

INSPECTION REPORT

WESTWOOD COMMUNITY JUNIOR SCHOOL

March

LEA area: Cambridgeshire

Unique reference number: 110641

Headteacher: Mr J Wilson

Reporting inspector: Mr G Bassett
OFSTED Inspector Number: 21500

Dates of inspection: 2nd to 5th June 2003

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr L Denzey
Date of previous inspection:	January 1998

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13450]	Mrs J Madden	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 the parents?
20707	Mr D Brettell	Team inspector	Science, Physical education, Equal opportunities	How good are the curricular and other opportunities offered to pupils?
2746	Mr R Lund	Team inspector	Information and communication technology, Design and technology, Special educational needs	
21086	Mrs E Strange	Team inspector	English, History, Geography, English as an additional language	
11419	Mrs J Underwood	Team inspector	Mathematics, Music	How high are standards?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westwood Community Junior School is a large junior school situated on the west of March, Cambridgeshire. The school was built around 1955 and has had several extensions since then. There are 407 pupils on roll with a similar number of boys and girls. The pupils are taught in 14 classrooms and the school also has a hall and two temporary classrooms as well as a swimming pool and extensive grounds. The library is based in the information and communication technology (ICT) suite. There are 16.6 teachers employed and the two posts of assistant head teachers have only recently been created. The pupils are between the ages of 7 and 11 years and are drawn mainly from the area immediately around the school. There are 50 pupils eligible for free school meals and this is broadly average. The socio-economic status of the area is slightly disadvantaged compared with the national average. The majority of the pupils transfer from the neighbouring infant school. The Key Stage 1 national tests results indicate that their attainment on entry is well below average. There are 78 pupils with special educational needs and five have statements. Three pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

Westwood Community Junior School is an effective school and provides a good quality of education that raises the quality of the pupils' work significantly from the time they enter Year 3. The headteacher gives a good clear educational direction to the work of the school. He has a clear vision for the future and is developing a secure management structure for the school. The role of the year group leaders is already proving to be successful. However, the newly appointed assistant headteachers do not yet have a sufficiently robust role to enhance whole-school development and the subject co-ordinators need to develop further their monitoring role. The quality of teaching is now very good overall. This has a very good impact upon the pupils who all make very good progress. The action taken by the school at the end of 2001 proved successful in raising standards in English and mathematics. The school gives good value for money.

What the school does well

- The headteacher gives a good clear educational direction to the work of the school.
- The quality of teaching is very good overall and sometimes excellent.
- The pupils, including those with special educational needs, make very good progress.
- The quality of the teachers' planning is very good.
- The pupils have very good attitudes towards their work and to school.
- The pupils' behaviour in and around the school is good.
- The quality of provision for the pupils' social and moral development is good.
- The range and quality of the out of lesson activities is very good.

What could be improved

- The management roles of the assistant headteachers and the subject co-ordinators require further development.
- The subject co-ordinators do not undertake rigorous monitoring of the pupils' work and the quality of teaching to ensure consistency in each class.
- Some lessons are too long and the planning of the school day needs to be reconsidered to make better use of the time available for teaching all subjects.
- The on-going process of assessment and recording in each class is not yet reliable enough in each subject to give sufficient information about each pupil's achievements.
- The governing body does not have sufficient knowledge of the day-to-day organisation of the school to ensure that it makes the school accountable for its actions.
- The school does not use ICT as effectively as it should to support the teaching and learning in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998 and since then has made improvements in all areas identified for further development. The schemes of work have been established for all subjects and the planning for each year group is now very good. The national strategies for literacy and numeracy have been successfully introduced. The role of the year group leaders is proving successful in developing very good quality of lesson planning. The quality of teaching has also been improved significantly and is now very good overall. Consequently, the pupils make very good progress from

the time they enter the school. The role of the subject co-ordinators has not been developed sufficiently well and there are still improvements to be made. The school has implemented very good tracking procedures to record the test results for each pupil at the end of each year. However, there are still improvements to be made in the way that the on-going process for recording of assessments shows what each pupil achieves in each subject at the end of a topic or theme. With the improved quality of teaching and planning, the school is well placed to continue to make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	E	C	B
mathematics	C	D	C	C
science	B	C	B	B

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

The level of attainment of the pupils entering the school in Year 3 is well below the national average. The school places great emphasis upon raising their level of skills, knowledge and understanding. Consequently, they make very good progress. Analysis of the results of the national tests in 2002 show that the pupils' standards at the end of Year 6 were in line with national average in English and mathematics and above the national average in science. The proportion exceeding the expected levels in these subjects was above the national average in English and science and just below average in mathematics. The school came close to reaching its target in English and exceeded the target it had set for mathematics. The trend over time shows that the standards have kept pace with the national performance. When this performance is compared with the schools with similar proportion of free school meals the standards are above average in English and science and average in mathematics. At the time of the last inspection the school's performance was above average in science and history. In the work seen during the current inspection, the pupils' standards at the end of Year 6 are above average in English, science, history and art and design. In mathematics the standards by the end of Year 6 are in line with the national average mathematics. In religious education, information and communication technology, geography, music and physical education (PE) the quality of the pupils' work is in line with the expected levels by the time the pupils leave the school at the end of Year 6. It was not possible to judge the standards reached in design and technology because only one lesson was seen and there was little pupils' work to look at. The pupils' understanding of control technology in ICT is restricted by the lack of appropriate equipment and is unsatisfactory. The pupils with special educational needs make very good progress even though the standards they reach are below average in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school are very good and a strength of the school. They settle quickly to their work in a purposeful learning environment.
Behaviour, in and out of classrooms	The behaviour in and around the school is good. The majority of pupils show kindness and courtesy to others.
Personal development and relationships	The personal development and relationships of all pupils is good. They willingly take on responsibilities and enjoy working together.
Attendance	Attendance is average but many more families are taking holidays during term time and this will reduce the overall attendance figures this year.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very good

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

The quality of teaching has improved substantially since the last inspection and during the inspection it was very good overall. Over three-quarters of all the lessons seen were of a good or better quality and nearly half of the lessons seen were very good or better. There were no unsatisfactory lessons seen. This is high quality teaching and reflects the commitment of the headteacher and staff to improvements. Consequently, it has a significant effect upon raising the quality of the pupils' work.

The teachers' planning is now very good. The school's strategies for teaching the basis skills in literacy and numeracy are good in mathematics and very good in English. Where the quality of teaching is very good or better the teachers inspire the pupils to do their very best. They identify very clear objectives for the lessons and intervene very effectively to promote positive attitudes to learning. The pace of lessons is brisk and the pupils are often given additional tasks to support their learning or to extend their understanding. When the teaching is satisfactory the planning of lessons is still very good but often the depth of the work is less demanding and the pace of work is slower.

The long-term assessment records compiled at the end of each term gives clear indications of the standards reached by each pupil in the optional national tests and other school tests. However, the on-going process of recording assessments made during lessons needs improving.

The teachers and learning support assistants (LSAs) know the pupils with special educational needs and their targets well. They make good use of individual education plans (IEPs) in order to set appropriate objectives and plan appropriate activities within lessons. As a result of this, all pupils are fully included in the planned activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad but the balance is unsatisfactory because insufficient time is allocated to some foundation subjects. The range of out of lesson activities is very good and enhances the pupils' education well.
Provision for pupils with special educational needs	The special educational needs co-ordinator and learning support assistants provide very good support for all pupils with special educational needs.
Provision for pupils with English as an additional language	The provision for these pupils is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' moral and social development is good. The school does not plan for the development of the pupils' spiritual development sufficiently well but relies upon spontaneous events. The school does not raise the pupils' awareness of the richness and diversity of the country's multicultural heritage through the provision it makes for their cultural development.
How well the school cares for its pupils	Overall the school cares effectively for all pupils. The school is a very safe and caring environment and all pupils are well known to their class teachers

The school provides the parents with a good level of information about what their children will be studying each term to the parents. It has developed satisfactory links and encourages their involvement in the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall leadership and management of the school are satisfactory. The headteacher gives a good clear educational direction to the work of the school. The management roles of the assistant headteachers and the co-ordinators require further development.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory requirements with significant help from the head teacher. The governors now need to become more knowledgeable about their role so that they can give the head teacher and staff more support and guidance, whilst holding the school accountable for what it does.
The school's evaluation of its performance	The school has developed very good strategies and procedures for tracking the long-term progress of each pupil. It also plans the priorities for school's development effectively and now needs to plan ahead for several years to tackle the difficulties it might face in the future. The school has satisfactory procedures to ensure that it gets best value for money.
The strategic use of resources	The resources for most subjects are used satisfactorily but the development of ICT depends upon better use of its resources to support the teaching and learning in other subjects. The experiences, qualifications and number of staff is appropriate for the demands of the curriculum. The learning support assistants are deployed very well and give very good support to the teachers and the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Their children make good progress. • The pupils' behaviour is good. • The teaching is good. 	<ul style="list-style-type: none"> • Some parents were concerned about the amount of homework their child was given. • Some parents stated that the activities out of lessons could be improved.

