer the school a sound level of support. They have some involvement in the school improvement planning process and they have a satisfactory understanding of the school's strengths and weaknesses. Roles and responsibilities have been defined and there are regular meetings of key committees. The chair of governors has regular meetings with the headteacher to share ideas and to offer support. Governors are linked to subjects, but this system is at an early stage of development and is not yet making an impact on standards. The roles of governors in strategic planning and as critical friends are not yet fully developed. The governing body fulfils its statutory responsibilities except with regard to the adoption of a curriculum statement.
62. The accommodation is good except for the suite for ICT, which is too small and cramped for a large number of pupils. There is an adequate library and although this has a broad range of books there is a limited number of them. The school makes efficient use of the resources it has available. There are sufficient numbers of teachers and support staff and all subjects have adequate resources.

63. The school budgets systematically for all expenditure and spending is linked effectively to the school's priorities in the school improvement plan. The large carry forward in 2000/01 includes an improvement grant which supported the school action plan. There are clear plans for the current underspend. The school uses its financial resources effectively and, when purchasing goods or services, considers all of its spending options carefully. Systems for financial control are good, with all of the requirements clearly in place. The school's office manager is conscientious and effective and she makes good use of new technologies. She manages the budget well and closely monitors spending. All of the recommendations in the most recent auditor's report have been implemented.
64. The school has effectively addressed the issues identified in the previous inspection report (March 2000). The headship vacancy has been successfully filled and the school now has effective management. The roles of senior staff have been developed so that they are making a significant contribution to leadership and management. The monitoring role of co-ordinators has improved and further development is planned. There are now clear plans to guide the work of the school and the part played by governors is increasing and improving.
65. The headteacher, staff and governors are fully committed to the school's continued success, so the school is well placed for continued improvements in the future.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to take the school forward the staff and governors should:

### **i) Raise standards in writing and mathematics in Years 1 and 2, and in design technology and information and communication technology in Years 1 to 6 by:**

In English:

- more effectively developing children's understanding of what a sentence is and how to punctuate it properly;
- increasing the opportunities for pupils to rehearse sentences orally before writing them down;
- focusing more closely on particular aspects of the writing process – planning, composing, revising, editing and redrafting; and
- promoting writing more effectively through work in other subjects.

In mathematics:

- raising expectations of pupils of what pupils can achieve and reflecting this in planning;
- ensuring lessons are well balanced with well paced oral starters and main teaching input, so that pupils have sufficient time to undertake planned tasks;
- developing the use of assessment to inform planning;
- ensuring consistency in marking and feedback to pupils; and
- developing the use of homework to support pupils' learning and achievement of targets.

In ICT:

- ensuring that the planned curriculum is fully implemented and assessed;
- developing procedures for monitoring standards and quality ; and
- planning for ICT to support pupils' learning across the curriculum.

In design and technology:

- ensuring the planned curriculum is fully implemented and assessed;
- reviewing the time allocation and timetabling arrangements ;
- developing pupils' self-evaluation of their work;
- developing further cross-curricular links; and

### **ii) Improve the balance in the curriculum, and progression in the non-core subjects by:**

- planning for and establishing clear cross-curricular links; and
- ensuring that the planned curriculum is effectively implemented and assessed.

### **iii) Improve the use of homework by:**

- implementing agreed procedures; and
- ensuring consistency in how parents are informed of homework requirements.

### **iv) Improve the accommodation for teaching and learning in information and communication technology by:**

- ensuring that there is adequate space for the number of pupils using the ICT suite at any one time.

### **v) Develop the use of day-to-day assessment to inform teaching and learning by:**

- including assessment opportunities in short-term planning; and
- ensuring that the outcome of the assessments made is used to modify subsequent teaching.

**PART C: SCHOOL DATA AND INDICATORS****Summary of the sources of evidence for the inspection**

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	17

**Summary of teaching observed during the inspection**

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	24	46	2	0	0
Percentage	0	9%	30%	58%	3%	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

**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)	23	272
Number of full-time pupils known to be eligible for free school meals		78

FTE means full-time equivalent.

**Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register	5	69

**English as an additional language**

	No of pupils
Number of pupils with English as an additional language	3

**Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	21

**Attendance****Authorised absence**

	%
School data	1.3

**Unauthorised absence**

	%
School data	1.6

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National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	14	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	19
	Girls	12	12	12
	Total	29	29	31
Percentage of pupils at NC Level 2 or above	School	78 (65)	78 (74)	84 (74)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	21	20
	Girls	13	12	13
	Total	32	33	33
Percentage of pupils at NC Level 2 or above	School	86 (72)	89 (74)	89 (77)
	National	85 (84)	89 (88)	89 (88)

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

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	22	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	12	14
	Girls	16	12	17
	Total	27	24	31
Percentage of pupils at NC Level 4 or above	School	69 (79)	62 (64)	79 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	12	13
	Girls	15	14	17
	Total	26	26	30
Percentage of pupils at NC Level 4 or above	School	67 (82)	67 (64)	77 (71)
	National	72 (70)	74 (72)	82 (79)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	5
Pakistani	
Bangladeshi	
Chinese	
White	266
Any other minority ethnic group	

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

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

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	29.6
Average class size	30.2

**Education support staff: YR – Y6**

Total number of education support staff	13
Total aggregate hours worked per week	303

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	2
Total aggregate hours worked per week	32
Number of pupils per FTE adult	6

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	2000-01
	£
Total income	659,121
Total expenditure	556,558
Expenditure per pupil	2689
Balance brought forward from previous year (1999/2000)	32,001
Balance carried forward to next year (2001/02)	134,564*

\*This includes Targeted School Fund Grant of 65,492

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Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

**Results of the survey of parents and carers****Questionnaire return rate**

Number of questionnaires sent out	326
Number of questionnaires returned	70

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	39	13	0	0
My child is making good progress in school.	41	53	4	0	1
Behaviour in the school is good.	36	43	4	7	10
My child gets the right amount of work to do at home.	31	49	11	4	4
The teaching is good.	53	41	6	0	0
I am kept well informed about how my child is getting on.	33	43	20	4	0
I would feel comfortable about approaching the school with questions or a problem.	64	33	3	0	0
The school expects my child to work hard and achieve his or her best.	47	50	1	0	1
The school works closely with parents.	31	49	14	3	3
The school is well led and managed.	50	37	6	1	6
The school is helping my child become mature and responsible.	50	40	4	0	6
The school provides an interesting range of activities outside lessons.	24	34	27	4	10

