

INSPECTION REPORT

ST ANNE'S C. of E. PRIMARY SCHOOL

Godmanchester, Huntingdon

LEA area: Cambridgeshire

Unique reference number: 131238

Headteacher: Mrs Anthea Kenna

Reporting inspector: Brian Aldridge
17454

Dates of inspection: 26th March to 28th March 2001

Inspection number: 230771

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

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: London Road
Godmanchester
Huntingdon

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Appropriate authority: The Governing Body

Name of chair of governors: Mr David Morgan

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17454	Brian Aldridge	Registered inspector	Mathematics Information technology Special Educational Needs	What should the school do to improve further The school's results and achievements How well are pupils taught How well is the school led and managed
13526	Richard Barnard	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
18143	Bernice Magson	Team inspector	English Art Music Physical Education Equal opportunities English as an additional language	How good are curricular and other opportunities offered to pupils
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anne's is a new Church of England primary school in Godmanchester that has been open for a year and a half. Though it is growing quickly, it is smaller than average and draws its 122 pupils (60 girls and 62 boys) from a mixture of social backgrounds. Twenty-three children are in the reception class. Twenty-nine pupils are on the school's register for special educational needs including two pupils who have statements, which is above the national average. No pupils are known to have an entitlement to free school meals, which is much lower than average, and no pupils speak English as an additional language. Pupils' attainment on entry to the school is above average. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

St Anne's is a good and improving school. Standards in English and mathematics are well above average by the time pupils are eleven and pupils achieve well. Pupils enjoy coming to school and have positive attitudes towards learning, and as a consequence their levels of attendance are very good. The quality of teaching is good overall and all members of staff have worked hard to open and develop the school and its provision. The headteacher leads the school very well and has developed, with very good support from the governing body, a committed and highly motivated team. The school provides good value for money.

What the school does well

- Standards are high generally and very high in English and mathematics by the time pupils are eleven.
- Teaching is good.
- The school is very well led and managed.
- Music is a notable strength of the school.
- Pupils like coming to school and their attendance is well above average.
- The provision for pupils who experience special educational needs is very good.
- Relationships with parents are very good.

What could be improved

- The frequency of lessons in design and technology, geography and history.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As the school opened in September 1999 and has not been inspected before, this section of the report does not apply.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	N/A	N/A	C	E
Writing	N/A	N/A	A	B
Mathematics	N/A	N/A	C	D

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

The results of the national tests in 2000 for seven-year-olds should be treated with caution because of the small size of the cohort. There were no eleven-year-olds in the school at the time of the national tests in 2000.

Children's attainment on entry to the school is above average, their progress is satisfactory in the foundation stage and, by the time they enter Year 1, they attain standards above those set by the early learning goals in all areas of learning. At the end of Year 2 pupils attain standards above the national average in English, mathematics and science. In all other subjects standards are average and pupils' achievement is satisfactory. At the end of the junior stage, eleven-year-olds attain standards well above average in English, mathematics and music and above average in science and information and communication technology. In other subjects attainment is average. Pupils achieve well in the junior years and learning in lessons is consistently good. Pupils who experience special educational needs make very good progress towards the targets set out in their individual education plans and often achieve standards in line with the national expectation.

As the school develops the curriculum and sets high expectations for pupils, the rate of progress is rising. The current eleven-year-olds are expected to exceed their targets in the National Curriculum tests in 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school and relish interesting and challenging tasks.
Behaviour, in and out of classrooms	Good. The positive rewards for good behaviour develop consistently good relationships between younger pupils although at times older pupils do not always show each other due consideration.
Personal development and relationships	Good.
Attendance	Very good. Attendance levels are well above the national average.

TEACHING AND LEARNING

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

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

In the 35 lessons observed the quality of teaching was very good in 20 per cent, good in 51 per cent and satisfactory in the remaining 29 per cent. All teachers were seen teaching lessons of good quality but teaching is consistently good in Years 2, 3, 4 and 5 and very good in Year 6. The quality of teaching in English and mathematics is generally good and the skills of literacy and numeracy are taught well. In Year 1 not enough is expected of pupils' personal writing and in this class pupils' behaviour is not always managed well. The teaching and support provided for pupils with special educational needs is very good. Pupils learn well as they move through the school. They act independently and learn best when they are given challenging and imaginative tasks. Pupils make a positive contribution to their classes, and teachers are successfully developing a very positive learning atmosphere. Where teaching is consistently good or better, teachers plan very well, setting different levels of work to match pupils' needs and marking is of very good quality, giving pupils a sense of direction and a clear idea of what they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum has been developed to cater for pupils from a range of different schools. Learning opportunities in design and technology, geography and history are insufficiently frequent.
Provision for pupils with special educational needs	Very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall.
How well the school cares for its pupils	The school's provision is good. The school gives good support and guidance to pupils and the procedures for monitoring and improving attendance are very good; those to monitor and encourage good behaviour and eliminating oppressive behaviour are good. The school has developed very good procedures to ensure child protection and for ensuring pupils' welfare.

The school works very well with parents. The school has developed a wide range of assessments.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school and has formed an effective and hardworking team.
How well the governors fulfil their responsibilities	The governors carry out their work with diligence and demonstrate very high levels of commitment.
The school's evaluation of its performance	This area of work is good; in particular, the work of the headteacher in monitoring teaching is of very high quality.
The strategic use of resources	Resources are used very well and financial planning is excellent.

The adults who work in and on behalf of the school have demonstrated an excellent shared capacity and commitment to succeed and improve the provision of the school. Staffing and accommodation are very good and learning resources good overall. The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school and make good progress. • Behaviour is good, pupils are expected to work hard and pupils get the right amount of work to do. • The school provides an interesting range of activities and helps pupils become mature. • Teaching is good and the school works closely with parents. • The school is well led and managed and parents feel comfortable about approaching the school. 	<ul style="list-style-type: none"> • Parents want the opportunity for a formal visit to view children's work in the spring term.

The inspection findings show a very close agreement with parents' positive views of the school; for example, teaching is good and the school is very well led and managed. Inspectors do not support parents' views about the opportunities to visit the school. The quality and type of information parents receive about their children's progress and other issues are very good and well above the levels and quality normally seen in primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. Children enter the reception class with above average levels of attainment. Most use language well to express themselves and are keen and eager to learn. They make satisfactory progress in the reception class and the majority will attain above the early learning goals by the time they are ready to begin Year 1 of the National Curriculum. The high expectations of behaviour in the reception class encourage pupils to build on their social skills. Pupils use their language skills well to talk about their work and their above average listening skills helps them pay attention to the adults who support them. Children have good number skills with over half of them counting in tens to 100 although their understanding of space and shape is not as well developed. Children's good general knowledge is built on soundly as they learn about the world around them, the locality of the school, plants and animals and the material world. Physical skills are above average; children move confidently. Creative development is promoted well and imaginative teaching raises children's attainment to above the expected levels for this age group although the lack of some basic equipment limits opportunities for role-play.
2. There were no eleven year old pupils to sit the national tests in 2000 and trends over time cannot be judged.
3. When compared to the national average, pupils' overall performance in the National Curriculum tests for seven-year-olds in 2000 was average in reading and mathematics and well above average in writing. When compared to similar schools, performance in reading was well below average and above average in writing. Performance in mathematics against similar schools was below average. Teacher assessments in science showed standards to be below the national average and well below average when compared to similar schools. Pupils had been in the school for eight months when they took these assessments and, for this reason and because of the small numbers of pupils in the year group, a great deal of caution should be exercised when interpreting this data.
4. Inspection evidence indicates that for pupils in Year 2 standards in English, mathematics and science are above average. Standards in Year 6 are well above average in English and mathematics and above average in science. The quality of teaching during the inspection confirms the findings of the work analysis that pupils make satisfactory progress in the infant classes although progress is good in Year 2. In the junior classes the rate of learning in lessons is good generally and very good in Year 6. The rise in the standards from the 2000 national average tests is due to the generally good provision beginning to raise the rates of learning in lessons.
5. The progress of pupils with special educational needs towards meeting the targets in their individual education plans is very good. Teachers and the special educational needs co-ordinator ensure that teachers intervene at the earliest opportunity if there is the slightest concern about a pupil's progress. Teachers produce very good quality action plans for pupils on the first stage of the special educational needs register. In turn this means that pupils' needs are addressed and that teachers and learning support assistants work closely together to note signs of progress against targets. Careful attention is focused on pupils' needs and the basic skills of literacy and numeracy are taught well. Their very good rates of progress helps pupils to feel good about their work and this in turn helps them to work harder on the next set of tasks. This results in many pupils who have been identified as having special educational needs achieving the national average in English and mathematics.
6. By the time pupils are seven-year-olds the skills of speaking and listening are well developed as they learn the subject vocabulary they need to play an active part in lessons. Their confidence is such that they apply their skills well and criticise

instructions given on tape in a listening exercise. They used clear speaking voices to describe the sequence of instructions that should have been used. Pupils make satisfactory progress in their reading. They learn about letter sounds and use their knowledge to read straightforward texts with more able pupils reading confidently with good levels of expression. By the age of seven most pupils write complete stories with more able pupils writing at long pieces of work. Higher attaining pupils understand the needs of the reader and alter the length of a line of poetry to create an effect. They punctuate their work well. Eleven-year-olds make good progress generally and speak in clear, well-modulated voices. They develop good technical vocabulary and relish the impact of words. They take part in debates and discussions and support their opinions with sensible arguments. They read well and use books and the Internet to research their work. Their understanding of library systems is good and they have a good knowledge of children's classical literature. They read well for pleasure and study. Pupils' writing at the age of eleven is well above average, effectively using imagery and writing for particular audiences. They write for different purposes and make good use of information and communication technology (ICT) to record their findings and present their work. Handwritten work is well presented in a neat, fluent style.