The inspection team agrees with the parents that the school is well led and managed and that the pupils' behaviour is good. The inspectors judge that the quality of teaching is very good and that all the pupils make very good progress. The range of out of lesson activities is very good and enhances the quality of the pupils' learning effectively. The homework is judged to be satisfactory and often good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. It is evident from the discussions with the pupils, the scrutiny of their work and from the observation of lessons, that the quality of the pupils' current work in most subjects has been maintained since the last inspection. There has been a significant improvement in the standards of the pupils' work in English at the end of Year 6. Current work is above average. This is a direct result of the additional resources provided by the school and the extra emphasis placed upon teaching English since the introduction of the national literacy strategy. The pupils' standard in mathematics is average at the end of Year 6 but has improved effectively to keep pace with the improvements seen nationally. The quality of work in science remains above average and this is a significant achievement.
2. The results of the national tests in 2001 were a disappointment to the school as the performance fell below average in mathematics and well below average in English. Science was broadly average. The school reacted positively and put into place strategies and class organisation designed to raise standards in these two subjects. Consequently, in the national test in 2002 the pupils' standards improved significantly.
3. The standards in mathematics and English were in line with the national average and in science above. The proportion of the pupils exceeding the expected level 4 in English and science was well above the national average and in mathematics it was just below. When this performance is compared with the schools with similar proportion of free school meals the standards are above average in English and science and average in mathematics.
4. It must be noted that the year group of pupils in 2002 made significant progress from the time they entered the school in Year 3. The school's performance was a marked improvement upon the results of 2001 despite the large number of pupils with special educational needs within the group.
5. There are effective and reliable strategies for tracking the long-term progress of pupils at the end of each year and predictions are made for their expected achievements at the end of Year 6. This enables the school to make realistic and challenging targets to be set. The school was extremely close to reaching the target set for English last year and exceeded the target it had set for mathematics. Considering that the pupils attain below average standards on entry to the school, these targets are appropriate for the school at this time.
6. At the time of the last inspection the school's performance was above average in science and history. In the work seen during the current inspection, the pupils' standards at the end of Year 6 are above average in English and science and above the expected levels for history and art and design. In mathematics, the standards are in line with the national average mathematics. In religious education, ICT, geography, music and physical education (PE) the quality of the pupils' work is in line with the expected levels by the time the pupils leave the school at the end of Year 6. Only one lesson in design and technology was seen and there was little pupils' work to look at.
7. The school's strategies for teaching the basic skills of literacy and numeracy are good in mathematics and very good in English. As a result of the quality of teaching in these areas, and the additional time allocated throughout the past year, the pupils' standards have risen steadily. They are now making very good progress. In some instances the English lessons are now too long and consequently the pupils become tired towards the end of the session and their work rate declines. **(This is a key issue**

for action). The pupils' literacy skills are seen to be having a positive impact on their work in other subjects. For example, the pupils use research skills very effectively in history, enabling them to achieve standards above expectations. Their good quality of writing, for instance, is supporting the pupils' work in science, history and geography. Their numeracy skills are being used effectively to support the pupils' work in science, such as when they are recording their investigations, creating tables or drawing graphs. Data handling is used to tabulate evidence in science and geography. Accurate measuring is encouraged in design and technology.

8. Good usage of investigative skills in practical tasks is supporting the good standards the pupils achieve in science. With the weekly lessons in ICT, the pupils' standards in this subject are in line with the expected levels for their ages in most elements of the curriculum but standards in control technology are unsatisfactory. This aspect of the pupils' work is constrained by the lack of equipment. The pupils' progress in the lessons seen was good but because of lack of an on-going process of maintaining assessment records it is not possible to judge the pupils' progress over time.
9. The pupils' standards in design and technology are below the levels expected across the school. There is no on-going systematic development of the pupils' skills, planning and evaluation of what they do. Only one lesson was seen during the inspection and few assessment records were available. Even though the school has plans to cover the curriculum for design and technology, there was also insufficient evidence in the pupils' work to judge their progress.
10. The pupils who have special educational needs make very good progress in relation to their prior attainment. This group of pupils makes significant gains in their learning because of the very good support given to them by the learning support staff and teachers. This is particularly the case in English and mathematics, when pupils are well provided effectively with extra support. The work is well matched to their specific learning needs.

Pupils' attitudes, values and personal development

11. The pupils' attitudes to school are very good and a strength of the school. They arrive happily and punctually for school each morning. They quickly settle into the purposeful learning environment, listen attentively and are keen and eager to learn. This was well illustrated in an ICT lesson in Year 4 when there was a buzz of excitement even before the lesson began. Similarly, in a Year 3 lesson on the Vikings, the pupils were full of enthusiasm about building a model Longboat and were happy and confident with their ideas. The wide range of out of class activities such as music and sport are enthusiastically supported by pupils of all ages. Pupils with special needs - physical, learning and emotional - are fully included in the life of the school. These very good attitudes are the result of the very good, and sometimes inspired teaching and support provided by the teachers and the learning support assistants in the classroom and the emphasis on personal development within the school.
12. The pupils' behaviour overall is good. In and around the school there is minimal inappropriate behaviour, even amongst pupils with behaviour problems. The majority of pupils show kindness and courtesy to one another. This is very apparent in the private classroom atmosphere of Circle Time. They show a respect for property by caring for the school's equipment being used in the classroom and the facilities available to them in the grounds. The parents are very pleased with the behaviour in the school and supportive of the ethos of discipline. There have been no permanent exclusions for a number of years. The pupils are given strategies to cope with inappropriate behaviour and bullying and as a result are secure and ready to take advantage of the teaching and facilities provided by the school.
13. The personal development of pupils and relationships within the school are good. The pupils are very willing to take responsibilities for the smooth running of the classroom and as a result of the guidance

received from the teachers they enjoy working together co-operatively. This was very well demonstrated in a Year 3 PE lesson using the parachute, when moving in unison and in the correct order created the most wonderful effects. The pupils overall are less confident about planning and organising their own work, but in, for example, a Year 6 science lesson on gas in fizzy drinks, the pupils were able to work independently, showing considerable maturity. The teachers and learning assistants throughout the school have a good rapport with the pupils and an understanding of how each pupil works. As a result they listen carefully and are clear about what they need to be doing. This in turn contributes significantly to the very good learning.

14. The pupils with special educational needs have good attitudes towards their lessons, whether they are being supported in whole-classes or sets, or withdrawn for specific help, either individually or in small groups. During the inspection, their behaviour was always good and sometimes very good. The pupils show sensitivity towards those with special educational needs and a small group of Year 3 pupils told one of the inspectors that their friends were very supportive to them and that they did not feel embarrassed when they needed extra help. The teachers and learning support assistants (LSAs) make sure that the pupils with special educational needs are fully included in lessons without embarrassing them or making them feel different.
15. The pupils' attendance is satisfactory and in line with national averages. The pupils are punctual and the school day starts with minimal disruption. However, it is apparent from the figures for this current year that more pupils are being removed during term time for annual holidays causing overall attendance to fall.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching has improved substantially since the last inspection when 14 per cent of all lessons were judged to be unsatisfactory and the overall quality was satisfactory. The quality of teaching is now very good overall. Three-quarters of the lessons seen during this inspection were good or better. Nearly half of all lessons were very good or better. Five lessons from five separate teachers were excellent and no lessons were unsatisfactory.
17. This is high quality teaching and reflects the commitment of the headteacher and staff to improvement. The teachers' planning has improved significantly and is now very good. Each year group agrees the termly plans, which identify what each teacher is expected to teach. This helps the teachers to understand the extent and level of challenge that is expected of the pupils in their classes. It is clear that in all subjects this high quality of teaching is having a profound impact in raising standards and ensuring that the pupils make very good progress.
18. Currently a high proportion of the allocated teaching time is devoted to the development of the pupils' literacy and numeracy skills. This has proved to be very worthwhile and almost all the pupils, especially those in Years 3 and 4, make very good progress in English and mathematics from the time they enter the school. In nearly all the lessons seen in literacy and numeracy the quality of teaching was good or better. In nearly half the English lessons and a third of mathematics lessons the quality of teaching was very good or excellent. Because of this high quality of teaching almost all the pupils have an enthusiasm for school. A caring and enthusiastic staff foster this effectively. The setting and collecting of homework is approached sensibly and most pupils complete their tasks. The work set to do at home is appropriate and most parents state that they believe it is about right for their child.
19. Most teachers are good at asking different kinds of questions, which enable pupils with special educational needs to join in class discussions. They make good use of praise and encouragement and

so the pupils feel confident and are keen to take part. A group of Year 3 pupils with special educational needs told one of the inspectors that they know that they can ask the teachers or learning support assistants (LSAs) if they have any difficulties and that they will help them. The relationships between the pupils and the teachers and LSAs are good.

