

INSPECTION REPORT

HERITAGE PARK PRIMARY SCHOOL

Peterborough

LEA area: Peterborough

Unique reference number: 131693

Headteacher: Mrs K Hepworth-Lavery

Reporting inspector: Ms A M Grainger
20782

Dates of inspection: 21st – 25th May 2001

Inspection number: 230636

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Park Farm Way Park Farm Peterborough
Postcode:	PE2 8XA
Telephone number:	(01733) 703656
Fax number:	(01733) 703657
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Baker
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20782	Ms A Grainger	Registered inspector	English Art and design Music English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
13981	Mr T Morgan	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
10808	Mr A Britton	Team inspector	Mathematics Information and communication technology Design and technology Geography Religious education Special educational needs	
23385	Miss S Gerred	Team inspector	Science History Physical education Areas of learning for children in the foundation stage Equality of opportunity	Quality and range of opportunities for learning

The inspection contractor was:

PPI Group Limited
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the new area of Park Farm on the south-eastern edge of Peterborough. It opened in September 1997 with 39 pupils aged four to eleven. It has grown since then and, with 208 girls and boys on roll, is now broadly average in size. There is a significant amount of movement of pupils in and out of the school other than at the usual time of joining or leaving. Last school year, this amounted to a turnover of 29 per cent of the school's pupils. All the pupils aged eight to eleven have attended at least one other school previously. Most pupils aged seven and under have attended only Heritage Park Primary School.

The percentage of pupils from ethnic minority backgrounds (11 per cent) is above average. The percentage of pupils with English as an additional language (2.4 per cent) is higher than in most schools. No pupil is at an early stage of learning English. The percentage of pupils with special educational needs (22 per cent) is broadly average. Most pupils on the school's register of special educational needs have learning difficulties. The percentage of pupils with statements of special educational need (2.4 per cent) is above average. The percentage of pupils known to be eligible for free school meals (14 per cent) is broadly average. The normal time of entry for children beginning their education at the school is in the September of the school year in which they will be five. They attend part-time for two weeks and then become full-time. Taking the intake as a whole, children's attainment on entry to the reception year is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school. It has developed well since it opened almost four years ago. The standard of school work of pupils aged seven, most of whom have been in the school for three years, is above average in English, mathematics, science and art and design. In all other subjects, it is average. Although the standards achieved at the age of eleven are below average in the key areas of English and mathematics, there has been a 52 per cent turnover of pupils in this year group over the last two school years. Importantly, pupils aged seven to eleven are presently making satisfactory progress in English and good progress in mathematics. The overall quality of teaching and learning throughout the school is good. Pupils are provided with a good range of learning opportunities. The leadership and management of the school are good, as is the value for money provided.

What the school does well

- Standards are above average in English, mathematics, science and art and design at the age of seven.
- Pupils are mature and independent learners. They behave very well and have very good relationships with each other and with adults.
- Teaching and learning are good, because teachers meet pupils' individual needs well in lessons. They provide pupils with interesting and stimulating work.
- There is good all round care for pupils, so that they feel safe and valued when at school.
- The headteacher provides a very clear educational direction for the school. The whole staff work effectively as a team to support the school's continuing development.

What could be improved

- Standards are below average in English, mathematics, information and communication technology and physical education when pupils leave the school at the age of eleven.
- Teachers do not keep formal records of what pupils know, understand and can do in subjects other than English, mathematics, science and information and communication technology.
- There are insufficient opportunities for pupils to learn about the rich diversity of our multicultural society or for older pupils to be involved in school decision making.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection of Heritage Park Primary School.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	n/a	E	D	D
mathematics	n/a	D	D	D
science	n/a	E	B	B

Key

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

The above table shows that standards in science in 2000 were above the national average, although standards in English and mathematics were below the national average. The same picture is apparent when the results are compared with those achieved by schools with pupils from similar backgrounds. The overall rate of improvement in the school's results between 1999 and 2000 was better than that found nationally. No results are included for 1998, as only six pupils took the tests in that year. Evidence from the inspection of pupils' school work shows that the standards of pupils now aged eleven are still below average in English and mathematics. They are average in science. The lower science results are not due to any change in the school's provision but they reflect variations in the ability of year groups of pupils. A significantly better picture is seen at the age of seven, where most pupils have attended only Heritage Park Primary School. The evidence from the inspection of pupils' school work shows that standards at the age of seven are above average in English, mathematics and science. The school sets suitably challenging targets for the improvement of English and mathematics standards at the age of eleven and is making satisfactory progress towards them.

In art and design, standards are above average at the age of seven and average at the age of eleven. In information and communication technology and physical education, standards are below those expected nationally at the age of eleven, although they are as expected at the age of seven. While there is insufficient evidence to make a firm judgement on music standards at the ages of seven and eleven, the standard of much of the music in the school is good. In all other subjects, standards are average. Pupils are presently making good progress in mathematics and music throughout the school. Progress is good in English and art and design between the ages of five and seven and in science, history and religious education between the ages of seven and eleven. In all other subjects, pupils make satisfactory progress.

Children make good progress in the reception year and achieve above average standards by the end of it.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school. They are keen and eager to learn and make every effort to achieve their best.
Behaviour, in and out of classrooms	Very good. Pupils respond very well to the school's expectations of high standards of behaviour. The school is a calm and orderly community.
Personal development and relationships	Very good. Pupils of all ages get on very well together, with older pupils caring for younger ones. Pupils are courteous and polite and have very good relationships with adults.
Attendance	Very good. Attendance is well above the national average. There is very little lateness in the mornings.

Pupils' very good attitudes, behaviour, relationships and attendance, together with their good response to opportunities for their personal development, all contribute to the effectiveness of their learning.

TEACHING AND LEARNING

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

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

Fifty-four lessons were seen during the inspection. Of these 98 per cent were at least satisfactory, including 13 per cent that were very good and 56 per cent that were good. Two per cent (one lesson) were unsatisfactory. Instances of very good teaching were seen in English and history in Year 5, mathematics in the reception class and in Years 2 and 3, science in Year 3 and music in Year 1. Good lessons were seen in all classes. The one unsatisfactory lesson was in history in Year 6. The overall quality of teaching and learning in English, including in the basic skills of literacy, is good for pupils up to the age of seven and it is satisfactory for those aged seven to eleven. The overall quality of teaching and learning in mathematics, including in the basic skills of numeracy, is good throughout the school. There is good teaching of music throughout the school, of art and design for pupils aged five to seven and of science, history and religious education for those aged seven to eleven. In all other subjects, teaching and learning are satisfactory.

Teachers meet individual pupils' needs well, including those of pupils with special educational needs or of pupils whose first language is not English. There is a clear focus on the learning objectives of lessons. These are shared with pupils who gain a good insight into their learning through evaluating it at the end of lessons. Questions are used well to challenge pupils' thinking, to assess their learning and to focus them on the task in hand. Teachers have appropriately high expectations of the standards that all pupils are capable of attaining. There is very effective team work with support staff in lessons to the benefit of pupils' learning. Marking is good. There is scope for greater challenge to be given in particular to pupils with potential for higher attainment in English between the ages of seven and eleven. Teachers do not make sufficient use of new technology to support pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall. An interesting and suitable range of learning opportunities is provided for pupils of all ages. There is good enrichment through visits and visitors to the school. There is a weakness, however, in information and communication technology for pupils aged seven to eleven. The provision is insufficient and not all areas required by the National Curriculum are covered.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified and given effective support to make good progress towards the targets set for them in literacy and numeracy.
Provision for pupils with English as an additional language	Satisfactory. There is no pupil at an early stage of learning English. Nevertheless, the school provides sensitively for those who do not have English as their first language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The school provides well for pupils' social and moral development. There are satisfactory opportunities for their spiritual and cultural development. Nevertheless, there are insufficient opportunities for pupils to learn about the rich diversity of our multi-cultural society or for older pupils to be involved in school decision making.
How well the school cares for its pupils	Good. All staff know pupils well and the school provides a safe, secure and caring environment.

The school's partnership with parents is good. Parents are supportive of the work of the school and they are provided with very good information, especially on their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school has developed well, largely because of the very effective professional leadership of the headteacher. The deputy provides good support. Co-ordinators are taking increasing responsibility for their subjects.
How well the governors fulfil their responsibilities	Good. Governors work closely with the staff and provide much support. They are satisfactorily involved in shaping the school's direction and in checking the quality of what it does.
The school's evaluation of its performance	Good. There is some very effective checking of the quality of teaching and learning by the headteacher. The involvement of co-ordinators in checking provision in their subjects is not yet sufficiently established across all subjects.
The strategic use of resources	Good. Spending is targeted on priorities for pupils' learning. Staff are well deployed. The school's application of the principles of best value to its work is satisfactory.

The school has a good number of suitably qualified teachers and support staff. Resources for learning are good overall and the accommodation is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school has high expectations of their children.• Teaching is good and their children make good progress.• Behaviour is good and pupils are helped to become mature and responsible.• Their children like school.	<ul style="list-style-type: none">• The range of activities outside lessons.• How closely the school works with them.• The information on their children's progress.• The amount of homework.

The inspection supports all the positive views of parents. Inspection evidence does not support their negative views. The range of activities outside lessons is satisfactory and is increasing as the school grows in size. The partnership with parents is good, overall, with very good information provided on their children's progress. Most of the parents concerned about homework feel that there is too much. Inspectors agree that there is more homework than in most schools, but do not consider that it is excessive.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' results in the National Curriculum tests at the age of seven in 2000 were close to the national average in reading, writing and mathematics, based on the average point scores. They were also broadly average when compared with the results achieved by schools with pupils from similar backgrounds. The percentage of pupils reaching the level expected of most seven year olds was above average in reading and well above average in writing, but below average in mathematics. The percentage achieving a higher level was close to the national average in reading and mathematics, but below average in writing. The 2000 results were significantly better than those of the previous year. The year group that took the tests in 2000 was the first in which some of the pupils had been in the school since the start of the reception year. This is because, as a new school, pupils in the previous year groups taking the tests had all attended other schools. Girls did better than boys in all three areas in both 1999 and 2000. Teachers assessed pupils' performance in science as well below the national average. These assessments may not have been accurate, however, as the teacher assessments for writing and mathematics showed a picture of lower standards than the tests revealed.
2. In the National Curriculum tests at the age of eleven in 2000, pupils' performance, based on the average point, scores was above the national average in science, but below it in English and mathematics. The same picture is apparent when the results are compared with those achieved by schools with pupils from similar backgrounds. In science, standards were above the national average because the percentage of pupils reaching the level expected of most eleven year olds and the percentage reaching a higher level were both above average. In English, the percentage reaching the expected level was close to the national average, but the percentage reaching a higher level was well below. In mathematics, the percentage reaching the expected level was below, as was the percentage reaching a higher level. The rate of improvement in the school's results between 1999 and 2000 was better than that found nationally. In viewing these results, it is important to note that all pupils who took the tests had attended at least one other school. No pupil had been at Heritage Park Primary from Years 3 to 6. As at the age of seven, girls did better than boys in all three subjects in both 1999 and 2000.
3. The evidence from the inspection of school work shows that pupils currently in Year 2 are achieving above average standards in English, mathematics and science. This represents a picture of continuing improvement. This is the first year group to Year 2 with most pupils having been in the school since the reception year. Pupils now in Years 1 and 2 are making good progress in English and mathematics and satisfactory progress in science. There is no evidence in pupils' school work of any significant variation in the performance of boys and girls.
4. The school work of pupils now in Year 6 shows standards that are broadly average in science, but still below average in English and mathematics. That science standards are lower than in the 2000 tests is not a result of any change in the school's provision. It is largely a reflection of variations in the ability of year groups. In considering the below average English and mathematics standards, it is important to note that all pupils in this year group have attended at least one other school. Over the last two years, there has been a turnover of 52 per cent of the pupils in this class. Pupils now in Years 3 to 6 are making good progress in mathematics and science. While overall progress is satisfactory in English, it is good in Year 5. As in Year 2, there is no evidence of any significant variation in the performance of boys and girls in the work done in school. The school sets appropriately challenging targets for the improvement of English and mathematics standards by the age of eleven and is making satisfactory progress towards them.