## **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**

67. Children are admitted to the nursery in the year in which they reach their fourth birthday. They are usually admitted in September and attend part time for five morning or afternoon sessions each week. The children start school in reception at the beginning of the school year in which they are five. At the time of the inspection, there were 47 children on role in the nursery class and 38 reception-age children located in two classes. Attainment on entry to the nursery in key areas of literacy and numeracy is variable but broadly below the expected levels for this age group. Pupils make steady progress in the nursery and by the time they enter the reception year, their attainment is still below average in most areas of learning.
68. Teaching is judged to be satisfactory in the nursery and good in Reception Year. This represents improvement since the last inspection when the children's progress was judged to be slow as a result of inconsistent teaching in the reception classes.
69. The reception classes build upon and promote good progress by providing well-focused and well-supported work and play activities. As a result of the good and, often, very good teaching, by the age of 5, most children are on course to achieve the expected Early Learning Goals in all areas of development, apart from language and communication, where attainment is just below expected levels.
70. The curriculum for the nursery and reception classes is planned following the national guidance for children of this age, and covers all areas of learning. Throughout the Foundation Stage, children are given a wide range of opportunities to learn through structured play and opportunities to follow their own interests and choices, although these opportunities are occasionally over-directed in the nursery classroom.
71. The co-ordination of the Foundation Stage is developing but not yet fully in place. Although there are written plans to hold regular meetings between the foundation stage staff, this is yet to happen on a regular, formal basis. Continuity in assessment and planning procedures are developing, and, as a result, learning objectives are usually explicit and appropriate for pupils' needs. However, the learning intentions are not always fully explicit or sufficiently focused in the nursery class. This occasionally contributes to unsatisfactory teaching and a slow pace of learning.

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

72. Provision for personal, social and emotional development is good overall
73. By the time they leave reception, children are on course to achieve average standards for their age. They make good progress in acquiring social skills and behave well. In the nursery, children often settle quickly and begin to make good relationships with each other and the adults with whom they come into contact. They are beginning to play and work harmoniously, side by side, and thoroughly enjoy being with each other. They behave well and understand classroom routines thoroughly. They demonstrate independence in putting on their painting aprons and outdoor clothes, and learn to take care of the toys and equipment. They become confident in choosing activities for work and play and are eager to learn and try out new activities. By the time they enter the Reception Year, most children play and work effectively in small groups. They are very tolerant of each other and usually share equipment without argument. They listen well, sustain interest for long periods when working on self-chosen or directed activities, and

show delight when mastering new skills. Teaching and learning in this area are good overall, although occasionally, in the nursery class, opportunities for children to interact with adults and with one another are restricted due to slow lesson pace.

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

74. Many children start in the nursery with under-developed communication skills, and attainment at this point is below average. Although the pace of learning is occasionally slow in the nursery class, on balance, teaching and learning in the Foundation Stage is judged to be good overall. As a result, attainment in this area of learning is only just below the expected level by the time they leave the Foundation Stage.
75. Teaching is judged to be satisfactory in the nursery, but progress in learning is occasionally hindered due to current organisational strategies, as evident in the circle-time session and group-recall sessions, when opportunities for children to engage in meaningful dialogue with other children and adults are severely restricted. In these lessons, children spend a substantial amount of time waiting for their turn to speak and to be spoken to. This is not the case in all lessons. At other times, adults intervene effectively, and assist in developing vocabulary by encouraging children to reflect on their experiences. For example, in sharing the story 'The Magic Porridge Pot' the teacher reads with good expression and effectively manages pupil interest and enthusiasm through skilful questioning.
76. Opportunities for children to communicate thoughts, feelings and ideas are generally good in the reception classes and, as a consequence most children make good progress overall. There is a very good balance between learning through play, small-group and whole-class teaching, although, occasionally, play sessions are overly long, lack supervision and become misdirected.
77. Attainment at the end of Reception Year is just below average. Most children talk confidently and many have a satisfactory range of vocabulary and sentence structures. Most children can answer questions in detail although a significant minority still exhibits immature speaking skills which are below expectations. Most demonstrate a good understanding of letter sounds and, by the time they leave reception, the majority can read simple words. The more able competently read simple sentences. Many children demonstrate very positive attitudes to reading. They handle books with care, can suggest how a story might end and understand the concept of a word. They listen to stories, songs, rhymes and poems with growing attention as seen in one class when children listened and participated enthusiastically to the story of Mrs. Wishy Washy and can identify the main characters in the story. However, despite good progress in both reception classes, a significant minority of children does not have a secure working knowledge of all the sounds of the letters of the alphabet by the end of reception. Most of this group can hold a pencil and use it to at least form recognisable letters when writing their names.
78. The nursery and reception classrooms are relatively well structured to develop language skills. In particular, provision and support for role-play is excellent in all classrooms. During the time of the inspection, quality play and rich discussion was observed in the nursery 'Space Rocket', 'the Flesco Supermarket', the 'Sorting Office' and 'Magic Toyland'. Although adults are not always deployed well in the nursery class, teaching assistants do support play effectively and enrich children's language experience, as seen in one class when children delighted in saying the magic words to transform into a toy in Magic Toyland, and, on another occasion in the same class, when good intervention helped children to experience the roles of pirates, princes and princesses in outdoor play.
79. By the end of reception, the children are able to experience the full National Literacy and

Numeracy Strategies as a class.

### **Mathematical development**

80. Attainment on entry is variable: a substantial number of children enter the school with levels below those normally expected. However, the teaching in this area of learning is good; as a result, pupils make good progress across the Foundation Stage. By the age of 5, many children attain expected levels for this age group.
81. In small group work in the nursery, activities are organised and prepared well. Children demonstrate the ability to correctly identify numbers 1-9. More-able children count reliably up to 20. Many children can count the eyes on a teddy bear, the spots on dominoes and dice. They show enjoyment and participate readily. Children show good interest in numbers and begin to use language of position and size, such as big and little, and first and last.
82. Children make good progress in Reception Year as a result of good teaching. Teachers use effective questioning strategies to keep all children involved and to provide an appropriate level of challenge for the different ability groups within the class. Many children are on track to attain the early learning goals by the end of Reception Year. About two thirds of the children can count reliably up to 10 objects, and the more-able to 20 and beyond and successfully solve simple problems. Many children use language such as more or less, longer, taller and arrange three items in order of size. They can find one more and one less than a given number when exploring the song 'five currant buns in the baker's shop', and they recognise and name a range of two-dimensional shapes and identify these shapes in and around their classrooms. Children learn to sort, match and count through a wide range of rich practical experiences. Role-play activities are effectively established to support learning. The less-able pupils and those with special learning needs are well supported. They usually count and match numbers to five, although they are not reliable with larger numbers. There are many well-planned opportunities for speaking and listening and developing mathematical language through play, singing, rhymes and whole class and group focused activities. Practical experiences provide the basis for children's learning. Expectations are appropriate for children's capabilities and the work is very well matched to the different stages of development.

