

INSPECTION REPORT

MONKFIELD PARK PRIMARY SCHOOL

Cambourne

LEA area: Cambridgeshire

Unique reference number: 131996

Headteacher: Mrs L D Anderson

Reporting inspector: Mr M Johnstone
21114

Dates of inspection: 12th – 14th February 2001

Inspection number: 230769

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 years
Gender of pupils:	Mixed
School address:	School Lane Cambourne Cambridgeshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr I Laughton
Date of previous inspection:	N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21114	Malcolm Johnstone	Registered inspector	Mathematics Art and design Physical education Equal opportunities	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
14178	Patricia Willman	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21450	Daniel Kilborn	Team inspector	English Information and communication technology Music Religious education Foundation stage	How well is the school led and managed?
17857	David Walters	Team inspector	Science Design and technology Geography History Special educational needs	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Monkfield Park is a new primary school at the heart of the new village of Cambourne near Cambridge. There are currently 60 pupils on roll with a similar number of boys and girls. This number is smaller than other primary schools, although it is set to increase to 420 as new housing is completed. The pupils are arranged in four classes with a reception class (called the Foundation Stage- for children who are not yet in Year 1) and class for Years 1/2, 3/4 and 5/6. Pupils are coming into the school from all parts of the country and from around the world. Attainment on entry varies but is generally typical of that found nationally. At the time of the inspection, nine children were in the reception class. The percentage of pupils eligible for free school meals is well below the national average. The percentage of pupils who have special needs is below the national average and eight per cent of these pupils are at the stage where specific planning is required to meet their particular needs. There are no pupils who have a Statement of Special Educational Need and no pupils who have English as an additional language.

HOW GOOD THE SCHOOL IS

Monkfield Park School is developing very effectively in key areas of its work. Standards are above average by the age of eleven because teaching is good overall. The school is very well led and managed and all staff and governors work very closely with the headteacher to take the school forward. The school is dealing very well with the changes and challenges that rapidly increasing pupil and staff numbers bring. This is because of the very good planning and assessment procedures, ethos and good curriculum it has established in a very short period of time. The school is providing very good value for money.

What the school does well

- The headteacher is a very effective leader and is supported strongly by a highly motivated and committed deputy head, staff and governing body.
- By the age of eleven, standards in English, mathematics and science are above average.
- Throughout the school standards are well above average in information and communication technology (ICT) and teachers use ICT very effectively to support learning in all areas of the curriculum.
- Teaching is good overall and meets the needs of all pupils well. It is very good in the juniors and results in high achievement.
- The teachers' planning and procedures for assessing pupils' attainment and progress provide an excellent base for the development of pupils' learning.
- Pupils' attitudes and behaviour are very good and their personal development is excellent.
- The school promotes pupils' spiritual, moral, social and cultural development very well.

What could be improved

- There has been insufficient emphasis on the development of experimental and investigative work in mathematics and science in the infants.
- The quality of presentation and writing of pupils in the infants is not as high as it could be due to a past over-reliance on commercially produced worksheets.

The school is aware of these issues and effective action has begun

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This section of the report is not applicable since the school has not been inspected before.

STANDARDS

Since only four eleven-year-olds took the year 2000 tests, results are not published in this section of the report. Caution should be exercised when interpreting these results since very small numbers are involved. The effect of one additional pupil on, for example, a school percentage measure can be considerable.

Children are given a good start to their school life in the reception class (Foundation Stage) and achieve well. They are well on course to exceed expected levels at the end of the reception year in all aspects of their work. Standards were very high in reading and writing for the seven-year-olds who took the year 2000 tests. They were

above average for mathematics. The standards attained by the eleven-year-olds who took the year 2000 national tests were well above the national average in English, mathematics and science. When compared with schools that have a similar percentage of pupils on free school meals, standards were high enough to be well above average in English and above average in mathematics and science. These results refer to pupils who have now moved on a year. Inspection evidence indicates that standards for the pupils who are now in Year 2 are similar to the national average in writing and mathematics and above the national average in reading. In Year 6, they are above the national average in English, mathematics and science. These variations are due to the small numbers involved and differences in the abilities of the different groups of pupils. Scrutiny of pupils' work since the school opened indicates that pupils achieve very well in the juniors and satisfactorily in the infants.

Pupils make very good progress in ICT throughout the school and standards are well above national expectations at eleven. Music is well taught and by the age of eleven, standards are very high. Pupils make good progress in religious education and there is some high quality work in the juniors. In all subjects, pupils who have special educational needs (SEN) achieve well at all stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show interest in their work, respond well to challenges and enjoy school.
Behaviour, in and out of classrooms	Very good: pupils are polite and well mannered. They listen respectfully to what others have to say and play together sensibly.
Personal development and relationships	Excellent: all teachers provide consistent opportunities to develop these aspects of the pupils' development.
Attendance	Good

TEACHING AND LEARNING

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

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

The teaching of pupils aged up to 5 years refers to the Foundation Stage. Teaching for pupils aged 5-7 years refers to infant pupils in Years 1 and 2. The teaching of pupils aged 7-11 years refers to junior pupils in Years 3, 4, 5 and 6.

Teaching and learning are good overall and meet the needs of all pupils effectively. Of the 32 lessons observed across the school, three per cent were excellent, 28 per cent were very good, 53 per cent were good and 16 per cent were satisfactory. Literacy is well taught across the school. The teaching of numeracy is satisfactory in the infants and mostly very good in the juniors.

In the Foundation Stage, teaching and learning are good. There is a good pace to learning, the classroom assistant gives very good support and relationships and management are good. Teaching is very good in the juniors where all pupils achieve very well. Teachers' knowledge and expertise are very good, planning is excellent, expectations are very high and pupils are managed very well. At the time of the inspection, a seconded teacher was providing long term cover for the infant teacher who has been on maternity leave since the beginning of the present term. In the infants, the teaching was satisfactory in 60 per cent of the lessons seen and good in 40 per cent. From a scrutiny of the infant pupils' past work, the school's high expectations of pupils' behaviour are not always matched by the way in which pupils present their work and there is an over-reliance on commercially produced worksheets. This restricts opportunities for pupils to use their writing skills across all subjects. In mathematics

and science standards in the infants are not as high as they could be due to an under-emphasis on experimental and investigative work

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	An appropriate statutory curriculum is in place and the quality and range of learning opportunities are good. The literacy and numeracy strategies are well established. There is excellent equality of access and opportunity for all pupils. The school is building excellent links with the developing community.
Provision for pupils with special educational needs	Good procedures have been established and the provision meets the needs of the pupils well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects are promoted very well and underpin the life and work of the school. The provision for pupils' personal development is excellent and has a significant effect on pupils' growing maturity, sense of responsibility and respect for others.
How well the school cares for its pupils	There are excellent child protection procedures and arrangements to ensure pupils' health and safety. Assessment procedures are very good and the information is used well to plan work.

The school has established good links with the parents. The quality of information provided by the school is good and the parents make an effective contribution to children's learning at school and at home. The large majority of parents are pleased with all aspects of the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very effective leader and provides excellent direction for the work of the school. She receives strong support from a highly motivated and committed deputy headteacher and staff. The school has come a very long way in a short period of time.
How well the governors fulfil their responsibilities	The governing body is highly effective in fulfilling its responsibilities and has a good knowledge and understanding of the school's strengths and areas for improvement. They help shape the work of the school and hold it accountable for the quality of education it provides.
The school's evaluation of its performance	In the context of its rapidly changing staff and pupil numbers, the school evaluates its performance very well by effective monitoring of teaching and learning. Monitoring quickly identified areas for development in teaching in the infants and effective action has begun.
The strategic use of resources	There is excellent use of all resources and funding for the benefit of all the pupils. Financial planning is geared very effectively to priorities in the good school development plan. The school applies the principles of best value prudently to all spending decisions.

The staffing levels are good for the present needs of the school. The accommodation, both inside and out, is excellent and supports learning very well. Learning resources are good in all areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school, are well taught and make good progress.• The school expects children to work hard and is helping them become mature and responsible.• The school is well led and managed and they would feel comfortable approaching the school with questions or a problem.• Behaviour in the school is good.	<ul style="list-style-type: none">• Consistency with homework and more mathematics.• The range of interesting activities outside lessons.

Inspectors agree with the parents' positive comments. Bearing in mind the school's stage of development the range of interesting activities outside lessons is good and more are planned as staffing and pupil numbers increase. A scrutiny of pupils' books and teachers' planning indicates that English and mathematics homework is given weekly and all pupils take reading books home regularly. Occasionally, work in connection with current topics is also taken home and pupils are encouraged to research various topics for themselves. This situation is similar to that found in many primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Children enter the Foundation Stage (reception class) with broadly average attainment in their personal and social development, language and mathematical development. With consistently good teaching they achieve well in all aspects of their learning and most are on course to exceed the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative and physical development. Most of the pupils are already working effectively on the early stages of the National Curriculum.