20. The teachers' expectations are very good in most instances and the management of the pupils is good overall. On the few occasions when the older pupils tend to disrupt the flow of lessons with meaningless remarks and unnecessary queries, the teachers use appropriate strategies to calm the situation. In one or two instances the teachers did not use these strategies consistently enough and the disruptive nature of these pupils was not instantly controlled. This slowed the pace of the lesson and the pupils did not make as much progress as they should.
21. In the lessons where the quality of teaching is very good or excellent the teachers inspire the pupils. The teachers have a very secure knowledge of what they teach and identify very precise learning objectives for their lessons. The pupils are made aware of these objectives and also what they are expected to do by the end of the lesson. This helps to generate a very positive attitude. For example, in one literacy lesson in Year 6, the teacher had prepared the resources extremely carefully. The teacher used skilful questioning techniques and the pupils responded very well. The teacher's knowledge of the subject was excellent and he used well-rehearsed questions to develop a deeper understanding. In a religious education lesson in Year 3, the teacher's planning was very thorough and the resources were very well prepared. The pupils were fascinated by the teacher's demonstration of a 'Christening', using a doll.
22. In all the good or better lessons the teachers' expectations are good. They use the time during lessons extremely effectively. Consequently the pace of the pupils' work is quickened and they extend their learning well, moving on to the next task with enthusiasm. The learning support assistants (LSAs) are fully involved in the activities of the lessons and are well aware of the tasks they are to teach. Where the assistants give support to pupils with statements of special educational needs they maintain good comprehensive records of the pupils' achievements.
23. It is evident from the very good and excellent lessons that the pupils are encouraged and inspired to make a great effort to complete their work. The pace of work is brisk and almost all the pupils complete their tasks on time. In many lessons the pupils were given extension tasks to enhance their learning. The pupils with special educational needs are given good support to consolidate what they have learned. Because of the very good quality of planning and the stimulating activities the pupils respond well and show great interest in what they are doing. For example, the pupils in Year 6 were observed setting up equipment competently to collect the gas from a bottle of lemonade. They followed the teacher's instructions well and worked together co-operatively in small groups.
24. When the teaching is satisfactory, the planning for the work is still very good, but often the depth of the work is less demanding because the pace of work is slower and lacks vitality. This does not impress the pupils and, for instance, in a music lesson in Year 6, the pupils' singing lacked excitement and spontaneity. In a geography lesson, the teacher had not rehearsed the questions and this resulted in the pupils replying with 'yes or no' answers. This type of questioning does not provide the pupils with opportunities to think more deeply as they cannot explain their thoughts and ideas. On occasions the teachers' expectations were not high compared with those seen in adjacent classes. Consequently, these pupils often completed less work than the pupils of the same age range in other classes.
25. Throughout the school the teachers use a variety of methods to record what each pupil has achieved in English and mathematics. However, there is no whole-school on-going process for assessment to record how well each pupil has acquired new skills, knowledge and understanding in each subject. The

teachers rely too much upon their memories. Even so, with a variety of methods in use very few teachers record rigorously enough how well each pupil has learned a new skill, understood an idea or acquired new knowledge in each subject. The reason for this being that most teachers do not make sufficient use of the key learning objectives in each subject to assess what the pupils can do by the end of a lesson or unit of learning. Consequently the on-going records maintained by each teacher are not yet reliable enough in each subject to give sufficient information about each pupil's achievements. **(This is a key issue for action).**

26. The quality of teaching of pupils with special educational needs classes and sets, and in individual and group withdrawal sessions is very good overall. Most teachers are good at asking different kinds of questions, which enable pupils with special educational needs to join in class discussions. They make good use of praise and encouragement and so the pupils feel confident and are keen to take part. The relationships between the pupils and the teachers and LSAs are good. The teachers and learning support assistants (LSAs) provide appropriate materials and activities for pupils with special educational needs which not only help them to meet their individual targets but also help them work more independently. The pupils also work well together and in small groups. Where pupils have "Alphasmart" portable word-processors, the teachers use them to enable pupils to fully access the curriculum. One pupil was observed to use his to type in the responses and to keep up with the other pupils. Another pupil was observed to use a coloured overlay to help her with her reading.
27. The teachers do not use information and communications technology (ICT) consistently to support their teaching of other subjects or to enhance the pupils' learning across the curriculum. **(This is a key issue for action).** This is sometimes caused not only by the restraints imposed by the equipment, the software and the accommodation but also by the fact that the teachers did not complete their training in the uses of ICT to support the teaching in other subjects.

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

28. Overall, the curriculum provided for pupils aged seven to eleven is satisfactory. With the exception of collective worship, all legal requirements are met and the school provides all elements of the National Curriculum. The curriculum is planned in such a way that all the pupils have access to a wide range of suitable curriculum experiences.
29. The curriculum provides well in terms of its broad scope and its appropriateness to meet the interests, aptitudes and special needs of the pupils. The balance of the curriculum, however, is unsatisfactory in some respects. Insufficient time is allocated for some subjects, partly as a result of the emphasis that the school places on literacy and numeracy, but also because often assemblies in the hall are too long. The school rightly has a focus on the need for the pupils to develop their literacy and numeracy skills, but some of the lessons are too long at well over an hour. As a result, some of the pupils do not maintain concentration, making the lesson less effective. In order to improve the balance of the curriculum, the school should reconsider the planning of the school day to make better use of the time available for the teaching of all subjects. **(This is a key issue for action).**
30. The planning within each of the subjects is very good and good use is made of national and local education authority guidelines that have become available since the last inspection. The teachers plan their lessons very well and this is a significant improvement since the last inspection. However, there is not a senior teacher with delegated oversight of and management responsibility for the curriculum. **(This is a key issue for action).**

31. The school's curriculum is greatly enhanced by the very good range of extra-curricular activities. There are many opportunities for the pupils to participate in sporting activities; options for both boys and girls include football, netball, hockey, mini-rugby and cricket. The school makes very good use of the services of sponsored coaches, instructors and 'Tops' leaders provided by Fenland District Council. Music figures strongly in the school's approach to curriculum enhancement. The pupils are able to join the upper and lower school choirs, recorder and percussion groups. Instrumental tuition is available in strings (violin and cello), brass, woodwind and guitar. Some pupils play their recorders and percussion instruments to accompany the singing in assembly. The pupils' learning outside the normal school day is enhanced through supervised admittance to the library and computer suite at lunchtimes. Additional learning support is given through literacy and numeracy tuition during the holiday at the "Easter School".
32. The school provides a satisfactory, socially inclusive environment for its pupils. The Equal Opportunities Policy sets out clear principles to ensure that all the pupils enjoy equality of access to the curriculum, yet the school creates a certain amount of inequality, where small numbers of pupils are consistently withdrawn from the same lessons each week. Where they are withdrawn from the same lessons or assemblies on a regular basis, they are missing some aspects of the curriculum which may be equally important. The withdrawal of pupils from the daily act of collective worship is contrary to statutory requirement, an issue that the school will need to address. **(This is an issue for the school to undertake).**
33. The pupils who have special educational needs enjoy good provision. They are well supported and taught, enabling them to achieve well and make good progress. The work for pupils is well planned and is delivered effectively by appropriately trained learning support assistants. The pupils have the benefit of equality of access and opportunity in almost all respects, save for those few occasions where withdrawal may cause something in the main lesson to be missed. Where possible, the school considers this fact and changes the timetable arrangements but this is not always so. However, it is clear that these withdrawal sessions form a valuable way of increasing the pupils' access to main school lessons in the longer term, because they increase their literacy, numeracy and personal and social skills.
34. The school's provision for personal, social and health education is very good. There have been some commendable developments aimed at encouraging good relationships and positive behaviour. A very good example can be seen at lunchtime, where well-trained staff provide a wealth of interesting and worthwhile activities for the pupils. The school has invested well in good quality resources, games, apparatus and toys, which, together with the support and encouragement of supervisors, make playtime and lunchtime rich with activity that encourages co-operative play. The school councils (upper and lower school) give the pupils a voice; though well supported by experienced adults, the pupils involved derive much personal development in areas such as confidence, initiative and responsibility. In personal, social and health education (PSHE) lessons, the use of circle time provides a useful opportunity for the pupils to listen, share, show understanding and build positive relationships.
35. Drug awareness and sex education programmes are well planned as part of the school's science policy and upper school health education programme. The school uses good strategies to ensure that the pupils have a sound knowledge of health issues and has ensured that its pupils are well aware of the dangers to health of some activities.
36. The school has established good links with the local community and these have had a positive impact on learning. An example of good community links can be seen in the relationship that has been cultivated with a nearby farm. The initial contact was made during a project organised by a group of Fenland farms. The link has continued with groups of pupils making visits to a farm, where they can

take part in practical learning experiences. A good offshoot of this link has been the setting up of the school's farm shop, managed by the pupils themselves; farm produce is sold once a week to parents and staff, with 10 per cent of the takings being earned by the school. Other good links with local sports clubs have brought extra-curricular coaching in a number of sports.