7. Overall progress in mathematics is sound in the infant classes but good in Year 2. Pupils develop an above average understanding of number and how to use arithmetic to solve problems. Working with three-figure numbers they have a good working knowledge of adding and subtracting and fractions of shapes and numbers. They develop a good understanding of the early stages of multiplication and division. They use their number skills to solve problems in time and length. By the time they are eleven pupils have developed a well above average understanding of number, with more able pupils formulating and solving equations using brackets. They apply their knowledge of indices to calculate with powers and roots of numbers. In their shape and space work all pupils calculate the area of rectangles; higher attaining pupils calculate the area of a circle with good levels of understanding of the ratio of the radius of a circle and its circumference. Pupils display their findings from their investigations in a variety of ways using graphs and their knowledge of probability very well.
8. In their scientific work seven-year-old pupils have a sound understanding of the conditions for healthy plant growth. They know that some changes to materials can be reversed while others are permanent. They construct simple electrical circuits although their investigational skills are not as well developed as their scientific knowledge due to too few practical learning opportunities. As eleven-year-olds, pupils' investigative skills are well developed. They understand the need to control aspects of their investigations to isolate the important factors. They build well on their learning about life and how materials can be separated using a variety of techniques. They use computers to present their findings in the form of graphs. Knowledge, skills and understanding of ICT are average for seven-year-olds and above average for eleven-year-olds. Pupils have good levels of access to computers and they understand that these machines help them in their learning. They are well acquainted with all aspects of the subject.
9. Standards in art and design, design and technology, geography, history and physical education are at the levels expected of seven and eleven-year-olds. In design and technology, geography and history learning opportunities are too infrequently spaced throughout the year. This means that knowledge, skills and understanding are not developed as systemically in these subjects as in others. Standards in music are well above average by the time pupils are eleven and attainment in music is a considerable strength of the school.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour and personal development are good and, together with their very good levels of attendance, have a positive effect on their learning.
11. Parents and carers agree that their children like coming to school and enjoy their lessons. Pupils in the reception class respond well in their lessons even when tasks given to them lack the challenge of the lesson's introduction. They behave well and try hard to please the staff. Throughout the school pupils show good levels of interest and involvement in activities and respond well to teachers. High standards of listening skills help them to understand the tasks they are set by their teachers. For example, in a physical education lesson for seven and eight-year-olds, all pupils followed the teacher's instructions very closely, enabling them all to achieve very well in performing a series of shapes with increasing skill and confidence. Pupils' attitudes to extra-curricular activities and to events when representing the school are very good.
12. Pupils' behaviour in lessons, assemblies, around the school and in the playground is generally good. The fact that no exclusions of any type have occurred since the school opened, which is well below the national average, indicates the success of the behaviour policy and reflects the school's positive approach to social inclusion. Teaching and support staff deal with the very small number of pupils who experience behavioural difficulties fairly and firmly. At times older pupils do not live up to the high expectations placed on them by the school. The school sets the clear expectation that pupils should be considerate at all times and in some circumstances older pupils lack consideration for other pupils in their class. Generally pupils know the school rules well and are developing an awareness of how to behave in particular circumstances, especially when representing the school. Pupils with special educational needs behave well and have very positive attitudes to their work. They are keen to get on with their tasks and work very well together when placed in small groups with other pupils. They listen to the adults who support them in their work and grow in self-confidence as they achieve their targets.
13. Relationships are good. Pupils play and work together well, with the exceptions noted above, and co-operate well in groups or pairs. Those with special educational needs are included well in all activities by other pupils. Good appreciation and respect for their feelings have a positive effect on their learning and all pupils show proper concern for others. For example, in a Year 6 information and communication technology lesson the very positive support given by a very able pupil to a less experienced ensured that both were able to select and make choices about developing a web page very well. The entries made in the Prayer and Praise book are a good example of how pupils are able to express a range of feelings about many issues such as homelessness, disability and earthquake victims.
14. Pupils' personal development is good. They willingly undertake a range of tasks and duties with a developing use of initiative. For example, in assembly one pupil automatically switched the lights off when others operate the overhead projector to show the words and music of a hymn. Older pupils play games with the reception pupils in their playground at lunchtimes, encouraging good relationships and a family feel.
15. Attendance levels are very good, being well above the national average, and pupils are very punctual. Pupils' very positive attitudes reflect well the enthusiasm they show for their school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

16. The quality of teaching, and consequently the rate of pupils' learning in lessons, is good overall and pupils achieve well. There are variations in the quality of teaching within the stages of the school. In the foundation stage (the reception class), the quality of teaching is at least satisfactory and often good although at times practical activities do not challenge children as much as the introductions and follow-up sessions. In the infant stage, the quality of teaching is satisfactory overall and good in Year 2 where pupils are given activities that stretch them. In Year 2 the management of pupils is consistently well handled, whereas in Year 1, at times, pupil management is over-zealous. In the junior stage the quality of teaching is good in the class for eight, nine and ten-year-olds and very good for eleven-year-olds. In these classes the tasks are interesting and imaginative. Of the 35 lessons observed during the inspection, in 20 per cent the quality of teaching was very good, in a further 51 per cent teaching was good and in the remaining 29 per cent it was satisfactory.
17. In the foundation stage teaching is characterised by sound subject knowledge. Usually lessons are introduced in an interesting manner. For example, in a lesson concerned with language development the teacher told a story very well, using lots of expression. Children were very attentive during the introduction, enjoyed the story telling and subsequently the rate of learning was very good. At times not all of the tasks were as demanding as the sessions that introduced and closed the lessons. They used words such as 'widow', sequenced a series of events and generated rhyming words as they retold the story of Jack and Beanstalk. The teaching of basic skills is sound and pupils are encouraged to use and enjoy books and numbers. Daily planning is good and highlights what pupils have to learn. In this class the teacher has high expectations of pupils' behaviour and what they have to do. Pupils are managed very well; they understand how they are expected to work together and they react well to firm and friendly support by behaving well and developing good social skills.
18. In the infant classes the quality of teaching never falls below satisfactory levels; in Year 1 teaching is satisfactory overall and in Year 2 it is good. In Year 1, teaching is satisfactory because at times the noise level rises and prevents good working routines from being consistently followed. The teacher's management of practical sessions tends to be over energetic and, rather than waiting for pupils to become quiet naturally, the teacher tries to talk over pupils which, at times, causes noise levels to rise further. Planning in this class and in Year 2 is always of good quality and classrooms are well prepared although in Year 1 some English activities are based too often on work taken from a commercial scheme rather than requiring pupils to make personal responses to their tasks. When practical tasks are given, as in a science lesson, pupils work hard, if at times noisily, but do produce high quality work because they have been expected to think for themselves and arrive at their own solutions to problems. In Year 2 expectations are high and pupils are required to work hard and in a studious learning atmosphere. Pupils respond well, they show high levels of concentration and, even when tasks consolidate previous learning, they are diligent. In this class, because the teacher has developed good relationships with pupils, they are happy, confident and participate in discussions. Good methods were used in a physical education lesson as the teacher employed questions very well to develop pupils' knowledge of shapes. The teacher's well organised, enthusiastic and very well paced approach to the lesson was communicated well to pupils who responded very well by producing work of a high standard and learning very well throughout.
19. The quality of teaching in the junior classes is good and in Year 6 very good. In these classes, teachers' good subject knowledge is translated into consistently very high expectations of pupils. Pupils' response in lessons is usually good although older

pupils can sometimes show themselves lacking in care and respect for each other. At other times pupils show attitudes in line with the school's aims and are very helpful and supportive of each other. The mixed age groups in the class for the youngest juniors are managed very well, and the school has developed very good quality strategies to meet the needs of all pupils, for example through additional teaching groups in the afternoon. Teachers' planning is very good in these classes, showing clearly what pupils are expected to achieve, and planning different levels of work for each group. This shows itself in the high work rates, the good levels of concentration and the positive way in which pupils apply themselves to their tasks. Information and communication technology (ICT) is used very well in these classes; an interactive smart board is used very well to introduce lessons and challenging tasks are set on computers. This work not only reinforces subjects such as mathematics but also encourages pupils to work together in close co-operation. In these classes teachers' marking is at least good and in Year 6 it is excellent as the teacher sets up a dialogue with each pupil. There are very good pointers given as to how to improve work and the very good relationships observed in lessons are carried through to the assessments in books.

20. The quality of teaching for pupils with special educational needs is supported well by the pupils' individual education plans that are carefully drawn up by class teachers and the co-ordinator for pupils with special needs. The daily records kept by learning support assistants who work with pupils with special educational needs are of good quality. Learning support assistants teach pupils the letter sounds, which will help them read or the simple calculations to help them in their mathematics work. They encourage pupils very well by talking to them about their work or by helping them when they use laptops to improve presentation. Teachers and learning support assistants handle pupils who experience difficulty in controlling their emotions in relation to their work and other pupils sensitively and extremely well. These pupils show they are capable of very good learning as carefully measured support enables them to participate in lessons to very good effect. At times support takes the form of therapeutic programmes and these are handled sensitively to develop pupils' skills and attributes. This support is successful and builds well on pupils' prior learning.
21. There are several aspects of teaching that are of good quality throughout the school. The relationships between teachers and learning support assistants are very good. Support assistants are well briefed by teachers and teachers and assistants work well together to support pupils' learning. This is shown most notably in the support given to pupils who experience special educational needs. The targets pupils set for themselves with their teachers and parents are also of good quality and make a positive impact on their rates of learning. The setting of tasks for home learning is at least good throughout the school and in the junior classes is very good. Tasks are relevant to pupils' learning in class and at best are very interesting and challenging.