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

83. Attainment on entry to the nursery is below expected levels but, as a result of a well-planned curriculum and good teaching, pupils make good progress throughout the Foundation Stage in this area of learning. As a result, by the time they leave reception, their attainment is broadly in line with the expected level. On balance teaching and learning in this area is good. Evidence from lesson plans indicates that teachers plan a variety of well-structured activities. Pupils are encouraged to look, discuss and, by reception, to begin to record their experiences. Most pupils demonstrate positive attitudes to learning.
84. Much of the work is based upon well-planned practical activities which are designed to develop children's first-hand experience and are clearly based on the early learning goals. For example, in the nursery, children learn about the properties of a wide range of materials as they use them in their cutting and sticking activities. They work with great enthusiasm and sustained concentration as seen in one nursery lesson when children explored with great interest the mixing of cornflour, and delighted in running their hands through the thick liquid. In another lesson, children developed their understanding of the different cultures as they danced through the playground dressed as a Chinese Dragon to celebrate the Chinese New Year.

85. In the reception class, teachers build upon the pupils' previous levels of understanding through continued emphasis on practical experiences. Children learn about light and dark, as they use a torch to explore shadows, and the effect of shining a light close to and far away from an object. They extend their knowledge of materials through their topic on toys. Following a visit to Peterborough Museum they are able to explain why older toys do not contain plastic parts and they can describe in good details how materials such as plastic and wood are used in the manufacture of toys. They are effectively encouraged to reflect on their observations through skilful questioning, as seen in a very successful science lesson when pupils are asked to describe 'oats', using their senses, and then asked to articulate what will happen when these are mixed with milk and heated.
86. Most children in the nursery and reception classes demonstrate the ability to work on the computer. Many show that they can use a mouse effectively to select and drag items on the screen. For example, when supported by an adult in the nursery, children can identify and select an item for Pingu to drop into the basket, and, in reception, children are able to use the Thomas the Clown program to draw geometric shapes.

### **Physical development**

87. Children's attainment on entry is in line with expectations. They make satisfactory progress across the Foundation Stage and, as a result, most pupils are expected to achieve the early learning goals by the end of Reception Year.
88. Staff provide time each day for outdoor play. There is a satisfactory range of resources and enough space for children to move around safely. Adults work enthusiastically with the children, challenge them to improve their skills and see that they use equipment sensibly. Children in the nursery develop their physical skills through using a satisfactory range of wheeled toys in their safe, secure area. They show the ability to move around safely.
89. In reception, children's skills are developed through physical education lessons as well as good opportunities to play in the playground. When they engage in physical education in the hall, most children are able to move in a range of ways, and demonstrate good awareness of space.
90. The quality of teaching and learning is good overall. Teaching for the development of manual dexterity, such as the use of simple tools, scissors, brushes and pencils, is good; children's skills are in line with expectations. They use construction sets sensibly. They share and take turns, which supports their social skills. They work with good concentration and independence. Children with special educational needs are supported well and make satisfactory progress. Children are provided with a good range of activities to draw, cut and stick, paint, explore sand and water and handle small objects such as dolls and puppets. As a consequence, most drawing, writing and colouring match expectations for this age although a few reception children still have poor letter formation.

### **Creative development**

91. On entry to the nursery, children's attainment in creative development is just below the expected level. Teachers provide a wide range of opportunities for children to develop their skills, and as a result of this, children make good progress and most are on course to meet the Early Learning Goals at the end of the reception class. Children with special educational needs receive good support. The quality of teaching and learning is good across the foundation stage.
92. Classes are well equipped with a good range of musical instruments. Children are able to select these and create music independently. Their music making is well developed



and they can sing a range of songs, repeat rhythms and make movements to music with a sense of joy and achievement. They participate effectively in singing activities and demonstrate positive attitudes to learning. Throughout the Foundation Stage, evidence from planning files indicates that children explore a wide range of media, including playdough for modelling, printing media and construction kits. In reception, children use large and small tools to show their ideas with satisfactory skills. They know their colours and experiment with colour and shape and often draw identifiable objects successfully. Role-play areas are effectively transformed for particular themes. During the inspection, they were centred on 'Magic Toyland, Space Rocket, Flesco Supermarket and the Sorting Office' all of which stimulated effective and sustained role-play. Children form groups in these areas and most are able to co-operate effectively.

## ENGLISH

93. The results of the most recent national tests at the end of Year 2, indicate that the proportion of pupils achieving the expected national standard (Level 2) was below average in reading and writing, although there is a rising trend for both of these.
94. In the national tests, taken by pupils towards the end of Year 6, the proportion of pupils achieving the expected national standard (Level 4), was below average and the trend is a fluctuating one. The proportion of pupils achieving above the expected standard was well below average in both Year 2 and Year 6. Compared to schools of a similar type, the proportion of pupils attaining Level 2 was below average but at Level 4, average standards were achieved. In the tests, girls achieved better results than boys. Improving the achievements of boys in English is a school priority; inspection findings show that many boys can produce work of a similar standard to that of girls.
95. The school's work to raise standards is making a positive impact. Inspection findings show that improvements have been made in all aspects of English since the subject was last reported (March 2000). In the work observed in lessons and in the samples of work from each year group, standards were average in Years 3 to 6, and barely average in Years 1 and 2, where attainment in writing was below average. Although there is still much work to do, this represents a significant improvement since the last inspection when standards across the school were below average.
96. There is a well-planned programme of work to develop speaking and listening skills which is effective in increasing pupils' vocabulary, expression and confidence. Standards across the school are in line with national expectations. Although, in Years 1 and 2, some pupils have a restricted vocabulary and limited expression, they speak with growing confidence when explaining something or when answering questions. By the end of Year 6, pupils are fluent, confident and able to express opinions clearly. This was evident in a Year 6 lesson when pupils were able to counteract arguments presented in a class discussion about the language used in some comic verse. All pupils listen carefully and attentively in lessons, assemblies and around the school generally.
97. Most pupils clearly enjoy reading and read a range of appropriate texts accurately. In Year 2, pupils have positive attitudes and most of them read at the level expected for their age. When unfamiliar words are encountered most pupils decode them by the use of picture or contextual cues or by using the sounds of letters. When reading aloud, some of the more-able pupils add appropriate emphasis by varying their tone of voice. Many pupils express preferences and comment about the main events in a story. They know a suitable range of authors and they can identify favourite books. By the end of Year 6, most pupils read at the expected level. They show enjoyment and understanding and most use a good degree of expression when reading aloud. Many pupils can comment on a range of authors and express opinions about their favourite stories. They can also

predict story endings and refer to the text when explaining or describing an event. A few pupils are able to read 'between the lines' and most can apply their reading skills to research, locating information effectively.