37. The school's relationship with partner institutions is very good. The association with the local secondary community college is particularly strong with pupils in Year 6 making a number of visits in preparation for transfer; joint projects are used, for example, in science, where a number of practical investigations are carried out as a joint enterprise. Where pupils are working at a high level, it has been possible for some studies to be carried out at the secondary school. There is presently a pupil studying there. Other projects have included some history studies. A further good link is with the teacher training department of Homerton College, Cambridge; the school has hosted a number of students for their teaching experiences and there are presently two students completing their teaching practice during the inspection.
38. The school's provision for the pupils' moral and social development is good overall. The provision for the pupils' spiritual and cultural development is satisfactory overall even though there are areas for further development.
39. During the inspection there were several occasions where good spiritual development was taking place. These moments sprang from spontaneous events, which just happened to occur during lessons and were not planned as opportunities for spiritual development. A good example was seen in a Year 3 science lesson, where the pupils were investigating what happens to a plant (in this case, a white carnation) if the stem is placed in a coloured dye. The wide-eyed expectancy of the pupils turned into delight, excitement and a few moments of wonder as they noticed traces of blue beginning to appear in the petals. Other spiritual moments were seen in a Year 4 lesson as the pupils completed circuits to light up a bulb and in a Year 6 lesson when the pupils were astonished to discover the acidity of carbonated water when they tested it with litmus paper.
40. Even though assemblies enabled the school, or parts of it, to meet together at the beginning of the day, as acts of collective worship they were not in keeping with the spirit of the law. The previous inspection report noted that not all pupils attended the daily act of collective worship; in this respect there has been no improvement. **(This is an issue the school needs to undertake).**
41. Where it might be expected to see examples of spiritual development, in the daily collective worship, there were few in evidence. There were hardly any occasions for the pupils to reflect upon their own experiences or on the message contained within the assembly. The school has yet to plan spiritual development experiences, not just within collective worship, but also within the whole curriculum.
42. The school has established good strategies to encourage moral development. The very good lessons in PSHE provide a platform for the development of responsible behaviour, where the pupils learn to work together and value the feelings of others. Behaviour seen in the classroom and elsewhere in the school was consistently good. The few pupils becoming restless was as a direct result of some finding it difficult to concentrate when lessons were too long. The school has introduced good strategies to promote good and responsible behaviour, which includes the pupils having a clear understanding of right from wrong. The buddy system, where anyone feeling the need for support or protection can go and be assured of a listening ear, works well.
43. The provision for the pupils' social development is good. There are many initiatives within the main and extra-curricular provision where opportunities for social development can be found. The way that

pupils are formed into pairs and groups within their lessons gives much scope for the development of good, co-operative relationships; it is significant to note that such pairings and groups showed no gender issue, with boys and girls working well together. There is much voluntary work going on, such as seen in the fundraising initiative for the MacMillan charity. Playtimes and lunchtime activities demonstrate very good social development where pupils are playing in such a way that they are learning to share and co-operate. Many examples of pupils showing initiative and responsibility were seen, such as the organisation of the end of term review, monitor and supervision duties around the school, participation in school councils etc. Some of the best opportunities for social development are those provided for families and organised through the parent teacher association. Sports events, visits to the Kingswood Outdoor Centre and visits to France are further examples of the school's rich provision for social development.

44. The provision made for the pupils' cultural development was shown to have some weaknesses in the previous inspection report. Some of those weaknesses remain, particularly as far as developing an awareness and appreciation of the richness and diversity of this country's multicultural heritage. Even though the school does acknowledge festivals such as Diwali, there is little evidence to show that cultural diversity is recognised and valued in areas like art and music. In terms of learning about the pupils' own, indigenous culture, the school does well, as can be seen in history projects such as the study of Tudor history and World War 2. The pupils do learn something of other faiths, as part of their religious education studies but, as yet, their knowledge and understanding of other cultures is insufficiently developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Overall, the school takes good care of its pupils, all are well known to their class teachers, the special needs co-ordinator, and more generally across the school. In the classroom, learning support assistants provide good individual support where appropriate and to others during group work enabling them to have full access to the curriculum. This was clearly demonstrated in a Year 5 literacy session where pupils were able, for example, to transfer verbs into nouns and use a dictionary effectively.
46. The school is a very safe and caring environment where the responsibilities for pupils' health, safety and security are treated seriously. The caretaker on a daily basis routinely checks the school grounds. The responsible governors and headteacher carry out more formal health and safety inspections on a regular basis. As yet the school has not undertaken a formal risk assessment, but has recently had an electrical and building survey undertaken. Members of staff have, however, recently undertaken training on risk assessment for out-of-school visits, but the school has yet to ask parents for permission for their children to use the Internet in school and this should be done as a matter of urgency. Within the classroom, safety issues are discussed with pupils and are strongly featured in the personal, social and health education of pupils. Child protection procedures are fully in place and all staff are aware of the procedures within school as was clearly demonstrated during the inspection.
47. The promotion and monitoring of attendance is satisfactory. The registers are called quickly and efficiently at the beginning of each session and entered on the monitoring database on a weekly basis, which is then regularly monitored by the headteacher and the education welfare officer. The school is careful in authorising absence and scrupulous in its adherence to correct reporting procedures. It is, however, failing to contact parents of pupils who fail to arrive at school without it being informed by parents that they are absent. Whilst attendance in 2001/2 was in line with the national average it has nevertheless fallen in 2002/3. Pupils with special educational needs are of particular concern with a third of pupils with special needs attending for only nine-tenths of the school year.

48. The school has good procedures in place to manage the pupils' behaviour both in the classroom and around the school. There is a consistent and well-understood system of rewards and sanctions which pupils try very hard to adhere to, as the consequences of 'de-merits' affect not only themselves, but also others in their school House. The pupils are well managed in lessons and, as a result, pupils are able to discuss and argue points, work hard and achieve very well. This was demonstrated in a Year 6 Literacy period when the pupils studied Jackie Wilson's book *The Suitcase Kid*. The small number of disruptive pupils is often managed by a combination of humour and subtle indications that they are being noticed, and as a result the good behaviour is accompanied by very good learning. There are however some classrooms where a minority of pupils have an adverse effect on the learning of others and more assertive behaviour management would be of considerable benefit. In the playground, pupils are active, boisterous but mostly well controlled in the spacious grounds. The recent introduction of a variety of games such as skipping and Subuteo ensures that the pupils return to their classrooms calm and ready to learn.
49. The school is trying to ensure that, as far as possible, bullying is eliminated and pupils and parents are clearly aware that any instances should be reported instantly to an adult or one of the Playground Buddies. The parents spoken to during the inspection in the majority said that at least one of their children had suffered from bullying, some serious, some not, but the school has dealt with this concern quickly and efficiently.
50. The school has a well-established and successful system for supporting and guiding pupil's personal development. The reward system recognises and rewards effort, endeavour and personal achievement and is promoted through the House system. Points are worked hard for and pupils stated they thought it was good way of encouraging effort. In the classroom, the teachers and learning assistants use praise and encouragement to boost the pupils' self-confidence very effectively. The well developed personal, health and social education curriculum is successful in making pupils more articulate and encourages pupils to develop their leadership skills. The School Council is a highly respected part of school life and pupils try hard to become their class representative. As a result, pupils of all ages are respected for their role on the council which has now successfully implemented a number of initiatives including setting up play activities at breaktime and forming children's clubs.
51. The school has devised a very good system for recording the long-term assessments for each pupil for English and mathematics. Results from the optional national tests in Years 3, 4 and 5 and also the results from NFER mathematics tests and reading tests are included onto a pupil's racking record. The teachers make predictions about the possible levels that each pupil is expected to reach by the end of Year 6. These predictions are adjusted as the pupil proceeds through the school. However, there is no on-going process for recording assessments in all other subjects. **(This is a key issue for action).** The teachers try to remember too many facts about what each pupil can do and cannot do. The subject co-ordinators do not identify the most important learning objectives for their subjects. Consequently, these objectives are not used as part of the on-going assessment process.
52. The teachers and LSAs know the pupils with special educational needs and their individual targets well. They co-operate effectively in planning lessons. They make good use of individual education plans (IEPs) in order to set appropriate objectives and plan appropriate activities within lessons. The co-operation between teachers and LSAs is good and, as a result of this, all pupils are fully included in the planned activities.
53. While the teachers and LSAs know the pupils extremely well and are therefore able to tell if they are making progress against their IEP targets, they do not monitor the targets formally or make ongoing records of progress against targets, National Curriculum levels or "P" scales, or make notes of the