5. Children's attainment on entry to the school at the age of four is broadly average. By the end of the reception year, overall standards are above average in all areas of learning. This is a result of good progress made throughout the year. Children have the speaking and listening skills expected for their age, with higher standards in reading and writing. Children speak clearly and listen carefully. They know the sounds of most of the letters of the alphabet, identify rhyming words and read a simple text accurately. Most children write their names, familiar letters and words unaided, using upper and lower case letters correctly. The highest attaining children write simple sentences on their own and are becoming aware of basic punctuation. Children count to in twos to 20 and in tens to 100. The highest attaining count in fives to 100. Children are starting to count on one or two more from a given number. The highest attaining explore different combinations of numbers to make ten. Children understand coins in the context of paying for shopping, use mathematical language such as 'shorter' and 'longer' and are familiar with simple two-dimensional shapes.
6. By the age of seven, pupils speak confidently to the class and many give extended answers and explanations in small group or in one-to-one situations. Pupils listen attentively to the teacher and to each other. Most pupils read confidently and with good expression, making good use of phonic clues to sound out letters. Those who are lower attaining apply a range of strategies, with adult support, to help them read unfamiliar words in a simple text. Higher attaining and many average pupils have good skills in reading comprehension. Pupils write at good length and for a suitable range of purposes. Overall standards of spelling, punctuation and grammar are good. Many pupils join their writing. Most pupils count in multiples of five to 100. They count on from 100 in tens and count backwards in fives and twos and have a secure understanding of place value to 100. Pupils are confident in using addition and subtraction, including when working with money, and undertake simple multiplication and division. Pupils have a good understanding of two and three-dimensional shapes, tessellation and reflective symmetry. They measure, using standard and non-standard units, with higher attaining pupils carrying out accurate measurements in centimetres. They competently produce block graphs.
7. By the age of eleven, pupils give clear answers to questions and participate confidently in conversations. They take it in turns to speak and listen carefully to others. Most pupils are fluent and accurate readers, with effective strategies for reading unfamiliar words. They do not, however, have the depth of understanding of texts normally found at this age. Pupils write for a suitable range of purposes. Overall standards of spelling, punctuation and grammar are of the standard normally expected. As with reading, the weakness is in the depth of pupils' work, particularly in how ideas are developed and in pupils' skills in drafting and redrafting for style and content. Pupils undertake activities that require them to use and apply their mathematical understanding, but most pupils have difficulty in explaining the mental strategies they use. Pupils do not always consider the reasonableness of their answers in relation to the size of numbers they are using. Most pupils have a satisfactory understanding of place value when multiplying or dividing numbers by 10 or 100, but have difficulty when doing the same with 1000. Most pupils have a good knowledge of multiplication tables to 10, use simple fractions and decimals and convert fractions to percentages. Pupils add four digit decimals, but have difficulty with subtracting them. They calculate areas of shapes such as triangles and understand angles, but do not have the expected understanding of volume and capacity. The collection and interpretation of data are at the level expected at this age.
8. Standards in literacy and numeracy in other subjects of the curriculum are good in Years 1 and 2. Pupils use their literacy skills effectively in subjects such as history and geography. In science and information and communication technology, for example, pupils apply their numeracy skills well in activities such as measuring and the production of graphs. In Years 3 to 6, standards vary in different year groups. In Year 6, for example, literacy skills are below average, although, in Year 5, standards are closer to those expected nationally. Although overall standards in mathematics are below average, in the narrower range of mathematical activities undertaken in other subjects, pupils' demonstrate satisfactory standards.
9. In science, by the age of seven, pupils have a good knowledge and understanding of electricity, pushes and pulls as forces, flowering plants and materials and their properties. They are developing a good understanding of fair testing for their age. By the age of eleven,

pupils have the knowledge and understanding expected of life processes and living things, materials and their properties, electricity and light. Their awareness of forces is less well developed and few pupils have the expected skills in scientific enquiry.

10. Standards in information and communication technology are as expected nationally at the age of seven, but they are below average at the age of eleven. By the age of seven, pupils use the computer confidently to enter simple texts and can use an art program. They also print their work and are starting to develop skills in finding and storing information. At the age of eleven, pupils have the expected skills in word processing. They understand the control of equipment through a series of instructions, but many pupils' skills in using e-mail and digital cameras are under-developed. Although pupils make decisions with computer based simulations, few are able to predict the consequences of these choices. Pupils do not have the expected skills in modelling or monitoring external conditions. Pupils' achievements at the age of eleven are unsatisfactory, due to weaknesses in the range of learning opportunities offered. These are a consequence of the school not having all the resources needed to deliver the full requirements of the National Curriculum. Pupils now in Years 3 to 6 are making satisfactory progress, overall, in all areas covered and the school is taking action to rectify the weaknesses in provision. A new computer room is due to be completed and in use at the start of next term. Pupils now aged seven have made satisfactory progress. Where information and communication technology skills are used in other subjects overall standards are satisfactory, although the use of computers to support pupils' learning is not well enough established throughout the school.
11. In design and technology, geography, history and religious education, standards are as expected nationally at the ages of seven and eleven. In art and design, standards are above average at the age of seven and they are broadly average at the age of eleven. In physical education, standards are in line with those expected at the age of seven, but they are below at the age of eleven. There is insufficient evidence to make a secure judgement on standards in music at the ages of seven and eleven. Nevertheless, much of the music throughout the school is of a higher standard than normally found for the age of the pupils. In all subjects where standards are as expected for the age of the pupils, progress is satisfactory through the key stage. The exceptions are history and religious education, in which pupils in Years 3 to 6 are presently making good progress. Good progress is also made in music throughout the school and in art and design in Years 1 and 2.
12. Pupils with special educational needs make good progress towards the targets set in their individual education plans, especially in literacy and numeracy. They achieve well in relation to their capabilities. While no pupil is at an early stage of learning English, those for whom English is an additional language progress at the same rate as other pupils in the same classes. Teachers are sensitive to their needs and ensure that they are met. The brightest pupils also make progress in relation to their prior attainment at the same rate as other pupils in their classes. While their overall progress is satisfactory in English between the ages of seven and eleven, these pupils are not sufficiently pushed to achieve more highly in reading comprehension and writing.

Pupils' attitudes, values and personal development

13. Children in the reception class have very good attitudes to learning and they behave very well. They settle into school routines quickly and work and play well together. This is seen, for example, when they co-operate in the 'garden centre' role play area or work together in the sand. Children know the difference between right and wrong and know how to behave in different situations. They listen attentively and sit very still and sensibly during whole school assemblies. Children respond well to opportunities to take responsibility and show good levels of independence, for example, when tidying away at the end of sessions.
14. Throughout all classes in Years 1 to 6, pupils have very good attitudes to learning. Almost all parents say that their children like coming to school. In turn, pupils speak well of their school and feel a sense of pride and ownership. In lessons, pupils listen carefully to instructions, work well independently or in co-operation with others and show an enthusiasm to do their best. They respond eagerly to questions and accept that others may have a different point of view.

Most pupils confidently explain what they are doing and are keen to show their work. They concentrate on their tasks, enjoy being challenged and persevere when they find things difficult, learning from their mistakes. Most older pupils have developed good personal research skills through tackling tasks set in lessons and as homework. Some Year 5 pupils, for example, were seen confidently seeking information about Greek gods from a computer program, rather than the reference books provided, without prompting from the class teacher. The fun of learning is frequently evident.

15. Parents are pleased with the standard of behaviour and inspection judgements strongly support these views. Throughout the school, pupils are very well behaved and this makes a major contribution to effective learning and to the quality of school life in general. There is a pleasant air of orderliness without the suppression of natural exuberance. Pupils know what is expected of them and they behave appropriately, generally not for any reward, but because they know it is the right thing to do. They are polite and considerate to one another, and to adults. Doors are held open for others and “please” and “thank-you” are regularly heard. Pupils take good care of equipment and furniture and have resolved to keep the school looking like new. The school is a very pleasant place to be in. There is no evidence of bullying or racism and pupils are aware of what to do if they encounter any. There were four fixed period exclusions last year, involving one boy and one girl. These occurred as part of the school’s firm stance on behaviour.
16. Relationships throughout the school are very good. The consistency of approach and very good teamwork of staff have sustained the positive ethos set out at the inception of the school. All the staff, teaching and non-teaching, and other adults who help in the school are very good role models. Pupils of different ages relate very well to one another. There is a friendly atmosphere with older pupils being successfully encouraged to be aware of the needs of the younger ones. Pupils co-operate in pairs when working in classes and collaborate effectively when required to engage in group or whole class activities. They show an interest in what other pupils are achieving, celebrate their success and appreciate the efforts of those less able than themselves.
17. Pupils respond well to the opportunities provided for their personal development. Most parents say that the school is successful in encouraging pupils to become mature and responsible. The opportunities for taking responsibility, given in all classes, are eagerly sought and effectively discharged. Some older pupils have tasks across the school, such as setting up the hall for assembly and operating the projector, controlling playground equipment and supervising the use of the library. Pupils undertake such activities conscientiously. The maturity of the older pupils is such that they could be more involved in school decisions than at present. Pupils of different age groups meet together and support each other very well in extra-curricular clubs and sports teams. Through involvement in fund raising activities for charities, such as the British Heart Foundation’s ‘Jump Rope’ event, pupils have a good awareness of the needs of others. Pupils respond well to the regular setting of homework.
18. Attendance is very good and is well above the national average. There are a few pupils who arrive late in the mornings but lateness is not a matter for general concern. Throughout the day, lessons start promptly. Pupils’ very good attitudes to learning, behaviour, relationships, attendance and their good response to the opportunities provided for their personal development, all contribute to the effectiveness of their learning.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching and learning is good. During the inspection, 54 lessons were observed. Of these, 13 per cent were very good, 56 per cent good, 29 per cent satisfactory and two per cent (one lesson) unsatisfactory. Instances of very good teaching were seen in English in Year 5, mathematics in the reception class and Years 2 and 3, science in Year 3, history in Year 5, and music in Year 1. Good lessons were seen in all classes. The one unsatisfactory lesson was in Year 6 in history.
20. The overall quality of teaching and learning in English, including in the basic skills of literacy, is good for pupils aged five to seven. It is satisfactory for those aged seven to eleven,

although it is good in Year 5. In mathematics, including in the basic skills of numeracy, the overall quality of teaching and learning is good throughout the school. Teaching and learning in science are satisfactory for pupils aged five to seven and good for those aged seven to eleven. Teaching and learning are good in music throughout the school, in art and design in Years 1 and 2 and in history and religious education in Years 3 to 6. In all other subjects, teaching and learning are satisfactory. In the reception year, teaching and learning are good in all the areas of learning for children of this age.

21. Very good lessons are characterised by an intense and very clear focus on well defined learning objectives. Activities are very well matched to objectives and not a minute is wasted. In a very good English lesson in Year 5, pupils were treated as mature and independent learners and they responded as such. This resulted in their making very effective gains in their understanding of how persuasive writing needs to be in a style and using language that is matched to its intended audience. In a very good Year 1 music lesson, the teacher challenged pupils' thinking well. When pupils were presented with a graphic score they were required to work out for themselves what the symbols meant, rather than the teacher simply telling them. This helped them to understand how such a score would be used in performance. Very good mathematics lessons, as seen in Years 2 and 3, begin with lively and highly effective mental mathematics sessions. Resources, such as number sticks are used very well to increase pupils' mental agility in mathematical problem solving or to help them recognise number patterns. The result is that pupils are interested and involved and their learning proceeds at a very good pace. Similarly, a very good lesson focused, on mathematical development in the reception class engaged children's interest through quick-fire counting activities and with the help of resources, such as magnet coins and a 'bag game' for adding numbers.
22. In the very good teaching and in many other effective lessons, teachers share the learning objectives with pupils at the start of lessons. This is seen throughout the school. Even in the reception year, objectives are shared on a simple level while more complex explanations are given of what is to be learned for pupils in Years 5 and 6. A strong feature is that at the end of lessons, it is the usual practice for teachers to ask pupils to evaluate their own learning, which they do with a good amount of honesty. This feature of teaching provides pupils with good insight into their own learning. It contributes much to the very good attitudes to learning evident throughout the school.
23. Teachers have appropriately high expectations of the standards of work and behaviour of which all pupils are capable. Lessons are well planned to take full account of the range of pupils' needs in the mixed ability classes. Praise is used to reward good work and positive responses. In the reception class, staff are heard to make comments such as 'What a star!'. In other year groups, teachers exercise firm, but kind, control to ensure that all pupils remain involved. Interesting and stimulating work is provided in many lessons to capture pupils' interest and keep them motivated. In a Year 1 mathematics lesson, pupils stood in hoops as they combined numbers to make 10. In the same class, poetry writing was stimulated through pupils going outside to listen to the sounds that can be heard 'above ground', including those of the builders on site. In science lessons in Years 3 to 6, there is a strong element of investigation. Marking is good in many subjects and helps to ensure that teachers are fully aware of each pupil's needs and their teaching is meeting them. In English, for example, marking is consistently good throughout the school, with some excellent practice in Year 5. Throughout the school, there is also effective use of homework to extend and support the provision made in class.
24. Skilful questioning is a feature of much effective teaching. Through well chosen questions in a Year 2 geography lesson, the teacher achieved a good balance between providing pupils with information and developing their skills in independent enquiry. In a Year 4 religious education lesson, questioning helped to reinforce pupils' prior learning and served to inform the teacher of how much pupils had retained in connection with a talk the previous week by a church warden. In a Year 5 art and design lesson, pupils were helped to achieve successful results as the teacher's questioning focused them on the difference between painting on clay and on paper.

25. Resources are selected to enliven lessons and promote learning. In a Year 5 science lesson, a video and pre-prepared flip chart were used well to develop pupils' understanding of the difference between solids, liquids and gases. In a Year 1 design and technology activity, pupils working with the classroom assistant touched, tasted and compared different foods, such as those that were fresh and canned, to learn about their characteristics. Learning about the feel and smell of soils was enhanced in a Year 3 science lesson through the provision of a good range of samples.
26. There is very good partnership between teachers and support staff in lessons. In particular, this enhances the learning of pupils with special educational needs and ensures that they have good access to the learning opportunities provided. In the reception class, the nursery nurse adapts and reinforces teaching points, such as in mathematical activities, so allowing children with special educational needs to make good progress. In a lesson in the combined Year 1 and 2 class, the classroom assistant worked intensively with a small group of pupils during a writing activity in a history lesson. This ensured that these pupils not only developed their historical understanding, but that basic literacy skills were also supported. In a Year 4 English lesson, the learning support assistant worked with a group of lower attaining pupils for part of the lesson, adapting the activity that the rest of the class were also doing. This change of approach for the pupils involved meant that they were able to cover the same content in the lesson as average and higher attaining pupils.
27. While there is much strong teaching in the school, there are some areas in need of development to improve pupils' progress and raise standards. Greater challenge is required for pupils with potential for higher attainment, in particular, in reading and writing in Years 3 to 6. There is a need for teachers to push these pupils to deeper levels of understanding of texts and of the content and purpose of their writing. Some science teaching in Years 1 and 2 is not demanding enough for higher attaining pupils. In a mathematics lesson in the combined Year 1 and 2 class, higher attaining pupils were not moved on well enough when they had already understood the work being covered by the whole class. In Year 6, mathematics lessons do not have the brisk start that characterises the teaching in many other classes. Some creative activities in the reception class are over-directed and children are not able to make sufficient choices for themselves. There are missed opportunities for pupils to learn in physical education by seeing their classmates demonstrate and discussing what they have seen. New technology is not used sufficiently by teachers to support learning across the subjects of the curriculum.
28. In the one unsatisfactory lesson seen in history in Year 6, there was not enough focus on developing pupils' historical knowledge and understanding. The introduction to this lesson was over long with too much emphasis on the presentation of work and too little on the historical content of the lesson. Not enough time was allowed for practical investigation.