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

22. All statutory requirements of the National Curriculum are met. The school has planned the curriculum so that, as pupils enter the school, themes in history, geography and, to some extent, design and technology are broad and are able to accommodate the very wide range of pupils' prior learning experiences. Because of the present arrangement for the coverage of topics, there can be a gap of up to two terms between learning experiences in these three subjects and when this happens the development of pupils' skills, knowledge and understanding lacks continuity. The quality of learning opportunities in other subjects is at least satisfactory, and in English, mathematics, science, information and communication technology and music are good overall.

23. The school has introduced all subjects of the National Curriculum both as subjects in their own right and as part of the topic cycle. The literacy and numeracy strategies have been introduced and are providing a good structure to the English and mathematics curriculum. Draft schemes of work take into account both the new national recommendations of Curriculum 2000 and local authority recommended schemes of work. In the foundation subjects the school is still working through its initial two-year cycle of topics, and schemes of work in these subjects are still being trialled for relevance and challenge. Policies have been written for many but are not yet completed for all subjects. The governing body has agreed all the policies that are legally required. The time allocations for English and mathematics are above those of most schools and this is contributing to the good standards achieved. Weekly French lessons have been introduced in both infants and juniors that involve practical games activities so that pupils gain some confidence in the use of a modern foreign language. Sex education and drugs education are taught as agreed in the school policy. Teaching in personal, social and health education is developing well and a good scheme of work has been established. Circle time is providing a good opportunity to carry out this work in each classroom.
24. The plans teachers devise are good. The teachers prepare long, medium and short-term plans for each subject and also link curriculum subjects when possible. Planning is thorough and takes good account of expected outcomes as well as providing a relevant challenge appropriate to each ability group. Teachers make good use of new technology to provide additional support and interest through a new and exciting media.
25. All pupils, including those with special educational needs, have equal access to all aspects of the curriculum. The provision for special educational needs meets all legal requirements and is very good throughout school. The register of special educational needs is reviewed regularly and specialist help is sought if relevant. Targets for improvement in English and mathematics and for behaviour are identified for pupils each term according to their individual needs and are reviewed in consultation with parents. Support is mostly provided in the classroom by a team of experienced support assistants, who are skilled at offering appropriate help so that pupils can achieve their learning goals successfully.
26. A good range of extra-curricular activities is available, including music and sports. School staff offer these activities although specialist coaching in football is also available. The quality of activities in these clubs is good and they are popular among pupils. Facilities are also available before and after school so that parents can lengthen the school day if it is necessary. Pupils are cared for well although the range of activities is limited. The school welcomes many visitors into school and also participates in a good range of visits out of school in order to enrich the curriculum. A particularly good focus has been the attention given to building international links and the school has already received an international award for good achievement by linking with schools in European countries and Brazil. The governors, headteacher and teachers have considered it to be an important aim for a church school to establish a close links with the church; all parties have worked hard to build an ethos of cooperation and partnership. As a result the school is able to make good use of the church to give valuable enrichment to the curriculum. The school is also seeking to build links with other schools in the area and a partnership is already underway with the local secondary school to develop cooperation in performing arts.
27. The overall provision for pupils' spiritual, moral, social and cultural development is good. The school reflects its Church of England status and gives prominence to its agreed aims and values. Spiritual development is promoted very effectively in assemblies. Themes are planned which provide a structure both to whole school and class assemblies. Opportunities for reflection and prayer are provided in each assembly through music, art, story and discussion. Provision for moral development is good. All pupils understand the difference between right and wrong. The

headteacher knows all the pupils well and regularly reinforces the school's moral values. The very strong links with the church and the good role models set by adults assists pupils further pupils' understanding of moral responsibilities. Pupils are given good opportunities to discuss issues of right and wrong in the wider world. Provision for social development is good. Relationships are developing effectively through the good opportunities provided for cooperative and collaborative learning. Pupils are polite, friendly and helpful. They enjoy opportunities to have class and school responsibilities and complete their tasks sensibly. Cultural development is also well provided for. The school is conscious of the need to promote and respect cultural differences and is seeking positively to build good links and to purchase varied resources, which seek to reinforce a cultural understanding both of their own heritage and that of others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

28. The school provides very good care for its pupils. Members of staff know the pupils very well and the care provided makes them feel valued and cared for. The headteacher is active in monitoring personal development in an informal but purposeful way; formal recording is not applied by all teachers but where it occurs it is very effective especially in relation to pupils with special educational needs. Special needs staff liaise well with outside agencies to ensure that the pupils' needs are fully met. Visiting therapists support the school and its staff well and these very good relationships have a very positive effect on the care and attention pupils receive.
29. The school has very good and effective procedures to identify and meet the needs of its pupils with special educational needs following the guidance of the Code of Practice. The early intervention strategy followed by the school is beneficial to pupils in that teachers and support staff develop programmes, which address areas of difficulty and increase rates of progress. The school monitors the progress pupils make on a daily basis as teachers and learning support assistants give individual and small group support to pupils. The good quality notes made by learning support assistants then helps to plan the next stage of work. In turn, this ensures that during the regular, very well conducted reviews, the school can feed back to parents about rates of progress.
30. Health and safety procedures are very effective and child protection policies and awareness are very good. The school is very clean, tidy and secure. First aid and health arrangements are very good and health awareness promoted well. The care provided helps pupils learn in a friendly and caring atmosphere. As a result they settle quickly into the reception class and older pupils who have entered school are quickly developing their positive attitudes of care and appreciation of others.
31. The school has adopted a good behaviour policy. It is implemented effectively by most staff but on some occasions in the early phase of the infants the policy is not implemented consistently. Praise and rewards are used effectively; in particular, the development of pupils' self-esteem and confidence in areas such as music and sport are having a very positive effect on pupils' attitudes to school and behaviour. School staff have worked very hard to establish an atmosphere of care and high regard between all members of the school community. The contributions pupils make to the life of the school, in whatever field, are valued and honoured and the school's continuing commitment to this area of provision is of very high quality.
32. The very good promotion and monitoring of attendance has helped ensure very high attendance levels. The school administrator has very good systems to follow up absences very promptly; they are an extremely clear example of the school's very caring approach.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

33. The school has a very good partnership with parents and this has a very positive impact on pupils' achievements. Most parents who attended the pre-inspection meeting or completed the parents' questionnaire think that the school provides a very good education for their children, who make good progress and like coming to school.
34. About a fifth of the parents who completed the questionnaire expressed concerns about the information they receive from the school about their children's progress. Inspectors support parents' positive views of the school but inspection findings show that parents receive very good information from the school about their children's progress, well above the quality and level found in most schools. Annual reports to parents are very good, giving detailed, well-written and honest evaluations of children's achievements. These are supplemented by the regular sharing of targets for development which is a very good example of how successfully the school tries to involve parents in their children's learning. Regular consultation evenings, letters about the curriculum, open sessions to see their children's work and the daily availability of teachers all ensure that parents have many opportunities to check on their children's progress. The school successfully involves the parents of pupils who experience special educational needs. There are very good systems to inform parents of their child's progress within the special educational needs provision of the school. Regular reviews of statements and individual education plans are carried out well and careful notes of parental concerns and the successes of pupils' programmes add to the information the school uses to prepare further targets.
35. The emphasis the school places on home learning as opposed to homework further enhances the importance of the partnership between school and parents in learning very effectively. Parents are welcomed into the school and many help in lessons, clubs and events. The Parents, Staff and Friends Association provides very good financial, practical and social support. Parents encourage a very positive attitude towards learning in children and regular, prompt attendance at school. The positive support of parents, which is very well nurtured by the school, has a very positive impact on pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED

36. The headteacher provides very strong and influential management. Leading by example, she has skilfully formed a very hard working team who are resolved to ensure that all pupils have the opportunities to make good progress both personally and academically. From the outset, everyone concerned has worked with very high levels of determination and skill to ensure that the school 'hit the ground running' and had a successful first eighteen months. The school benefits from the very clear direction provided by the headteacher and her continuing concentration on promoting high standards for staff and pupils. The headteacher and the governing body set out their aims and vision for the school and the work towards these aspirations has been of good quality. All members of the school community are valued and highly regarded. The carefully staged process of inducting co-ordinators to their full levels of responsibility has been very well managed and their work is of good quality. The budgeting process for subjects has been established and the school development plan sets out how subject co-ordinators will take full responsibility and authority for managing their subjects and monitoring the effects of their decisions. This process has been sensitively and sensibly managed and with other systems has brought about an excellent commitment to the school's work and a collective capacity to succeed.
37. The governing body too, guides the school very effectively and has a very good understanding of their role in setting the policies for the school and then supporting the headteacher in day-to-day management. Before the building was handed over

they set out the general direction of the school, designed the person specification for the appointment of the headteacher and supervised the selection procedure. Now constituted as a full governing body, governors demonstrate a wide variety of very useful skills and attributes and share the same levels of determination to see the school and individual pupils succeed. They have a very good understanding of the school's strengths and weaknesses. Each governor successfully manages a responsibility for monitoring and supporting an area of the school's work, including appraising the work of the headteacher and setting targets for school improvement.