2 Only three seven-year-olds and four eleven-year-olds took the National Curriculum tests for the year 2000. These small numbers make it difficult to draw firm conclusions about pupils' standards. On the basis of the test results and teacher assessments, however, pupils did very well in English, mathematics and science. For the seven-year-olds, standards were very high in reading and writing (in the top five per cent of schools) and above average in mathematics. When compared with similar schools, they were very high in reading, well above average in writing and average in mathematics. All the pupils achieved at least the average level 2 in both subjects. Teacher assessments placed standards well above average in science.

3 In the year 2000 tests for eleven-year-olds, standards were well above average in English, mathematics and science. When compared with similar schools, they were high enough to be well above average in English and above average in mathematics and science. Again all the pupils attained at least the average level 4.

4 Inspection evidence indicates that standards for the pupils who are now in Year 2 are close to the national average in writing and mathematics and above the national average in reading. In Year 6, they are above the national average in English, mathematics and science. These variations are due to the small numbers involved and differences in the abilities of the two groups of pupils. Scrutiny of pupils' work since the school opened indicates that pupils achieve very well in the juniors and satisfactorily in the infants. This is closely related to the quality of teaching in these stages. There is no evidence to suggest any significant variation in the standards attained by boys and girls

5 Throughout the school, pupils with special educational needs (SEN) make good progress within the targets set for them and achieve well in work across the curriculum. They benefit from an emphasis on basic literacy skills, which enables them to become independent learners and participate fully in all classroom activities. All are supported with work at their level of need. The school is at an early stage in the identification of gifted and talented pupils and has compiled an appropriate register. Teachers are now beginning to successfully plan activities designed specifically to meet their needs.

6 In English, by the age of seven, standards in speaking are above average and in listening, they are broadly average. Most pupils speak confidently in response to questions and listen attentively to what others have to say. Pupils' overall achievement in relation to their prior attainment is satisfactory. As a result of effective teaching in both classes, pupils make good progress in the juniors and standards in speaking and listening are well above average. Pupils speak confidently in front of an audience and listen respectfully to others. Pupils' speaking and listening skills give good support to work across the curriculum. Reading is good across the school. Infants know letter sounds and combinations well and this helps them to read unfamiliar words. In the juniors, pupils read confidently and fluently from a good variety of texts. They know a good range of authors and express preference

for style and types of literature. Research skills such as locating and using information in reference books or on the computer are very good. Reading supports work very well in other curriculum areas. By the age of seven pupils attain average standards in writing and overall achievement is satisfactory. However, the quality of presentation and writing is not as high as it could be due to a past over-reliance on commercially produced worksheets. By the end of the juniors pupils have good writing standards and write well for different purposes and audiences. Writing skills are used well to support work in other subject areas such as history and religious education.

7 In mathematics, pupils make satisfactory progress in the infants. They develop a sound knowledge of number and use their knowledge of addition and subtraction to solve simple number problems. They have satisfactory mental recall of number facts and a sound knowledge of space, shape and measures and data handling. They are less secure in using and applying their knowledge and selecting the mathematics they use in classroom activities. In science in the infants, all pupils make sound progress in using correct vocabulary and use an appropriate range of methods for communicating their findings. However, their first-hand experiences of experimental and investigative work are limited. This is partly due to an over reliance on commercially produced worksheets that do not always match pupils' levels of ability well enough. In the juniors pupils have a good knowledge of all aspects of their work and are able to apply what they know to investigations and experiments.

8 Throughout the school pupils develop information and communication technology (ICT) skills that are well above average. By the age of seven, pupils have good keyboard and mouse skills using a touch sensitive pad. They know the functions of the main keys and use word processor, spreadsheet and presentation software successfully. By the age of eleven, pupils retrieve, interrogate and use information from Internet sites extremely well to support their work in geography, history and religious education. Pupils talk with great enthusiasm about computers, which they seek to use at every opportunity. They regularly e-mail their class from home and have established links with a school in Wales to exchange information. Pupils' knowledge and skills are very good because teachers use laptop computers extensively in their lessons. Their progress is enhanced significantly by access to electronic interactive white boards in each classroom.

9 In religious education, standards meet the requirements of the local agreed syllabus at seven and eleven and pupils' achieve well. They develop a good knowledge of Christian and world religions and understand the need for care, love and friendship. Pupils achieve very well in music. Singing is good across the school and composition and performance skills are particularly high by the age of eleven. Standards in art and design, design and technology, history, geography and physical education are similar to those expected for pupils' age at seven and eleven.

Pupils' attitudes, values and personal development

10 All pupils, including those with special educational needs, have very positive attitudes to school. All the parents who expressed a view prior to and during the inspection say that their children enjoy coming to school. Discussions with pupils confirm this. Pupils respond very well to the good values consistently promoted by the school and their personal development is excellent. Behaviour in classrooms and around the school is very good and confirms parents' views. These very good features create a happy and harmonious community in which all feel valued and this has a very significant impact on the good standards that pupils achieve.

11 The children in the Foundation Stage enjoy their time at school and have excellent relationships with their teacher, with each other and with other adults who work with them. They arrive at school in good time and settle quickly and happily into the day. They take part in the many varied and interesting activities with enthusiasm, responding well to instructions and listening carefully to each other and to their teacher. For example, the children paid close attention to the story of "Jasper's Beanstalk", contributed sensibly to the discussion and enjoyed the responsibility of choosing their own

groups. They understand the routines of the classroom, tidy up carefully and sensibly, help each other and develop good personal and social skills.

12 All pupils take part in school life with great enthusiasm and interest. Pupils show determination to succeed and are prepared to work hard to do so. This was exemplified in a Year 5/6 physical education lesson when the class teacher's high expectations motivated the pupils to refine their gymnastic sequences to improve their performance. Throughout the school pupils' response to the structure of the literacy and numeracy sessions is very positive and this has a significant impact on the progress they make in these subjects. They enjoy the challenge of mental arithmetic and contribute readily to the group discussion sessions, offering a range of interesting ideas and suggestions.

13 The behaviour of pupils in lessons, around the school and in the playground is very good. Their behaviour in collective worship sessions is excellent. They respond well to the school's high expectations of their behaviour and have a clear understanding of what constitutes acceptable and unacceptable behaviour within the school community. They value recognition for good work and behaviour and try hard to achieve the praise and rewards. They move about the school purposefully and sensibly holding doors open for each other and adults. Playtimes are active and exuberant and pupils make full use of the games and resources available to them. No unkindness was observed during the inspection and there have been no exclusions.

14 The pupils' personal development is excellent. The strong and supportive relationships they have with each other, with their teachers and with other adults in the school create a nurturing and stimulating atmosphere. Pupils are open and friendly individuals who welcome newcomers into their school community. Through discussion in their personal, social and health education lessons they learn to understand the feelings of those new to the school and go out of their way to ensure that their new class mates integrate quickly and happily. The poetry presented by Class 4 pupils during collective worship showed a depth of empathy and level of maturity beyond their years. Pupils are polite and confident and clearly express their views about important issues in their lives. They participate in the decision making process in school through the class and school councils. They carry out their school and class jobs sensibly and the older pupils take their responsibility for the younger children very seriously. In lessons, they co-operate well in pairs and groups, organising their work and making independent choices. They are careful with resources and treat the school environment with respect. During their time in school, pupils develop an awareness of the purpose and value of education and become increasingly mature individuals with a strong sense of responsibility towards the school community.

15 Attendance is good and impacts well on pupils' attainment and progress. Parents take seriously their responsibility to notify the school of the reasons for absence and there has been no recorded unauthorised absence. Pupils enjoy coming to school and arrive punctually. Registration is quick and efficient and pupils settle quickly to their lessons.

HOW WELL ARE PUPILS TAUGHT?

16 Teaching and learning are good overall and meet the needs of all pupils effectively. Teaching and learning for children in the Foundation Stage is consistently good and enables the children to achieve well. Teaching is very good in the juniors and is particularly effective in Years 5 and 6 where all pupils achieve very well. Teaching and learning in the infants is satisfactory overall. At the time of the inspection a seconded teacher was providing long-term cover for the infant teacher who has been on maternity leave since the beginning of the present term. Of the 32 lessons observed across the school, three per cent were excellent, 28 per cent were very good, 53 per cent were good and 16 per cent were satisfactory. In the infants, the teaching was satisfactory in 60 per cent of the lessons seen and good in 40 per cent. No unsatisfactory teaching was seen.

17 Children in the Foundation Stage are well taught and achieve well. Teaching is characterised by good subject knowledge and very high expectations. Basic skills are well taught and enable all children to progress well in the development of early literacy and numeracy skills. Teachers encourage children to look at books frequently in order to build up a love and respect for them. Relationships are good and develop self-confidence and good attitudes to work. Resources and support staff are used well to support and enrich learning in all the areas of work. The quality and use of ongoing assessment is good and enables the teacher to build successfully on children's skills, knowledge and understanding. This is vital in a situation where new children are coming into school from different areas of the country.

18 The teaching of pupils who have special educational needs is good. All teachers understand their role in providing for special educational needs and this is reflected in the plans they make and in their regular assessments of pupils' progress. They have a good knowledge of their pupils and aim to identify special needs quickly. If necessary, special work is prepared which matches the pupils' need. The school has good links with the Primary Learning Support Service that provides specialist advice when necessary.