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

29. The quality and range of learning opportunities in the reception year are good. They provide children with a good start to their education. Planning, which meets requirements in all the areas of learning, is good. Although the building works at the time of the inspection prevented children from having daily access to their outside play area, good alternative arrangements were made. Physical education was provided on three occasions during the week. This allowed children to develop the skills needed for large and small movements either in the school hall, or on the playground or field.
30. The learning opportunities in Years 3 to 6 include all the subjects of the National Curriculum and religious education. The curriculum is broad, balanced and well organised. It provides pupils with opportunities to learn effectively. The only weakness is that there is not full coverage of the National Curriculum requirements for information and communication technology in Years 3 to 6. Owing to a lack of resources for specific areas, such as modelling, pupils are not given the experiences necessary to achieve at the level expected in this subject at the age of eleven. In Years 1 to 6, an appropriate emphasis is given to English, mathematics and science. The time allocation for other subjects is reasonable and is used

effectively by alternating some subjects such as history and geography. A block of work is planned for one subject over a term, for instance, so that an aspect can be studied in sufficient depth.

31. Schemes of work are in place for each subject and these meet the requirements of the revised National Curriculum for September 2000. The effectiveness of planning for the literacy hour is good and its structure enables teachers to respond well to the needs of all pupils. There is, nevertheless, a need for teachers in Years 3 to 6 to focus more on developing the depth of pupils' work in reading and writing. This is necessary to ensure that those with potential for higher attainment in particular reach the standards of which they are capable. Planning for numeracy lessons is good. The increased time spent on mental arithmetic and on developing mathematical language contributes effectively to pupils' good learning across the school. There are good and relevant opportunities to incorporate literacy skills, especially reading and writing, across other subjects such as science, history and religious education. There is also some effective provision for the development of pupils' numeracy skills through subjects such as science and design and technology. Planning in all other subjects is thorough and ensures that learning builds on pupils' previous work.
32. The provision for pupils' personal development is good. In accordance with the governing body's policies, the school makes suitable arrangements for sex and drugs education within a good programme of personal, health and social education. Provision is made for pupils to learn how to keep safe in a range of situations. Good opportunities are provided for them to develop an understanding of citizenship through discussion about rules, responsibilities and community. There are effective opportunities for pupils to talk about themselves, their thoughts and feelings and to listen to what their friends have to say. Good use is made of external provision to support health and safety and environmental concerns. The use of the 'Life Education Bus', which spent three days at the school, and the 'Cambridge Recycling Bus' are examples of this. Visits to school by the local policeman and school nurse reinforce health and safety initiatives.
33. Although some parents feel that there are insufficient extra-curricular activities, inspectors are of the opinion that provision is satisfactory. As the school develops and the number of staff increases, so does the range of extra-curricular activities. Currently they include clubs for recorders, choir, paper-craft and country dancing, as well as seasonal sporting clubs such as football, netball and cricket.
34. A good range of day visits enrich the curriculum and reinforce learning in subjects such as history and geography. Pupils visit the Jorvik Viking Centre in York, Wisbech Castle dressed as Victorians and Stibbington for an 'evacuation day'. Residential visits also enhance the learning opportunities provided. Year 4 pupils, for example, spent two days at a field study centre studying living things in their habitats. Those in Year 5 visited Castleton to support their work in geography and history.
35. There is satisfactory provision for equal opportunities and all pupils have equal access to the curriculum. The school caters well for the needs and capabilities of all its pupils, including those for whom English is an additional language and those with special educational needs. Although the school tries hard to rearrange the timetable so that it does not happen often, there are occasions when pupils who are taken out of lessons for additional support, especially for mathematics, miss work in other subjects.
36. The learning opportunities for pupils with special educational needs are good. Individual education plans are comprehensive and appropriate to the needs of each pupil, being reviewed regularly. Targets include goals for literacy, numeracy and behaviour. These targets are prepared in small steps in order to give pupils the confidence to achieve their learning goals. The needs of pupils with statements of special educational need are met well and the annual reviews of their progress provide a good focus for further improvement. Special educational needs pupils are grouped for most of their work to ensure that they receive appropriate support. Year 5 pupils who lack confidence in mathematics have participated in the national 'Springboard 5' scheme and this extra tuition has resulted in a

distinct improvement in both their attitude towards mathematics and the standards they achieve.

37. The school makes good provision for pupils' moral and social development and satisfactory provision for their spiritual and cultural development. Religious education and collective worship contribute effectively to the development of pupils' knowledge and insights into religious values and beliefs. Opportunity for reflection and prayer in assemblies, with a candle used as a focal point, allows pupils to make a personal response and to reflect on their own experience and that of others. This is focused through themes such as 'Taking responsibility for our own actions'. In personal, health and social education, pupils are encouraged to explore likes and dislikes, similarities and differences and to value and respect the feelings and views of others. There are some spontaneous moments where pupils experience awe and wonder. In a reception class music lesson, for example, pupils responded with amazement when they heard the sound made by a didgeridoo. Throughout the school and across the full range of subjects, however, there are few planned opportunities for spiritual development. There are missed opportunities within art and design, music, geography and science, for example, to develop pupils' sense of awe at the wonders of the world and the mysteries of life.
38. As part of the good provision for pupils' moral development, the school teaches right from wrong effectively. Teachers and other staff have clear expectations of high standards of behaviour and are good role models. Teachers manage pupils' conduct very well. Pupils draw up positively framed rules, unique to each class. This is done after discussion with their teachers, at the start of each term. As a result, pupils are fully aware of the consequences of failing to keep their own rules and the school's code of conduct. They are rewarded with stickers and certificates for good work, positive attitudes and good behaviour. These are celebrated once a week in an assembly where, in addition, a pupil, group of pupils or a class may receive special mention, which is recorded in the school's 'Gold Book'. The curriculum for personal, health and social education also provides opportunities for pupils to explore and discuss moral issues and relationships. As a result, pupils develop a very good sense of right and wrong, at levels appropriate to their ages and understand that there is a need to respect the rights and property of others.
39. Provision for teaching good social habits begins early in the reception class, where children are well guided, so that they quickly learn how to follow rules for working and playing together. In lessons across a range of subjects in Years 1 to 6, pupils are given opportunities to work together, to co-operate and share their ideas in pairs and groups. They are helped to develop independence by caring for their classrooms and the school environment. As they move up through the school, pupils increasingly take more responsibility for their own learning through personal research and by completing homework. They have the opportunity to develop an understanding of community and citizenship by participating in environmental projects, such as the Peterborough Green Wheel Project and by supporting the British Heart Foundation's 'Jump Rope' event. Older pupils have the opportunity to share reading books with younger children and to take responsibility for some jobs around the school, such as distributing registers, operating the overhead projector in assemblies and organising play-time games equipment. There are insufficient opportunities, however, for pupils to be involved in making decisions about their school. The school is now well placed to provide for this, for example, through a school council.
40. The provision for developing pupils' understanding of the cultural influences from this and other countries is satisfactory, overall. Opportunities are provided in assemblies and through religious education for pupils to appreciate the festivals, celebrations and traditions of Christianity and other major religions. Pupils are made aware of something of Western European culture and heritage through art, history, music and literature. Use is made of visiting artists, musicians and theatre groups and of visits to museums, places of historical interest and the local parish church. There are some opportunities to broaden pupils' experience within religious education and geography. Opportunities are provided for pupils to visit places of worship, such as a Hindu Temple and to find out about some of the cultural aspects of, for example, life in India and Mexico. Overall, however, there are insufficient opportunities in subjects across the curriculum, such as in art and design, music, dance and

literature, to develop pupils' wider appreciation of the numerous and rich influences of a multi-cultural society.

41. The school's links with the community to support pupils' learning are good. They provide a focus on the outside world and bring the community into the school. Both male and female visitors, such as representatives of Stangound parish church, the fire and police services, provide respected role models for pupils. Of particular note is the use of an artist in residence to design and paint a Viking long boat, using Viking printing techniques, for the Peterborough Green Wheel Project. The school carefully cultivates links with industrial, commercial and charitable organisations, giving impetus to pupils' curricular experience. An example is the reading partnership with the staff of a bank who listen to pupils read. The school has taken advantage of its current building works to forge links with the building contractors and to give pupils insight into various aspects of building. This has allowed all the pupils, complete with hard hats, to visit the building site.
42. The school has good links with other schools. The staff of the 'Little Vikings' playgroup and the reception class teacher share planning and hold discussions before children enter the reception class. The reception teacher also makes contact with other pre-school providers when she knows children will be transferring to the school. The strong relationship with Stanground College, the secondary school to which most pupils transfer, helps to ensure a smooth transition for pupils and enriches curricular opportunities. The physical education department of the college organised a sports day for Year 2 pupils. Year 7 pupils from the college organised and helped in the activities. Similarly, links with the science department gave Year 6 pupils an opportunity to attend a science lesson in the college laboratories.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school provides a safe, supportive and caring environment for pupils. Pupils are well known by staff and there is evident concern for their welfare and development. During lunchtime and the morning and afternoon breaks, as well as in classrooms, pupils are supervised sensitively and effectively. This makes a significant contribution towards pupils' feeling of security and enjoyment of school life. The very good care provided by the school has a substantial effect on pupils' attainment and progress.
44. Pupils are well supported when they start school. In the term before starting school, children and their parents make informal visits to the reception class and staff make home visits. There is good care for pupils' personal development. Very commendable is the 'family assembly' held in each class every week when a 'family' of mixed aged pupils meets to discuss matters such as taking responsibility for one's own actions. Pupils with behavioural and emotional problems have a named adult with whom they can develop a relationship of trust to help when they have worries. Teachers check personal progress well through their daily diaries and the records of certificates and other awards including the 'Gold Book'. Acts of kindness and special effort, as well as academic achievement, are entered in the 'Gold Book' which is on display in the reception area for pupils to look at.
45. Procedures for child protection are good, with staff, both teaching and non-teaching, being reminded about them at least once a year. There is a suitably trained designated member of staff with responsibility for child protection matters. There are very good procedures for ensuring health and safety. The various policies are backed up by a very effective system of checks and records by the staff member responsible for health and safety and the caretaker. There are good links with a range of professionals responsible for health, safety and welfare.
46. The procedures for checking and improving attendance are good. There is a detailed analysis of registers. Any irregular attendance is discussed with parents. This is initially done informally but, if there is no improvement, it is by letter and if necessary the involvement of the Education Welfare Officer. A similar procedure is applied to persistent lateness. A strong line is taken on holidays in term time, with the result that such disruptions to pupils' learning have been greatly reduced. The governors' concerns about unavoidable absences are highlighted in their annual report to parents.