38. The systems that the headteacher has developed to monitor and support teaching are very good and bring about very good quality support for members of staff, notably where comparative weaknesses are identified. In turn, the rigorous evaluation of the school's progress towards meeting the targets set out in the high quality development plan brings about good levels of understanding about which of the school's priorities need to be addressed. This process is shared by all members of staff and the governing body and adds to the very high levels of commitment. Systems to induct new staff are very effective. The successful monitoring and mentorship of the newly qualified member of staff has contributed to a short settling in period and effective teaching.
39. The governing body has set up very good procedures for monitoring the school's provision for special educational needs. They have a named governor who takes an active interest in the delivery of that provision and in the progress of the pupils. All governors report regularly to the governing body on the quality of the provision they monitor. The special educational needs co-ordinator provides very good leadership and, in particular, very good systems and ways of working have been developed. This means that governors receive up-to-date information about the success of the school's provision from a number of reliable sources. In turn, governors use this information to take decisions about how to support special educational needs and how to view the progress pupils make in light of the decisions taken about staffing and resources.
40. The financial planning of the school is excellent. The excellent understanding of financial issues and procedures by the chair of governors and the headteacher ensures that the school has an excellent financial plan to ensure that future educational developments and fluctuations in pupil numbers can be catered for. The very good work of the school administrator ensures that the amount of day-to-day financial management and administration falling on teachers and the headteacher is kept to a minimum. Very effective use is made of specific funds, especially in relation to ensuring very good progress for pupils with special educational needs. The school benefits from having a very good number of suitably qualified teaching and other staff. They have an appropriate range of qualifications and experience to provide a good standard of education. Accommodation is of a very high quality, although the recent replacement of the hall floor has limited pupils' achievements in physical education.
41. Resources are good overall and the school is sensibly acquiring resources as the need arises and taking decisions on which resources would be best suited to certain tasks.
42. Considering the school has been opened for eighteen months, the staff and governors have shown a determination to build a school based on openness and trust between all members of the school community. Their success in this endeavour has been impressive.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

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

Ensure the gaps between lessons covering geography, history and design and technology are reduced so that pupils can more effectively build up their knowledge, understanding and skills in these subjects.

(This issue is discussed in paragraphs 9, 22, 83, 85, 86, 90)

In addition the governors should consider the following more minor issue for inclusion in the action plan:

Maintain efforts to improve the satisfactory teaching, already identified by the headteacher, to the high quality seen elsewhere in the school.

(This issue is discussed in paragraphs 16, 18, 57, 64, 68, 71)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	51	29	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

	Nursery	YR-Y7
Number of pupils on the school's roll (FTE for part-time pupils)		122
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y7
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		29

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	65
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000			14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	93 (n/a)	93 (n/a)	100 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	12	13	12
Percentage of pupils at NC level 2 or above	School	86 (n/a)	93 (n/a)	86 (n/a)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	96
Any other minority ethnic group	3

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-Y7

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	22.2:1
Average class size	24.4

Education support staff: YR-Y7

Total number of education support staff	10
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Financial information

Financial year	1999-2000
	£
Total income	144,570
Total expenditure	134,161
Expenditure per pupil	1,516

Total aggregate hours worked per week	127
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Balance brought forward from previous year	0
Balance carried forward to next year	10,409

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	122
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	5	0	0
My child is making good progress in school.	47	47	6	0	1
Behaviour in the school is good.	41	55	3	0	1
My child gets the right amount of work to do at home.	30	50	15	2	2
The teaching is good.	47	43	1	0	9
I am kept well informed about how my child is getting on.	31	43	22	1	2
I would feel comfortable about approaching the school with questions or a problem.	67	29	1	1	1
The school expects my child to work hard and achieve his or her best.	71	26	2	0	1
The school works closely with parents.	44	41	14	0	1
The school is well led and managed.	78	21	0	0	1
The school is helping my child become mature and responsible.	69	29	0	0	2
The school provides an interesting range of activities outside lessons.	64	23	8	0	5

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

44. Pupils enter the reception class in the September following their fourth birthdays. The thoughtfully organised admission procedures provide the opportunity for children to attend for a half of the day during the first half term. Full time admission is arranged according to age, and by November all, including the youngest summer born children, attend school on a full time basis. All present members of the reception class have attended other early years groups and their attainment is above average on entry to the school. The majority use spoken language well, are interested in books and are eager to learn when they enter the reception class. They make satisfactory progress and, by the end of their reception year, the majority are likely to exceed the expected goals for learning in all areas of foundation learning. This is because of the sound provision that the school makes for children in this age group.
45. The curriculum organised by the school for its youngest pupils provides appropriately for their social, emotional, physical and intellectual needs. It is securely based on the national guidance for the foundation stage and leads appropriately into the first year of the National Curriculum. Teaching in the foundation stage is always at least satisfactory and at times good. Teaching and non-teaching staff work effectively together, and provide good models of co-operative endeavour. The teacher's positive relationship with the class is a strength that underpins her effective management of the children and contributes significantly to the calm and encouraging working environment. She communicates well and as a result children are enthralled in story telling sessions and their learning is well promoted. A relative weakness is that activities are not always sufficiently challenging to involve children totally in their work. The school has an effective home-school learning programme and the help parents give their children at home in reading has a positive impact on the progress they make. Bearing in mind the length of time the school has been open, resources are adequate, but there are gaps in provision that limit the range of learning opportunities open to children.

Personal, social and emotional development

46. By the time they leave the reception class children are likely to attain standards above those normally expected in this age group. Personal and social skills are appropriately nurtured in the reception class and there are high expectations of good behaviour. As a result children are well behaved and biddable, they have good levels of self-control and are keen to please. When their teacher asks the class to listen, they all respond immediately. The vast majority have positive attitudes to learning, they listen attentively, settle down quickly and concentrate well. They share well and are prepared to take turns. For instance, during the week of the inspection, after planting some seeds, a group of about six children sat around a table waiting patiently for a turn to use the one permanent marker to write their names on plant labels. They enjoy being 'star of the day' when they have responsibility for helping with every day routine tasks in the classroom, taking the dinner register to the school office and serving biscuits at snack time. Such routines are well established and help foster in each child the sense of being a member of a community. Children are encouraged to be independent and the vast majority respond well; most dress and undress themselves for their physical education lessons, help themselves to equipment and put on their coats at playtime. Children are encouraged to be aware of the impact their behaviour has on others. They walk quietly to the hall at snack time, aware that older pupils are still at work.

Communication, language and literacy

47. The majority of children will exceed the early learning goals by the time they are ready to join Year 1 and have above average language skills and good speaking skills. They express their ideas and use language well to talk about their work and in their imaginary play with finger puppets. The quality of teaching is satisfactory overall with some good quality elements. Staff have good communication skills and, without exception, children listen well. They listen with rapt attention and enthusiastically chorus 'fee fi fo fum' during the telling of 'Jack and the Beanstalk.' Their literacy skills are good. They understand many of the conventions of story, including that 'happily ever after' is a special phrase which draws a story to a conclusion. They compare traditional tales and know, for example, that castles feature in several, including the stories of Cinderella, Rapunzel and Sleeping Beauty. Reading skills are well fostered and children make good progress in this area of learning. Good relationships between home and school are well fostered. Parents are keen to help their children at home with reading and, by communicating through the home learning diary, home and school are able to work effectively together with a consequent positive impact on reading progress. Highest attaining children are well launched as readers and those who, by the school's standards, have average and below average attainment are well past the initial stages of reading, enjoy the humour in their stories and recognise many words on sight. Writing skills are not as well developed because children do not have sufficient opportunities for writing. During the course of the year, there have been few opportunities for children to retell stories, recount events or write about experiences, which touch upon their lives. Nevertheless, overall, satisfactory writing progress has been made. Most know many sounds of the alphabet and a few children make good use of this knowledge in their writing. Their awareness of rhyming words is very effectively promoted by well-planned games in which, because of the encouragement of their teacher, children confidently participate and make good progress.

Mathematical development

48. By the end of the reception class, the majority of children have reached standards that exceed the early learning goals. The good number skills evident when children enter the reception class are steadily built on. Over half the class can count in 10s to 100 independently and most do so with a little adult help. Routine counting activities at registration time help to reinforce children's counting skills; the 'star of the day' plays an important role in checking the number of children present. They enjoy counting activities. The quality of teaching is satisfactory with some good features; for example, as soon as the teacher says 'count on three' or 'count back two' children respond confidently. Higher attaining children add two numbers to make totals of up to 15 and most children total sums of up to 10. Most recognise common two-dimensional shapes and have found that that some three-dimensional shapes roll but generally their understanding of shape and space is not as well developed as it should be as they lack opportunities, for instance, to build structures using large bricks. Good learning, including the use of information and communication technology, takes place when they gather and present information about favourite pets.

Knowledge and understanding of the world

49. Children enter the reception class with a good basic general knowledge and this is appropriately built on through a series of topics so that by the time they leave the reception class they will exceed the early learning goals. They learn to understand more about the place where they live by looking at local buildings, building materials and road signs. They learn about the differences between materials by sorting objects made of wood, plastic or glass.
50. Children learn about growing things, plants and animals. They order pictures of different stages of the life cycle of a butterfly and identify the habitats of different

groups of animals, fish, birds and mammals. Children draw flowers and label the different parts. They learn about themselves and how humans keep healthy and gain an early awareness of their own personal history by making a family tree.