19 The teaching of English and mathematics is mostly good in both the infant and junior classes. It is very good in Years 5 and 6 and leads to high standards and very good achievement. All teachers have developed the literacy and numeracy strategy effectively. Planning is excellent overall and closely follows the national guidelines. This gives a consistent structure to the teaching in both subjects and impacts well on pupils' learning by ensuring skills are developed effectively for all pupils, whatever their abilities. In most lessons, the opening discussion sessions in both subjects are lively and motivate all the pupils to become involved. In a Year 3/4 literacy lesson the teacher used well-focused and challenging questions to motivate pupils successfully in an introduction to a writing task. In a Year 5/6 numeracy mental starter, the pace of the activity was rapid, humorous and challenging and developed pupils' mental skills very well. The closing discussion sessions were successful in helping pupils to share their successes and review what they had learnt. This develops knowledge and understanding of their own learning effectively. These sessions in the infants, whilst mostly successful, occasionally lack pace and sparkle and pupils become restless. Group work in both subjects is matched effectively to pupils' needs. For example, in an infant mathematics activity on weighing, the teacher provided the high and average attaining pupils with scales so accurate results were obtained. The lower attaining pupils were provided with balances and a kilogram weight so objects could be assessed against a constant measure. The analysis of pupils' past work revealed that pupils were not used to investigative work and much of their recording of mathematics was almost entirely on commercial worksheets. This limits the ability to develop their use and application of mathematics successfully and does not prepare them well enough for the work they do in the juniors. This is particularly true for the middle and higher attaining pupils.

20 Science is taught satisfactorily in the infants and well in the juniors. In the juniors learning is good because teachers have high expectations and a clear drive for high standards. The teachers' enthusiasm and good subject knowledge have a positive impact on pupils' attainment and progress. In the infants, first-hand experiences of experimental and investigative work are limited. Experiences of making predictions and using their mathematics skills such as measuring or weighing in science are underdeveloped. Information and communications technology is very well taught throughout the school and results in very high standards by the age of eleven. Teachers use the high quality technological equipment very well across a range of subjects. Their personal expertise, excellent planning and clear commitment has a positive impact on pupils' learning.

21 Teaching and learning in religious education are good and give pupils knowledge and insight into the Christian and other world religions. In art and design, design and technology, history, geography, music and physical education, teaching and learning are at least satisfactory, often good

and occasionally very good. Music is very well taught by a knowledgeable and enthusiastic teacher who transmits her love of the subject well to all the pupils.

22 In all subjects, teachers have high expectations of pupils' behaviour and very good relationships with the pupils. These factors lead to good levels of motivation and effective use of humour. In many lessons, teachers and pupils are able to have a giggle together without any loss of interest in the main activity. In most subjects, teachers' subject knowledge is good and this helps pupils to learn the correct technical vocabulary. Good questioning extends pupils' learning and challenges them to improve, for example, in the most effective music and physical education lessons, the emphasis of questions is on the need to review and assess in order to improve. Planning is excellent in all subjects and enables teachers to develop key skills in a progressive and consistent way. The very good assessment procedures are used well in subsequent lesson planning and give a solid and reliable base for learning.

23 All teachers use and develop the pupils' literacy and numeracy skills effectively across other subjects, particularly in the juniors. For example, there is good extended writing in history and religious education and good use of numeracy skills in design and technology and science. Good links are made between subjects such as art and design, design and technology and science and these help pupils understand the relevance of their work. Given the stage of development of the school, homework is used effectively and consistently to support learning in English and mathematics and periodically develops learning in other subjects. In most subjects in the infants the quality of presentation and writing has been restricted by an over-reliance on commercially produced worksheets. Pupils have had few opportunities to present their work independently and extend it beyond the confines of the worksheet. This does not prepare them sufficiently well for the work they do in the juniors. In mathematics and science, not enough emphasis has been placed on providing opportunities for pupils to apply their knowledge to new situations. This means that pupils do not achieve as well as they could in these aspects of their learning.

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

24 The curriculum provides all pupils with a good range of learning experiences and fully meets statutory requirements. It reflects the aims of the school effectively and provides for excellent personal development. All subjects of the National Curriculum are taught with appropriate time allocated to them. The requirements for religious education are met and there are good policies for sex and relationships education and substance use and misuse. These are woven into a good programme of personal, social and health education and citizenship. The curriculum for children in the Foundation Stage covers all the areas of learning and enables all children to work effectively towards the expected learning goals. Children are moved appropriately onto work on the National Curriculum.

25 In the juniors, the school offers a rich variety of opportunities to stimulate and motivate pupils across the whole ability range and provides a very good base for learning. In the infants, the curriculum is satisfactory. There is insufficient emphasis on the development of experimental and investigative work in mathematics and science. Across the school, the core subjects of English, mathematics, science, information and communication technology have good policies and schemes, which show clearly what has to be taught. Religious education follows the agreed local scheme and lessons make a significant contribution to the development of personal responsibility and respect for other people. Excellent planning closely follows guidance in the schemes of work and has clear objectives and evaluation criteria. Detailed targets for development give other subjects a clearly defined place in the overall curriculum. Teachers' collaboration is effective in planning lessons with a high level of pupil participation to promote personal responsibility and independence.

26 The school makes good provision for pupils with SEN based on the Code of Practice. It is committed to the policy and practice of equal opportunities for all pupils and provision is excellent. A register of gifted and talented pupils has been established recently, with appropriate staffing and governor responsibility. Where pupils have Individual Education Plans, these are well structured and have clear, attainable targets to ensure maximum participation in lessons. A regular review programme is working effectively, with parents fully involved in procedures. Good links with the nearby Village College Community School are established for the next phase of education, including the sharing of information and resources. The school is fully aware of its responsibilities and unique position in a township without previous traditions and is building excellent links with the developing community. For example, links with the construction companies and Community Development Officer have been established. These have contributed to work in the Health Promoting Schools Project. A very effective contribution to the school and the new community is being forged with the ecology group that has worked with the pupils and advised on environmental matters.

27 The strategy for teaching basic literacy and numeracy skills is good overall and is very good in the juniors. This is having a good effect on pupils' overall attainment and progress. Inspection evidence shows that the structure of literacy and numeracy lessons is being adapted successfully in other subjects, with positive effects on pupils' attainment and achievements.

28 Considering the school's stage of development, the range of extra-curricular activities is good. Teachers give freely of their time to singing, computer, soccer, netball, chess and draughts clubs. Opportunities are provided for pupils to pay for instrumental music and French tuition. Homework is well established, with weekly literacy and numeracy tasks. Other subjects are less frequently set but themes are published well in advance so that pupils are able to research information. This provision is making a good contribution to pupils learning in English and mathematics.

29 Provision for the spiritual, moral, social and cultural aspects of the pupils' personal development is very good. This is a significant factor in the strength and effectiveness of the relationships between adults and pupils, which supports pupils' social and moral development so successfully.

30 Pupils are able to discuss their beliefs in a mature way and are encouraged to express feelings and show sensitivity towards others. The school successfully provides its pupils with many opportunities to reflect on their own views, thoughts and feelings and to appreciate the wonders of the natural world. These opportunities occur in the corporate acts of worship and lessons, but are especially apparent in religious education lessons, poetry and singing. The school meets statutory requirement by providing collective acts of worship, which are central to the quality of the corporate life of the school.

31 Most pupils have a well-developed sense of morality and are able to make the distinction between right and wrong. They are well aware of the school's high expectations in respect of behaviour and the need to co-operate with other pupils. Adults promote this well in a reasoned and thoughtful manner. In science, pupils have discussed the moral issues of the day by investigating the history of medical and scientific research. This led to a discussion on the dilemmas involved in experiments with animals. Pupils relate to each other and adults very well. This is a very good feature of the schools' commitment to personal development. Pupils of all ages show a high level of independence and are willing to take responsibility for their own learning. Teachers set a good example by the way in which they deal with questions at the beginning and end of lessons. Pupils have frequent opportunities to speak in public, which develops their self-confidence well. As a result of these planned opportunities, pupils are developing positive attitudes and values towards their work and other people.

32 Pupils have a very good appreciation of their own cultural traditions in sport, music and literature, as well as the religious teachings which have formed many of the values and expectations of the society in which they live. Additionally, visits out of school to places of geographical and historical interest and visitors to the school have widened their horizons. Through religious education lessons and other curriculum activities, pupils' awareness of other faiths and cultures present in the United Kingdom is promoted very effectively.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33 All pupils, including those with SEN, are very well cared for at school. The well being of each pupil is an important priority of all who work in the school. This has created a warm and caring family atmosphere. The procedures for monitoring academic performance and personal development are very good and this ensures that the educational support and guidance for each individual is of very good quality. The excellent relationships between pupils, their teachers and other members of staff are a strong factor in the high quality of care provided for the pupils.

34 The children in the Foundation Stage are very well cared for in a happy and stimulating atmosphere. There are good induction procedures for both children and parents and these help the children to settle quickly and happily into the routines of the classroom. Parents have opportunities at the beginning and end of the day to speak informally to staff about any small matters of concern. Staff quickly establish secure and happy relationships with those joining the class during the term and this ensures that any disruption is minimised. The children quickly learn what is expected of them and staff consistently reinforce good work and behaviour with appropriate praise. This builds the children's confidence and self esteem.