47. There are very good procedures for monitoring discipline and encouraging positive behaviour and also for monitoring and eliminating oppressive behaviour. There are clear behaviour and anti-bullying policies and rules are displayed in classrooms. The code of conduct is the subject of class discussion at the start of each school year to ensure that pupils are aware of their responsibilities and feel a sense of ownership of the rules. Rules for lunchtimes are clear, with each midday supervisor having a record book. There are many rewards to acknowledge good behaviour by individuals, classes and the whole school. There is an escalating system of sanctions of which pupils and parents have been informed. Parents are involved early when there is any persistent unacceptable behaviour. Bullying is treated very seriously and pupils have had an opportunity to express any worries or to make suggestions through a confidential questionnaire.
48. Good procedures are in place in the reception class for assessing children's attainment in all areas of learning. Baseline assessment for reception children is carried out just after their entry into school and again at the end of the reception year to ascertain individual progress. Baseline assessment is also used well to identify pupils with special educational needs and those with potential for higher attainment.
49. The checking of and support for pupils' academic performance are satisfactory, overall. The school has effective medium and long-term systems for assessing pupils' attainment and progress in English, mathematics, science and information and communication technology. These include continuous assessment by teachers, standardised tests and comprehensive tracking documents for individual pupils in English and mathematics. At the end of each academic year, all teaching staff use the information from their recording to assess the year on year improvement in each pupil's performance. This information helps in planning the allocation of classroom assistants and learning support time for individual pupils in order to raise their attainment.
50. Careful analysis of internal and national tests in English, mathematics and science, in recent years, has led the school to identify weaker areas and those which require further emphasis. It has also resulted in the school picking up on any variations in the performance of different groups of pupils, such as girls achieving better results than boys, and taking appropriate action. Pupils' progress and attainment and their physical and social development are assessed fully as they move up through the year groups. The collected information from English, mathematics, science and information and communication technology is then passed on to the next class teacher. In other subjects, teachers use their own assessment methods, often related to the national guidance used for planning subjects. There are no whole school assessment procedures in these subjects, however, to ensure that information from one teacher is passed to the next at the end of the school year. The collection and retention of pupils' work for moderation and assessment against National Curriculum levels is due to be developed throughout the school. The design and technology co-ordinator has started to collect a portfolio of evidence of pupils' work.
51. Pupils are assessed very well, in all year groups, for their behaviour and personal development. Ultimately, this is included in annual reports to parents, together with academic standards. Teachers make useful notes, sometimes assisted by support staff, concerning pupils' behaviour, attitudes and response in class lessons. This applies particularly well to pupils with special educational needs. Allied to this assessment is the involvement of all pupils in setting their own targets for improvement at regular intervals to ensure short step targets. These targets are shared with parents.
52. The care and support of pupils with special educational needs are good. Their needs are quickly identified and appropriate arrangements are made for the regular review of their progress. There is good liaison with outside agencies, including the educational psychologist, speech and language therapist, welfare officer and behaviour specialist who provide valuable support. Thorough records are kept of pupils' progress in relation to their targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school's partnership with parents is good and makes a significant contribution to pupils' learning. Most parents think the school is a good one and support what it is doing in most respects. They state that their children like school and see them as making good progress. They consider that behaviour is good, teaching is good, teachers have high expectations of pupils and that the school helps their children to become mature and responsible. Inspection evidence strongly endorses these positive views.
54. Some parents have concerns about homework and consider that there is an insufficient range of extra-curricular activities. The concerns about homework are mainly that there is too much. The school has recently conducted a survey by questionnaire of parents' views on homework, and is making some adjustments to its policy. Inspectors found that homework is used well. They agree that there is more than in most schools, but do not see this as excessive. Extra-curricular activities have increased with the growth of pupil numbers and the expertise of the additional staff and are judged to be satisfactory.
55. Some parents feel that they are not well enough informed about the progress of their children and that the school does not work closely enough with them. Inspection evidence does not support these views. Teachers are in the playground at the start and end of the day for informal contact with parents. The headteacher is also available in the entrance hall at the start of the day to deal with any parents' queries. Appointments are made for more formal discussions. Parents are very quickly involved if there are concerns about behaviour or attendance. The opinions of parents are sought both informally and formally, such as through questionnaires on homework and on the likely support for an after school club.
56. The quality of information provided formally by the school is very good. Parents of children in the reception class are invited to school early in the first term to discuss the results of the baseline testing. All parents have the opportunity of formal meetings with their children's class teacher in the Autumn and Spring terms. Curriculum meetings are held for all parents or for particular groups of parents. Meetings have been held generally on the literacy strategy, for example, and specifically on how to assist with the Additional Literacy Support homework. Letters are sent out frequently on all aspects of school life. Topics to be studied by each class are included in the first letter in each term. Annual reports on pupils' progress are of high quality. They are written in a friendly informative style, giving a clear description of what the pupil has achieved and how progress can be made in the future in personal development as well as academic subjects.
57. Parental involvement with the school and with their children's work at home is good. Parents and other adults are encouraged to offer to help in school. About 20 do so regularly, mainly as part of the reading partnership scheme for which the school provided training. Their work is well planned by teachers and the parents involved make a valuable contribution to pupils' learning. Other parents willingly help as escorts on visits and with other events in the school. Reading by children at home is well supported, as is the completion of homework.
58. Parents of pupils with special educational needs are involved well. They are informed as soon as the school has concerns and are consulted in all procedures. Parents are then kept aware of the school's targets for their children and most parents are willing to be involved in the setting of these targets and regular reviews of their child's progress. Part of the non-contact time of the co-ordinator for special educational needs is set aside for consultation with parents if required. The annual meeting with teachers is well supported by parents, but parents are not always available to attend regular individual education plan meetings for their children. Every effort is made by teachers and the co-ordinator to contact parents before and during reviews.
59. The 'Friends of Heritage Park School' play an important part in the life of the school. A variety of activities are organised by a hard working committee of staff and parents. Although fund-raising is the main aim, all the events have a social element and all involve the pupils. A considerable amount of money is raised each year and has been used for such purposes as purchasing a video camera and benches in the playground, subsidising the cost of trips and providing a dictionary for each Year 6 leaver. Owing to a lack of volunteers from the parents, teachers form most of the present committee.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. Heritage Park Primary School is a good school that has developed well since it opened almost four years ago. The effectiveness of the school is evident in the picture of steadily improving standards at the age of seven. Although standards are presently below average in English and mathematics at the age of eleven, pupils are making satisfactory progress through the key stage in English and good progress in mathematics. The high turnover over of pupils in the school, with all those now aged eleven having attended at least one other school, means that the present standards are not a true reflection of what the school offers. Indeed, the overall quality of teaching and learning throughout the school is good and teachers meet individual pupils' needs well. There is a need, however, for the school to ensure that it always challenges the highest attaining pupils sufficiently, especially in reading and writing in Years 3 to 6.
61. The headteacher provides a very good educational direction for the work of the school. She has high expectations of staff and pupils and is clear about what she wants the school to achieve. The deputy, who has been in post since the start of last term only, gives good support to the headteacher. She has clear and significant responsibilities, which she carries out well. These include the co-ordination of the reception year with Years 1 and 2, mathematics throughout the school and overseeing the support for newly qualified teachers as well as other areas of day-to-day management and leadership.
62. The co-ordination of the provision for the reception year and Years 1 and 2 is good. Weekly meetings are held during which the team explore the implication of whole school issues for the pupils concerned. Meetings also focus firmly on pupils' progress and whether they are achieving as well as they should be. There is effective sharing of information from courses attended by individuals so that the whole team benefits. At the time of the inspection, the co-ordinator for Years 3 to 6 had been in post for only four weeks. All the indications are that there has been effective leadership of this area of the school by the previous co-ordinator.
63. The checking and development of teaching are good, overall. The headteacher and deputy take major responsibility for checking teaching and learning in English and mathematics through lesson observations. There is very good support provided for individual teachers if any areas of weakness are identified. The headteacher has a keen awareness of how well each teacher is performing. She observes each teacher at least once each term for a whole lesson, providing both written and oral feedback. These observations contribute much to the professional development of teachers. There is a focus on a subject each term, with science having received attention during the Autumn term and religious education in the Spring term. The headteacher and deputy also undertake termly scrutinies of pupils' work and check teachers' planning each half-term.
64. The English co-ordinator has been in post since the start of this school year. She is satisfactorily involved in checking the quality of the school's provision through scrutiny of pupils' writing books. This provides her with information on pupils' progress as they move up through the school. It also allows her to judge the effectiveness of marking and to ensure that pupils' targets are regularly reviewed and updated. The deputy, in her role as mathematics co-ordinator, provides good leadership and management of this subject. She is strongly involved in checking the provision and in leading developments such as the implementation of the National Numeracy Strategy. The science and religious education co-ordinators have a clear overview of their subjects through observing lessons and checking teachers' planning.
65. The overall leadership and management by the co-ordinators of other subjects is satisfactory. Co-ordinators provide informal advice and support to colleagues. They have a satisfactory awareness of what is taking place in their subjects throughout the school by checking teachers' half-termly planning and scrutinising pupils' work. The music co-ordinator receives tapes of pupils' work. The design and technology co-ordinator has shown good initiative in developing a portfolio of work to show the standards expected of pupils of different ages. The headteacher has taken the main responsibility for checking teaching in lessons. This has worked well in the subjects covered but, with much emphasis, since the school opened, on

English and mathematics, not all subjects have received sufficient attention. In history, for example, there has been little checking of this type.

66. The leadership and management of special educational needs are good. A comprehensive policy is in place. The school fully meets the statutory requirements of the Code of Practice for pupils with special educational needs. The part-time co-ordinator is well qualified and experienced and maintains very careful records of all pupils, tracking their progress well. She regularly meets support staff on a formal and informal basis. A member of the governing body has recently been co-opted to oversee the provision in this area.
67. The governing body provides good support to the school and has a good overall understanding of what the school does well and the areas in need of improvement. Governors work well with the headteacher and staff, and take a pride in the development of the school. The chair has frequent and regular meetings with the headteacher, as does the chair of the finance committee. Governors have some independent strategies for gaining information about the school. They participated in checking the implementation of the literacy and numeracy strategies and reported orally to the governing body on the progress being made. All governors were involved in the observation of numeracy lessons. Governors are linked with classes. These links help them to know how classes are managed and to look at the progress made by pupils as well as their response to the learning opportunities provided. In practice, some governors visit frequently and some less so. The overall involvement of governors in shaping the direction of the school is satisfactory. There is scope, however, for increasing governors' involvement in the process of school development planning, particularly in identifying priorities.
68. There is good involvement of the whole staff in the process of school development planning. Priorities for development are identified well. In addition to the main areas of priority, which are well matched to the needs of the school, there are maintenance points for all subjects. Co-ordinators are strongly involved in the identification of these points. Regular reviews on progress in relation to the school priorities are undertaken. The school improvement plan provides a helpful tool for raising standards.
69. The school has good procedures for ensuring that the financial resources available to it are used appropriately to support pupils' learning. The specific funds element of the school's finances, such as that for pupils with special educational needs, is well targeted. There is good identification of priorities for spending, closely linked to the areas identified as needing improvement. Spending is clearly focused on improving the quality of education and raising standards. While the budget is drawn up initially by the headteacher, there is discussion of this by governors prior to approval being given. The present carry forward on the budget has been earmarked to contribute towards the cost of an additional class in September 2001.
70. The school has well organised procedures for ensuring effective day-to-day financial management and control. The few minor weaknesses found at the last financial audit in 1999 were dealt with swiftly. The headteacher reviews the budget monthly and presents regular reports on expenditure to the finance and personnel committee of the governing body. The school secretary, who has a very good appreciation of her role and responsibilities, very ably supports the headteacher in financial control. She performs her duties well, giving good support to the school community.
71. Governors are aware of the need to obtain value for money and have effective procedures for ensuring that best financial value is obtained when purchasing products or services. They have a satisfactory understanding of the wider principles of best value in evaluating what the school does and asking whether it could be done more effectively. The school makes good use of new technology for administration and, for example, for analysis of data on pupils' performance. In addition, a new computer room is being built and is due to be in use at the start of next term, increasing the potential for the use of new technology in supporting pupils' learning. The school recognises that this is an area for development.
72. The school has a good number of appropriately qualified teachers and support staff. There are sufficient teachers to meet the demands of the curriculum. There are also enough support

staff to help in classrooms generally and to provide support for pupils with special educational needs. Teachers and support staff are well deployed to ensure that the school provides a good education for its pupils. The quality and range of the accommodation are very good. It provides a very pleasant environment for learning. Teaching areas are of a good size with practical areas shared by each pair of classrooms. An additional classroom, computer room and food technology room were being built at the time of the inspection and are due to be in use at the start of next term. Attractive displays throughout the school celebrate pupils' achievements and promote learning. For all subjects, except information and communication technology, the provision of resources is good. While the school has sufficient computers, it does not have all the computer programs needed to ensure full coverage of the information and communication technology curriculum for pupils in Years 3 to 6.

73. Throughout the school, pupils' overall progress is good, because teaching and the learning opportunities provided are good. Standards are rising as the school develops and becomes more established. Very high standards of behaviour are achieved and pupils have very good attitudes to learning. Relationships are very good throughout the school. The school is self-critical and eager to continue to improve. It gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the strengths of the school and to support further good development, the governing body, headteacher and staff should:

a) raise standards in English, mathematics, information and communication technology and physical education at the age of eleven by:

- in English: focusing on the development of pupils' depth of understanding of different texts; helping them to extend ideas in story writing; improving their skills in drafting and redrafting writing for style and content; and ensuring that pupils with potential for higher attainment are sufficiently challenged;
- in mathematics: developing pupils' awareness of strategies used in mental calculations and problem solving; increasing their understanding of large numbers and capacity; and extending their knowledge of space, shape and measure;
- in information and communication technology: developing pupils' skills in using e-mail and equipment such as digital cameras; helping them to make predictions about their actions in simulations; providing the experiences necessary to develop their modelling skills; and using new technology to support work in other subjects; and
- in physical education: developing pupils' control and fluency in games tactics and net games.

(Paragraphs 2, 4, 7, 10, 11, 27, 30, 31, 88, 89, 91, 92, 96, 99, 100, 102, 136, 138, 146, 148)

b) develop formal records of what pupils know, understand and can do in all subjects of the curriculum. Ensure that the information recorded is used to adapt the curriculum when necessary and that records are passed to the next teacher at the end of the school year.

(Paragraphs 50, 119, 124, 130, 135, 145, 151)

c) provide greater opportunities, through the subjects of the curriculum, for pupils to learn about the rich diversity of our multi-cultural society. Involve older pupils more in school decision making.

(Paragraphs 40, 119, 145, 156)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- few pupils have the expected skills in scientific enquiry at the age of eleven and there are some gaps in their knowledge and understanding, even though overall standards are average;

(Paragraphs 9, 110)

- although subject co-ordination is satisfactory, there is potential for greater involvement of co-ordinators in checking the effectiveness of provision in their subjects and leading developments;

(Paragraphs 63, 135, 145)

- there is scope for increasing the involvement of the governing body in school development planning.