51. The quality of teaching is satisfactory and all staff value children's work and in consequence children are proud of their individual topic books, which display the work they have covered during the term. Work is well-presented and special topic book covers, designed and made by children using fabric and sewing techniques, add further to their sense of achievement. Staff plan effective opportunities for children to build up their information technology skills and to use their written language skills in this area of learning.
52. Staff give children good individual support. However, a weakness is that there are insufficient opportunities for children to learn from first hand experience and some of the activities planned lack sufficient interest and relevance for foundation stage children. Nevertheless, they do their best to please their teachers and to complete the tasks set. Children's recent plant drawings mark a welcome move from the past over-reliance on work sheets.

Physical development

53. Children's physical skills are likely to be above average by the time they end the foundation stage. In physical education lessons the teacher encourages and motivates well, helping children to improve their performance in skipping and their co-ordination when throwing and catching. They move confidently at ground level, but have not yet had opportunities move up and over climbing equipment.
54. They have well-developed fine motor skills; most have good control of pencils and drawing and painting tools and manipulate scissors successfully. This has a positive impact on their learning in other curriculum areas. They tackle writing tasks confidently and, when they need to cut up a strip of numbers for a mathematical task, do so competently without hesitation.

Creative development

55. Children exceed the early learning goals and the progress they make in art is good. Imaginative teaching and well-chosen tasks help children to achieve high standards and make good progress. This is evident in the displayed work on animal patterns inspired by the paintings of Henri Rousseau. Children have used a torn paper and range of media to create very effective patterns based on animal skins; zebra like black and white patterns, tan and black leopard skin patterns. Their paintings are lively and vivid as they are encouraged to express their ideas using a range of media. Inspired by Van Gogh's picture of sunflowers, they make sunflowers in paint, pastel crayons and malleable material drawing from direct observation. Their good levels of dexterity and the positive support of staff gives these children confidence to express their ideas and observations through the visual arts.
56. In the reception class a range of puppets and dressing up clothes give children good opportunities for extending their imagination through role-play. However, the lack of some basic equipment at times limits these opportunities. Children enjoy singing in class and their musical experience is enhanced by the rich musical element in the whole school assemblies that they attend.

ENGLISH

57. In the 2000 national test for seven-year-olds the pupils achieved results in line with national averages in reading, although these were well below the results of similar schools. In the same tests pupils achieved well above other pupils nationally in writing and above those of pupils in similar schools. Many more pupils achieved the higher level 3 in writing than other schools nationally. The achievements of the girls in

both the reading and writing tests are greater than that of the boys, particularly in writing. However, as this was a small cohort of pupils and the test were taken at a time when no pupil had been in the school for more than eight months, the results do not provide reliable evidence of the school's performance. Comparative data has only a limited value. There were no pupils in Year 6 at the time of the 2000 national tests. The standards seen by inspectors are above the national average for pupils at the age of seven and well above the national average for eleven-year-olds.

58. Pupils make satisfactory progress in the infant stage and good progress in the junior stage. When pupils enter National Curriculum their skills in communication, language and literacy are above those expected for pupils of their age. The literacy strategy has been introduced satisfactorily in all classes and is having a good influence on raising standards. In all lessons pupils have good opportunities to improve their speaking and listening skills although there is no scheme to improve speaking and listening so that learning experiences are introduced systematically within the weekly teaching programme. Each week pupils have good opportunities for extended writing. In Year 1 there are some weaknesses in the way in which writing skills are built up; activities are linked closely to a commercial scheme and do not always challenge pupils. In other classes the teachers adjust the scheme to provide a set of tasks that is well matched to the needs of pupils of all abilities. Pupils with special educational needs make very good progress in each lesson towards their individual targets. They are well supported by teachers and support assistants, who intervene effectively when it is necessary but who generally and successfully encourage pupils to become independent learners.
59. By the age of seven most pupils are confident speakers and are making good progress at learning technical vocabulary. Most pupils listen intently to stories and to instructions, they ask questions clearly and join in discussions readily. Some younger infants are not as willing to take turns and need firm management in order to make sufficient progress in communication skills. Pupils in Year 2 understand the value of clear diction. They can evaluate the delivery of others. In a good lesson about the use of an instructional text, the pupils in Year 2 listened to an audiotape and also watched a video to evaluate the success of the narrator. As pupils watched the explanation about the use of a coffee machine, the pupils agreed that the pace of the delivery was too rapid and the diction indistinct. They recognized that these findings had implications for themselves when sharing in class discussions. During the lesson they also learnt the importance of explaining an activity correctly in sequential order. Pupils make good progress in the junior classes, and by the time they reach Year 6 they speak with confidence during class discussions, and also in assemblies and school concerts. They have developed a good technical vocabulary and choose descriptive vocabulary well for effect and clarity. Pupils enter into debates eagerly and share their good general knowledge with others in persuasive and often heated arguments. During the inspection pupils in Year 6 joined in a well-balanced discussion about foxhunting, delivering their arguments and counter arguments confidently, and explaining their experiences concisely and effectively.
60. In reading pupils make satisfactory progress in the infant classes. They enjoy reading and love to use the various individual and group reading books in school. There are sufficient reading scheme books and other material to give all the pupils an adequate breadth and balance in their reading. They are learning about basic sounds through the use of a commercial scheme, and have regular spelling tests to assess their improvements in spelling and comprehension of high frequency words. All pupils can read a simple text, as expected for pupils of their age, and more able pupils read fluently and with good expression. Most pupils know traditional tales and some children's classics. Many have a favourite storybook, which they are eager to discuss. Some more able pupils can explain in good detail about their favourite author, and in book reviews they give a good appraisal of characters or describe an illustration in a favourite story. Older pupils in the junior classes read readily and independently for pleasure and for learning. They supplement the school's supply of

books with good quality paperbacks of their own. Pupils share books with their friends, and good dialogues take place about the exciting writing features used by some authors to create suspense and purpose to their stories. They have a good understanding of a library classification system and choose books intelligently. By the age of eleven pupils have a good knowledge of children's classics and they have also read some drama and many books of poetry. They read non-fiction books and use web sites on the Internet, often independently, to extract useful information to assist them in their topic work.

61. By the age of seven and eleven many pupils are achieving standards in writing well above expected levels, and all pupils make good progress throughout the school. When pupils enter Year 1 some are able to write a simple sentence independently and others can achieve it with help. By the age of seven most pupils write a complete story and some write a story of considerable length and interest. They are beginning to consider the needs of the audience and choose vocabulary with care. Some more able pupils write in the second person when creating an instructional text, or will vary the length of the line in poetry to increase the effect. They are beginning to use a cursive handwriting script and many are showing good improvement in the size and shape of their letters. Pupils understand about alphabetical order and can use a dictionary independently. In the junior classes pupils continue to make good progress and by the age of eleven all pupils can write for different audiences appropriately for their age. Most pupils in this year group are writing very effectively using different writing strategies and they produce work of a very good quality. In poetry they will describe snow as "a white blanket covering the circumference of the earth" or create imagery about "when a wizard makes a blizzard". They make very good use of computers and laptops in their work to access information on the Internet and email, and then record in a chart or report to share with others. When making a poetry anthology they used the laptop to change the layout of their verse to improve the visual effect, and incorporate illustrations in some verses to give humour or provoke emotion in a final page of script. By the age of eleven most pupils have a good cursive writing script and take good care with the presentation of their work.
62. Most pupils enjoy their English lessons and join in eagerly with each activity. Older pupils read avidly, and show positive attitudes as they transfer learning from one subject to another, usually acting independently but sharing ideas cooperatively. Pupils are eager to do well and are appreciative of the support given to them by the teachers.
63. The quality of teaching is mostly good and in Year 6 it is consistently very good. Overall, subject knowledge is satisfactory in the infant classes and has good elements in Year 2. In the junior classes teachers have very good subject knowledge and use their skills effectively to provide very good learning experiences. One teacher is skilled at using an interactive whiteboard attached to the computer, and cleverly uses cartoon characters to encourage less able pupils to understand their work. Most teachers will use opportunities within other subjects of the curriculum to consolidate learning experiences in English. In history, for example, they will read and write accounts about life, living and working in Victorian Britain. In all the good and very good lessons the teachers challenge pupils considerably, and in Year 6 in some lessons the challenge is even provocative, so that the pupils are curious to learn and intent on solving a problem or achieving an appropriate result. These teachers plan tasks very effectively so that learning is sufficiently structured to encourage independence yet with suitable learning aids available if necessary. The coordinator manages the subject well and has monitored teachers' plans and pupils' books to good effect. Procedures have been introduced in all year groups to assess performance and judge progress in reading and writing. As these tests have recently been introduced it is not yet possible to determine their effectiveness for teaching or learning.