98. Standards of writing in Years 1 and 2 are below average. Most Year 2 pupils, when prompted, know how to use capital letters and full stops appropriately, but they are not yet secure on this. Pupils are keen to write but lack the organising skills that would enable them to plan and sequence events effectively and to edit, revise and redraft their text. Many simple monosyllabic words are spelt correctly, and other words are generally in a recognisable form, but standards of handwriting are low. Although pupils are taught to join letters from Year 2, only a few of the more-able writers use a cursive style in other subjects.
99. By the end of Year 6, standards of writing are average. Pupils learn to write in a wide variety of forms and with different sorts of readers in mind. Year 5 pupils, for example, enjoyed writing fables for a modern audience. Pupils use drafting processes in order to plan work, explore ideas and then select, organise and refine their material. In most cases, punctuation is used accurately and standards of spelling are in line with national expectations. When pupils are practising handwriting skills, they produce a well-formed script in a neat and legible joined style. These high standards, however, are not always maintained across other areas of written work.
100. On balance, teaching is satisfactory across the school although there are variations in teachers' skills. About half of the teaching seen was good and there were no unsatisfactory lessons. Most of the good teaching was seen in Years 1 and 2. Lessons are well planned and organised. Teachers set out their objectives clearly and these are shared with pupils so that everyone has a good understanding of what is expected. In a few lessons, however, expectations are pitched too low for the more-able pupils who are not given the extension activities they need to achieve higher standards. The National Literacy Strategy is effectively implemented and is making an impact on standards. Teachers have a sound understanding of how to teach literacy skills. They model expressive reading well, for example, giving particular emphasis to the vocabulary used in each text. This effectively stimulates pupils' interest in new words. In a Year 3 lesson, for example, some pupils were explained the term 'clause' by describing it as the 'filling' in a sentence. Similarly, in Year 4, some of the more-able pupils could use, with confidence, terms such as 'genre' and 'analogy'. Teachers elicit and assess pupils' knowledge and understanding well by using a range of questioning techniques. They also ensure that pupils' progress is tracked effectively, by marking work promptly, assessing pupils' attainment regularly and by setting pupils clear targets for improvement. The management of pupils is consistently good and praise and encouragement are used to good effect in raising pupils' confidence and self-esteem. In most lessons, teachers provide interesting and relevant activities to ensure that pupils are well motivated and are keen to succeed. The use of ICT to improve pupils' literacy skills is under-developed. Although word processing is sometimes used, pupils are given insufficient opportunities to utilise other programs and information sources.
101. Teachers help pupils to make connections with other subjects. This was seen in a Year 2 lesson when they were asked to use story settings from the places they had learnt about in geography. Similarly, in Year 1, there were good links with science when pupils were asked to reflect upon their recent visit to a museum. Pupils with special educational needs are supported well and they make the expected steady progress. The quality of teaching they receive from teaching assistants is satisfactory. There are satisfactory systems in place to support pupils for whom English is an additional language. Work is carefully planned and pupils make sound progress.

102. Pupils engage well in their English lessons: they have very positive attitudes to learning. They collaborate well by supporting each other, by listening well and by offering their ideas and views considerately. They are attentive in class and participate eagerly showing a real interest in their work. Their behaviour is good.
103. There are, in the main, adequate resources for the subject. The library has a satisfactory range of books but in terms of quantity the shelves are under-stocked. More materials are also needed to enhance the use of ICT in English.
104. The management of English is good and the statutory requirements for the subject are fully met. The literacy co-ordinator gives a clear and positive lead and she uses her experience and expertise well to give advice and support to colleagues. She monitors and reviews the subject well and she has analysed performance data and identified areas for improvement.

## **MATHEMATICS**

105. In 2001, the results of the national tests taken by pupils at the end of Year 6, indicate that standards in mathematics were below the national average by 9%. They were average when compared with similar schools. The number of pupils achieving level 5 was just below national averages.
106. In 2001, the results of the national tests taken by pupils at the end of Year 2, indicate that standards in mathematics were below the national average by 7% and were in the lowest 5% nationally. They were below average when compared with similar schools. The number of pupils achieving level 3 was well below national averages.
107. The inspection findings reflect a picture of below average attainment in Years 1 and 2. Improving the attainment of pupils in Years 1 and 2 particularly the more able pupils is still a clear priority for the school. In Years 3 to 6, inspection evidence indicates improvement on the 2001 standards, which are now broadly in line with national averages at Level 4. The school has set high targets for 2002 and is on course to meet these in Year 6.
108. The school is implementing the national numeracy strategy and the three-part lesson is well imbedded in classroom practice. All mathematics lessons are structured with clear starters and plenaries.
109. By Year 2 many pupils know the names of common 3D shapes and can describe their properties including the number of sides and corners. They are less confident in understanding an angle as a measure of turn. They can read the time to o' clock and half past. They recognise odd and even numbers. They can count reliably to 20 and have a mental recall of number bonds to 10. They recognise simple fractions though are not confident in their application. They recognise coins and can make simple calculations using them. However, a significant number are not yet proficient in these basic skills.
110. By Year 6, most pupils are familiar with the four rules of number and can use these to calculate and solve number problems. They are familiar with rounding to the nearest ten and hundred and can multiply and divide with multiples of ten. They can use and interpret co-ordinates in the first quadrant and the more able can work in four quadrants. They learn about angles, rotation and reflection of shapes. They recognise many regular and irregular shapes and can find their areas and perimeters. They learn about fractions and finding fractions of numbers and quantities. Information and communication technology is used to support work on surveys and spreadsheets are used to plan and cost a class party.