35 The school has very good formal and informal procedures for tracking pupils' personal development. Class teachers monitor attendance and follow-up absence. This is supported well by the school's administrative officer. Although rarely needed, the school has very good procedures for recording and monitoring any persistent instances of poor behaviour, with strong emphasis on involving parents at an early stage. Class and school rules are prominently displayed and staff apply the structured rewards and sanctions consistently. The school has excellent systems for preventing bullying or harassment. This type of behaviour is discussed in personal, social and health education lessons and pupils know that they do not have to put up with bullying and must tell an adult if they are unhappy. Because of the excellent relationships pupils have with their teachers, the individual support and guidance they receive effectively promotes all aspects of their personal development.

36 The safety and welfare of all the pupils is fundamental to the work of the school. The excellent relationships at all levels ensure that any worries that pupils have are picked up early and dealt with. Staff and pupils have a good awareness of the difficulties that new pupils may encounter on joining the school and provide good support and mentoring systems to help them to settle into their new school. The procedures for health and safety are excellent. Formal risk assessment has been carried out in accordance with the county format. All members of staff have taken health and safety training and there is an appropriate number of adults with first aid training. Fire drill takes place twice a term to ensure that those pupils who join the school during the term are familiar with the emergency evacuation route. Elements of personal safety are taught in science and physical education lessons and teachers use opportunities that arise in discussion sessions to reinforce these issues. Because of the nature of the surrounding area, the school has taken steps to ensure that pupils have a good awareness of the hazards encountered on a building site. The headteacher is the designated member of staff for child protection and has ensured that all adults working in the school have taken part in an appropriate training course. The quality of supervision during the mid-day break is good. The mid-day supervisors are kind and good-humoured and the pupils respect and like them.

37 Pupils with SEN are included in all aspects of school life and receive a good level of support, both personal and academic. Detailed records are kept of pupils with special educational needs and this ensures that staff are knowledgeable about individual needs. The school is well supported by external specialist agencies.

38 Procedures for assessing pupils' attainment and progress are very good. The data obtained is used well to guide planning. Pupils' progress is tracked very carefully through a timetable of assessments and individual pupil profiles are being established. The school provides good support and

advice for its pupils, informed by careful monitoring of their academic progress and personal development. Teachers know their pupils very well and much useful assessment is done on a short-term, day-to-day basis, during lessons. Teachers make written evaluations of all lessons and this informs subsequent lesson planning successfully. The school fulfils its statutory requirements with regard to assessment at the age of seven and eleven. Additionally, it undertakes other tests, which have proved to be useful for assessing pupils as they arrive at the school at irregular intervals. Children coming into the reception class are assessed using local authority guidelines and the results of these are used well to plan individual work to meet the children's needs. There are good procedures for assessing and monitoring the progress of those pupils who have SEN.

39 Information gained from the school's testing programme is used effectively, for example, to identify and support pupils with SEN and for 'booster groups' (additional literacy and numeracy support). At the end of each topic in subjects such as history, work is moderated and levelled against nationally agreed criteria. This is a good achievement in the short life of the school. The information is used to indicate targets and write reports on pupils' progress. With only one set of national results to analyse, identifying trends and possible areas for targeting has been difficult. The school, however, is aware of the use of data for such purposes and has the procedures to act when necessary. Teachers are developing good experience of assessment, with each subject co-ordinator developing a file of work to guide them as they make their decisions. The very good developments in this area of the school's work are already beginning to have a marked effect on the attainment and progress of the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40 The school has a strong commitment to working with parents for the benefit of the children. Already, an effective partnership has been established. This has a positive impact on the work of the school and on the standards the children achieve. The school provides many opportunities for parents to learn about and become involved in school life and in their children's learning. The large majority of parents who expressed a view prior to and during the inspection are very supportive of the work of the school and value the good educational opportunities provided. Evidence from the inspection supports these positive views.

41 The school effectively promotes the links with parents by providing them with a good range of information about the school and about the progress their children make. The prospectus is well presented and contains practical and comprehensive information that gives parents a good picture of the work of the school. The annual reports on children's progress are of good quality. They tell parents what their children have been doing, identify particular strengths and clearly state what needs to be done to improve. Parents have three opportunities during the year for formal consultation with teachers about their children's progress and many parents comment that teachers are easy to approach informally should they have any specific concerns at other times. Parents receive regular newsletters that keep them up to date with school activities and information about what children will be learning is sent out every term. Parents are offered opportunities to learn about aspects of the curriculum and have been made aware of the school's policy on homework. Parents of pupils with SEN are fully involved in the decision making process and are kept well informed about the needs of their children.

42 The impact of parents' involvement on school life is good. The school values highly the good contribution that parents make to their children's learning and to the life of the school. Most parents clearly understand the school's expectations with regard to homework and make time to help their children at home with reading and other tasks. This active involvement of parents has a positive impact on individual attainment. There has been a very good response to the introduction of the home/school agreement and parents take their responsibilities seriously. They attend collective worship in large numbers and take pride in the achievements of their children. The headteacher

regularly talks to parents at the school gate, ensuring that new parents are made to feel welcome. There are plans to formally consult parents about important aspects of school life in the near future. The newly formed parents' association is very well supported and promises to develop into a successful social and fund raising organisation.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43 The overall leadership and management of the school are very good. The headteacher is a very effective leader and is supported strongly by a highly motivated and committed deputy head, staff and governing body. This is a new school in which the management has had to develop and introduce a completely new range of support and management systems. From its temporary base to the new buildings it now inhabits, the school has come a very long way in a short time. There are very good relationships throughout the school with staff, pupils, parents and governors. The leadership of the school works closely together to promote high standards of behaviour, care and attainment. There is a clear commitment and excellent direction for the school with its appropriate aims well reflected in all its work.

44 A significant feature of the ethos of the school is excellent equality of opportunity and the high value it places on the development of each individual pupil. This has contributed well to the way the continuous stream of new arrivals are quickly made to feel part of the school. All pupils have very positive attitudes towards their work and each other and this is clearly reflected in their good progress and high levels of attainment.

45 There are detailed and effective guidelines for all aspects of the curriculum and a range of well-developed management policies support the good curriculum policies and schemes of work. There is a good school development plan containing appropriate priorities that are clearly costed with realistic success criteria. There is rigorous monitoring of teaching and learning. This takes the form of lesson observation by the head and subject co-ordinators with regular scrutiny of planning and pupils' work. For example, monitoring has highlighted areas for development in the teaching of the infants and begun to address these. There is a well-organised rolling programme of individual subject reviews firmly based on a shared commitment to high standards and a clear will to make the school successful.

46 The co-ordinator for SEN has a clear view of the development and management of all aspects of the provision. Time is used effectively for monitoring and planning. The governor for special educational needs supports the work of the school effectively. High quality materials are available to enable pupils to participate in work similar to their classmates and to meet the requirements of their individual plans.

47 The governors fulfil all of their statutory duties very well and there is now a good balance of very experienced governors, originally appointed to start the school project, and new members drawn from the new community. They are all very committed to the school and monitor carefully all aspects of its development through regular meetings and visits. Financial planning is carefully managed and the school continues to enjoy very good additional financial support from the local authority to see it through these early years as pupil numbers rise. Best value principles are rigorously and consistently applied to the purchase of services and products.

48 Very effective use is made of the high quality resources including excellent use of new technology throughout the school. These contribute very well to the good standards the pupils attain in all subjects.

49 The number, qualifications and experience of teachers and support staff match the demands of the curriculum and the school is on target to comply with the new requirements for performance management. Staff are keen to improve their professional skills and attend courses regularly. This

commitment ensures they have up-to-date knowledge of developments in all subjects. There is an effective mentoring scheme for new teachers to the school. Support staff have a clear understanding of their role and the school office is very efficiently run. The administrator provides a very welcoming first point of contact for parents. The school has already established good links with neighbouring schools and is well used by the developing community.

50 The accommodation is excellent. The building is finished to a very high standard and pupils take great care of their school environment. There is excellent provision of modern technology in every classroom as a teaching and learning aid. Accommodation for children in the Foundation Stage is also of a high quality and is used to maximum benefit by the teacher to create a good range of activities based on the appropriate areas of learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51 In the context of its many developing strengths, the headteacher, governors and staff should:

- (1) provide more opportunities for infant pupils to apply their knowledge to investigative work in mathematics and science;

(This issue is discussed in paragraphs 7, 19, 23, 25, 68, 72 and 74)

- (2) review and amend the use of commercially produced worksheets in the infants in order to improve the pupils' presentation and writing.