support given and time taken. Whilst some marking is good, most only provides feedback on the pupils' attitudes and effort, rather than the progress towards the next level or current targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The parents have a very good opinion of the school. There are satisfactory links with the parents, including the involvement of parents in the life of the school. The parents of pupils moving from the infant schools have the opportunity to visit and tour the school as well as having discussion sessions with, for example, the special needs co-ordinator and the literacy co-ordinator. Also included are such events as a food tasting session, provided by the catering staff, and a fashion show. The school provides a good level of information for parents on the curriculum being taught each term so that parents can help their children. The school also sends out informative letters on important matters when necessary. The pupils also send out their own school newspaper telling the parents of the school's achievements and celebrations.
55. Those parents who responded to the pre-inspection questionnaire, (approximately 28 per cent of the total), agree that their children are happy and making good progress in a well led and managed school where teaching is good. Further, as a result of high expectations, they feel that behaviour is good and their children are becoming mature and responsible. The inspection team agrees with the parents about all these facts and also agrees that the school works closely with them, keeping them well informed about their child's progress. Most parents state that they are able to discuss problems comfortably with the school. They are less happy with the levels of homework set and the range of activities outside lessons. On this last point the inspection team disagrees with some of the parents and finds that the extra-curricular activities are very good and that the homework set is satisfactory and often good.
56. The annual reports to parents about their child's progress are informative and clear about the core subjects of English, maths and science. These reports include teacher end-of-year assessments as well as brief advice for parents on areas for improvement. However, there is some inconsistency in setting targets to help the child's future improvement. Information provided on the foundation subjects is very brief, providing only information on what areas of learning have been covered. The school provides many official evenings throughout the year for parents to talk to the teachers and to view their children's work. These are very well attended. The parents can also make a special appointment to discuss their child's annual report and the progress they have made during the year if they cannot come to one of these meetings. The school has recently held curriculum information and discussion evenings for parents but attendance has been disappointing. The parents of pupils with special needs have the opportunity to attend review meetings and become involved in their children's learning.
57. The informal contact with class teachers is limited as the teachers prepare work in their classrooms before the start of school and are involved in meetings after school. However, the headteacher and assistant headteachers are available in the playground before and after school.
58. The involvement of parents and their impact on the life of the school is satisfactory. There are always parents available to help with visits and supervise pupils in the school swimming pool. A small number of past and present parents help in the classrooms. A number of parents are keen to help their children with reading and have an on-going dialogue with the teacher via reading diaries, but the pupils' homework diaries, that were examined, were not used by pupils or their parents. The parents raise considerable amounts of money for the school through direct fundraising and the collection of such items as supermarket tokens.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership and management of the school by the governing body the headteacher and the key members of staff are satisfactory overall.
60. The headteacher provides a good clear direction to the educational developments of the school. He has a clear vision for the future developments and he shares this vision effectively with the governing body and the staff. He has been the underlying force that has taken the school forward to implement most aspects of the key issues from the last inspection. He has been the support and inspiration behind many of the improvements. The most significant of these is the substantial improvements that have been made to the quality of teaching. His good management skills have enabled the teachers to share the good practice in teaching seen across the school. They have, on occasions, been able to watch other teachers working in their classrooms and this has enhanced their own skills and understanding. This has been particularly so in the improvements seen in the teaching of literacy and numeracy. The school has also employed consultants effectively to organise in-service courses and to advise the teachers about the quality of their teaching. Consequently, although the quality of teaching was judged to be a key issue for action at the last inspection, it is now a strength of the school and is very good overall.
61. The school experienced difficulty attracting appropriate applications for the post of deputy headteacher last year. The headteacher proposed that two assistant headteachers should be appointed to fill the vacancy. This is an innovative idea and, since September 2002, these two members of staff have been establishing their roles. However, in common with most teachers and staff in the school they do not have a relevant up-to-date job description. Following the initial settling in period for these new appointments, they state that they are now ready to take on aspects of school management that are central to whole-school development. **(This is a key issue for action)**. This is a correct and appropriate action, as at present they are not able to fulfil a sufficiently robust role to enhance whole-school development.
62. Being a larger than average sized junior school, the headteacher has established a senior management team, comprising headteacher, two assistant headteachers and the year group leaders. The four year group leaders give good support to the teachers in their year groups and consequently there are very good strategies for agreeing termly curriculum plans. The senior management team has an overview of new developments and meets once a month to plan out future full-staff discussions and in-service training courses as well as monitoring the developments made to meet the priorities of the school development plan.
63. Since the last inspection the headteacher has established the position of subject co-ordinators but their roles have not yet been totally fulfilled. They are developing an overview of the subject and they hold a budget from which they purchase resources. They have established schemes of work based securely upon the national and local educational authority's guidelines. These are used effectively by each year group as they plan what they intend to teach and what the pupils are expected to learn each term. Nevertheless, there are aspects of their responsibilities that were identified in the last report that still need to be fulfilled. Some co-ordinators, with the support of the senior management team, have undertaken a review of their subject. However, there are few co-ordinators who carry out a rigorous and formal scrutiny of the pupils' work on a regular basis. Consequently, they do not gather enough information to show them how well the learning objectives are being taught in each class or whether the quality of the pupils' work is of a similar standard or presentation in every class of a year group. **(This is a key issue for action)**.

64. The management of the provision made for the pupils with special educational needs is very good, especially bearing in mind the limited time available. The special educational needs department is well run and the special educational needs co-ordinator (SENCO) and learning support assistants (LSAs) provide very good support for all pupils with special educational needs, enabling them to make very good progress in learning and in personal and social development. The school has worked with the local education authority's special needs staff to trial new documentation and procedures for county schools and the headteacher represents schools on the County Special Needs Resources Panel. The school is aware of the needs of pupils with physical disabilities, but some areas of the site are still difficult to access. The special educational needs co-ordinator (SENCO) is very experienced and has a clear vision for developing the school's inclusion policies for pupils with special educational needs. She is very well supported by a support teacher and a team of learning support assistants (LSAs). However, the SENCO currently has insufficient time to adequately monitor the progress of pupils with special educational needs as they move through the school.
65. At the time of the last inspection it was judged that the development of assessment records was unsatisfactory. It is only since September 2002 that the role of assessment co-ordinator has been developed. Prior to this date little had been done to further the development of on-going assessment records to inform the teachers in each class about what they needed to teach next. Subsequently the co-ordinator has identified some of the procedures that the school now intends to deploy throughout all classes to plot each pupil's progress and achievements in English and mathematics. This is a positive and appropriate development and will enable the school to establish whole-school procedures for all subjects. **(This is a key issue for action).**
66. The headteacher has worked effectively with the governing body to improve the quality of education throughout the school. The governing body fulfils its statutory requirements but much of this is due to the direct actions of the headteacher. The chairman gives the school good support and meets the headteacher regularly. However, there are many tasks that are still completed by the headteacher. For instance, he records the risk assessment following the governors' surveys of the school building and grounds. Although the governing body is set a good example by the chair of governors, its overall effectiveness is unsatisfactory. **(This is a key issue for action).** This is because it does not have either a calendar for reviewing policy statements and for setting the school development plan nor for preparing the annual governors' report to parents. Their visits to classrooms are not formally scheduled and only a few governors arrange to watch what happens in lessons or assemblies. Although there are committees, such as the finance committee, the premises committee and the curriculum committee, these committees do not present a written account of their meetings to the full governors' meeting. The governing body does not have a clear understanding of the challenges that face the school nor of the needs of the school. It has not yet evaluated its role and has not yet accepted sufficient responsibilities to relieve the headteacher of many tasks that he undertakes on their behalf. Currently, the governing body does not have sufficient knowledge of the day-to-day organisation of the school to ensure that it makes the school accountable for its actions. **(This is a key issue for action).**
67. The school has clear priorities in the development plan. Literacy and numeracy have been the central focus for the school over the past two years and resources have been channelled effectively towards these objectives. For example, the headteacher employed more staff so that extra literacy and numeracy could be allocated for the pupils in Years 3 and 6. This action has helped to raise these pupils' standards in English and mathematics. This is a good example of the school using its resources for the benefit of all pupils. The headteacher gives the governing body frequent reports that include an analysis of the national test results and specific features to show the progress made with the objectives in the school development plan.

68. The finances made available to the school place the school in the lowest funded group of schools nationally when expenditure per pupil is considered. Consequently the budget is used very prudently and consequently the contingency fund is very small for a school of this size. The school is making the best possible use of its funding and the resources it has available. The grants to support the pupils with special educational needs and the grants for the equipping of the ICT have been used effectively. However, the training grant for ICT has not been used sufficiently well to help the teachers to use computers to support the teaching of the other subjects. Overall, the school makes satisfactory use of the funding to support the priorities within the school development plan. The administrative staff are well organised and the day-to-day accounts for the school are maintained very effectively and very efficiently. Up-to-date financial statements are always available at finance committee meetings and full governing body meetings. The school is facing a declining budget because of the falling roll of the feeder infant school. The governing body has yet to consider a long-term plan to manage this reduced budget.
69. The number, qualifications and experience of the staff matches the demands of the curriculum well. The learning support staff work well alongside the teachers and they are kept well informed of their tasks in each classroom.
70. The accommodation is very clean, well decorated and maintained. The hall is small for the number of pupils on roll. Often the assemblies and acts of worship are held in the classrooms to avoid the crush and the wasting of time as pupils move from their classrooms. The classrooms contain bright displays and out-of-door facilities are good with a good-sized field and other smaller areas around the building are used effectively for sports and environmental pursuits. The school is concerned about the facilities it provides for the teaching and learning in information and communication technology. The learning resources, apart from those for ICT, are satisfactory for each subject. Currently the computers are placed in the library and this restricts the use of the ICT suite, as well as the library. Consequently, the use of ICT to support the teaching and learning in other subjects is unsatisfactory. **(This is a key issue for action)**. The teachers did not complete the national training course to develop their skills in the uses of ICT to support other subjects because the school was dissatisfied with the quality of training.
71. The school has dedicated staff who work together effectively as a cohesive team. There is a shared commitment to improvement and there is a good capacity to succeed. The school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher, and staff should:-

- (1) enhance the management role of the assistant headteachers by,**
 - (i) providing them with specific training to enable them to fully understand and effectively develop a robust role that is central to whole school development,
 - (ii) they have an overview of the curriculum and can give effective guidance and organisation to the subject co-ordinators. (*Paragraphs 30,61*)

- (2) develop the management role of the subject co-ordinators so that they can,**
 - (i) ensure that each class teacher develops the skills, knowledge and understanding to the same standards by:-
 - (a) carrying out regular and frequent scrutiny of the pupils' work
 - (b) monitoring the quality of teaching. (*Paragraphs 63,65, 100*)

- (3) plan the school day in order to ensure an appropriate balance of time for teaching all subjects.** (*Paragraphs 7,29,78*)

- (4) ensure that a whole school on-going process of assessment is established to record the progress of every pupil so that:-**
 - (i) the pupils' success in acquiring the main learning aims are assessed for every subject,
 - (ii) the records are easy to maintain and use. (*Paragraphs 25,51,65, 99,114,127*)

- (5) ensure that the governing body is given the opportunity through training to become fully aware of what it is required to do so that it holds the school accountable for what it does.** (*Paragraphs 66*)

- (6) improve the provision made for ICT so that it can support the teaching and learning in other subjects.** (*Paragraphs 27,70,88,96,121,131*)

Other actions the school needs to undertake:-

- (7) The governors, head teacher and staff should ensure that the school complies with the requirements for every pupil to attend a daily act of worship,**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	27	28	17	0	0	0
Percentage	6	35	36	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	407
Number of full-time pupils known to be eligible for free school meals	N/A	50

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	78

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year		Year	Boys	Girls	Total
		2002	53	48	101
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	37(28)	39 (31)	49 (46)	
	Girls	38 (26)	39 (27)	45 (35)	
	Total	75 (54)	78 (58)	94 (81)	
Percentage of pupils at NC level 4 or above	School	74 (60)	77 (64)	93 (90)	
	National	75 (75)	73 (71)	86 (87)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	37 (28)	42 (28)	44 (38)	
	Girls	36 (26)	41 (27)	43 (35)	
	Total	73 (54)	83 (55)	87 (73)	
Percentage of pupils at NC level 4 or above	School	72 (60)	82 (61)	86 (81)	
	National	73 (72)	74 (74)	82 (82)	

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
389	1	0
0	0	0
3	0	0
0	0	0
0	0	0
2	0	0
3	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
8	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	24.5
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	199.75

FTE means full-time equivalent.