(Paragraph 67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	56	29	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	208
Number of full-time pupils known to be eligible for free school meals	30

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	12	11
	Girls	16	16	15
	Total	26	28	26
Percentage of pupils at NC level 2 or above	School	90 (78)	97 (67)	90 (67)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	16	13	12
	Total	26	24	23
Percentage of pupils at NC level 2 or above	School	90 (72)	83 (78)	79 (50)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	5	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	13
	Girls	4	4	5
	Total	15	13	18
Percentage of pupils at NC level 4 or above	School	79 (58)	68 (67)	95 (75)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	12
	Girls	4	2	4
	Total	15	11	16
Percentage of pupils at NC level 4 or above	School	79 (42)	58 (58)	84 (58)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	1
Black – other	12
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	0
White	155
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	22.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	200

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	480275
Total expenditure	519572
Expenditure per pupil	2735
Balance brought forward from previous year	66967
Balance carried forward to next year	27670

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	5	0	0
My child is making good progress in school.	52	44	0	0	2
Behaviour in the school is good.	59	37	2	0	2
My child gets the right amount of work to do at home.	38	48	10	5	0
The teaching is good.	63	33	2	0	0
I am kept well informed about how my child is getting on.	43	37	11	8	0
I would feel comfortable about approaching the school with questions or a problem.	57	32	5	5	2
The school expects my child to work hard and achieve his or her best.	68	29	2	0	2
The school works closely with parents.	41	37	13	5	3
The school is well led and managed.	63	24	6	2	5
The school is helping my child become mature and responsible.	49	41	3	0	5
The school provides an interesting range of activities outside lessons.	21	41	19	6	8

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

74. Children enter the reception class in the September of the school year in which their fifth birthday falls. They attend part-time for two weeks and then become full-time. At the time of the inspection, three children were identified as having special educational needs. On entry to the reception year, taking the intake as a whole, children's attainment is average in all areas of learning.

Personal, social and emotional development

75. By the end of the reception year, most children meet and many exceed the Early Learning Goals in this area. They concentrate for extended periods of time and persevere to complete tasks, whether writing, using the computer, painting or doing creative activities such as making butterflies. At the start of lessons, children settle quickly and are very attentive. Children work and play amicably together. This is seen, for example, in the sand, in the role play 'garden centre' when children pretend to be customers and sales people, or when they work together on the computer. Children share scissors and other equipment sensibly and safely. In question and answer sessions and 'circle time', when they sit together to share their thoughts, children take turns to speak. They are very patient and show respect for the views and feelings of others. In their personal hygiene children are independent, washing their hands after going to the toilet. They change quickly into T-shirts and shorts for their physical education lessons. They behave very well at work and play.
76. The overall quality of teaching and learning in this area is good, helping children to develop their personal and social skills well. The teacher and nursery assistant work very well together to create a happy, safe and secure environment. They have high expectations of how children should behave, and are good role models. They encourage children with such phrases as, 'What a star!' so that children are made to feel valued. Children learn from their mistakes in a positive way, which enhances their self-esteem and encourages respect and consideration for others. The staff encourage children to take responsibility by providing opportunities for choice, giving them turns to take the registers to the school office and expecting them to tidy their classroom at the end of sessions. Through the school's programme of personal, health and social education, a specific lesson each week explores issues such as growing and changing, feelings and relationships, and keeping safe. The time allocated for these lessons is too long, however, for children of this age.

Communication, language and literacy

77. Most children meet and a good number exceed the Early Learning Goals in this area by the end of the reception year. Children's speaking and listening skills are as expected of most five year olds. They speak clearly in response to questions and listen carefully to their teacher and to each other. A good number of higher attaining children exceed the Early Learning Goals in reading and writing. Most children use upper and lower case letters correctly when writing their names on their own and copy writing from a flipchart or a card. Most write familiar letters and words unaided. The highest attaining children write simple sentences without the help of an adult and are developing an awareness of full stops. Most children are interested in books and recognise that words and pictures convey meaning. They know the sounds of most letters of the alphabet, identify rhyming words and read a simple text accurately. They also use picture and phonic clues to read unfamiliar words.
78. The overall quality of teaching and learning is good. Staff talk to children and tell stories in a lively and enthusiastic way and children respond with enthusiasm. This promotes speaking and listening skills effectively, as well as developing an interest in books. A good partnership is built with parents and carers in supporting children's reading development at home. Literacy skills are developed well in school through reading 'big books' together as a class and through group reading sessions. The good teaching of letter sounds, which includes the use of

interesting resources and games, such as lettered butterflies on an alphabet line, enhances children's capacity to try to read new words. Such activities and resources are also used effectively to encourage children to write on their own. A wide range of well-planned activities and strategies is used to develop reading and writing skills.

Mathematical development

79. By the end of the reception year, most children meet and many exceed the Early Learning Goals. Children count to 10, matching finger to object accurately and recite numbers well beyond this. They count in twos to 20 and in tens to 100. The highest attaining children count in fives to 100. Children are learning to hold a single digit number in their heads and to count on one or two more. The highest attaining children do this well and are beginning to explore different ways of making 10, such as four and six. They recognise a range of coins and are beginning to see that different combinations of coins can be used to pay for shopping items. They record simple additions up to 10 in written numerical form. Most children make simple comparisons of length, using mathematical vocabulary such as 'shorter' and 'longer'. They recognise and name two-dimensional shapes, such as squares and circles. In shapes such as squares, they identify the number of sides and corners.
80. The overall quality of teaching and learning is good. Effective planning and organisation, together with interesting and lively games and resources, ensure that children make good gains in their learning. The teacher has very high expectations of the standards that all children are capable of achieving. Work is challenging and set at the right level, because she takes good account of children's prior learning. This ensures that new learning builds on what children already know and can do. Direct teaching takes place at a good pace and not a minute is wasted. The use of money and numbers in role-play situations such as the 'garden centre' contribute to children's growing awareness of the use of mathematics in everyday life. Of particular note is the way in which the nursery assistant, during whole class activities in numeracy lessons, reinforces and adapts teaching points to enable children with special educational needs to make good progress.

Knowledge and understanding of the world

81. By the end of the reception year, most children achieve the Early Learning Goals in this area and some exceed them. They are curious about the world in which we live and are starting to ask and answer questions such as 'what?' and 'why?'. Children are aware of their senses, such as touch and smell. They use a 'feely bag' with various objects to guess what they are and to describe them to others. By looking at photographs of themselves as babies they recognise similarities and differences and say how they have changed. As they sequence events in order as they happen in a day, they begin to gain a sense of the past. Children develop early scientific skills through observations of the natural world and through simple investigations. Children are familiar with computers and use them to support their work in literacy and mathematics. They use a mouse and keyboard to control images on the screen. Children do not, however, use the computer to write or to save and print their work. The use of computers is a weakness in an area in which other aspects of children's knowledge and understanding are above average.
82. The overall quality of teaching and learning is good. Good use is made of the school grounds, including the current building site. Visitors help children to learn, for example, about the roles of builders, the police, firemen and nurses. Visits to places further away, such as an outdoor environmental centre and to the local parish church, help to increase children's knowledge of the wider world. The teacher plans interesting investigations and activities, which develop children's early geography, history and science skills well, enabling them to achieve good standards. Children's skills in information and communication technology are not sufficiently developed.

Physical development

83. By the end of the reception year, most children achieve the Early Learning Goals and many exceed them in this area. Children's movements are well co-ordinated and they are

developing good control of their bodies. Children stretch up using their arms and legs. They move in and around a large space, avoiding others as they walk, jump, jog and hop. They demonstrate good ball control when 'dribbling'. Many use a plastic hockey stick effectively to tap, strike and stop a ball. Children are confident when moving about the classroom and are aware of objects and others around them. They handle crayons, pencils, scissors, glue and paintbrushes with the expected care and control, showing effective hand-eye co-ordination. In activities such as making a butterfly from different materials, they carefully cut out estimated amounts to fit the space available, showing good control of the scissors when doing so.

84. The overall quality of teaching and learning is good. Staff give clear instructions in the use of tools, allowing children to develop manipulative skills well and with safety. In outdoor games lessons, good demonstration and on-going encouragement help children to learn to hold balls and sticks with increasing accuracy and control. Since there have been building works on site, regular every day use of the secure outside area has not been possible. This means that children have not been able to develop skills in pushing, pulling, steering and riding toys, although such provision is normally made. Compensation has been made by increasing the number of hall and main playground times for the reception class. As a result, physical skills have continued to develop well.

Creative development

85. By the end of the reception year, most children meet and some exceed the Early Learning Goals. Children use paint confidently and present their ideas through a variety of techniques, including drawing, modelling, printing and collage. They are beginning to draw and paint from observation, for example, plants and animals. They use their observations of butterflies' wings and symmetrical patterns to create imaginary butterflies from a variety of materials and fabrics such as felt, foil and cellophane. They compare colour, size and shape when sticking lengths of string on to paper to make patterns for printing. Children experiment with sounds competently by clapping rhythms and by exploring the sounds made by various instruments. They enjoy singing songs and rhymes and do so tunefully in unison with others.
86. Teaching and learning are good. Staff plan effectively for a wide range of opportunities, which develop children's creativity well. These include exploration and use of a variety of painting, modelling, collage and printing materials as well as opportunities for imaginative play in role-play areas and with 'small world' and construction toys. Teachers set up activities where children observe and explore different textures of materials and explore taste, smell and touch. Good opportunities are provided for children to respond to music, such as when children learn how some instruments are blown to make a sound. Through the support of adults during these activities, including their comments and questions, children are helped to develop skills and express their own ideas. On occasion, however, adults direct art activities too much. There is insufficient daily access to creative activities, in which children can be more experimental and express their own ideas freely.

ENGLISH

87. Pupils' performance at the age of seven in National Curriculum tests in 2000, based on average point scores, was close to the national average in reading and writing. It was also broadly average when compared with the results achieved by schools with pupils from similar backgrounds. The percentage of pupils reaching the level expected of most seven year olds was above average in reading and well above average in writing. The percentage reaching a higher level was broadly average in reading, but below average in writing. The results in 2000 were considerably better than those of the previous year, especially in writing. Girls did better than boys in both 2000 and 1999.
88. At the age of eleven in 2000, pupils' performance in the National Curriculum tests, based on average point scores, was below the national average. It was also below average when compared with the results achieved by schools with pupils from similar backgrounds. Standards were below average because the percentage reaching the level above that expected of most eleven year olds was well below average, even though the percentage reaching the expected level was close to the national average. Nevertheless, the rate of

improvement in the school's results between 1999 and 2000 was better than that found nationally. As at the age of seven, girls did better than boys in the tests.

89. The evidence from the inspection of pupils' school work shows that pupils currently in Year 2 are achieving above average standards. This is a picture of continuing improvement, with this being the first year group in which most of the pupils have attended only Heritage Park Primary School. Pupils aged five to seven, including those with special educational needs or English as an additional language, are making good progress. The work of pupils now in Year 6 shows that, at this point, overall standards in English are still below average. All pupils aged seven to eleven are making satisfactory progress, however, as they move up through the school. Those in Year 5 are making good progress. The standards at the age of eleven do not reflect this progress. This is because, over the last two years, there has been a turnover of 52 per cent of the pupils in this class. There is no evidence in the school work of pupils of any significant variation in the performance of boys and girls.
90. By the age of seven, standards in speaking and listening are above those expected nationally. At the age of eleven, they are average. Almost all pupils speak confidently to the class. In small groups or one-to-one situations, many talk very articulately, for example, about their choice of reading material. Many average pupils, as well as higher attaining pupils give extended answers to questions. Pupils listen attentively to the teacher and to each other. By the age of eleven, pupils give clear answers to questions and most speak confidently in a variety of situations. In conversation, they take turns and they listen carefully to others.
91. Reading standards are above average at the age of seven, but below average at the age of eleven. Many average and higher attaining pupils aged seven have good skills in reading comprehension. They read confidently, fluently and with expression. These pupils make good use of phonic clues to sound out letters to read an unfamiliar word. Some other average and lower attaining pupils are more hesitant. Nevertheless, with adult support, they split words into sections to help work out what an unfamiliar word might be. The lowest attaining pupils require a good deal of help, but know some simple words. By the age of eleven, most pupils are fluent and accurate readers. They have secure strategies for sounding out unfamiliar and sometimes complex words. Most explain the plot and characters in the fiction books they read. They do this, however, on a more simple level than is normally expected of average and higher attaining pupils at this age. Overall skills of reading comprehension are not sufficiently well developed. Pupils have the expected skills in using non-fiction books, dictionaries and encyclopaedias.
92. At the age of seven, pupils' attainment in writing is better than expected nationally but it is below at the age of eleven. Pupils write in a suitable range of styles, including poetry, adventure stories, accounts of events and instructions. Many write at good length. Higher attaining pupils have control of a good range of punctuation. Others use simple punctuation, such as capital letters and full stops, although not all do so consistently. Most pupils spell simple words correctly or make plausible attempts at spelling them as they sound. A good proportion of pupils join letters when writing, although not all form letters evenly. By the age of eleven, pupils also write for a suitable range of purposes. Overall standards of spelling, grammar and punctuation are satisfactory, but many pupils do not use paragraphs consistently. While writing is of an adequate length, pupils do not sufficiently draft and redraft their writing for style and content. As a result, story writing is at a more simple level than is normally found at this age and language is not carefully enough matched to the purpose of the writing. Pupils do not, for example, give enough attention to creating atmosphere through description.
93. The overall quality of teaching and learning is good for pupils aged five to seven. It is satisfactory, overall, for those aged seven to eleven, although it is good in Year 5. A very good lesson was seen during the inspection in Year 5. In this lesson, pupils made very effective progress, because teaching was very tightly focused on identified learning objectives. The organisation and timing of activities were just right to keep pupils' thinking challenged throughout. The teacher and support assistant worked very effectively together. The use of well directed and supportive questions ensured that pupils made very good gains in developing their understanding of how writing intended to persuade must take account of its

target audience. Another feature of this lesson was that pupils were treated as mature and independent learners and they responded as such.