(This issue is discussed in paragraphs 6, 19, 23, 45, 63-4, 68 and 72)

*** The school is aware of these issues and has begun to take effective action.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	28	53	16	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	1.6
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	49
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	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	15
Average class size	12.8

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	18

Financial information

Financial year	1999/2000
	£
Total income	159,218
Total expenditure	118,712
Expenditure per pupil	7,420
Balance brought forward from previous year	0
Balance carried forward to next year	40,506

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	42
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	77	23	0	0	0
My child gets the right amount of work to do at home.	47	33	10	7	3
The teaching is good.	60	40	0	0	0
I am kept well informed about how my child is getting on.	53	37	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	53	44	3	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	57	33	10	0	0
The school is well led and managed.	60	37	3	0	0
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	33	30	17	7	13

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

52 The school has one admission to reception during the year. This is in September of the school year in which the children have their fifth birthday. About 75 per cent of the children have had experience of nursery or pre school provision in the areas from which they have moved. A private nursery is currently under construction adjacent to the school. During the inspection there were nine pupils in the Foundation Stage. By the time they enter Year 1 all the children are on course to achieve the early learning goals in all the areas of learning and over half of the pupils are likely to exceed them. Provision for pupils in the new Foundation Stage is good. Teaching and learning are consistently good across all the areas of learning and enable children to achieve well whatever their ability.

Personal, social and emotional development

53 Teaching and learning are good. The teacher provides a happy environment and children enjoy coming to school. Relationships between the children, teacher and teaching assistant are very good and based on mutual respect and good use of humour. The teacher provides a wide range of very well planned learning and the children make good progress. Classroom routines are well established and children understand the importance of taking turns and giving others the opportunity to speak. In a well-structured music lesson involving a variety of instruments children choose, share and join in group music with consistent awareness of others. Children are extremely friendly and polite towards visitors, anxious to show them what they are doing and which book they enjoy reading. They are increasingly able to work independently and many confidently use the lap top computers to investigate and record areas of their work. A good balance of whole group and independent work prepares children very well for the next stage of their education and the National Curriculum.

Communication, language and literacy

54 Lessons are well planned and organised and cover a wide range of literacy skills. Children learn effectively and achieve well because teaching is consistently good. They are encouraged to talk and explain their ideas to the teacher and to each other in well-focussed whole class library activities. These are based effectively on preparation for the Literacy Strategy. All the children listen very well and use spoken language confidently. The teacher helps to extend children's vocabulary well by stressing key words in stories and when singing rhymes and songs. Children enjoy looking at and reading books using picture clues to identify simple words. Most have a good knowledge of many initial letter sounds and some simple letter blends. Good use of wordbooks and other resources by the teacher and teaching assistant promotes children's learning of letter sounds successfully. All know the structure of books and most have a clear idea of index and authors. They are generally good at predicting likely events and know the difference between fiction and non-fiction. An attractive book area encourages children to investigate books and most concentrate well for extended periods when looking at books. Children are encouraged to explore and develop their own ideas and language in the attractive role-play areas – selecting clothes and items from a good range, which extends their imaginative and speaking skills well. Children write their own names and many are beginning to write simple sentences with the aid of word lists. An area arranged like an office encourages writing activities and higher attaining pupils refer to a picture dictionary when writing. All pupils are encouraged to use a whiteboard to write words and use computers to open a spelling programme unaided, choose letters from the keyboard, print their results and save their work.

Mathematical development

55 Carefully planned and targeted number tasks enable children to develop their number skills effectively. This is because the quality of teaching and learning are good. All children recognise and name figures from one to ten and some count well beyond. The teacher uses number rhymes and songs well in order to reinforce the language of number and help children count up and down. Children improve their skills well through the use of a wide variety of practical activities and games. The teacher has adapted parts of the Numeracy Strategy well to match work in whole class sessions to children's ability. All children benefit from well-planned mental arithmetic lessons using real objects and a number mat to calculate simple addition and subtraction problems. The teacher uses the appropriate mathematical language. Children recognise simple two and three-dimensional shapes and are able to sort items by shape, size and colour. A mock shop encourages mathematical development, for example, when three children take it in turn to be the shopkeeper dealing with the goods, a till and change. The teacher and teaching assistant intervene appropriately to draw children's attention to the value of goods.

Knowledge and understanding of the world.

56 The quality of teaching and learning are good. Children identify living and non-living things and name the needs of different living things. When looking at plants, they correctly draw stem, petals, roots and leaves and know that water comes through the roots. The children use a comparison diagram well and have good awareness of aspects of the weather such as sun, wind and rain. The teacher uses well-focussed questions to keep learning moving at a good pace and to keep children attentive. Good reinforcement of learning takes place at the end of the session where children contribute well to the discussion explaining the need for water, air, light and food. Children are developing a good awareness of where they live and describe simple features of their houses and comment upon the development of Cambourne. They recognise that it is a small part of the wider world. Some children comment upon where they used to live before they moved to their current house. They are very aware of changes and know that the school and area are growing. Good links are made with literacy through 'Jasper's Beanstalk' story and pupils are encouraged to use the computer and a programmable toy to learn simple directions.

Physical development.

57 Pupils make good progress in physical development in lessons in the hall where they run, jump and learn to move safely in space. They know they need to warm up and are aware of the effect of exercise on their body. One pupil, for example, says '*our hearts are beating faster*'. All are able to hop on one leg, run quickly and stop on a given command. All children successfully roll a ball or a quoit from one point to another. High attaining pupils bounce a large ball for up to ten bounces and show very good hand-eye control. They work well in pairs, bouncing and throwing in a passing activity. Teaching is good and clear instructions and individual coaching contributes well to children's good learning. A good range of well-prepared resources ensures children are actively involved throughout sessions. Children dress dolls and teddies carefully fastening and unfastening clothes and show good physical control when using the computer. Resources such as pencils, crayons, scissors and paintbrushes are used effectively to encourage the development of appropriate skills. When painting black straight lines between areas of colour in the style of Mondrian, children show very good hand eye co-ordination.

Creative development.

58 Teaching is good and children make good progress in this area of their learning. They regularly sing action songs and rhymes and know a number of songs from memory. They recognise a range of musical instruments and play them with control and discipline, appropriately accompanying the

teacher's story. Children make recognisable three-dimensional paper collages twisting, weaving and sticking to create a variety of effects. They use a variety of tools, paints and crayons creatively and build towers and imaginative artefacts from construction kits. They show imagination in their physical education and dance activities, moving into shapes and showing good expressive movements. The teacher prepares attractive role-play areas where the children recreate and imagine a variety of situations with the toys, dolls and apparatus. This impacts well on the development of creative, language and co-operative skills.

ENGLISH

59 Children enter the school with attainment that is broadly average in language and literacy. Standards for the three seven-year-old pupils who took the Year 2000 National Curriculum tests were very high in reading and writing when compared to all schools and were very high compared to similar schools in reading. They were well above the average of similar schools in writing. Inspectors found that by the time they are seven standards in listening, spelling, handwriting and writing are average whilst in speaking and reading standards are high enough to be above the national average. Progress over time is satisfactory.

60 For the four eleven-year-olds who took the national tests in 2000, standards were well above the national average and high enough to be well above those in similar schools. Standards for the pupils who are now in Year 6 are above the national average in all aspects of English. The school is well on line to achieve its targets in English. Progress for all junior pupils is good and is particularly rapid towards the end of the key stage where teaching is consistently very good. Variations between standards attained in the last set of national tests and standards in the present Year 2 and 6 are due to the differences in the abilities of the very small number of pupils who make up the year groups. There was no significant difference in the standards attained by boys and girls.

61 By the age of seven, standards in speaking are above average. In listening they are broadly in line with national standards. There are good opportunities to speak in front of the class in the literacy hour and higher attaining pupils have a good vocabulary. They speak confidently in response to questions. For example in a literacy lesson to write questions for a display, words like "hibernate and camouflage" were known and used accurately in description. Most pupils have satisfactory listening skills, although a minority occasionally becomes inattentive when teaching does not sufficiently motivate them. Pupils' overall achievement in relation to their prior attainment is satisfactory. As a result of effective teaching in both classes, pupils make good progress in the juniors and standards in speaking and listening are well above average. They use interesting vocabulary and good expression when speaking in discussion sessions. They listen very well to their teachers and fellow pupils. They are very quick to respond with confidence to challenging questions. In a very good literacy lesson in argumentative writing, pupils continually improve their own ideas and suggest very good connectives like 'notwithstanding' and 'henceforward'. In a well-organised assembly, the upper junior pupils demonstrate good speaking skills when reading their own poems and personally researched work on a theme of love and caring. Pupils' speaking and listening skills give good support to work across the curriculum.

62 Standards in reading are above average by the ages of seven and eleven and all pupils achieve well. The infant pupils develop a good knowledge of letter sounds and combinations of sounds that they use to read unfamiliar words they encounter. They enjoy reading and most pupils read a good variety of texts independently with accuracy and understanding. Higher attaining pupils read with very good expression, which is encouraged in the literary lessons. In a whole class session using the big book "Spiders are Amazing" pupils show very good predictive skills related to the likely contents of the book. They suggest possible questions in the text such as: 'Why don't spiders stick to their webs?' They rapidly find books on request from the school reference library. By the age of eleven, pupils read fluently from a good variety of texts. They are well used to the structure of the literacy hour and

greatly enjoy group reading sessions where they are encouraged to use predictive and analytical skills. They know a good range of authors and express preference for style and types of literature. Research skills such as locating and using information in reference books or on the computer are very good. Pupils use dictionaries well to find large words suggested by their teacher and other pupils. Reading supports work very well in other curriculum areas, for example research skills are used effectively in history, religious education, geography and science. Throughout the school, those pupils with SEN receive good focussed support in their reading and this helps them to make good progress towards their specific reading targets. Reading records are well used by all pupils, teachers and parents and contribute well to the good standards attained.