Financial information

Financial year	2003/2004
	£
Total income	861604
Total expenditure	881104
Expenditure per pupil	2164
Balance brought forward from previous year	19500
Balance carried forward to next year	0

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	407
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	45	4	0	0
My child is making good progress in school.	59	41	0	0	0
Behaviour in the school is good.	48	50	0	0	2
My child gets the right amount of work to do at home.	29	54	14	2	1
The teaching is good.	59	39	1	0	1
I am kept well informed about how my child is getting on.	54	39	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	29	3	0	0
The school expects my child to work hard and achieve his or her best.	71	27	1	0	1
The school works closely with parents.	47	46	5	1	0
The school is well led and managed.	68	30	0	1	1
The school is helping my child become mature and responsible.	60	36	2	0	2
The school provides an interesting range of activities outside lessons.	40	44	13	1	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

72. At the end of Year 6, standards in speaking and listening are average; in reading and writing they are above average. Given that the current group of pupils were attaining above average standards in writing on entry to the school and attaining average standards in reading, they have achieved well at age eleven. Progress is very good throughout the school because the teachers provide the pupils with many opportunities to develop good writing skills and expect a high work rate. The teaching is also matched carefully to the needs of different groups of pupils. There have been significant improvements since the last inspection in Years 3 to 6 as attainment is now higher. The school has been pro-active in identifying a need to raise standards in writing and the planned developments have had positive outcomes. The pupils who need additional support are aided very well both by the teachers and the learning support assistants. They are either taught alongside the other pupils in the classroom, or sometimes withdrawn to another room, in order that very specific skills can be taught and regularly assessed. The pupils who are more able work as a class group for English. In this way the school ensures that many pupils are given good opportunities to work with others of similar ability.
73. Attainment is average in speaking and listening at the end of Year 6. Many of the pupils are eager and confident to answer questions in class and can order their ideas in an organised sequence. The vocabulary the pupils use is varied and specific words linked to subjects are often used accurately. A minority of the pupils speak with good expression and with clear diction. The pupils throughout the school work particularly well in pairs and make good progress with tasks when discussing together and co-operating. They ask each other questions to clarify their thinking and manage to produce work of high quality which includes a wider range of ideas than if they were working individually. The pupils often produce a significant quantity of work because they talk first and make ‘jottings’ before they write full accounts. This was evident in the work of the Year 5 pupils who had visited Ely Cathedral and were preparing an account of the visit. Although some of the pupils are given the opportunity to speak ‘in role’ there are currently insufficient opportunities for pupils to speak in a range of different contexts such as, reciting a poem in assembly or a formal presentation on a chosen topic. The co-ordinator has appropriately identified speaking and listening as an area for school development.
74. The pupils’ attainment in reading is above average in Years 5 and 6. About one-third of the pupils in Year 3 find it difficult to decipher unfamiliar words by using their knowledge of sounds and they therefore look at the illustrations or re-consider the context of the book they are reading to gain more sense and make progress. By Year 5, most of the pupils are reading accurately for a variety of purposes. They use a range of strategies to help with the pronunciation of unfamiliar words and understand the purpose of punctuation. Boys and girls of all abilities enjoy talking about their books and, with the exception of those pupils whose reading is of a lower standard, they are very confident when giving reasons for their views and choices of reading material. Lessons regularly focus on book reviews, which help the children to identify the main themes of texts. The pupils are adept at skimming and scanning text to remind themselves of the content. In Year 6 the pupils are able to make comparisons between the characters in different books by the same author and they can discuss how the author uses a range of techniques to draw a character portrait. The pupils read books for information and can use the library confidently. However, the current cramped library is inadequate for its purpose and is not conducive to browsing or for research purposes. The pupils read many books for information in lessons such as history and geography, and they understand the value of the contents, index and glossary pages. However, the pupils are unable to use reading materials on the Internet or on CD-ROM in their English lessons because there are no computers in classrooms. There

are plans for the building of a new school library and refurbishment of the computer suite later in the year.

75. The pupils' standards in writing are above average throughout Years 5 and 6. Grammar, punctuation and spelling are taught systematically and the pupils make very good progress throughout the school, extending the range of formal and informal writing. They develop their awareness of how authors vary sentence structures and choose words precisely to create particular effects and in the best lessons they attempt to use similar devices in their own writing. When considering the effect of simile in writing one pupil wrote, "It moves as slowly as an injured turtle" and then asked a partner if this conjured up an appropriate scene. The pupils write for a range of purposes using suitable formats, including letters, sequencing of instructions, poems and plays. In one Year 4 lesson the pupils were enjoying writing a persuasive letter to the headteacher, trying to convince him to reduce the school week to only four days. They began by believing they could simply write their demands but gradually appreciated that they were more likely to win their case if they gave valid reasons such as "We would be able to make educational visits in the extra days holiday and talk to our grandparents more because they know a lot about history." The pupils who need additional support develop their use of words and spelling through rhyme and by blending sounds. They are developing confidence in self-correcting skills and can spell many simple words unaided. Some use palm-top equipment to check their spellings. The more able pupils are well able to spell complex words and use dictionaries when editing their writing. The learning of spellings and reading practice forms a significant part of the pupils' homework. They use technical language to support their writing. For example, when analysing the work of Michael Morpurgo the pupils identified paragraphs, imperative verbs, past tense and 'flashbacks'. In a class of lower ability pupils, the pupils relaxed whilst the teacher read a lively sound poem and they then used onomatopoeia when creating comic sound poems themselves. They were amused with their results including ideas such as the 'talking teacher' and the 'purring fan'.
76. The standards of handwriting throughout the school are very good. The pupils use a neat cursive style of handwriting; form letters correctly, sustain uniform size and spacing throughout their work. Most of the pupils use appropriate punctuation and many use paragraphs correctly. However, with the exception of the very small editorial group who publish a school pamphlet, the pupils do not yet use ICT to enhance the presentation of their work with a variety of fonts and art, or to develop the word-processing skills to manipulate texts.
77. In nearly half of all lessons the quality of teaching is either very good or excellent. The additional literacy support provided by the learning support assistants has a very positive impact on the pupils' learning. Lessons are very well prepared and the teachers' plans have clear objectives. These are usually shared with the children at the outset of the lesson and in the very best lessons teachers conclude the session by checking to assess which of the pupils believe they have attained the objectives. (This was once carried out with a simple and quick thumbs up, or down or mid point sign.) The teachers' subject knowledge is often very good and teacher questioning, appropriate to the ability of pupils, promotes responses, which encourage pupils to think carefully about the subject. The teachers' clear explanations have a positive effect on the pupils' confidence and interest. They settle quickly to the tasks in a calm and purposeful atmosphere. The pace of lessons is brisk and the teachers use praise to encourage the pupils. This clearly has a real impact on the learning and the progress pupils make. The teachers have been concentrating on raising the standards of the pupils' writing, and are now sometimes missing opportunities for developing the pupils' skills of reading aloud. Some lessons were too long. **(This is a key issue for action).** In these there was an over-emphasis on the teacher's talking when pupils themselves would have benefited from articulating their own ideas or settling down to the task. In one very good lesson on homophones, the teacher had prepared some simple written cards for children to match up and make a variety of sentences using one word such as 'bar', which had several different meanings. This allowed the pupils to concentrate exclusively on the

task without having to write the sentences themselves. They achieved a very significant amount of work and were excited by their results.

78. The new co-ordinator has a clear view of her role and has monitored the impact of the Literacy Strategy effectively. She monitors the teachers' planning regularly and has begun to assess standards of pupils' work through moderated work samples. As yet the monitoring of lessons and the scrutiny of pupils' work is under-developed and consequently the co-ordinator is not fully aware of the real impact of the lessons. However, in lessons, the pupils understand what it is they need to do next to improve their work and targets are identified. The teachers assess pupils' progress at the end of many lessons to adjust the work which follows and they collect a variety of information to monitor the progress the pupils make. With the exception of the links to ICT, resources are adequate, and have been purchased wisely to support the areas for development. There is great expertise amongst staff, and throughout the school it is evident that pupils and teachers really enjoy this subject. However, there is still not enough use made of ICT to support the teaching and learning in English.