94. Throughout the five to seven age range and in most classes for pupils aged seven to eleven, teachers plan lessons with a clear awareness of pupils' individual needs. In the main, work is suitably challenging for all pupils. In Years 1 and 2, teachers have high expectations of the standards that all pupils are capable of attaining. As in the very good Year 5 lesson seen, support staff are effectively deployed and make a good contribution to pupils' learning. Work is often interesting and imaginative. This was seen in the Year 1 class when the teacher took pupils outside to listen to sounds. In that lesson and in the following day's lesson, pupils successfully worked on poetry about the sounds heard above ground. The teacher effectively modelled an approach to writing based on the text the class had been sharing together. This allowed pupils to have a clear model on which to base their own writing.
95. There is good attention to the teaching of basic skills for pupils aged five to seven and this is satisfactorily built on for those aged seven to eleven. Handwriting is taught systematically. Basic reading skills, such as the application of letter sounds, is given good attention. Marking is good throughout the school and there is some outstanding practice in Year 5. Teachers give praise and encouragement and also much helpful advice to support pupils' further learning. This, together with the very accurate setting of individual targets for pupils in writing, ensures that pupils have a good knowledge of their own learning and the areas in which they need to improve. Homework is used well to support and develop work undertaken in class. There is good attention to the needs of pupils with special educational needs. Through the attention given to their literacy targets in English lessons and in other subjects whenever the opportunity arises, these pupils are supported in making good progress. Although there are no pupils at an early stage of learning English, the school provides sensitively for the needs of those whose first language is not English. Along with other pupils in the same classes, their overall progress is good between the ages of five and seven and it is satisfactory between seven and eleven.
96. Although teaching and learning are satisfactory for pupils aged seven to eleven, there are some areas in need of greater attention if the school is to improve pupils' progress and ensure that standards are raised. Pupils, especially those with potential for higher attainment, are not challenged as well as they might be in developing depth of understanding in reading and writing. With the exception of Year 5, there is insufficient detailed exploration of the meaning of a wide range of texts. This is necessary to ensure, for example, that pupils understand why characters in fiction texts act as they do and how a non-fiction text matches its intended purpose. There is insufficient attention to developing pupils' skills in extended writing and to teaching them how they can improve the style and content of their writing. There is insufficient use of computers to develop pupils' work in English, especially in editing and improving their writing between the ages of seven and eleven. There is also too little use of literature to develop pupils' awareness of cultural diversity.
97. The leadership and management of English are good. There is regular checking of the quality of teaching and learning in lessons by the headteacher and deputy. If any concerns are identified, they are followed up rigorously. The co-ordinator has observed the learning support assistants delivering the Additional Literacy Support for pupils in need of extra help. She also checks pupils' writing books to ensure that pupils are making sufficient progress, that marking is carried out and pupils' targets are reviewed. These measures are effective and have ensured a cohesive whole school approach. The range of learning opportunities is good overall, although some areas are in need of increased focus for pupils aged seven to eleven. The procedures for assessing pupils' attainment and progress are good, with good use of the information gained. All of these features contribute to a picture of a school in which there is much good practice in English teaching and in which standards are rising.

MATHEMATICS

98. Pupils' results at the age of seven in the National Curriculum tests in 2000 were close to the national average. They were also average when compared with the results achieved by schools with pupils from similar backgrounds. The 2000 results showed a very considerable

improvement on those of 1999 when they had been in the lowest five per cent of schools nationally. Girls did better than boys in both 1999 and 2000.

99. In the National Curriculum tests at the age of eleven in 2000, pupils' results were below the national average. The results were also below average when compared with the results achieved by pupils from similar backgrounds. The percentage of pupils reaching the level expected of most eleven year olds and the percentage reaching a higher level were both below average. The below average results were largely due to the mobility of pupils, with all in this year group having attended at least one other school. Results had also been below average in 1999. Girls also out performed boys at the age of eleven.
100. The evidence from the inspection of pupils' school work is that the current Year 2 are attaining above average standards in all areas of the mathematics curriculum. The higher standards, compared with the previous national test results, are as a result of the effective introduction of the National Numeracy Strategy. They also reflect the fact that most of this year group has been settled in the school for nearly three years. This is the first year group where this has been so. The school work of Year 6 pupils shows that standards are still below average. As with the 2000 test results, this is mainly due to the mobility of this year group. All the class have attended other schools previously. The standards at the age of eleven do not yet reflect the good progress being made by all pupils as they move up through the school. There is evidence of better standards being achieved by pupils aged seven to ten in Years 3 to 5. Pupils with special educational needs and those whose first language is not English are also progressing well in line with other pupils in the same classes. There is no evidence in pupils' school work of any significant variation in the performance of boys and girls.
101. By the age of seven, most pupils count in multiples of five to 100. They count on in tens from 100, and have a secure understanding of place value to 100. Pupils use addition and subtraction confidently. They successfully use these operations when working with money and carry out simple multiplication and division. In their work on space, shape and measure, pupils have a good understanding of reflective symmetry and tessellation. They use the correct mathematical language in describing patterns with two-dimensional shapes. They recognise how two-dimensional shapes make up the faces of three-dimensional ones. Pupils measure using standard and non-standard units. Higher attaining pupils measure accurately in centimetres. Pupils competently make block graphs, for example of favourite colours.
102. By the age of eleven, pupils undertake activities to use and apply mathematics, but most have difficulty in explaining their mental strategies. Pupils have a sound knowledge of place value to multiply and divide whole numbers by 10 or 100. Their ability to do the same with 1000 is relatively under-developed. When working with larger numbers, many do not adequately consider the reasonableness of their answers when applied to the size of the numbers they are using. Most pupils have a good knowledge of multiplication tables to 10. They use simple fractions and decimals, such as halves and quarters, to describe proportions and convert fractions to percentages. Most have a sound understanding of equivalent fractions and nearly all reduce a fraction to its simplest terms by cancelling. Most find difficulty in changing fractions to mixed numbers and vice versa. Most pupils add four digit decimals with carrying, but have difficulty in subtraction. Their understanding of approximation strategies is also weak in this respect. Pupils calculate areas of shapes such as triangles and understand angles, but do not have the expected understanding of volume and capacity. The collection and interpretation of data are at the level expected. Pupils produce line graphs, for example, on age and height.
103. The overall quality of teaching and learning is good throughout the school. Instances of very good teaching were seen in Years 2 and 3. Teachers generally have good subject knowledge. In many lessons, mental activities are well paced and get lessons off to a lively start. These mental sessions develop pupils' capacity in solving mathematical problems and in carrying out calculations. Interesting and stimulating activities are provided to engage pupils' interest and keep them involved and concentrating. In a Year 1 lesson, each pupil had a numbered card to 10 and pupils took turns to stand in a hoop with their card. A classmate had to recognise the other number needed to make 10 and then stand in a second hoop. This activity reinforced and further developed pupils' knowledge of number bonds to 10. In a Year 2 lesson, the

teacher used a labelled number stick to encourage pupils to call out the numbers, removing the number labels to develop pupils' mental agility in identifying missing numbers. In work on capacity in Year 4, good practical tasks were organised to give all pupils 'hands on' experience of measurement. Lessons begin with teachers clearly explaining learning objectives. They end with an effective evaluation of what pupils have learned.

104. Support staff are well briefed and deployed. In a Year 1 lesson, the classroom assistant worked well with four pupils on the computer, using software concerned with number bonds. Support staff very effectively assist pupils with special educational needs and higher ability pupils. All class teachers set clear behaviour expectations and enforce them kindly but firmly. As a result, all pupils respond very positively and make good gains in their learning. Teachers use skilful questioning and this helps pupils to develop the ability to explain their mental strategies to their classmates. Pupils' weekly progress is recorded well and good use is made of this assessment to plan for individual pupils and to adapt curriculum planning when necessary. In the very good lesson seen in Year 3, the teacher used instant assessment to realise that pupils were uncertain of the tens multiplication table after 100. As a result, she repeated the exercise to ensure good learning progress. This lesson was very well organised and developed pupils' understanding of the eight points of the compass to indicate position and direction well through interesting activities that actively involved the pupils.
105. Very occasionally, pupils are not challenged to the deeper levels of understanding of which they are capable. In a lesson in the mixed class of Year 1 and 2 pupils, most demonstrated a good knowledge and understanding of 'clockwise' and 'anti-clockwise' when related to every day objects. Average and higher attaining pupils would have benefited from extension work on angles to develop this further. Although satisfactory, overall, the pace of the lesson seen in Year 6 was rather slow and there was insufficient challenge in the initial mental session.
106. The leadership and management of mathematics are good. The deputy headteacher, in her role as mathematics co-ordinator, ensures a good educational direction in the subject. She is experienced and enthusiastic and has produced a policy and scheme of work for mathematics which offers good guidance to all class teachers and support staff. The quality of teaching and learning in all classes is checked well by the headteacher and co-ordinator. Any areas of concern are followed up rigorously. The raising of pupils' standards in mathematics has been a high priority in recent years and the improving standards at the age of seven indicate success. There is a good range of assessment procedures which includes the tracking of individual pupils and these are used well to meet pupils' differing needs. Booster classes in mathematics for some Year 5 pupils have been organised by the school, using the national 'Springboard 5' scheme. These have increased the confidence and improved the mathematical ability of pupils who found the subject difficult. Numeracy is used well in other areas of the school curriculum. Graphs and measurement are used in science, for example, and data handling in subjects such as geography and history. Pupils of all age groups use their numeracy skills and knowledge in producing graphs and charts in their information and communication technology work. The mathematics curriculum is enhanced considerably by the setting of homework for all age groups which is linked well to their work in the classroom.

SCIENCE

107. Pupils' results at the age of eleven in the National Curriculum tests in 2000 were above the national average. They were also above average when compared with the results achieved by schools with pupils from similar backgrounds. The percentage of pupils reaching the level expected of most eleven year olds and the percentage reaching a higher level were both above the national average. The results in 2000 were very much better than those of the previous year when they had been well below the national average. Girls performed better than boys in both 1999 and 2000. Teachers assessed pupils as being well below average in the standards they achieved at the age of seven in 2000. These results do not, however, have the reliability of the tests in English and mathematics at the age of seven.
108. The evidence from the inspection of pupils' school work shows the standards of the present Year 2 as above average. The higher standards are due mainly to variations in the ability of year groups of pupils. In the current Year 2 there are fewer pupils on the special educational

needs register. Furthermore, a greater percentage of pupils have attended the school since the start of the reception year. The school work of pupils now in Year 6 shows average standards. Although this is below the standard achieved in the National Curriculum tests in 2000, it involves a different group of pupils. There are variations in the ability of these different year groups. The inspection finds no marked differences in the performance of boys and girls in their school work.

109. By the age of seven, pupils have a good awareness of electricity and the part it plays in the home. They competently draw a diagram of a simple circuit showing how to make a bulb light. Pupils of higher attainment give reasons why the light grows fainter when two or three bulbs are lit by one battery. Most pupils name the main parts of a flowering plant, such as the roots, stem, leaves and petals. The brightest pupils give a simple explanation of their functions. They explain the purpose of the petals, for example, by stating that "petals make flowers pretty so insects visit them". By using their senses, pupils describe a range of materials and their properties and begin to classify them by observable features. They know that pushes and pulls are forces exerted on an object that affect its movement. Through simple investigations, they begin to compare distances travelled by different toy vehicles. Pupils are gaining some understanding of a 'fair' test by answering questions such as "what will I change?" "what will I measure?" and "what will I keep the same?". Pupils of higher attainment record their results in different ways, including tables and bar graphs.
110. By the age of eleven, pupils have a satisfactory knowledge of plant and animal life. They understand how animals are adapted to suit their environment. They draw a food chain and understand feeding relationships, using technical language such as 'producer'. Pupils describe and label parts of the human eye and understand what happens as light travels from a source to the eye. They know that light travelling from a source, such as a torch, can be blocked by an opaque object, can pass through transparent materials and can be reflected by materials such as silver foil. Higher attaining pupils draw diagrams with conventional symbols to show the difference between a series and parallel circuit and describe how both work. Most pupils know that some materials act as conductors, while others act as insulators and resistors. There is little evidence to suggest that pupils have the expected understanding of balanced and unbalanced forces or that they carry out investigations to measure the effect of gravity and friction. Few pupils have the expected skills in scientific enquiry to devise and organise their own investigations, using accurate measures and presenting findings in a variety of ways.
111. The overall quality of teaching and learning is satisfactory for pupils aged five to seven and it is good in the main Year 2 class. Teaching in Year 2 is lively and learning moves forward at a brisk pace. High expectations of what all pupils can achieve and tasks that are matched appropriately to pupils' differing needs ensure that all pupils make good gains in learning. Questions are used effectively and challenge pupils' thinking, requiring them to test their knowledge. As a result, pupils are eager to answer questions, for example, about ponds and trees as habitats for a variety of plants and animals. Where teaching is satisfactory, but less successful, the pace of learning is slower and work is not sufficiently challenging for the brightest pupils.
112. Teaching and learning are good for pupils aged seven to eleven. One very good lesson was seen in Year 3. Teachers of pupils aged seven to eleven use their knowledge of pupils effectively to plan work at appropriate levels and with a strong element of investigation. In a Year 4 lesson, pupils made good gains in understanding the fairness of a test. They were taught well how to plan an investigation, sequence the steps needed, including what to keep the same and what to change, and to predict its outcome. Teachers use resources and equipment effectively to motivate interest and to reinforce knowledge and understanding. In a Year 3 lesson, very good use was made of a variety of soils to help pupils to learn about their different textures and smells. In Year 5, a prepared flip chart was used together with a video, which was stopped at well chosen moments, to consolidate pupils' understanding of solids, liquids and gases. In a Year 6 lesson, a good range of materials was provided for pupils to investigate the best materials for reflecting light in different conditions.