MATHEMATICS

64. There were no eleven-year-olds in the school at the time of last year's national tests for eleven-year-olds. The small number of seven-year-olds who took the test had been in the school for only eight months. When compared to the national average, seven-year-olds' performance in mathematics was in line with the national average. Compared to similar schools, performance in mathematics was below average. However, because of the small numbers of pupils in this year group, caution must be exercised in making these comparisons. Inspectors found that the standards of seven-year-olds are now above the national average and those of eleven-year-olds are well above average. In the lessons observed the pupils' rate of learning was good overall. The eleven-year-old group will meet the targets set for them by the school and the local education authority.
65. Attainment in mathematics is above average on entry to the school. Pupils' learning in Year 1 is satisfactory and is good in Year 2. The teacher's management of behaviour is a little heavy handed in Year 1 and generally in this class pupils require more practical work so that they can better understand the relevance of their learning. In the lesson observed pupils understood the language that is used to compare. They wrote about their daily routines and higher attaining pupils wrote sentences such as; 'My mummy goes to work every weekday at 7.30.' All of the pupils could tell the time by the hour and most could tell the time by half hours. They drew hands on clocks to show they knew how to read the clock. Planning clearly shows what pupils are expected to learn and learning support assistants are briefed well on how they should support pupils with special educational needs. However, more could be expected of other pupils.
66. In Year 2 planning is good with different levels of work set to match pupils' needs at all stages of the lesson. Good quality teaching ensured that the pace of the lesson was lively and brisk and that pupils learned at a good rate. The starter of the lesson was a good combination of investigation and preparation for the next stage, with pupils moving either side of a 'gatekeeper' to decide on which term to use, greater or less than. Management of pupils was firm but friendly and all pupils were given clear indications about how much was expected of them and how they should complete their work. Because pupils were given time limits they worked hard and showed good levels of interest and concentration. Home learning was used well in this lesson as pupils were given work to prepare them for the next stage of learning.
67. Learning in the class of Years 3, 4 and 5 is good and the teacher manages this complex group of pupils well. Making good use of a smart board the teacher had prepared a very good, visually stimulating presentation to capture pupils' attention. This worked well and pupils were keen to participate in pairing numbers to make 50 and 100. As the lesson moved into the main section the teacher judged the pace of the lesson well and clear questions helped to assess pupils' understanding; attention levels were maintained at high levels and pupils developed a clear understanding of which of the four rules of number to use. Again the clever use of the smart board and cartoon characters called Wilf and Tibs helped pupils understand what I'm (the teacher) looking for' and when giving explanations 'this is because'. This developed a clear understanding about what pupils were expected to achieve and why numbers behaved as they do when using one of the four rules. The teacher had planned different work for each of the groups within the class and used a computer to support further learning. In this class, as in the class for seven and eight-year-olds, the progress of pupils with special educational needs is very good. Detailed support and close working relationships between teachers and learning support assistants keeps pupils on track towards meeting the targets set out in their individual education plans.
68. In Year 6 the rate of learning was very good as the teacher provided lively and humorous explanations of the work ahead. This resulted in lots of smiles as well as recognition of the problems involved, for instance, in using calculators when solving problems about time. All pupils were required to think hard about their tasks and

arrive at solutions, which explained how they solved their problems. The teacher set pupils different levels of problems based on an accurate assessment of their prior learning. All of the pupils formulated equations to the problems they had been set and higher attaining pupils formed their equations using brackets and solved complex expressions. The well above average standards in this lesson were backed up by a scrutiny of the work which clearly showed that the teacher had set these pupils lots of practical tasks; books were marked very well and set up an excellent dialogue between the teacher and pupils. By the end of the lesson and as they were leaving the classroom, pupils began to discuss solutions to the home learning that had been set. The high level of learning at home was also represented in the scrutiny of work. Pupils had been given complex problems to solve and some pupils clearly demonstrated a well above average application of their learning in number, graphs and investigations generally.

69. The quality of teaching is never less than satisfactory and teaching is good or better in 80 per cent of the lessons observed. Teaching is good in Years 2 to 5 and very good in Year 6. Planning clearly sets out what pupils are expected to learn and teachers are skilled at encouraging pupils to use their mathematical skills in other subjects and their information and communication technology skills in mathematics. Expectations are very high in Years 2 to 6 but could be higher in Year 1, particularly during investigations and in how pupils are expected to record their work. For example, in science a pupil demonstrated that a table could be used to record results but at times in this class pupils are not given enough responsibility for setting out and managing their work. Day-to-day assessment is used satisfactorily overall. Within this aspect of teaching, questions are used well by all teachers to probe pupils' understanding and there are very good examples in the upper years of the junior classes as teachers use incisive marking techniques. A key feature of all lessons is the very good working relationship between teachers and learning support assistants. Working very closely together, they understand pupils' needs very well and keep good notes about progress. All pupils are set targets, which help them see what they have to do to achieve well beyond current lessons.
70. Pupils' attitudes towards the subject are good and they work hard when they are given practical tasks. However, at times they do not show the levels of consideration expected of them. The headteacher has very good procedures for monitoring the quality of teaching and the rates of pupils' progress in mathematics. Teachers are given very good support and the school has made a good job of introducing the national strategy for numeracy.

SCIENCE

71. Standards in Year 6 are above average and pupils make satisfactory progress. Because the school had no Year 6 pupils last year, there is no data available to compare the school's performance with that of all and other schools. Information from the 2000 statutory teacher assessments for seven-year-olds indicates that the proportion of pupils who reached the expected level was below the national average and well below average in comparison with similar schools. In considering these results, the small size of the group and the recentness of their entry to the school should be taken into account. Performance in experimental and investigative science was the school's weakest area. Inspection evidence points to an improved overall picture by the time pupils are seven; standards are now above average and pupils make satisfactory progress. However, experimental and investigative science remains a relatively weak area.
72. By the end of the infant classes, pupils know that seeds need light, water and heat in order to grow and understand that plants need water to survive. In their work on materials they know that materials can be changed when they are heated and that bread and toast have different characteristics. They understand that ice melts when it is heated. They have completed a simple electrical circuit and know that light travels

in a straight line. Their investigative skills are not as well developed as they should be because they do not have sufficient opportunities for practical activities. For instance, during the week of the inspection, their learning about seed germination and plant growth was based on exposition by their teacher and there was no opportunity for pupils to learn about plant growth from direct experience or to develop the skills of making observations and gathering evidence. Through the infant classes, pupils make satisfactory progress in gaining knowledge and understanding. They understand that humans need a healthy diet to stay fit and active and know that plants need the right conditions for growth. Pupils keep a chart of weather changing conditions and make good progress in an investigation to discover whose hands hold the largest number of marbles.

73. By the time pupils are eleven their investigative skills are well developed. They pose questions that lead to a scientific enquiry, showing that they understand the need to control variables in order to carry out a fair test. They plan and carry out investigations, for instance into the most effective thermal insulators, and use a range of measures in their work. In some investigations they record data using a bar chart and a line graph. From observing the development of mould on bread, they know that microorganisms exist and understand that some can be helpful to humans. In their work on electricity they have learned to construct electrical circuits incorporating lights, buzzers, switches and motors and know that plastic is a good electrical insulator. Throughout the junior classes, pupils make satisfactory progress and pupils in Year 4 and some in Year 3 progress more rapidly because they receive a greater degree of challenge in their science lessons. They learn about animals and their habitats and about the human skeletal system and that materials can be changed by melting and dissolving and conduct experiments to find out which substances dissolve most readily. They separate solids and liquids by filtration and by magnetic means.
74. Pupils have positive attitudes in their lessons and behaviour is usually good. Most effectively use their good listening skills. They concentrate well and most persist at a task for a lengthy period. For example, some science lessons continue for an entire afternoon and during this period most pupils remain focused and keep working well. A few find it difficult to concentrate but the good level of adult support helps maintain their motivation and commitment to complete their tasks. Most behave in a mature manner but a few find it difficult to move promptly from one activity to another. Pupils are independent and self-reliant; they help themselves to resources and use them sensibly and responsibly. Most collaborate well as they share equipment amicably and discuss their work with interest. For the most part, productive working relationships based on mutual respect are in evidence.
75. Teaching overall is satisfactory and on occasion it is good or very good. A strength in teaching is the challenging tasks set, notably in the junior classes, which help pupils increase their skills of enquiry and extend their knowledge, for example, of thermal insulators. Pupils are usually well managed and in most classes a positive climate is established so that pupils' energies are focused on their learning and they work productively. Good subject knowledge featured in several lessons and particularly in a Year 6 lesson in which pupils carried out an investigation into the components of an electrical circuit which could affect the intensity of light given off by a bulb. The well-planned lesson helped pupils consolidate their knowledge of electricity and provided an opportunity for them to apply their knowledge creatively in posing questions and formulating investigations. Teachers' planning is conscientious and thorough. A weakness in the infant classes is that practical activities are not always effectively enough used to promote the lesson objectives. Consequently learning is not as effective as it should be. Support staff are well deployed and this has a positive impact on pupils' learning, particularly in mixed age classes where the role and impact of non-teaching staff is highly significant. Teachers use an appropriate range of methods and make good provision for pupils with special educational needs. They often make good use of information and communication technology to support

science learning. For instance, in a mixed Year 2/3 class very effective use was made of a smart board to demonstrate to pupils how they could access scientific information from a disk. In a junior class, good use was made of lap top computers to ensure that pupils with special educational needs could make very good progress and be included in reporting the practical application of work on heat insulators to safety in the home. Teachers have high expectations of their pupils and as a result standards are high and pupils have a good level of independence in their learning.

76. There school has a sound policy and the curriculum is well based on the local education authority's model and Curriculum 2000. The curriculum is planned in a two-year cycle, and in the infant classes is linked to a termly topic theme. The school is growing and an imbalance in classes creates some curricular tensions. Nevertheless, given that, in the lower junior class, there are three age groups, appropriate arrangements have ensured that, although all pupils have broadly covered the same topics, more detailed work has been expected of older pupil and more able pupils. The curriculum co-ordinator has been responsible for the subject since the opening of the school. Teachers' planning is monitored, but there has yet been no opportunity to monitor teaching and learning in the classroom. Assessment procedures are at an early stage of development. The co-ordinator has an agreed action plan for future development and there is good capacity for bringing about improvement in this subject.