111. The quality of teaching in mathematics is good overall. It is good for the under fives, satisfactory in Years 1 and 2 and good in Years 3 to 6. Teaching for Year 3 to 6 pupils with special educational needs is good and ensures they make satisfactory progress. Of the thirteen lessons observed, 7 were good or better and one was unsatisfactory.
112. In the best lessons, effective methods were used to promote learning. For example in one reception lesson plenary, pupils used a 'mystery bag' to find a shape and describe its simple properties before naming it. Intervention was well used in a Year 6 lesson to address misunderstandings and thus ensure pupils made progress. Learning support assistants were well deployed to support pupils and this had a very positive effect on their learning. Teacher time was well used to support groups. Teachers provided clear explanations, used accurate language, and questioning was purposeful and effective. Pupils were often encouraged to explain their methods.
113. Planning and preparation for lessons was thorough. Learning objectives were consistently shared with pupils in all the lessons observed. Pupils were sensitively managed and relationships were very positive. Weekly planning was detailed and differentiated for groups though this was not always well matched to pupils' abilities.
114. Where the teaching was less strong, expectations were not high enough, assessment was not well used to inform planning and insufficient challenge was provided particularly for the more able. Lesson pace was slow and too much time was spent on the oral starter to the detriment of the main teaching and pupils' activities.
115. Pupils have consistently good attitudes to mathematics. They work hard, are keen to discuss their work and contribute well in plenaries. Presentation of work varies from unsatisfactory to good and this is something the school needs to secure. Marking is broadly in line with school policy but some of it lacks the level of feedback needed for individuals to know what to do to improve. Teachers display weekly class targets clearly for parents to see. Homework is not yet making an effective contribution to pupils' learning.
116. The subject is well led and managed by the co-ordinator who is relatively new to the school. She has monitored the subject well giving clear feedback to staff on planning and classroom practice. This monitoring now needs to include a sharper focus on attainment and progress so that pupils are tracked more closely and attention is given to the use of assessment to inform planning. Assessment systems have been introduced and these are being successfully implemented in some classes. Resources are adequate and are well used to support teaching and learning.
117. Standards in mathematics were below national expectations at the end of Year 2 and broadly in line at the end of Year 6 at the time of the 2000 inspection. There is a similar profile of attainment and an improved teaching profile. Overall progress since the 2000 inspection is satisfactory.

## **SCIENCE**

118. The attainment of pupils at the end of Year 2 in the 2001 National Curriculum teacher assessments, was in line with the national average. This is also the case when results are compared with the results of schools of a similar type. However, whilst attainment at Level 2 was average, the proportion of pupils achieving higher levels was low. Although standards in the 2001 Year 6 tests dipped below the national average, there is, on balance, an improving trend, with results between 1997 and 2000 rising steadily. The

proportion of pupils achieving higher levels, however, was below average. A similar-schools comparison confirms this picture, except with regard to the percentage of pupils on higher levels, which is shown to be average.

119. Inspection evidence shows that standards in science are continuing to improve and that they are now broadly in line with national averages at the end of Years 2 and 6. This is a significant improvement since the last inspection (March 2000) when standards were judged to be below national averages in both key stages.
120. By the end of Year 2, pupils have a sound knowledge of scientific vocabulary and use terminology such as 'circuit' and 'terminal' when talking about electricity. They understand how to use simple circuits to make a device such as a 'decision box'. This was seen in a lesson in Year 2, when pupils demonstrated that they were able to link pictures and words by connecting corresponding terminals to make a bulb light. Pupils have a good knowledge of appliances that are powered by electricity and they are aware of safety issues regarding the use of power from the mains supply. Whilst many pupils can communicate their ideas orally, their ability to record their work in written form is under-developed.
121. By the end of Year 6, pupils have a sound understanding that light travels from a source and that it cannot pass through some materials. In a Year 6 lesson, pupils explained how shadows are formed. They also identified factors which affect the size, shape and position of a shadow and they explain methods of fair testing. Most pupils use, with confidence, scientific vocabulary such as, 'opaque' and 'transparent' and they show a sound understanding that light can be reflected from some surfaces such as mirrors or polished metals. Most pupils record their work in a variety of forms such as graphs and diagrams, but the use of computers is not well established.
122. Pupils throughout the school are developing sound scientific methods as they undertake more investigative work. An analysis of pupils' work shows a satisfactory range of such tests and investigations occurring in lessons. There is little evidence, however, of pupils showing initiative and independence by setting up their own investigations. Work samples also show that pupils make sound progress and that they achieve well from, initially, a low level of understanding. All pupils enjoy investigative work and they collaborate well. This is especially beneficial to pupils with special educational needs who receive good support from teaching assistants and from other pupils in the class. Most pupils show interest in their work, and attitudes to science are positive.
123. The quality of teaching is satisfactory, on balance, but there were also examples of good teaching observed in Years 1 and 2. All teachers plan their lessons well, identifying clear learning objectives which are shared with pupils so that they know what is expected of them. Classroom organisation supports learning, and activities are prepared and matched well to pupils' abilities. Teaching is based on sound subject knowledge that enables teachers to ask probing questions to promote pupils' thinking. Although there is some inconsistency in the quality of marking, teachers generally use supportive comments effectively to encourage pupils to reflect upon their work. In the best lessons, plenary sessions were used well to revisit objectives and to reinforce and extend learning.
124. The management of the subject is effective. The co-ordinator monitors planning and pupils' work and she has also monitored teaching and learning. Appropriate time is allocated to science and statutory requirements are fully met. The school has sufficient resources and they are organised well and deployed efficiently.