MATHEMATICS

79. The pupils' standards in mathematics by the end of Year 6 are in line with the national average. The performance of the pupils in the national tests since 1998 have been inconsistent, ranging from well above average to below average in 2001 rising again to average in 2002. When compared to schools with a similar proportion of free school meals the results are average. At the time of the last inspection standards were judged to be in line with the national average; standards have therefore been maintained despite the fall in 2001, which can be explained, as the school had a larger than average proportion of pupils with special educational needs.
80. As Year 3 pupils, their attainment on entry is well below the national average, as shown by the results of the National Curriculum tests for seven year olds. As the standards achieved at the end of Year 6 are in line with the national average, the pupils have made very good progress. This very good improvement in standards can be attributed to good and very good teaching, the implementation of the national numeracy strategy and the careful monitoring of teaching and learning across the school. The pupils' performance, particularly in the optional standard tests, is carefully tracked to set appropriate targets, which teachers take into account when planning. However, there is room for more rigorous recording of progress on a day-to-day basis. This is an area for further development.
81. Because teachers are skilful at promoting different strategies and methods of calculation through a range of well-planned mathematical investigations, the pupils make very good progress in understanding how to use and apply their knowledge and understanding of number and the four operations to solve problems. For example, a Year 6 class were exploring the relationship between a range of numbers that involved addition and subtraction of complex numbers, including decimals to three decimal places. The pupils suggested a variety of ways of solving the problems. Another Year 6 group explored data handling through constructing a graph and solved problems by using the information from the graph. In a Year 5 group, the pupils demonstrated just how many different ways they could find of solving a problem. The problem was doubling 125: one pupil added $125 + 125$, a second said 125×2 , a third divided 125 by 2 then multiplied by 4 an even more adventurous pupil divided 125 by 4, then multiplied the answer by 8. The latter two methods show how aware these pupils are of the relationship between numbers. The younger pupils make good gains in their knowledge and become increasingly competent in applying the four rules for calculating and interpreting data. In particular, Year 3 pupils make substantial progress in developing appropriate skills to raise the level of their understanding. This is supported through the work scrutiny and lesson observations.

82. Throughout the school the pupils benefit from a wide range of well-planned activities and experiences, which effectively support their learning in work involving shape, using data and measurement. Higher and average attaining pupils in Year 6 show a good understanding of coordinates and how to calculate perimeters, areas and volumes using formulae accurately. All pupils apply their knowledge well to solve problems in practical situations.
83. All teachers place considerable emphasis on ensuring pupils understand and use precise mathematical vocabulary when answering questions or discussing work. Problem solving is given a high priority and most lessons contain an element of pupils using their mathematical skills to solve a problem using mathematics in real situations. For example, a group of Year 6 pupils used a graph of concentric circles showing the spread of food poisoning to work out how many people would be affected and where they lived in relation to the outbreak. The pupils have opportunities to use and extend their mathematical skills in other subjects. For example, in design and technology Year 5 pupils used their knowledge of measurement to help them achieve accuracy when cutting small lengths of wood for their gears. Year 3 pupils successfully drew graphs to show how much litter they collected around the school and where they found it. This was part of the geography about the environment.
84. Throughout the school, pupils' attitudes towards the subject are good. Most pupils work for extended lengths of time, enjoying the challenge of difficult tasks and responding with an eagerness and enthusiasm to the complexities of mathematics. However, there are instances when pupils are less well motivated and their concentration wanes and they become restless.
85. The quality of teaching is never less than satisfactory and often very good. Over 92 per cent of lessons seen were good or better and 28 per cent very good or excellent. This has a very positive effect on the standards the pupils achieve, and is a very good improvement since the last inspection when 10 per cent of teaching was judged to be unsatisfactory. The teachers are implementing the National Numeracy Strategy with enthusiasm and confidence and believe the structure and precise learning, which the strategy affords, has a positive effect on the quality of teaching and learning. Certainly in the previous inspection the school was criticised for its over reliance on a published scheme and lack of school scheme. With the implementation of the numeracy and its detailed planning for progression and continuity, these criticisms have been addressed.
86. The teachers are knowledgeable, enthusiastic and keen to instil a good understanding of mathematical concepts into their pupils. Most lessons are well planned and begin with a brisk quick-fire mental starter. This immediately focuses the pupils and prepares them for the tasks to come. Questions are used effectively to extend or reinforce pupils' knowledge. The relationships are often very good and this gives pupils the confidence to explain their answers, even if they are unsure that they are correct, and to ask questions when they find something difficult. Praise and encouragement also have a positive effect on pupils' learning, as they strive to please. The pupils are expected to record their work neatly, putting date and lesson objective. Overall the plenary session at the end of lessons is used effectively to recap or reinforce new learning. Because the pupils are set according to ability this has enabled teachers to plan work more closely to match the needs of the pupils in their group. This has helped to raise standards, as the range of ability within the groups is much smaller than in the mixed ability class groups. However, in some lessons, work to extend the more able pupils in the group is not provided. This is an area for further development. The teachers make very good use of the learning support staff to benefit the pupils' learning. They liaise and prepare the staff so that they can ably support the pupils in accessing the tasks set and ensuring they understand what they have to do. The effectiveness of marking varies and the pupils would benefit from a more rigorous approach with comments to help the pupils to understand how they can improve their work.

87. The co-ordinator has had many opportunities to observe teaching and to look at planning; areas criticised in the last inspection. However, there is a need to develop the role further to incorporate the scrutiny of pupils' work in order to have an overview of standards across the school. This will help to ensure appropriate coverage within each group and allow the co-ordinator to highlight deficiencies. At present there is insufficient use of ICT to help the pupils to extend and consolidate their mathematical skills and knowledge. **(This is a key issue for action).**

SCIENCE

88. The standards in science for pupils aged eleven are above average. This was recognised in the 2002 statutory tests when 93 per cent of pupils achieved the national standard. In addition, the number of pupils achieving a level above the national standard was also above average, with 49 per cent achieving the higher level. This positive situation should be viewed alongside the fact that the standards, when pupils enter the school at age seven, are below average. The results of tests, together with the good quality of work produced by the pupils, indicate that the pupils achieve well.
89. All the pupils make very good progress. The very good quality planning of lessons ensures that the pupils of all levels of ability have appropriate provision. Those who have special educational needs make equally good progress, as their needs are well supplied through carefully matched tasks and they are well supported in their learning by the LSAs. The small number of pupils who have been recognised as being gifted or talented also have their needs identified, with suitably difficult and challenging tasks provided to cater for their learning needs.
90. The scrutiny of the pupils' work and observation of lessons confirmed that standards are as high as indicated by test results, even though the teachers' assessments were cautiously modest in comparison.
91. The most significant feature of the work done by pupils is in the area of scientific enquiry. Much of the science learning takes place as a result of practical investigation and experiment. The pupils have learned how to gather evidence, ask questions, make predictions and test them, present their conclusions and evaluate the outcomes.
92. A good example of scientific enquiry was seen in a Year 6 lesson, where pupils were investigating the properties of the gas that causes the fizz in drinks. The work was entirely practical, with the pupils managing their own learning. Through mature discussion and collaboration they presented their predictions, then devised an appropriate experiment to test them. The experiment used a range of commercially available soft drinks and carbonated water. Through their investigations the pupils were able to transfer the gas from the fizzy drink to another vessel, where they were able to measure its volume. One of their interesting findings, creating surprise and astonishment, was the high level of acidity that they found in some of the more popular drinks when they tested the liquids with litmus paper.
93. Another good example of scientific enquiry was seen in a lesson in Year 4. The pupils' previous learning included a good understanding of the principles of an electrical circuit. This further investigation took them into discovering what happens when additional bulbs or motors are added to the circuit; then the investigations looked at what happens when additional battery cells are added, in series. The pupils showed a good understanding of safe practice when working with electricity and their correct use of scientific vocabulary and understanding of the principles of a fair test indicated a level of ability in advance of their age.