ART AND DESIGN

77. Standards in art and design are in line with expected levels for pupils at seven and eleven years of age. As no art lessons were observed during the inspection, judgments have been made from a scrutiny of pupils' work on display and in portfolios, a review of teachers' planning, and discussions with pupils and teachers. Pupils make good progress in acquiring knowledge and skills about art and are proud to talk about their achievements. Provision for pupils with special educational needs is very good and they are able to participate in all activities and are making good progress also.
78. By time they are seven pupils mix paints and have satisfactory understanding of the use of pastels. When they enter Year 1 pupils have good observational skills for their age and by the age of seven many are becoming more accurate when copying choosing colours accurately and giving good attention to the detail of shades of colour. Year 1 pupils have produced some good drawings of fresh flowers and have chosen colours carefully for the petals, leaves and stamen. They had made good progress in their use of oil pastels, learning how to mix colours to produce various shades. They have looked in detail at fresh fruit and their drawings of kiwi fruit and passion fruit show with very good observation of the detailed patterns created by the seeds, or of the pattern on the textured skin. Pupils in Year 2 develop an understanding of movement in their drawings. Using some African pictures as a basis they had created real emotion in their pictures, carefully recreating the shapes of the African figures in the barren landscape and, through the use of different shades of colour, representing the heat of the African day. By the time pupils are eleven they have considerably improved their art skills and they have a good understanding of colour, tone, shape, line and perspective. Some good work produced by pupils in Year 6 shows that they can mix colours, use various tools and create detailed patterns. Their pictures of magnified sections of natural objects depict maturity in their style of drawing and choice of colour, and a good understanding of the techniques to employ when creating a patterned design. Pupils are learning about famous artists and can describe and evaluate the work of Kandinsky and Rousseau.
79. Teachers' planning shows that they have satisfactory subject knowledge and have employed a good variety of first-hand opportunities to learn new skills and then to consolidate them in other lessons. For example, pupils in Year 6 had the technique of marbling and then used the method to decorate the cover of a book, which they were

making in a design and technology lesson. As art techniques are developed over a two-year teaching programme, some skills have not yet been introduced to the pupils. As these areas come on line the teachers are undertaking some in-service training to ensure that they provide the pupils with the best opportunities for learning. Resources are purchased for each new activity as required and the school is building up a good bank of equipment and posters of famous works of art. Assessment of progress in art has not yet been formalized but the use of sketchbooks is beneficial in providing a good record of the progress and coverage of each pupil in the art curriculum.

DESIGN AND TECHNOLOGY

80. During the week of the inspection no design and technology was being taught. However, evidence from teachers' plans, past work and conversations with staff and pupils indicates that standards are broadly average and that pupils make satisfactory progress. Throughout the school, pupils have good fine motor skills and their making skills are appropriate. However, there is little evidence of planning or evaluating processes and products. Nevertheless these first pupils in a new school have had opportunities to contribute to real life design and development in their school environment.
81. By the time pupils leave Year 6 they reach average standards. They make good use of a range of materials and processes in their attractive and well-made poetry books. The carefully textured book covers contain a collection of poems, some written by the bookbinders themselves. Poems are well presented, either hand-written or word-processed using a range of appropriate typefaces. This is work of good quality. However, skills are not regularly and systematically built up to enable pupils to consistently maintain this standard of work. Pupils who experience special educational needs make good progress as learning support assistants work effectively with them. Throughout the junior years pupils have opportunities for making in the occasional 'design and technology days' when, for example, they make Christmas decorations or design a water clock. This is a good structure to provide learning opportunities for pupils from a range of schools.
82. When they enter Year 1 the majority of pupils have good manipulative skills and use scissors and drawing tools confidently. Their skills are appropriately extended in Year 1 when they learn to use a hole punch and make evenly spaced holes in a strip of card, which they link, with a pattern of threaded ribbon to make a bookmark. They design houses straw wood and brick, suitable for the three little pigs. By the time they finish Year 2, pupils have had appropriate opportunities to make Christmas decorations, to print wrapping paper and to improve their sewing skills by making a Christmas stocking.
83. The limited amount of finished work that was available was carefully made and provides evidence of the pride pupils have in their work.
84. Provision for the subject is satisfactory. The curriculum provides opportunities for pupils to learn to work with materials and to develop a range of making skills. The school has been open for a relatively short time and the co-ordinator has been in post for a few months. At present the school is trialling a system for delivering design and technology. Currently, however, design and technology is not taught regularly enough to enable pupils to learn new skills and to practise and refine existing skills. The opportunities for planning and evaluating work are insufficient; at present this is an area of relative weakness. Teachers and the co-ordinator show an enthusiasm for the subject and there is a good capacity for improvement.

GEOGRAPHY AND HISTORY

85. Overall, by the end of Year 6, pupils reach average standards in both subjects and make satisfactory, if uneven, progress. This is because of the way the school organises its teaching of history and geography, a situation currently exacerbated by mixed age classes. During the term of the inspection no history was taught and it was possible to see only one geography lesson during the inspection period. Judgements on both subjects are based on discussions with staff and pupils, scrutiny of past work, evaluation of school documentation and one lesson observation.
86. In geography, by the time they are eleven, pupils have looked at ways in which the school environment can be improved. They know about climate and weather conditions in differing parts of the world. Higher attaining pupils make good use of data about winter and summer temperatures and distance from the sea to draw conclusions about seasonal weather patterns in various world locations. However, their knowledge is patchy and the development of their geographical skills is erratic because they do not have regular enough opportunities to develop and practise these skills. Throughout the junior classes, pupils, including those who experience special educational needs, make satisfactory progress in learning about immediate and more distant environment. They identify features of differing climate zones. A strength in geography teaching is the clever use made of short geographical games which very effectively extend pupils' knowledge of key geographical facts. For example, in a lively game with an inflatable globe younger junior pupils consolidated their knowledge of those continents, which had an equatorial region.
87. In history a similar picture emerges. Pupils in Year 6 have learned about the Victorian era and have independently researched various aspects of Victorian life, including childhood, health care, the lives and work of doctors and nurses including Lister, and the life of Florence Nightingale. In the last academic year pupils learned about life in Tudor times. Pupils attain high standards in the work they have covered. Most have a good general knowledge, access to good resources and the ability to absorb information quickly and this enhances learning in history. However, because history is not taught frequently there are gaps in their knowledge and their skills are not as well developed as they should be although high and at times very high levels of general knowledge help to supplement pupils' learning. The vast majority of pupils in the junior classes have studied life in Victorians times. They know something about the way in which children of the times lived and played and have learned about the development of the railway system.
88. In the infant classes, the school adopts a cross curricular approach to teaching history and geography. In geography, standards are broadly average and pupils make satisfactory progress. By the time they are seven, the majority of pupils are aware of differing environments and know that people living in Maasai communities in Africa often build their own homes using a range of materials. As they move through the key stage, they learn about weather and that it is necessary to wear appropriate clothing in differing climatic conditions. They look at the local environment and identify natural and man-made features. No teaching in history has taken place in the infant classes during this academic year and therefore it is not possible to make a judgement on standards attained. The organisation of the curriculum is such that there is discontinuity in pupils' learning in history. The progress made in the foundation stage is not effectively enough built on to enable pupils to make sufficient gains in knowledge, skills and understanding in this subject.
89. In the lesson seen, pupils responded very well. Because of the lively and well-paced teaching, their motivation was high and they worked purposefully and with enjoyment. Throughout the school, pupils take pride in their written work, which is invariably carefully presented. When talking about past work, they explain their reasons for selecting particular topics for investigation. For instance, one Year 6 pupil explained that his history investigation into medical figures in the Victorian era had been

instigated by an interest in Lister, after whom a local hospital was named. Pupils listen attentively, concentrate well and make good use of their literacy skills to express their ideas well orally and in writing. Their positive attitudes to their learning in history and geography have a beneficial impact on their achievements.

90. Teaching seen during the inspection was of a high standard and as a result pupils' learning was effective and the knowledge about places and locations was enlarged. Strengths in teaching were the teacher's good subject knowledge and her good use of challenging questions that extended pupils' learning. The lesson was well paced, relevant to pupils and promoted enjoyment in learning. Teaching was well planned and targeted to include pupils of all abilities in a class that contained three age groups. All were able to participate and make good progress, including those pupils on the special educational needs register, in their geographical learning.
91. Geography and history are taught as discrete subjects in the junior classes and are included in topics in infant classes. A weakness in the school's arrangement for teaching geography and history is that the curriculum does not provide sufficient regular opportunities for learning geography and history. For example, in the infant classes, it is possible for three consecutive terms to elapse without any history being taught to some pupils. In the juniors, two terms can elapse without any history being taught. The school has been open for less than two years and, understandably, priority has been given to ensuring that literacy and numeracy are well established. Nevertheless, attention now needs to be given to ensure that curricular provision in geography and history give pupils frequent learning opportunities and that coordinators formalise the assessment arrangements. There is good scope for developing both subjects and the curriculum leaders and other members of staff have the capacity and commitment to improve provision and to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

92. The standard of attainment is average by the time pupils are seven and above average by the time they are eleven years of age. Almost all of the lessons observed during the inspection featured the use of ICT in some way. The school's strategy for ensuring pupils have equal access to computers and other equipment means that all pupils develop a good understanding of how ICT is used in and out of school. Teachers take care to plan the use of ICT in other subjects and generally as a research tool. Some members of staff have very good levels of knowledge and this helps to promote confidence amongst staff and pupils.
93. Computers, tape and video recorders and other pieces of equipment are available in all classes. Pupils see ICT as a natural part of their learning life and as an extension to the more traditional tools of books, pencil and paper. Pupils in the infant classes are given the objectives for their work in well-presented and attractive displays. They are taught that text can be extended, corrected and rearranged in order to make their work clearer to a reader. They learn how to use CD-ROMs and that information can be stored in a variety of ways. The objectives their teachers use are couched in the correct terminology and this helps pupils develop a thorough understanding of the capabilities of the computers they use. In a science lesson pupils were taught how to find information about plants and their development. The teacher demonstrated well, showing good levels of subject knowledge and this helped pupils learn effectively how to use hyperlinks and generally how to use the techniques and processes in finding a particular piece of information. In this lesson as in others, the teacher made effective use of a smart board to display how pupils should use the buttons and hyperlinks to find their way around the stored information. The willingness of teachers to use pieces of equipment such as smart boards is an indicator to pupils about the usefulness of ICT in their everyday lives. Computers are used well to support learning in English and mathematics as pupils practise spelling, tables against the clock and by pupils with special educational needs to practise basic skills.