## **ART AND DESIGN**

125. Attainment in art at the end of Years 2 and 6 is just in line with attainment levels expected for this age group. This is a slight improvement on the last inspection when standards were judged to be below expected levels.
126. Due to timetabling arrangements, only one art lesson was observed during the inspection week. As a result, it was not possible to make a judgement on the quality of teaching in this subject.
127. Since the inspection of 1998, when the school was judged to require special measures, the school has given appropriate focus to raising attainment in the core subjects of literacy and numeracy. This action has reduced the time available for teaching and learning in art and design. At the time of the inspection, there was a lack of evidence of artwork in pupils' books and on display. Discussions with pupils indicate that standards are only just in line with expected levels at the end of Years 2 and 6.
128. By the age of seven, pupils can use a limited range of materials and tools when creating artwork. They display satisfactory colour mixing skills and use them to good effect in the observational paintings. They consider the works of a number of artists, including Vincent Van Gogh and Paul Klee and use this experience as a stimulus for their own work. They know how to mix colours successfully and can describe how to create lighter and darker tones. Their drawings and sketches demonstrate attainment, which is only just in line with expectations. They have a satisfactory understanding of how to create a collage but they demonstrate a limited understanding of how to improve and evaluate their work. They know the names of a few famous artists. By the age of 11, pupils demonstrate an equally limited understanding of how to evaluate and develop their artwork but they can employ a satisfactory range of artistic techniques such as collage and paint when conveying their observations in art. They show satisfactory co-ordination and control when using colour, pattern and tone and in their art work.
129. Recent introduction of the Qualifications and Curriculum Authority (QCA) scheme of work and the commencement of the 'after school art club', led by the headteacher is beginning to have an impact on standards of attainment. The school recognises that the profile of art needs to be raised and plans to include this in its next school improvement plan.
130. Although pupils struggle to describe a wide range of artistic techniques and projects they do demonstrate positive attitudes to this subject. Pupils with special educational needs receive satisfactory support and make progress in line with their peers.
131. Links with other curriculum areas, including the use of ICT, are currently under-developed. The co-ordination of this subject is currently satisfactory although there is room for further improvement. Monitoring of planning has commenced but there are no clearly developed plans to monitor the quality of teaching at this point in time. The QCA scheme has been implemented recently but there is no subject policy in place. However, there are good procedures for future action planning and the co-ordinator is beginning to develop awareness of subject strengths and weaknesses.

## **DESIGN AND TECHNOLOGY**

132. Attainment in design technology is below expected levels at the end of Years 2 and 6. This is a similar finding to that reported in the inspection of 1998 when attainment was again judged to be below the national expectation.
133. Due to timetabling arrangements it was only possible to observe one design and technology lesson during the inspection and this provided insufficient evidence upon

which to make an overall judgement on the quality of teaching. Judgements on standards of attainment achieved by pupils are largely based upon work seen, talking to teachers and pupils, teachers' planning and photographic evidence of previous work.

134. Evidence from teachers' planning files indicates that the statutory curriculum is in place but this is a recent innovation following the introduction of the QCA scheme of work, and is yet to impact upon standards of attainment. Time allocation to the subject is a major constraint on attainment. The gap between one unit of work and the next can be long, and this is detrimental to the development of pupils' subject knowledge and acquisition of skills. Pupils forget how they had produced things. The requirements of the National Curriculum in the subject are minimally met.
135. There are limited examples of pupils' designs and of making techniques, but little in the way of evaluation of work in order to suggest improvements. Evaluation within Years 1 and 2 is often verbal and geared to what pupils liked and disliked about their design. By the age of seven, pupils describe how to cut, mould and fashion materials and give examples of choosing different materials and tools for specific tasks. They know of hinging and joining techniques and the need for hygiene when working with food. They design patterns for clothing and use construction kits effectively.
136. Pupils in Years 3 to 6 demonstrate enjoyment of the subject and work with care to produce finished products. They are proud of the models and constructions they make. They use good subject vocabulary when discussing work in design technology as for example when asked to describe their design and build of a controllable vehicle and in others when discussing work on designing and making items such as costume jewellery and a cushion. Pupils enjoy the challenge that design and technology lessons afford.
137. Cross-curricular links are improving but are still considerably under-developed. However there is evidence of some good work emerging, as seen in a Year 4 class in which pupils are designing packages for a potion based on study of *Midsummer Nights Dream*. Use of ICT in supporting and extending learning is currently limited.
138. The co-ordination of this subject has unsatisfactory elements. Monitoring of planning has commenced and a portfolio of work samples is developing. Resource allocation has improved in recent weeks but there are still gaps in provision. In-service training has been targeted at identified training needs and staff confidence in teaching this subject is improving. Current arrangements for the assessment of learning outcomes are unsatisfactory. Good arrangements are in place to ensure equal access to the curriculum for all pupils and care is taken to adapt facilities for disabled pupils.

## **GEOGRAPHY**

139. When the subject was inspected in 1998, standards at the end of Year 2 were average and the evidence suggested that at the end of Year 6 they were below average. Attainment is now in line with national expectations by the end of both Year 2 and Year 6. In 1998, pupils did not have enough knowledge of where places are, and the school has focused on improving this, with good results. Pupils know how to use atlases effectively, and their understanding of the essential differences between locations, eg between Peterborough and a Scottish island, develops in line with national expectations. However, the improvement in standards is not always visible in pupils' written work.
140. Teaching is generally satisfactory. Teachers make good use of learning objectives and share these effectively with the pupils; pupils' understanding of what they have learned is reinforced through the use of plenary sessions at the end of lessons. Pupils are given

opportunities to develop their own ideas and to justify their views. Resources, including the local area, are used to stimulate thought e.g. a Year 3/4 topic on improving the environment includes a visit to a recycling plant and decision-making activities on the use of a derelict building in the school grounds. Teachers and learning support assistants make sure that pupils, including those with special educational needs, make steady progress. Teachers have a good rapport with the children, which contributes to effective class management. The subject makes a good contribution to children's social and moral education, e.g. through this study of the environment and, in a more distant context, through work on life in India. The pace of lessons is generally good, although sometimes there are over-long introductions, which gives pupils fewer opportunities for independent work.

141. Links with literacy and numeracy are not developed well enough. All teachers emphasise the use of correct vocabulary, but there are too few opportunities for extended writing. Presentation of work is poor in some classes, with too much unfinished work which is mixed in with that from different subjects. Marking is inconsistent; several teachers give effective feedback, but in other cases, corrections are not carried out and work is not completed as asked. Sometimes pupils are given tasks that are too difficult or, on the other hand, do not challenge the more able. Not enough use is made of assessment to support planning and learning.
142. Resources are well organised and of high quality; they help teachers to plan activities which are lively and interesting. The co-ordinator has plans to build up resources further. There is not enough use of ICT to support learning in the subject.
143. One reason for the low standards in the last inspection was that the management of the subject was poor; teachers had no scheme of work or guidelines to help them to provide a broad and balanced curriculum. These are now in place, and ensure that all aspects of the subject are covered. Plans for the co-ordinator to monitor the standards of work and to develop assessment in the subject will help to produce more consistency in the quality of written work and a closer match of the work to pupils' ability. The school also needs to check that the time available is enough for work to be completed.