113. Throughout the school, teachers demonstrate good subject knowledge and teach correct scientific vocabulary effectively. This helps pupils to learn and to use terms such as 'prediction' and 'investigation' accurately from an early age. It also supports them in using other terms such as 'germination', 'habitat' and 'soluble' correctly in the context of the topics studied. Pupils are given opportunities to use and develop literacy and numeracy skills. They write accounts of their experiments and present results in tables and graphs. Not enough use is made, however, of computers for research or to present or interpret information. In both key stages, pupils with English as an additional language and those with special educational needs are well supported, so that they make similar gains in learning to others in their year groups.
114. Teachers make regular assessments of pupils' skills, knowledge and understanding. These are used effectively to guide pupils' next steps in learning. The co-ordinator has a clear overview of teaching and learning from checking teachers' planning and observation of lessons. The headteacher has checked the practical and investigative aspect of science teaching as part of her programme of evaluating the effectiveness of the school's provision. As a result, the teaching of scientific enquiry has been identified as an area for development in the school's improvement plan. The co-ordinator has matched the science curriculum to recent national guidelines, where relevant to the school. She has also introduced other materials to support teachers in planning and to enliven the quality of learning opportunities.

ART AND DESIGN

115. Pupils' art and design work at the age of seven is above the standard expected nationally. At the age of eleven, it is of the expected standard. By the age of seven, pupils have a good understanding of a range of techniques and processes. They successfully print in two colours, using printing blocks they have made from polystyrene tiles, rotating the tiles to produce patterns. They also use a range of other printing techniques very competently, including printing with a block that has a pattern made with string and using a roller. Pupils' printing work shows a good awareness of pattern and of the effects achieved through combining colours. Pupils achieve good results in weaving with wool and paper. They are developing an awareness of how colours create a mood or set a scene, for example to represent Summer or Autumn. In painting Japanese gardens in the style of Monet, pupils demonstrate a good awareness for their age of the artist's techniques in using paint and paint brushes. Three-dimensional clay work, such as coil pots and tiles, is of a satisfactory standard.
116. By the age of eleven, pupils have increased the range of materials in which they work. Some achieve a good standard in many of the activities. This is seen in batik work in which they demonstrate a good use of colour and understanding of the technique. Some good work is produced when pupils draw portraits of their friends. Higher attaining pupils use shading techniques competently and many others achieve the level expected for their age. Some pupils achieve a good standard in their paintings of flowers, which fill the whole of a large sheet of paper. There are examples of careful observation of the centre of flowers and of the colour and texture. When working in clay, however, standards are below those expected by the age of eleven. Many pupils lack confidence when using this material and their basic skills in this area are under-developed.
117. The overall quality of teaching and learning is good for pupils aged five to seven and it is satisfactory for those aged seven to eleven. A good lesson was also seen during the inspection in Year 5. Throughout the school and especially in lessons for pupils aged five to seven teachers use sketchbooks well. They give pupils opportunities to explore and experiment with new techniques. In most cases, projects are planned to last for several lessons so that pupils are able to work carefully through a process. This ensures that they gain a secure understanding of the techniques involved and also it allows them to give their own interpretation, such as when experimenting with colours for printing Years 1 and 2.
118. In the good lesson seen in Year 5, the teacher used questioning very effectively. This helped pupils to achieve successful results. They were required to think carefully about the materials being used and, for example, the difference between painting on clay and painting on paper. This lesson was well organised, with good input from the teacher to support individuals as they

worked. In a satisfactory Year 6 lesson on clay, the teacher demonstrated sufficient subject knowledge to be able to make sensible suggestions to support the pupils. In all art lessons seen, pupils and resources were managed effectively.

119. The overall leadership and management of art and design are satisfactory. The subject is presently being looked after by the headteacher, as the previous co-ordinator has recently left the school. A new co-ordinator has been appointed to take over responsibility at the start of next term. The range of learning opportunities provided for pupils is good in Years 1 and 3 and satisfactory in Years 3 to 6. While these give pupils a suitable breadth of experience, the work in Years 3 to 6 does not always build sufficiently well on that covered in Years 1 and 2. While teachers assess pupils' learning effectively in one lesson to ensure that work in the next meets their needs, there are no whole school assessment procedures for art and design. There are no records showing what pupils know, understand and can do that can be passed on to the next teacher at the end of the school year. Such a system should help the school to ensure that work develops what pupils can already do as they move up through the school. There is insufficient use of computers to support pupils' work in art and design, although some good practice was seen in Year 5. There is also little use of art to explore cultures other than the Western European tradition.

DESIGN AND TECHNOLOGY

120. The standard of pupils' work in design and technology is as expected nationally at the ages of seven and eleven. By the age of seven, pupils recognise the basic features of familiar products like peas and strawberries. They relate the fresh variety to processed food such as jam. Most explain why some products have to be canned or processed. In their work related to textiles, and linked to religious education, concerning Joseph's multicoloured coat, pupils generate their own ideas for suitable designs. They use their cutting and joining skills to shape and assemble cloth and linen materials. In their design work, pupils are developing the ability to use pictures to communicate their ideas. They also reconsider these ideas and suggest ways of improvement.
121. By the age of eleven, most pupils select the appropriate tools and equipment for the construction of fairground models. They discuss the importance of selecting suitable materials for the right job and prioritising their construction tasks. In the 'making' element of design and technology, nearly all pupils are able to measure, mark out, cut and shape a range of materials and begin to assemble components and materials accurately. Pupils have also made a drawstring bag strong enough to hold 50 grams (two apples and 2 packets of crisps). This task involved considering the purposes of the bag and evaluating or revising their work as it developed and, finally, identifying in their product whether it satisfied the original task instructions.
122. The overall quality of teaching and learning is satisfactory throughout the school. Instances of good teaching were seen in the combined Year 1 and 2 class and in Year 5. Teachers follow the subject scheme of work, which is based on national guidance. Interesting activities and resources are provided to motivate pupils' interest and move their learning forward. In the good lesson in the combined Year 1 and 2 class, Year 1 pupils were given the opportunity to touch, taste and compare different foods like fresh strawberries and strawberry jam and fresh and tinned tomatoes. Year 2 pupils in the same class were introduced to the activity of making a coat for Joseph by observing a picture of Joseph in the Bible story and comparing garments then with present day coats. Pupils acted as models and differences and similarities were discussed before pupils designed their 'coats'.
123. A good link with science was developed in a Year 4 lesson when pupils had the task of designing and making an electrical alarm, using either a buzzer or a light. Activities were well matched to pupils' differing needs and pupils with special educational needs received good support. The teacher encouraged pupils to try out their own inventive ideas when facing any problems. She asked for example, "How will the alarm distinguish between the homeowners and intruders?". Staff made suitable inputs to ensure that they understood the activities and remained involved. At the beginning of a good Year 5 lesson, the teacher effectively discussed the use of cams in everyday equipment. Pupils were given the opportunity to use

their previous knowledge and understanding of cam driven animals in their new model designs, leading to good learning progress. In all design and technology lessons, pupils are managed well and good use is made of time, support staff and resources.

124. The subject is well managed and the co-ordinator gives a good educational direction for its development even though she has had responsibility only since the beginning of the year. The scheme of work is based on national recommendations and fully covers the requirements of the National Curriculum. Members of the senior management team have checked the teaching of the subject. The co-ordinator checks teachers' planning and pupils' work. Pupils' progress is assessed by individual teachers at the end of each module, using their own recording systems. There is no whole school assessment procedure to ensure coverage of the subject over time or to allow records to be passed on to the next teacher at the end of the school year. A start has been made in formulating a portfolio by compiling photographic evidence of pupils' work from each age group, including the reception class. Good use is made of local resources to stimulate pupils' ideas. The building site adjoining the school has been visited by all classes wearing 'hard hats' to observe various developments. A construction road show is due to visit the school in the near future for the benefit of pupils in Years 3 to 6.

GEOGRAPHY

125. The teaching of geography was observed in two of the classes for pupils in Years 1 and 2 only. No lessons were seen in Years 3 to 6 owing to the timetables alternating geography with history. History was taking place in these classes at the time of the inspection. Nevertheless, an analysis of pupils' workbooks, displays and teachers' planning indicate that standards at the ages of seven and eleven are as expected nationally.
126. By the age of seven, pupils identify similarities and differences between contrasting localities, for example, in their work on the Mexican town of Tocuaro. They have a satisfactory understanding of where most countries and continents are in the world as they follow 'Barnaby Bear' on his holiday travels. Most pupils show a good awareness of their own locality and can identify landmarks in the vicinity. In their joint project with history on 'Going to the Seaside' they have discussed the coastal position of Hunstanton. Through their work on the environment, they show a sound recognition of the need for re-cycling, express views on the environmental features of a locality and understand how people influence the environment. They have linked their geography work with design and technology, by designing and painting Aztec masks in connection with their Mexican studies.
127. By the age of eleven, pupils have identified local rivers, like the Nene, Black River and King's Dyke, on a large scale map, by using co-ordinates. They understand about the erosion caused by a river and the other features, including interlocking spurs and 'V' shaped valleys. Pupils identify a meander, tributary and confluence on a map. They can identify the longest rivers in the world from a world atlas. They have a clear understanding of the use of geographical vocabulary and use this language well in any research or discussion work.
128. The overall quality of teaching and learning is satisfactory throughout the school. A good lesson was seen in Year 2 during the inspection. Questioning and discussion are used effectively to develop pupils' understanding. In a lesson in the combined Year 1 and 2 class, questioning at the beginning successfully focused pupils on the features of the seaside. This led to pupils identifying physical and human features of the seaside. In the good Year 2 lesson, the learning objectives were first discussed with the class. Then a short period of questioning was used to ascertain pupils' previous knowledge of life in Mexico. Questions were well selected for this purpose, for example "What jobs are likely to be the same in Mexico and Britain and which are likely to be different?". The methods and strategies used in this lesson struck a good balance between giving information and developing pupils' enquiry skills.
129. New work builds satisfactorily on pupils' prior learning as it is introduced. Interesting activities engage pupils' interest and support their learning. In their environmental work, Year 3 pupils participated in a litter picking up session, using equipment borrowed from the local council.

Year 4 pupils worked on various activities on India, including an Indian market, identification of India's locality in the world and a comparison of schools in India with those in the United Kingdom. Year 5 pupils won a three day residential visit to Castleton in the Peak District organised by a national educational newspaper. They used this visit to investigate a contrasting locality and to study water. A field trip to Stibbington Environmental Educational Centre was organised by the Year 6 teacher, where pupils studied rivers in order to enhance their knowledge and understanding of the effect of rivers on the environment and its link to the water we drink.

130. The co-ordinator for geography is enthusiastic and well qualified. A subject policy is in place and there is a satisfactory scheme of work based on national guidance. The curriculum concerning re-cycling has been formulated by the subject co-ordinator. Teachers assess pupils' knowledge, understanding and skills in geography by using their own recording forms or those in the national guidance. This informs their overall planning. Assessment information is not passed to the next teacher, however, to support pupils' progress as they move up through the school. The school makes good use of the locality and field trips further afield to enhance the curriculum and to support pupils' skills, knowledge and understanding of geography. These include visits to the various building projects taking place around the school.

HISTORY

131. The standard of pupils' work in history is at the level expected nationally at the ages of seven and eleven. By the age of seven, pupils have a satisfactory awareness of chronology. Through a topic about the seaside, they know about changes in travel, accommodation and clothing over the past 100 years. They use artefacts, photographs and postcards as sources of historical information and can use clues from these to sequence pictures on a time line. They know about some famous people, such as Florence Nightingale, and events from the past, such as the Great Fire of London. The highest attaining pupils use information sources, including books and pictures, to answer questions about the past. In work on the Great Fire of London, for example, one pupil responded to the question "Why did the fire spread?" by writing "houses were made of wood and very close together; there was no fire brigade".
132. By the age of eleven, pupils show that they understand that facets of the past are represented and interpreted in different ways, for example, the different stories told about Queen Boudicca or Boadicea and her resistance against the Romans. They recognise the difference between first hand evidence, such as artefacts, and secondary sources, such as books and computer programs. They demonstrate factual knowledge and understanding of ancient civilisations such as the Romans and Aztecs. Pupils in Year 3 have a satisfactory knowledge of Ancient Egypt and of life during World War II. They know about ration books, identity cards, gas masks and evacuation. Pupils in Year 4 have a secure knowledge of life in Tudor Times. Those in Year 5 have a satisfactory knowledge of life in Ancient Greece and in Victorian times.
133. The quality of teaching and learning is satisfactory, overall, for pupils aged five to seven and good for those aged seven to eleven. One unsatisfactory lesson was seen during the inspection in Year 6. This lesson was unsatisfactory because not enough progress was made in developing pupils' knowledge and understanding of history. There was insufficient emphasis on the historical content of the lesson. The introduction was too long and it did not allow enough time for practical work.
134. Teachers have good subject knowledge, plan their lessons well and manage pupils and activities effectively. They provide some interesting and imaginative activities, enhanced by good resources and artefacts. These help pupils to 'live' the past and to develop a good depth of understanding. There are visits to Wisbech Castle, dressed as Victorians, to Buckdon Towers to study the Tudors and to Stibbington for an 'evacuation' day. Some good quality work is produced by pupils in Years 3 to 5. The carefully compiled project folders and encouraging comments made by teachers on pupils' work, all indicate a good standard of teaching and learning in these classes. Work in Years 1, 2 and 6 is less well presented, much being on loose pieces of paper and photocopied work sheets. Teachers know their pupils well and work is matched to their differing needs. This is particularly beneficial to pupils with special

educational needs as it enables them to make progress at the same rate as other pupils in the same classes. Satisfactory use is made of computers in lessons for pupils aged seven to eleven for researching topics and presenting work. There is scope, however, for this aspect to be extended in both key stages. Writing of factual accounts and researching information contribute effectively to pupils' skills in literacy. Work with chronology and dates satisfactorily supports pupils' learning in numeracy.