94. By the end of the junior classes, pupils are well versed in the use of computers to aid their work and are skilled practitioners. The curriculum is carefully planned so that pupils progressively acquire essential ICT skills and knowledge. For example, pupils are encouraged to use the Internet to find out about the celebrations and history associated with the Chinese New Year. This helps pupils in a number of ways; pupils learn how to use navigate around the Internet and they develop a good cultural understanding. In English and mathematics lessons pupils with special educational needs use laptops to help them record their work. This helps them maintain a good pace and produce neat and well-presented work. By the time pupils are eleven they have above average levels of knowledge and skills. They put these skills to good use as they work well together to design a website for the school. Pupils used hyperlinks to construct a series of web pages, which would take browsers on a three-dimensional tour of their school. The teacher set work at different levels for pupils depending on their understanding of the processes involved. For example, those who had some experience were asked to use frames and build their pages using animation and sound effects. The very good subject knowledge of the teacher meant that each pairing made good rates of progress; the grouping and high levels of interest in this lesson also provided pupils with the opportunities to co-operate and collaborate in a very effective manner. Pupils showed model behaviour and helped each other to a very good extent. Pupils showed very high levels of involvement to such a degree that work was e-mailed to home addresses so that it could be continued as part of their home learning. By the end of the lesson pairs of pupils had used a digital camera to photograph areas of their school and saved their photographs to a laptop's hard drive for later use. Some pairs had prepared the first few pages of the school tour using sound and animation and one pair had tested their pages on the Internet to see if their animations worked. Pupils' keyboard skills were accurate and fast and pupils showed a clear understanding of the capabilities of the different programs in use. In a mathematics lesson pupils were set a challenging simulation in which they had to use their numeracy skills and knowledge to break the codes, which kept them from solving their tasks. This task ensured that pupils worked together well, if not then the task would remain unsolved. They made notes of solutions and how they should try to solve their problems. They used the skills they had learned in other subjects, such as note taking. Pupils set about solving complex arithmetical problems with well-developed thinking and investigational skills.
95. Teaching was good in both lessons observed. Planning was of good quality and showed how ICT was to be used within the lesson. Expectations are high and resources are well prepared and to hand. Assessment of progress is a combination of teachers' observations and pupils maintaining their own records of work. Home learning is used well to support class-based learning.
96. The co-ordinator manages the subject with an infectious enthusiasm. Good subject knowledge and a desire to make the subject interesting to both pupils and staff ensures that decisions are taken which reflect the school's worthy aims for the subject. The school is well placed to develop and improve the provision.

MUSIC

97. Music is a great strength of the school. Standards are in line with expected levels for pupils at the age of seven and well above expected levels for eleven-year-olds. Pupils make good progress throughout the school. Pupils with special educational needs are fully included in lessons and also make good progress because of the very good support provided in lessons by teachers and support assistants. Some teachers are skilled musicians and all teachers are keenly interested in this subject. Standards are consistently improving as the teachers are committed to providing a curriculum with a very wide range of activities. These very high standards have been achieved by their hard work and dedication, and through the excellent leadership of the headteacher. Everyone gives their time generously in preparing high quality lessons and in providing

activities that enable those pupils who wish to extend their musical knowledge to do so during lunchtimes and after school.

98. All pupils in school enjoy singing and together in assemblies the whole school can sing tunefully having good diction and tone quality. Pupils learn the techniques of breathing effectively, being able to control their voices well in appropriate loud and softer sections of the singing. From entry to the National Curriculum in Year 1 pupils sing together in lessons and learn a range of songs from different parts of the world. By the end of the junior stage pupils sing in rounds and in two parts effectively. Good opportunities are provided for pupils to perform in groups in assemblies, playing the recorder as an accompaniment to the singing, for example. All older pupils are encouraged to sing together in choral ensembles and many enjoy doing so. Boys and girls are equal participants in these groups. Pupils entertain each other in school and participate in local festivals and competitions.
99. By the age of seven pupils develop good listening skills and recognize some famous classical music. They are learning about composers and can recall some facts about their music. They can distinguish between high and low notes played in a musical phrase on percussion instruments and are beginning to compose tunes of their own. By the end of the junior stage they have made good progress both in performance and in appraising music. Many pupils can recognize a piece of classical or jazz music, and they know many details about composers of classical music and about their works. More able pupils can distinguish key signatures in a recording of a symphony and can describe each movement in the recording. In performing their own music they can compose a simple musical score for a percussion instrument and are beginning to learn about major and minor chords. Pupils acquire a very good understanding of rhythm and pitch, evident in the instrumental performances of the more able musicians. All pupils are given the opportunity to play a musical instrument and many choose to do so. The school benefits from a number of specialist staff who visit school weekly to teach brass, woodwind, and strings.
100. The quality of teaching is good overall. Lessons are thoroughly prepared and the good subject knowledge of several teachers ensures that tasks are relevant and interesting. Teachers set pupils good challenges and in the junior classes have very high expectations of their achievements. The enthusiasm of the teachers is infectious and pupils join willingly with them in a strong partnership of shared enjoyment of music making. Good use is made of the school's resources. The school has given good attention to introducing pupils to music and to instruments from across the world and they are gradually building their own bank of materials to reflect different cultural music. The good range of additional opportunities, which are provided for further study, extends the range of learning opportunities very well enabling pupils with particular talents to succeed in their own fields. Combined with drama the school has produced some good quality performances in which all pupils are encouraged to participate.

PHYSICAL EDUCATION

101. Standards are in line with expected levels for pupils of seven and eleven years of age. Pupils are making satisfactory progress, improving their skills in games, dance, athletics, gymnastics and outdoor pursuits. Throughout the school pupils are making good progress in swimming. However, pupils have had limited opportunities to use the larger apparatus in the school hall for their gymnastics lessons, as there are outstanding building problems.
102. Pupils with special educational needs are given very good support in lessons so that they can reach their own best achievement. Sensitive intervention and good attention to appropriate aids ensures that they make good overall progress in all activities.
103. By the age of seven all pupils can run, jump, hop or jog, and some pupils are able to skip. They can travel along a surface crawling, rolling, jumping or climbing. Many can

balance successfully and are demonstrating their good control and an awareness of shape as they make 'small, ball shapes, or long, tall, stretched shapes.' These younger pupils have a good understanding of personal space and consider the needs of others in their actions. Many pupils can throw with some degree of accuracy and some can catch the ball. All pupils are confident in swimming and many are able to swim at least a width. Juniors continue to make satisfactory progress in small games skills. They have greater accuracy in throwing and catching and understand the rules of team games. They have learnt the basic skills of passing and dodging and can move into a space extremely well. Pupils have experienced the simple games of football, netball, hockey and cricket. After school football, netball and cricket games are popular and are well attended by both boys and girls. The school has started to participate in local fixtures and play in the local leagues. The recent football coaching by members of the Cambridge United football team is proving beneficial in raising standards further in ball control and team games and practices are well attended. Most pupils have made good progress in swimming and all are able to swim sufficiently to meet National Curriculum requirements for primary aged pupils with many pupils having more advanced skills. As the topic cycle progresses pupils have opportunities for athletics and outdoor pursuits training. The residential visit for the older pupils provided valuable opportunities for canoeing, and abseiling and was popular with the pupils.

104. Pupils' attitudes to this subject are good. In the infant classes pupils are enthusiastic and work hard to achieve their best performance. Junior pupils are eager to improve in some activities, but on some occasions a minority of pupils lack qualities of perseverance and only produce their best work if the teacher is supervising their efforts and giving constant praise. Other juniors aim high and are rewarded by producing movements of high quality and control.
105. The quality of teaching is good. Teachers are enthusiastic and good subject knowledge. The teachers plan lessons well and regularly demonstrate skills themselves. Good attention is given to safety and they have appropriate expectations of behaviour and manage pupils well. All lessons seen were well organized with support assistants and parents well briefed about their role if they were participating. Teachers assess and evaluate pupil performance effectively to gauge progress and so that they can offer good advice to encourage individuals to improve. More formalized assessment has not yet been introduced. Resources are of good quality and sufficient quantity. They are increased as pupil numbers grow and as new skills are introduced in the topic cycle.