## HISTORY

144. It is not possible to make a secure judgement on standards as only one history lesson was observed during the inspection. However, discussions with pupils and scrutiny of work suggests that pupils' attainment is just average in Years 1 and 2 and average in Years 3 to 6. This is an improvement from the last time that the subject was inspected in 1998, when standards in Years 3 to 6 were found to be below national expectations, and pupils made unsatisfactory progress. (There was insufficient evidence to judge standards or progress in Years 1 and 2 in 1998.)
145. In discussion, pupils in Year 2 explain that we find out about the past from books and from digging things up; they have a good recollection of the events of the Great Fire of London, how Samuel Pepys had recorded them, and how and why the fire had spread. However, even more able pupils show little real understanding of how a Victorian house differs from their own.
146. In Year 6, pupils of average ability are able to explain in impressive detail what they have found out about the Indus Valley civilisation, and have well-developed ideas on the significance of the objects which were found. They are also able to place this civilisation, and others they have studied in Years 1 and 2, in sequence and to relate them to each other.



147. Pupils' enthusiasm for the subject and their vivid recollection of work from the previous year, such as the visit to Flag Fen, is a strength of the subject and indicates the effectiveness of teaching.
148. In the one lesson seen, Years 4 and 5 were able to explain the differences between primary and secondary sources of information, and the more able pupils had a good understanding of how to structure their research. Teaching was appropriately challenging, and questioning was used effectively to involve all pupils in the task.
149. The organisation and quality of written work, however, is often poor and does not reflect pupils' understanding. Some pupils have much work left unfinished, and history is often mixed in with work of other subjects. Not all work is marked and when it is, pupils do not always make the corrections they are asked to do. Current plans for the co-ordinator to scrutinise work and build up a portfolio of agreed standards will help to raise standards of written work.
150. The management of the subject has improved since 1998; there is a policy and a carefully planned scheme of work which ensures that, despite mixed age classes, all pupils cover the Programmes of Study effectively. Resources are well chosen and well organised. However, teachers do not yet receive sufficient guidance on progression in overarching skills such as chronology. Assessment is not yet used effectively to help pupils to learn or to guide planning. The co-ordinator plans to establish greater links with literacy, which are insufficiently developed at present. The time given to the subject is low, and links with core subjects would enable more effective use of what time is available.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

151. Standards in information and communication technology (ICT) are lower than expected for 7 and 11 year olds and pupils' progress is unsatisfactory.
152. By the end of Year 2, pupils use keyboard and mouse control with confidence. Their mouse control is better than their typing skill on the keyboard. They use word processing to varying degrees of effectiveness; some pupils have developed a greater awareness and use of the more advanced features of the word processing program, such as 'drag and drop' and 'cut and paste.' Pupils have experience of painting, drawing, and basic data-handling programs. They make use of the school's computer suite where they learn new ICT skills. During the inspection, one class was exploring the idea of instructions and how a series of instructions could be written so that another person could follow them. There was little evidence of ICT being used by pupils as a natural part of their work across the curriculum; displays of pupils' work in ICT were notably absent in classrooms, suggesting that the subject has a low profile. The amount of material available in the work sample was small and evidence indicated that coverage of the National Curriculum requirement was minimal.
153. By the end of Year 6, pupils have developed their range of ICT skills. Most are able to use word processing confidently and are familiar with using different fonts and text colours; the degree to which they handle the various features varies considerably with, at one extreme, pupils able only to operate at a basic level whilst a few have fairly advanced skills which they use with alacrity. Pupils have experience of using data-handling programs; for example, a Year 3 class presented their findings of a traffic survey, using the computer to generate a variety of graphs. Year 3 pupils were using the computer suite and being taught to generate a line graph of temperature over time. Year 5 and 6

classes were planning a party and had devised questionnaires with which they collected data to generate a spreadsheet to determine costs linked to a limited budget. Use was also seen, during the inspection, of a music program with pupils composing their own tune. Clearly, some links had been made with other areas of the curriculum but there is little evidence to indicate that these are pervasive throughout the curriculum and in all classes.

154. Where teaching was observed, the quality was satisfactory on balance and children made satisfactory progress. Lessons were well planned, with clear learning objectives. Lessons started with a review of previous work and an explanation of what the pupils were going to be learning. Instructions were clearly given and expectations established. Questioning was effective in leading pupils to the important learning points. Good use was made of demonstration and modelling so that pupils could readily see how they were to tackle the tasks that were presented to them. Teachers had sufficient subject knowledge which gave rise to confident teaching. The cramped conditions presented by the computer suite placed heavy demands on the teachers' class management skills; no instances of inappropriate behaviour were observed which is a tribute not only to the teachers, but to the pupils as well who showed restraint and self-control.
155. The school has a scheme of work in place based upon the Qualifications and Curriculum Authority's scheme. Work is planned which covers all aspects of the required curriculum and to ensure progression in pupils' learning as they move through the school. Monitoring of standards and quality have yet to be carried out in a formalised and systematic way.
156. Pupils clearly enjoy their work in ICT and approach their tasks with interest and enthusiasm. Their attitudes are positive. They collaborate well in small groups when required to do so and use equipment sensibly and with care.
157. The number of computers and associated hardware is currently insufficient for a school of this size. Access to computers in the classrooms is very restricted and this hampers development of ICT across the curriculum. The computer suite houses 13 personal computers, and space is at a premium, with very cramped conditions. The current arrangement whereby a full class of 30-plus pupils uses the suite at any one time is unsatisfactory, not only in the restrictions it places on the quality of teaching and learning and the standards achieved but, more importantly, it presents a safety hazard. This needs to be reviewed as a matter of urgency.
158. Progress since the previous inspection, when standards were judged to be below expectations, has been limited. ICT has been identified by the school as a priority area for development. The co-ordinator is relatively new and comes with a good level of specialist knowledge. He has a good insight to the strengths and weaknesses of the subject in the school and has a clear vision of what he would like to achieve.

## **MUSIC**

159. Standards in music are satisfactory overall and are in line with national expectations at the end of both key stages. This represents an improvement since the last inspection.
160. Progress is steady, so that by the time they leave the school, pupils have developed the power of their singing and their ability to appraise and compose.
161. The quality of teaching is satisfactory overall. A range of teaching was observed, with some good teaching in years 3 to 6. All lessons were well structured.