63 By the age of seven, pupils attain average standards in writing and overall achievement is satisfactory. However, quality of presentation and writing is not as high as it could be due to a past over-reliance on commercially produced worksheets. Most pupils write in a legible style and form letters correctly. The school is aware of the need to further develop this area and has begun to raise standards by more consistent and regular practice of handwriting and better opportunities for writing at length. Pupils use their good word processing and keyboard skills to write extended accounts of stories from the Bible and their big books from literacy hours. By the end of the juniors pupils have good writing standards and are given many opportunities to extend their skills further. Lessons are characterised by a good balance of hand written work and word processing. Some good examples of drafting and redrafting relate to the theme of war and pupils convey their personal thoughts sensitively. Pupils have very good opportunities to write for different purposes and audiences and demonstrate above average work in poetry, letter and argumentative writing. When writing publicity pamphlets to encourage people to move to Cambourne pupils use expressive vocabulary and a good variety of descriptive phrases. Writing skills are used well to support work in other subject areas such as history and religious education.

64 Teaching and learning are good overall. They are satisfactory overall in the infants with some good lessons seen during the inspection. Teaching and learning in the juniors are good and often very good. Teachers' planning is excellent and uses a common format linked well to the National Literacy Strategy. Teachers have good subject knowledge and a well-established literacy hour. This impacts well on pupils' learning. Good assessments are made of pupils' work that influences planning and there is a clear link between teachers' weekly and termly plans. The need to adapt and re-plan lessons has been recognised and addressed successfully by the school to ensure the increasing numbers of new pupils are swiftly working at the correct level. All teachers share lesson objectives with pupils which ensures they have a clear understanding of what needs to be done and all lessons finish with a good shared analysis of what has been learnt. Good questioning is particularly effective in developing pupils' vocabulary. Expectations of behaviour are very high and pupils are treated with respect and understanding. In some infant lessons, the pace of whole class activities does not keep the attention of the pupils sufficiently and there is some loss of concentration. From the scrutiny of past work in the infants, there has been an over-reliance on commercially produced worksheets and this has limited opportunities for pupils to write at length and present and structure their own work. Marking is conscientious with good indications to pupils how they might improve. Homework is used well across the school and supports work in reading and spelling.

65 Management of the subject is good, particularly bearing in mind the many subject areas that have been developed by one teacher. A good policy and scheme of work has been developed and this has formed the backbone of the excellent planning. Resources have been organised well and monitoring of the literacy hour and pupils' work by the headteacher and deputy headteacher has highlighted areas for improvement, for example, in teaching in the infants.

MATHEMATICS

66 Standards for the three seven-year-old pupils who took the Year 2000 National Curriculum tests were above average when compared to all schools and high enough to be in line with those found in similar schools. For the four eleven-year-olds who took the tests, standards were well above the national average and high enough to be above those in similar schools. Inspection evidence is in broad accord with these results. Overall standards for the pupils now in Year 2 are close to the national average. For the pupils who are now in Year 6, standards are above average. Slight variations are due to the small numbers involved and differences in the abilities of the two groups. Too few pupils took the tests to draw any conclusions about the relative performance of boys and girls. Scrutiny of pupils' work across the year groups indicates that there is no significant difference in the work of the girls and boys.

67 Children leave the reception class having made good progress in their mathematical development. All pupils, including those who have special educational needs (SEN) make satisfactory progress in the infants from this good base. By the age of seven, pupils have a sound knowledge of the place value of each digit in a number and use this to order numbers correctly to 100. They use their knowledge of addition, subtraction and multiplication to work out shopping bills up to one pound. They have satisfactory mental recall of number facts to twenty and know the two, five and ten times tables. Pupils are beginning to use non-standard and standard measures in their work, for example, when they were deciding which objects weighed more or less than a kilogram. Higher attaining pupils were able to read the weight of the objects accurately from a scale. Pupils develop a sound knowledge of shape, space and data handling. They are less secure in using and applying their knowledge and selecting the mathematics they use in classroom activities.

68 While the quality of teaching and learning are satisfactory in the infants, several important aspects could be better. In the teaching seen, pupils make satisfactory progress in developing mental skills at the beginning of the lesson but the pace is not rapid enough to keep the attention of all the pupils for all the session. The teacher's knowledge is secure and enables her to introduce and reinforce the correct technical vocabulary. For example, the pupils' learn to use the terms 'heavier than', 'lighter than' and 'about the same as' to record their work. The analysis of pupils' past work revealed that pupils were not used to investigative work and much of their recording of mathematics was almost entirely on commercial worksheets. This limits the ability to develop their use and application of mathematics successfully and does not prepare them well enough for the work they do in the juniors. This is particularly true for the middle and higher attaining pupils.

69 In the juniors, all pupils, including the few who have SEN, achieve very well in all aspects of their work. They have good mental mathematics skills and rapidly recall multiplication facts in activities at the beginning of lessons. They develop a good understanding of pattern in numbers and good strategies when solving problems. For example, they know that the digits in the nine times table always add to nine however far they extend the table. They use their understanding of place value successfully to multiply and divide whole numbers and decimals to at least 1000. Pupils have a good knowledge of the properties of two and three-dimensional shapes and have a good understanding of symmetry and measures. They draw and interpret graphs using information and communication technology (ICT) effectively in their work.

70 The quality of teaching and learning in the juniors is very good and occasionally excellent in Years 5 and 6. The opening mental activity of the numeracy hour is very effective. The enthusiasm and enjoyment shown by the teachers is transmitted to the pupils and sessions move at a rapid pace. The teachers have a good knowledge of the subject and introduce and reinforce the correct vocabulary effectively. Their good questioning has a positive impact on pupils' understanding. For example, in a Year 5/6 lesson the teacher asks: '*Tell us how you got that answer?*' This encourages the pupil to share her strategy with the class and prompts effective discussion. In a closing discussion session in a Year 3/4 lesson the teacher asks '*Tell us what you have learnt today?*' This is effective in developing pupils' understanding of their own learning. In both the infants and juniors, sharing with

the pupils what is to be learnt is a strong feature of all the lessons and impacts well on learning. The three-part lesson structure of the numeracy hour is well established and gives a consistent structure to the teaching. The teachers' planning is excellent and provides a firm base for the development of skills and understanding from year to year. Teachers use resources very effectively to the teaching of mathematics. For example, ICT, number cards, number squares and number lines help pupils develop their understanding of mathematical concepts well.

71 Teachers use assessment well to develop pupils' learning. Informal observations and good questioning together with regular testing after mathematics topics provide teachers with a good picture of pupils' attainment and progress. They use this well to inform subsequent lesson planning. Good evaluations of lessons indicate areas where pupils may have had difficulties and this is addressed in the next lessons. Numeracy skills support pupils' work well across the junior curriculum; for example, their understanding of data handling enables them to record the results of investigations appropriately in science and design and technology. Opportunities to use numeracy skills across the infant curriculum are satisfactory.

72 Management of the subject is good and there is effective monitoring of teaching and learning. This has identified shortcomings in the pace of mental sessions at the beginning of lessons, the lack of investigative work and an over-use of commercial worksheets in the infants. Effective action has begun to help address these issues.

SCIENCE

73 In the year 2000 national tests for eleven-year-olds the school's results were well above the national average and above the average of similar schools. Inspection evidence indicates that standards for the pupils who are now in Year 6 are above the national average. The slight variation is due to the very small numbers involved and differences in the abilities of the two groups. The teachers' statutory assessment of attainment at seven in 2000, indicated that standards were well above the national average. Inspection evidence gained through scrutinising work by the current Year 2 pupils, shows that standards are similar to the national average. Again, the small numbers involved largely accounts for the variation. In the scrutiny of work and the lessons seen in both the infants and juniors, there was no significant difference in the standards achieved by boys and girls.

74 This initial and largely sustained success is achieved through the high proportion of good or very good teaching, particularly in the juniors. It is supported well by a clear scheme of work, which supports teachers effectively in what they have to teach. In the infants, teaching and learning are satisfactory. All pupils make sound progress in using correct vocabulary and use an appropriate range of methods for communicating their findings. However, their first-hand experiences of experimental and investigative work are limited. Experience of making predictions and using their mathematics skills such as measuring or weighing is underdeveloped. This is partly due to an over reliance on commercially produced worksheets that do not always match pupils' levels of ability well enough. As a result, their rate of progress is not as good as for pupils in the juniors. In the juniors, progress is good because teachers have high expectations and a clear drive for high attainment. Their enthusiasm is passed on to pupils, who have developed very good attitudes to their work. Pupils make rapid progress in the development of a scientific vocabulary. With regular experience of using small equipment, such as stopwatches, combined with researching information electronically, they are confident and independent learners. Pupils with special educational needs make good progress because of the work planned to help them succeed.