135. There is little checking of the teaching of history and the impact of the curriculum on pupils' learning. This is an area that the school is developing in order to review provision and improve practice further. Teachers regularly assess pupils' learning and use this information well to plan the curriculum. There are no whole school systems in place, however, to record this information or for passing it on to the next class. School resources to support the teaching of history are good and make a significant contribution to pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Standards in information and communication technology are as expected nationally at the age of seven, but they are below national expectations at the age of eleven. The number and quality of computers in the school are satisfactory and are shortly to be improved with the opening of a new computer room for whole class lessons. This innovation, which will include the provision of additional computer programs, should have the effect of improving standards at the age of eleven. The reason standards are presently below those expected at the age of eleven is because the school does not have the computer programs to ensure that there is full coverage of the National Curriculum requirements. Pupils throughout the school, including those with special educational needs, are presently making satisfactory progress in all the areas that the school covers.
137. By the age of seven, all pupils are confident users of the computer. Most turn the computer on and have the expected skills in using the 'mouse ball'. They enter simple text accurately and some know how to include capital letters and punctuation. Most print their own work. They create pictures, using an appropriate 'paint' program, showing competent control with some good ideas on colour patterns and mixes. They are developing satisfactory skills to transfer their written stories onto the computer. In their geography and mathematics work, they work on routes and are beginning store simple information. Pupils do not, however, program floor robots to follow a predetermined sequence of instructions.
138. By the age of eleven, most pupils have satisfactory skills in entering and editing text. They change the colour, style and size of text to produce attractively presented best copies of written and data handling work. Nearly all pupils understand the control of equipment by a series of instructions to achieve particular results. They satisfactorily describe the use of information and communication technology in the outside world. Pupils are beginning to develop the capacity to compare information technology with alternative methods. Pupils who have computers at home describe a range of additional skills, including how they use e-mail to communicate with their friends. At present, pupils do not have access to e-mail at school and many do not have the expected skills in using it. Nor do pupils use a digital camera. Most pupils satisfactorily make decisions with computer based simulations and are aware of the results of their decisions. Only a few make predictions about their decisions and the consequent results. Owing to a lack of monitoring equipment and appropriate programs to develop pupils' modelling skills, pupils do not have the expected competence in these areas.
139. The overall quality of teaching and learning is satisfactory throughout the school. Good lessons were seen during the inspection in Years 3 and 6. Most teachers have adequate knowledge of the programs used. At the start of lessons, learning objectives are shared with pupils and progress towards them is reviewed at the end. This supports pupils' learning by making them aware of the purpose of lessons and of the new skills they are developing. In a Year 1 lesson, the teacher ensured that all pupils had the opportunity of feeding in their eye colour to form part of a pictogram on this topic. This 'hands on' experience gave pupils confidence in working with the computer, thus improving their handling skills.
140. In the good Year 3 lesson seen, the teacher effectively introduced pupils to a new area of combining graphics and text to communicate information. The class lesson was well planned and organised to make pupils aware of the tasks during the rest of the week when they would apply their new skills, working in groups on the computers. The lesson proceeded at a good pace. Secure subject knowledge was demonstrated as the teacher showed pupils how to use clip art to introduce graphics into a text. The pace and challenge in a Year 6 lesson were also good. There was a lively start to the lesson by the teacher comparing the capability of a computer with a human brain. The main activity was linked well to pupils' experience in that it related to programming a drinks machine. In other lessons observed, computer groups worked quietly and sensibly with all teachers providing the input necessary to support their learning. Learning support assistants are also used well to support pupils of all abilities.
141. The co-ordinator is well qualified and gives a satisfactory educational direction for the subject. The school is aware of the problems resulting in below average standards at the age of eleven. The development of the subject is a present priority in the school development plan.

Satisfactory training has been provided for teachers and support staff. This has raised their confidence and competence. The school uses national guidance as a basis for teachers' planning and to ensure that pupils make satisfactory progress in all areas covered. Teachers appropriately record pupils' progress and this is transferred to a whole school system of assessment.

MUSIC

142. There is insufficient evidence to make a firm judgement on the standard of pupils' work in music at the ages of seven and eleven as no lessons were seen in Years 2 and 6. In the lessons seen, standards were above those expected nationally in Years 1 and 3 and they were broadly average in Year 4. The standard of singing in assemblies is good. The whole school sings together tunefully and clearly. Singing was also good in the lessons seen. Year 1 pupils interpret a graphic score, showing a good sense of timing in their claps and silences. They also do this successfully, using untuned percussion instruments. Pupils in Year 3 very competently identify instruments heard on recorded music, for example a flute, trumpet and drum. They say whether a sound is high or low and whether a note is long or short. They successfully describe the sounds of different instruments, for example interpreting a flute as 'calm' and cymbals as 'energetic'. They know to which 'families' instruments belong. Pupils in Year 4 incorporate rests into their singing. They identify the number of beats in a bar and are developing awareness of the 'values' of written notes. Pupils in the advanced recorder group achieve a good standard.
143. The overall quality of teaching and learning in music is good throughout the school. A very good lesson was seen in Year 1. Lessons are very well focused and delivered at an intense pace. The result is that no time is wasted and pupils' learning is moved forward well. Learning objectives are shared with pupils at the outset and, at the end, pupils evaluate their learning. This means that pupils have a good awareness of their own learning. Teachers are very enthusiastic about music and communicate this to pupils who in turn gain tremendous enjoyment from the activities provided. This, together with the teachers' secure subject knowledge, ensures that lessons are effective in promoting learning and above average standards are usually achieved.
144. In the very good lesson in Year 1, the teacher really challenged pupils' thinking. When presenting them with a graphic score, she did not simply tell them what the symbols represented. She required them to work it out for themselves. In this lesson each activity built very effectively on the previous one, developing pupils' understanding and skills well. This careful phasing of activities to support pupils' learning is also a feature of the other music lessons seen. Effective questioning also features strongly in music lessons.
145. The overall leadership and management of music are satisfactory. The co-ordinator is well qualified and she provides informal advice and support to colleagues. While she has not had the opportunity to observe other teachers, she is aware of what is happening throughout the school by scrutinising teachers' half-termly planning. She is aware of what needs to be done to develop provision further. She recognises, for example, that the music curriculum needs to be expanded to introduce pupils to music from other cultures. Opportunities are provided for pupils to learn an instrument should they wish to do so. About 26 pupils learn the recorder and 15 attend the choir. While teachers assess pupils' learning in lessons and adapt their planning where necessary, there are no whole school assessment procedures for music. There are no records to show pupils' attainment and progress that are passed on to the next teacher as pupils move up through the school. Such records would provide teachers with better information on which to plan work over a period such as a term, so as to support pupils in making even better progress.

PHYSICAL EDUCATION

146. It was not possible during the inspection to see the full range of physical education activities as they did not all take place. Judgements are based on the evidence of pupils' work in outside games. Further information was gained from scrutinising teachers' planning and discussions with staff. Pupils, including those with special educational needs, make

- satisfactory progress throughout the school. Standards are as expected nationally at the age of seven, but they are below this level at the age of eleven.
147. By the age of seven, pupils move confidently around the playground and field, showing the expected awareness of space and of other pupils. They practise skills competently, which develops their hand-eye or foot-eye co-ordination, in order to catch, throw, dribble and strike balls. Pupils show an increasing awareness of the effects of exercise on their bodies. In Years 3 to 6, pupils build on this learning so that in Year 4 they can explain the importance of warming up and cooling down before and after exercise. Pupils in Year 4 demonstrate an understanding of tactics in team games and work effectively as members of a team.
148. By the age of eleven, pupils run at speed in relay games and describe how they feel after warm-up activities. Few pupils, however, demonstrate the expected control and fluency in games tactics and in net games. Many find it difficult to organise themselves into small groups to practise skills. There is evidence of better standards achieved by pupils aged seven to ten.
149. The overall quality of teaching and learning is satisfactory throughout the school. Good lessons were seen in Years 2 and 4. Both these lessons began with good warm-up sessions, the learning objectives of the lessons having been clearly explained at the outset. The organisation of the lessons was good, with each activity building effectively on the previous one so that pupils' skills were developed incrementally. The planning of the Year 4 lesson showed that good account had been taken of areas pupils had found difficult in previous lessons and that these were revisited. As a result, there was good development of pupils' ball skills in this lesson. Even in these good lessons, there were missed opportunities for pupils to learn through observing each other and evaluating their classmates' performance.
150. In all the lessons seen, pupils responded with the necessary amount of physical and creative effort to develop their ball skills and games tactics. Planning indicates that teachers usually pitch activities at the right level and have suitably high expectations of the standards that all pupils are capable of achieving. The use of subject specific language, directions and instructions give support to the school's initiative in literacy. Activities involving counting, especially in games activities, support the school's numeracy strategy. The curriculum is enriched through sports days and extra-curricular clubs for netball and cricket. Football coaching by members of Peterborough United Football club has given impetus to the school to continue with its own football club.
151. The school has a good scheme of work, supported by a number of published schemes for games, athletics and gymnastics. The local education authority swimming programme is used for pupils in Year 5, who receive swimming instruction in the Spring term at Stanground College. The scheme of work provides useful guidance for teachers in planning lessons. The headteacher has undertaken some checking of teaching and learning through lesson observations and has identified the need to improve standards in games between the ages of seven and eleven. This has resulted in the introduction of a new programme of games lessons. The co-ordinator is suitably aware of what is happening throughout the school by checking teachers' half-termly planning. While teachers assess pupils' learning in lessons and adjust the planning of further lessons appropriately, there are no whole school assessment procedures for physical education. This means that there are no records passed on from one teacher to the next as pupils move up through the school.

RELIGIOUS EDUCATION

152. At the ages of seven and eleven, pupils' knowledge and understanding of religious education are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress between the ages of five and seven and good progress between the ages of seven and eleven. The progress of pupils with special educational needs is enhanced by the attention they are given by support staff during lessons.
153. By the age of seven, pupils have a satisfactory knowledge of the way of life in Jesus' time. They recognise the importance of the role of shepherds and fishermen and discuss the significant differences between occupations then and today. This knowledge is well linked to Bible stories that they know. Some pupils apply their knowledge of the time, for example by

writing a detailed advertisement for a shepherd. Others write a short diary entry about a fisherman's day, while pupils with special educational needs design a poster of four occupations in Jesus' time. All pupils have a secure knowledge of Christian ceremonies, including weddings and baptisms. They understand the reasons for Christian festivals such as Easter and Christmas. Through their work on other religions, pupils describe the difference between Muslim and Christian family lives.

154. By the age of eleven, most pupils have a satisfactory understanding of the places of worship, festivals and celebrations of major religions, including Christianity, Hinduism, Sikhism, Buddhism, Islam and Judaism. They discuss various milestones in their own and other people's lives, make up their own prayers and talk about their own special things and places. Through visiting the local church, pupils have a satisfactory understanding of the features of a church such as the font, pulpit, lectern and altar. They recognise their significance in Christian worship and ceremonies. In work linked to geography, pupils locate Jerusalem on a world map.
155. The overall quality of teaching and learning is satisfactory for pupils aged five to seven, with a good lesson seen in Year 2. It is good for pupils aged seven to eleven. All teachers have a good knowledge and understanding of religious education. They communicate their interest to their pupils well to support their learning. In a Year 3 lesson, the teacher started by reading the story of Noah, pausing frequently to ask questions about the meaning of words and text. She showed a good ability to use her own words to make a difficult passage from the Bible understandable to pupils of all abilities. Two learning support assistants were well deployed to help pupils with special educational needs. In a Year 4 lesson, also concerned with the Christian religion, the teacher questioned pupils skilfully to ascertain what they had learned from a visit by a churchwarden during the previous week. A selection of small objects from the church was displayed for pupils to examine, giving them good 'hands on' experience. This developed pupils' knowledge of Christian artefacts well. A Year 5 lesson on the Trinity and the events of Pentecost included activities that helped pupils to relate these ideas to their own experiences. The lesson started by pupils sitting in a circle, passing round a Bible and saying what the word 'God' meant to them. Words such as 'father', 'friend' and 'love' were forthcoming from pupils. This led to an understanding of God and Jesus as an unseen friend. During the individual task, the teacher interacted well with all pupils to ensure that they understood a difficult topic.
156. Religious education is effectively led by the co-ordinator who is well qualified and enthusiastic. A curriculum policy is in place and the scheme of work is securely based on the locally agreed syllabus. The scheme of work ensures effective coverage of the curriculum across the year groups. The co-ordinator has checked teachers' planning, classroom displays and pupils' work. She has started to observe teaching in lessons and has seen half the teachers so far. Teachers carry out their own assessment, but this is seldom passed on to the next teacher. Pupils' literacy skills are used well in any writing tasks relevant to religious education and there are good opportunities in lessons for the development of speaking and listening skills. There is little use of computers to support pupils' learning in religious education. Resources are good and several religious displays have been placed in prominent positions around the school. While the school takes advantage of visits to the local church, there are few visits to other places of worship. A pupil, from a Muslim family, has read from the Koran to her classmates and explained its meaning. The subject makes a good contribution to pupils' social, moral and cultural development especially in its links with personal, social and health education and the study of other religions.