162. In the best lessons, teachers build on pupils' previous experiences and provide good feedback and guidance to help them improve their performance. The building of complex rhythms was a strong feature in one lesson in which the teacher's good knowledge ensured a high level of challenge and enjoyment for pupils. Support from a learning support assistant was used well in another lesson and this made a significant impact on pupils' outcomes. Opportunities for working collaboratively on composition were provided and this enabled pupils to work effectively to improve their outcomes. Some pupils integrated the skills learned in specialist lessons into their group work and this had a very positive effect on others and on the outcome.
163. Where the teaching was less strong, subject knowledge was limited and the use of accurate language was largely absent. Planning was largely based on the scheme of work and this was not always modified to ensure a cohesive experience over time for pupils. As a result, pupils' performing skills are less well developed. Assessment is not yet used to inform planning and there is no systematic way of recording pupil progress.
164. In Years 1 and 2, pupils sing in tune with appropriate phrasing, timing and volume. They work to refine and improve their performance. They know the words to a repertoire of songs and learn new ones quickly. They describe and compare sounds and pieces of music in simple terms and recognise changes in tempo. They use instruments to accompany songs but their work in this area is underdeveloped.
165. In Years 3 to 6 singing is tuneful and pupils show very positive attitudes to music. They are attentive and responsive to feedback and join in singing with enthusiasm. Opportunities for listening and appraising are a regular feature of lessons and as a result pupils are confident to describe their responses to a range of music styles. ICT is used to enhance some aspects of provision, with both keyboard and computer employed successfully.
166. A small number of pupils receive guitar tuition from a visiting specialist. Pupils provide their own instrument. The quality of teaching is good and the peripatetic teacher works hard to ensure efficient use is made of time. Specific instruction, modelling, guidance and feedback are combined to help pupils improve. Daily practice is advised and many pupils complete their homework under parental supervision. Recorder groups have been a feature of extra-curricular work, though these are currently on hold.
167. The school uses a scheme of work to support the teaching of music. Weekly lessons are time tabled for all classes. Staff use their limited knowledge effectively to ensure the full curriculum is taught. There is now a policy for music, which the school plans to update. The resources, which have been improved, are now satisfactory and flexibility in their storage enables all classes to access them. There is no specialist room but the accommodation is used well to support the planned activities. Senior management currently shares subject leadership and this ensures an overview is maintained. However, monitoring is not carried out systematically.

## **PHYSICAL EDUCATION**

168. Standards in physical education (PE) are in line with those expected of pupils at the end of Year 2; by the end of Year 6 standards are above expectations in games and gymnastics. This represents an improvement since the inspection of May 1998 when standards were judged to be in line with national expectations through the school. Pupils throughout the school, including those with special educational needs, make steady progress. The school teaches all the elements of the National Curriculum, including swimming which takes place at a nearby school.

169. Pupils in Years 1 and 2 approach their work in the subject with enthusiasm. They listen well to what they are told and persevere to do their best. During the inspection, most pupils were able to carefully consider different ways of moving and to exert good control in producing fast or slow movements and in changing direction. They performed balances upon a range of large apparatus using different body parts upon which to balance. They showed good understanding of what they needed to do to maintain safety both in the way they worked alongside others and in their handling of large and small apparatus.
170. In Years 3 to 6, pupils maintain their enthusiasm and have very positive attitudes. They co-operate well and respond well when required to collaborate in small groups. Many pupils have well-developed ball skills; they catch, throw and roll a ball with proficiency and accuracy. In team games, the higher-achieving pupils have acquired a good range of skills such as dodging and blocking, and know how they can be used to achieve more effective play. Most pupils have a good understanding of what it is to be a member of a team and have awareness of one another and a keen sense of position. In dance, pupils respond well and the majority of pupils are able to move in a variety of ways in time to music. In gymnastics, pupils are able to exercise good control over their movements and set themselves high targets and standards. They have good knowledge of the effects of exercise upon their bodies.
171. On balance teaching in the subject is satisfactory and varies from satisfactory to very good which is an improvement since the previous inspection. Teachers have positive attitudes to the subject. Their lessons are well planned with clear objectives that are communicated and explained to pupils. They use a good range of organisational groupings selected well to meet curricular objectives. A brisk pace is established and maintained resulting in lessons that have a sense of purpose and direction. The management of pupils is very good; pupils know what is expected of them and they behave very well. Class assistants are deployed well and give valuable support to pupils and teachers. Demonstration is used well as a teaching method. An appropriate emphasis is placed on safety matters. Teachers' subject knowledge is satisfactory to good. Teaching would be further improved if teachers gave more opportunities for pupils to engage in evaluation of their own and others' work.
172. Resources for teaching and learning in the subject are good. The school has a good-sized hall, playing field and hard-surfaced areas and these have a positive impact on standards and quality. Equipment is stored well and appropriately deployed.
173. The subject is well led by a co-ordinator who has a good understanding of the relative strengths and weaknesses in the subject through the school.

## **RELIGIOUS EDUCATION**

174. Standards in Years 3 to 6 have been maintained since the previous inspection, and are in line with the expectations of the Locally Agreed Syllabus. There is not sufficient evidence to judge standards in Years 1 and 2.
175. By the age of 11, pupils have not only acquired factual knowledge about religions but also show evidence of an developing understanding of symbolism and a recognition of the influence of religion on the lives of believers. For example, pupils in Year 3 display an impressive knowledge of Jewish customs, and understand what the items on the Seder dish represent. Those in Years 5 and 6 understand the meaning of the parable of the Good Samaritan and the link between this and the work of present-day Christian

agencies. Pupils show respect and sensitivity for the feelings of believers. The subject makes a valuable contribution to pupils' spiritual and moral development. As in the last inspection, pupils display interest and enthusiasm in their work.

176. The standard of teaching is, on balance, satisfactory. Teachers share objectives effectively with pupils and use plenary sessions well to ensure that children understood what they had learned. Resources are used well to stimulate interest and to help pupils to understand. Although pupils are encouraged to explain their thinking verbally, and in some classes effective links are made with literacy, the quality of written work across the school does not reflect pupils' understanding. Written work is sometimes left unfinished. Time allocated to the subject is tight, and in some lessons pace is too slow and the organisation of the activity is not the most appropriate to ensure that all pupils make the best possible progress. More-able pupils, in particular, are not given sufficient opportunities to extend their knowledge and understanding. Pupils with special educational needs, on the other hand, are well supported and make good progress.
177. Teachers' subject knowledge is generally good but there are still some gaps to be addressed. As in the last inspection, there is a coherent planning structure which enables teachers to develop pupils' knowledge and understanding in the subject across the school. Links with religious organisations in the community give meaning to the subject. Topics are well planned but insufficient use is made of assessment in the subject to evaluate progress and adjust short term planning.