75 Year 3 and 4 pupils effectively demonstrate their understanding of what makes a test fair and the importance of collecting evidence, in some work on light and shadows. Their attempts to draw a conclusion from what they observe are good. They approach the challenges positively and work together effectively throughout the lesson. This has a significant effect on their personal development.

In Years 5 and 6, pupils show their understanding of natural phenomena by interpreting it for a younger audience. Again this is part of the planned programme of using literacy skills across the curriculum. When reporting back to the class, they adapt their speech to the audience and listen with concentration to the responses. Line graphs are used to record data during a task on pulse and breathing rates before and after vigorous activity. The use of literacy and numeracy skills regularly is a significant factor in pupils' achievements in science. Discussing the social and moral questions raised by science, such as experiments on animals, are an important part of work in the subject.

76 The new subject co-ordinator has a clear vision for the development of science and manages the subject well. Good links are being built with the ecology group including the development of a feature for pond dipping. Lesson plans are monitored and assessment is carried out regularly. These assessments are consistent because the national criteria are used. The information collected is used well to write reports and identify targets for groups or individuals.

ART AND DESIGN

77 Standards in art and design are similar to those expected for pupils' age at seven and eleven. On the basis of the two lessons seen, pupils' past and present work and teachers' planning, the quality of teaching and learning are at least satisfactory overall and pupils' achievements are sound. Pupils who have special educational needs are supported well in lessons and this ensures they achieve as well as all other pupils.

78 In the infants, pupils make satisfactory progress in investigating and using a variety of materials and processes to communicate their ideas and designs to make images and artefacts. In a lesson on weaving, for example, the teacher provided opportunities for pupils to use different tools and to try out different techniques in order to produce woven patterns. Pupils' observational drawing skills are not as strong as their skills in using other mediums such as paint, collage and printing. Teachers' planning and scrutiny of work shows that pupils have drawn inspiration from looking at the work of artists such as Picasso, Klee, Kandinski and Monet. The use of great artists' work as inspiration is extended to Van Gogh and Modigliani in the juniors. Infants have produced good clay representations of mushrooms after working on a project with Cambourne Ecologists. The developing environment around the school has also been used successfully by infant and junior pupils to study texture and pattern at various sites around the village.

79 By the age of eleven, pupils know about the shapes, colours, patterns and designs characteristic of the art of different cultures. They produce sound copies of Indian printed textile work and Islamic tiles and derive inspiration from African and Scandinavian works of art. Whilst higher attaining pupils produce some good observational drawings, the work of most pupils in this technique remains a weaker element. The school has introduced the regular use of sketchbooks to improve this aspect of pupils' work. Pupils have experimented with photography and produced their own prints. ICT is used successfully to extend pupils' skills in art through use of programs that allow experimentation with colour and pattern.

80 Teachers have secure subject knowledge and use demonstration effectively to develop pupils' knowledge and understanding of specific techniques and skills. In an infant lesson the teacher encouraged pupils to look carefully at their work. Questions such as: '*What happens to the weave at the end of the card?*' draws their attention successfully to finishing techniques. In a junior lesson there is good encouragement for pupils to set up their own activity and take responsibility for organising their own work. This has a good effect on their personal development and gets them to experiment with ideas of their own. Teachers encourage the pupils to evaluate their own work and what they need to do next in order to make it better. This impacts well on this aspect of their learning.

81 Management of the subject is good and effective assessment systems are developing well. There is a useful folder of pupils' work that is assessed against National Curriculum levels and this provides the teachers with good evidence of pupils' progress. The identification of key questions in teachers' excellent planning further strengthens the assessment process.

DESIGN AND TECHNOLOGY

82 The school has developed the subject effectively in a short time and pupils are working within the expectations for their age at seven and eleven. Teaching and learning are good in the juniors and pupils, including those who have special educational needs, make good progress. There is insufficient evidence to make a judgement on the quality of teaching in the infants. Pupils' work in design and technology makes a significant contribution to the development of their independence and gives them opportunities to apply skills learned in English and other subjects, such as mathematics and science, very effectively. In the juniors, both teachers and pupils use ICT regularly to support work in the subject. It is successful in providing opportunities for pupils to choose and work with design programs when, for example, they are working in pairs to make their own book.

83 On the basis of a scrutiny of pupils' past work, infants are able to use manufactured construction kits to make models successfully and have experienced work with paper, card, textiles and food preparation. They are beginning to develop designing skills, by drawing plans, including noting what they are going to need to do this. There is evidence of some good work on moving parts, levers and pivots, with pupils applying their knowledge to a moving figure in a picture. Junior pupils experience construction in wood, using reinforcement techniques, to construct a house. Pupils make satisfactory progress in designing something to meet the needs of the task, making a prototype and evaluating their product. In the most effective lessons, teachers have high expectations of behaviour and work. There is an expectation that pupils will feedback their ideas and classes are invited to suggest improvements to the work of others. In this way, interest is maintained and pupils make good progress in communicating their ideas in both the infants and juniors.

84 Teachers make effective links with other subjects, especially art and science and this helps pupils to see the relevance in the work they do. The subject is managed effectively and the policy and scheme of work provide helpful guidance in ensuring that the National Curriculum requirements are fully covered. The co-ordinator is aware that the range of skills and techniques for the more proficient pupils needs further development.

GEOGRAPHY

85 The work seen in geography is similar to that expected for pupils' age at seven and eleven. Across the age and ability range pupils make satisfactory progress in understanding where they live and conditions in other places. They are beginning to build up a sound geographical vocabulary. In the infants, early map reading skills are evident in simple maps and drawings with symbols and a key. Older junior pupils are using their skill with computers to research an area different to their home area, in order to contrast the needs and services in another region of the United Kingdom.

86 Scrutiny of work shows that the infants are beginning to identify features of places, such as important buildings, and service such as shops. Their ways of recording work are not, however, well developed, consisting mostly of a picture with a word of explanation. There is no evidence of information and communications technology (ICT) being used and only limited evidence of work on localities beyond Cambourne. Due to the situation at the school pupils are, however, adept at recognising changes in their surroundings.

87 Junior pupils are excited about their work with a school in Llandudno, linked by e-mail. They identify where it is and research the area through books, pamphlets and electronically. Their questions and information framed so far have lacked a firm geographical focus, with half of the pupils asked not having identified the main geological feature that dominates the town. Pride in describing their own area and how it is developing is evident in their descriptions. These show that they have a secure understanding of the services and buildings a township needs but have difficulty translating this into

questions about another place. They are very secure with the ICT, which are above average for their age and used confidently.

88 Insufficient teaching was seen to make a firm judgement on the quality of teaching and learning overall. On the basis of a scrutiny of work and the one junior lesson seen, it is at least satisfactory. The lesson seen was good and the pupils made effective progress. The lesson was well planned and had imaginative ideas in order to motivate pupils effectively. It was well paced, with pupils on task and challenged through good intervention from the teacher. Pupils responded well to the high level of independence expected by behaving responsibly and sharing ideas.

89 Management of the subject is good given the stage of development of the school. A good policy and scheme of work gives useful support to teachers in the planning of the geographical curriculum. The developing assessment procedures are establishing a secure base from which to monitor progress and plan future work.

HISTORY

90 Pupils are building up a good general knowledge of the periods they are studying and acquiring experience in the skills required to interpret what they are learning. Pupils aged seven and eleven attain the levels typical for their age. Teachers have a secure knowledge of the subject and, in the two lessons observed, they motivated pupils sufficiently for them to ask questions and provide information of their own. In the two lessons seen, an infant lesson was satisfactory and a junior lesson was good.

91 All pupils have ample opportunities to express their ideas and knowledge in different styles of writing. Infants wrote a 'thank-you' letter to Florence Nightingale after being told her story and re-told another event in a sequence of titled pictures. In the juniors, pupils re-told the Romulus and Remus story and wrote a diary of the Roman period from the point of view of a Celt. All of their efforts show a sound knowledge of factual detail. At the end of each topic pupils evaluate their work well. This is having a good impact on pupils' awareness of what they have achieved and what they have to do to improve.

92 Infants are making satisfactory progress in understanding why some people and events become famous. In a discussion about the Great Fire of London and how the fire fighting methods of the time were inadequate, they showed that they were learning to recognise changes over time when asked how would it be tackled now. A higher attaining pupil used terms such as 'combustible materials' when describing the severity of the fire. This pupil had a secure understanding of cause and effect. Being aware of the range of ability in the class, the teacher responded by praising this effort and later brought one of the special needs pupils successfully into the discussion. By the end of the lesson nearly all had contributed something and made progress during the lesson.

93 A good lesson with junior pupils made effective use of technology to add information during the lesson. Being secure with the material enabled the teacher to intervene successfully in order to extend pupils' thinking about the marital arrangements of Henry V111, why a male heir was important and how royal marriages were arranged. Pupils showed enjoyment and amusement, made possible by the good relationship between teacher and pupils. Higher attaining pupils are beginning to select and link information successfully and independently from a variety of sources, including CD-ROMs and websites. The good relationships which exist between teachers and pupils enables pupils to feel confident in contributing ideas, asking questions and reflecting on the past within an environment which values their opinions and ideas

94 The subject is well managed given the stage of development the school is at. The good policy and scheme of work and the developing assessment systems are having a good impact on the history

curriculum and the attainment and achievements of the pupils. History is used well as a vehicle for the extension and use of pupils' literacy skills, particularly in writing in different styles.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

95 Overall standards in ICT are well above those expected for pupils aged seven and eleven. Pupils, including those with SEN make very good progress.

96 By the age of seven, pupils have very good keyboard and mouse skills using a touch-sensitive pad. They know the functions of the main keys and use word processor and presentation software successfully to record facts and write poems and stories during literacy lessons. During a religious education lesson pupils independently use the word processor very effectively to write their own recollections of the story of the 'feeding of the five thousand'. They know how to save and retrieve their work and how to print it out. In geography work they program a directional robot to follow instructions and use an art programme well to create their own designs and posters. All pupils are very aware of the importance of and use of ICT in the wider world. The pupils also have an e-mail address that is used regularly. They have access to the Internet to support their art and geography work

97 By the age of eleven, pupils retrieve, interrogate and use information from Internet sites and CD ROMS extremely well to support their work in geography, history and religious education. When researching the Hindu religion pupils independently search for information to support their study. They print and edit this to write their own versions of traditional stories and customs. ICT is used extensively in literacy work where pupils consistently demonstrate very high levels of ability when formatting and enhancing their own work using a wide variety of tools available within a range of software packages, encouraging people to come to Cambourne. They also list and cost items on spreadsheets for a party. Pupils' attainment and progress are significantly enhanced by access to electronic interactive white boards in each classroom. Pupils talk with great enthusiasm about computers, which they seek to use at every opportunity. They regularly e-mail their class from home and have established links with a school in Wales to exchange information on geographical features of their respective areas.

98 The quality of teaching and learning is good overall and in the juniors it is very good. Teachers use the high quality technology at their disposal very well across a range of subjects. Their personal expertise, excellent planning and clear commitment impacts well on pupils' learning. The policy and scheme of work offer good assistance to teachers and are successful in helping them to plan for the development of key skills from year to year. Assessments are regularly made on pupils' work from their own saved and printed portfolios. This contributes very well to the progress they make. The very knowledgeable co-ordinator has succeeded in establishing a natural culture of learning using ICT across the whole school. As one new pupil to the school commented: *'This is a high technology school!'*

MUSIC

99 Throughout the school, attainment is better than expected for pupils' age and many junior pupils attain very high standards. Music lessons are shared by visiting music specialists and class teachers. Pupils enjoy their music lessons that are linked well to current class topics. All pupils receive high quality experiences across a wide range of musical activities. Achievement is good overall and for pupils in the junior classes it is very good in composition and performance.

100 Infant pupils sing in tune and with a good sense of rhythm. They know a range of percussion instruments on which they compose and perform simple pieces. They enthusiastically join in hymns

and songs, using hymn books in assembly, and know many songs from memory. Juniors have very good opportunities to appraise, compose and perform music from a wide range of cultures and time, for example, lower junior pupils work in small groups developing their own compositions using an excellent range of tuned and untuned instruments. One pupil acts as both a performer and conductor with each group, including higher attaining pupils playing specialist instruments. Throughout the lesson they constantly appraise and improve their own ostinato compositions. Most pupils are able to maintain a steady pulse, show good awareness of other performers and read simple notation. Upper juniors demonstrate high levels of composition and performance skills when producing their own music in the style of 'La Volta', an Elizabethan dance. All pupils have the opportunity to play the recorder.

101 The quality of teaching and learning in the lessons seen is very good. The visiting specialist teacher enthuses pupils with a love of music. Lessons are characterised by energy, pace, encouragement and very clear learning objectives. Teachers in the juniors have good personal subject knowledge and they contribute well to the standards attained in lessons, whole school and collective worship. Pupils with special educational needs take part in specialist music tuition and all pupils are given good opportunities to perform in assemblies and concerts.

102 Management of the subject is very good. There is a very well planned and structured scheme of work, which provides good support and clear guidance for assessing pupils' learning and achievements. The tuition provided by the visiting specialist teacher makes a significant contribution to pupils' attainment and progress.

PHYSICAL EDUCATION

103 During the inspection, one gymnastic lesson was observed in the infants and one in the juniors. Standards in the work seen were similar to those expected for pupils aged seven and eleven. A scrutiny of planning and discussion with teachers revealed that the school appropriately covers all areas of the physical educational curriculum at different times during the year. Currently all the Year 3 and 4 pupils go swimming and any pupils in Years 5 and 6 who cannot swim join them. Records indicate that most pupils are able to swim the required 25 metres by the time they are eleven.

104 By the age of seven, pupils know why a warm up session is important before starting any physical activity. They work successfully as a team when getting out and putting away equipment and understand the safety aspects involved. They are confident when working at different heights and put together a simple sequence of movements on the floor. They transfer this successfully to the apparatus. By the age of eleven, pupils hold a balanced position on the floor and apparatus. They copy the movements of a partner effectively and jump and land correctly from different heights. Pupils are creative in their ideas and put together an original sequence of movements showing changes in speed, direction and level. They respond well to challenge and are keen to improve their performance. Teachers offer effective support to pupils who find physical activities difficult and this helps them achieve as well as all other pupils.

105 In the two lessons observed, teaching was satisfactory in the infant lesson and very good in the junior lesson. Teachers change appropriately for the lessons and this sets a good example for the pupils. Lessons began with a suitable warm-up that is sufficiently rigorous. In both lessons teachers used pupils' own performance to illustrate good points and aspects that might be improved. This is effective in developing an appreciation and commitment to quality work. The infant lesson was successful in establishing good working routines in a gymnasium and in motivating pupils through praise and encouragement. There were, however, periods when pupils were required to sit and listen for too long and the pace of parts of the session were too slow. In consequence, a few pupils became restless and inattentive. The pace of the junior lesson was consistently rapid, involved periods of sustained activity and stressed the importance of the idea 'refine and improve.' This was

characterised by questions such as: *'I want to see more height and more variation and speed in your sequences'*

106 Assessment procedures are very good and include a record of individual pupils' progress against National Curriculum levels. This provides a strong base for teachers to build on pupils' strengths and help them overcome any weaknesses. The size of the main hall and quality of equipment contribute well to the standards and progress made by the pupils.

107 Management of the subject is good given the stage of development of the school. A comprehensive co-ordinator's file has been put together and this gives very good guidance for other teachers. Recent in-service training has focused on the use of new equipment and the organisation of an effective gymnastics lesson. This was reflected in the work seen during the inspection. A developing programme of extra-curricular sporting activities is planned to enhance the physical education curriculum.

RELIGIOUS EDUCATION

108 Overall standards of attainment in religious education meet the requirements of the locally agreed syllabus at seven and eleven and pupils' achievements are good. There is some high quality work in the juniors. Although many pupils have recently moved to this school from different areas of the country most have experienced many common elements in their religious education.

109 By the age of seven, pupils are developing a good awareness of the needs of others and their own role in being a friend by being cheerful, helpful and caring. They have a growing perception of community and this is particularly relevant to the school circumstances and the need to make newcomers to the area welcome. They compare their own stages of development with the life of Jesus and identify significant times in his life. Most have a good understanding of special festivals both personal and Christian. Many stories from the Bible such as 'the Good Samaritan' and the 'feeding of the five thousand' are retold well by pupils. They have good understanding and knowledge of miracles and know that Jesus tried to help people lead better lives. They know that early stories were written on scrolls and they replicate these using their literary and artistic skills. When recording their ideas and recollections they make good use of computers.

110 By the age of eleven, pupils recognise important Christian symbols and understand their meaning for Christians. They present their own poetry and story work on a love theme in collective worship and link this to all aspects of their own work in school. When considering the impact of war on individuals they reflect and link this to the work of Jesus and his love for the world. They have a growing understanding of the main religions of the world and know why it is important to respect the different views of other faiths. When studying the Hindu religion, they develop good understanding of family relationships and the importance of being a reliable person. They use their literacy and computer skills effectively to research the festival of Raksha Bandhan. Pupils contribute well to the high profile displays in classrooms and around the school. These positively celebrate religious festivals from around the world.

111 In the two lessons seen during the inspection, one in the infants and one in the juniors, the teaching was good. Teachers use questioning well to check pupils' understanding and give clear explanations. They plan lessons thoroughly and make good use of information technology. This has a good impact on learning and pupils' achievements; for example, in the infants the teacher extends the pupils' vocabulary and knowledge when explaining the miracles of Jesus. In the juniors, the interactive white board is used well to exemplify aspects of the Hindu religion and pupils interrogate the Internet to write their own versions of traditional stories. Pupils' attitudes to the subject are very good because teachers have a high expectation of behaviour and establish clear lesson objectives and reinforce these

well during and at the end of lessons. Collective worship contains a clear Christian spiritual and religious dimension and contributes well to pupils' attitudes towards other pupils within the school.

112 The subject is well managed and the new co-ordinator has continued the effective monitoring of teachers' planning based on a good scheme of work.