94. The previous inspection reported that progress was less assured because of the lack of consolidation of previous learning. It also stated that the pupils lacked confidence and that they were reluctant to answer questions or enter into discussions. This is no longer the case. The pupils observed during this inspection were provided with very good consolidation of their knowledge and understanding at the beginning of lessons. They were very confident and forthcoming in both the oral discussion and the practical activity during the lesson. There has been considerable other improvements in that lessons now provide for the needs of all pupils, whatever their abilities; independent and collaborative work are very much in evidence.
95. The teaching of science is very good. No unsatisfactory teaching was observed; this is a marked improvement from the previous inspection. Almost all the teaching was good and in half of the lessons seen, it was very good. The characteristics of the good teaching included very good subject knowledge and expertise. The teachers are enthusiastic; they plan well and prepare resources before the lesson to ensure no wastage of time. High expectations and very good management of pupils ensure that the work is of good quality, that behaviour is almost always very good and that the pupils display positive attitudes. The teachers set precise learning objectives, which are explained to the pupils at the beginning of every lesson and reviewed during the plenary. However, there is little use of ICT to support the pupils' learning. **(This is a key issue for action).**
96. There is no specific planning to include spiritual, moral, social or cultural development in science lessons. However, there are many occasions where the pupils enjoy moments of spontaneous personal development as they make their discoveries and realise their predictions. There is good social development taking place as pupils share, co-operate and discuss ideas with other member of their groups. Although it is not planned, science lessons do make a contribution to the pupils' self-esteem and confidence.
97. Science makes a valuable contribution to both literacy and numeracy. Pupils are able to use their writing skills to good effect when they record their findings, following investigations. When such recording requires measurements, tables and graphs, the pupils are able to make good use of those mathematical skills learned elsewhere in the curriculum.
98. Assessment of the progress made by pupils consists end of term test results, which are stored in assessment folders. These provide an adequate record of attainment but do not address the need for a systematic, easily maintained record of day-to-day assessments, which can be used to help teachers with their short-term plans. **(This is a key issue for action).**
99. The science co-ordinator is an enthusiastic, well-organised and effective manager. It is his inspiration and encouragement that has enabled science to become such a successful aspect of the curriculum. He has ensured that teachers have the knowledge, resources, advice and support to equip them to deliver effective lessons. He has chosen a commercial scheme, which is used alongside national advice, so that there is good continuity of science through the school. He has recently started to scrutinise samples of pupils' work as part of his monitoring role. Samples of work, which have been marked and given National Curriculum levels, are being developed into a portfolio of assessed work. As yet the co-ordinator does not monitor the quality of teaching or of planning throughout the school. This is an area that needs to be developed to improve even further his successful management of science. **(This is a key issue for action).**

ART AND DESIGN

100. The quality of the pupils' work, including that produced by the pupils with special educational needs, is above the expected levels throughout the school and by the end of Year 6. This is an improvement since the last inspection when it was broadly in line. Lessons were observed throughout the school and work was seen in displays around the school. It is evident that the pupils make good progress as they move through the school.
101. The quality of teaching is good or better in all the lessons seen. The teachers plan their lessons very well and teach a wide range of skills effectively. This quality of teaching has a good impact upon the development of the pupils' interest and enthusiasm for art and design. The work seen in these lessons and around the school shows that the pupils approach their tasks with confidence. It is evident that the pupils are competent in the use of colour and textures in their two-dimensional work. They are gaining a good understanding of the different demands when they are faced with the challenge of three-dimensional work. The work on display in the entrance to the school shows the good use of boxes to form basic large sculptural shapes such as the Sphinx and the Egyptian god, Anubis. The claywork seen in Year 6 is above the expected levels for pupils of this age. The use of fired glazes adds to the power of the character heads the pupils have made. The quality of the pupils' shaping and forming of the heads is very good.
102. Throughout the school the pupils are achieving good results by mixing colours. This was seen in the work of Year 3. They made an attempt to copy the works of Paul Klee and, in Year 4, the work of Kandinsky. In most year groups the teachers place an emphasis upon observational drawing and painting. The pupils in Year 3 were observed drawing, painting and printing a wide range of fruit. They sustained concentration well and were prepared to experiment with blended colours to create the 'right' effect. This exercise demonstrated very well the very secure knowledge and skill of the teacher. The pupils in Year 4 have created very good quality pencil drawings of shoes and boots. The line drawing and hatching used by them creates a realistic image with effective use made of tones and shading. The pupils in Years 5 and 6 have begun to master the effects of perspective in their paintings.
103. The teachers have introduced a wide range of media, including those using graphics programs in ICT, and this is a special feature of the artwork throughout the school. In some instances the pupils are encouraged to use several different media to complete their work. Currently, printing techniques are being taught. The pupils use cardboard and polystyrene for mono-prints. They create their designs either by freely drawing or by tracing a previous piece of work. These designs are then impressed using a heavy pressure to create a printing block. These bold outlines look very pleasing when printed with a mixture of two colours.
104. The school makes very good use of visits to enhance the pupils' appreciation of the work of other artists. Recently the pupils in Year 5 went to Ely cathedral. They returned with ideas for stained glass windows. They created their own translucent images using coloured tissue paper and glass beads. They worked co-operatively together, sharing equipment and materials. They were encouraged to experiment with their designs and to change colours of materials to create their compositions. This aspect of the investigative work in art and design in the school is very good.
105. Many other subjects are supported effectively by the curriculum and activities for art and design. However, sometimes the desire to pursue art over shadows the finished piece of design technology and it quickly becomes a work of art.
106. The use of the sketchbook is gathering support in the younger classes but currently these books are not used as a resource book for colours, ideas, textures etc., but are more a book of finished drawings and crayon paintings.

107. The co-ordinator is enthusiastic for the subject but currently has not identified the skills that need to be taught in each year group. Consequently, the teachers do not record what skills, knowledge and understanding each pupil has acquired at the end of the topic.
108. The resources for art and design are good and are used imaginatively by the school. The kiln is used effectively and some work is completed on the computers using a graphic program such as Dazzle. The school now needs to consider the further development of the sketchbooks so that the pupils can reflect upon ideas and investigations into colour and texture that they have previously recorded.

DESIGN AND TECHNOLOGY

109. At the time of the last inspection, the standards and progress in design and technology (DT) were judged to be satisfactory. It is evident from the one lesson that was observed, and the scrutiny that was made of the little amount of work that was submitted for inspection, that the quality of the pupils' work is below the levels expected by the end of Year 6. There are no records of the pupils' developing skills, knowledge and understanding in the subject.
110. Nevertheless, the evidence from the classroom and corridor displays indicates that pupils in Year 3 are able to cut out card and glue the resulting parts to make model Viking longboats. The pupils in Year 4 are able to make simple patterns using straight and cross-stitching and can make card models of a face with a moving mouth. The pupils in Year 5 can make Tudor roses from clay and shields in different shapes. In the lesson observed, the pupils were able to cut dowel rods with a small hacksaw and fasten them around pieces of cards with glue, using a template, in order to make simple gears for a cam operated model. The pupils in Year 6 can use wire, paper and plaster to make models of Egyptian mummies. Some of the work produced has been undertaken with help from parents and other helpers but no record has been made of what part of this the pupils themselves have done, or their progress in developing their individual skills, knowledge and understanding. There is some evidence that pupils undertake simple design work, for example, in the form of sketches of items to be constructed, but there is no evidence of their having undertaken systematic design and evaluation.
111. The quality of teaching was satisfactory at the time of the last inspection. The one lesson that was observed in Year 5, during this inspection, was good. However, as only one lesson was observed and there is insufficient evidence of the pupils' increasing skills, knowledge and understanding in the subject, it is not possible to make judgements on the quality of teaching overall.
112. The subject appears to be used effectively to reinforce other areas of the curriculum, especially in history, where Year 6 pupils are making Egyptian mummies and in Year 3, where pupils are making Viking longboats. However, the last inspection highlighted the lack of a "well structured scheme of work" and this situation has not changed. The school bases its curriculum for DT on the local education authority scheme but only parts of this are covered: in particular, the part of the curriculum relating to design and evaluation is inadequately covered. There is insufficient use of ICT, especially in the design and evaluation aspects of the subject. Overall the school's curriculum for DT remains unsatisfactory.
113. The pupils' individual work is not regularly and systematically assessed in a form which demonstrates the pupils' increasing knowledge, understanding and skills in the subject. As a result of this, it is not possible for the school to monitor the pupils' progress. **(This is a key issue for action).**
114. The management of the subject is unsatisfactory, in that the monitoring of teaching and learning and the pupils' progress in developing skills, knowledge and understanding in the subject is not taking place.

Some classrooms are a little cramped for practical activities but, overall, the accommodation is satisfactory. The resources are unsatisfactory because there are insufficient tools and materials available at any one time and no access to computers in most classrooms.

115. Overall, the provision for design and technology and the school's development of the subject since the last inspection are unsatisfactory.

GEOGRAPHY

116. In geography, the pupils' standards are in line with the expected levels by the end of Year 6. The pupils' progress, including that of the pupils with special educational needs, is sound throughout the school and their standards have remained the same since the last inspection. The weakness identified in the previous inspection regarding a lack of coherence in the curriculum has been addressed. However, there remains a need to include more consistent assessment procedures in both the policy and in practice.
117. The pupils are confident when comparing the physical and human features of different localities in different parts of the world. They compare the weather in St Lucia with that in England, and compare life on the coast at a local seaside resort to that of life in March. The pupils use a range of geographical language well and can identify features on a map such as rivers, lakes, and motorways. The pupils can understand how any changes to a locality can affect the lives and activities of those living there. In Year 4, the pupils use photos of Hunstanton to identify activities that might be available at the seaside, and to consider the natural features of that part of the British coastline. They use grid references and a local tourist map to locate features such as telephones and a police station. The pupils communicate their findings thoughtfully, for example, when considering how the development of a bowling complex might either enhance or damage the coastal environment.
118. Throughout the school the pupils develop their geographical skills gradually and progress in the way they can apply these skills in their studies. For example, in each year group a topic is planned which enables the pupils to develop their mapping skills. The teachers in each year group have higher expectations of what the pupils can achieve so that whilst the younger pupils communicate their findings using simple sentences, the older pupils record their findings in charts and graphs. This occurs, for example, during a study of the weather. In PE the pupils are now introduced to orienteering activities. This links well to the geography curriculum by helping the pupils to develop a sense of direction and to make decisions about which route to follow. The pupils in Years 3 and 4 study rivers and settlements and talk about the particular features of a river location. When studying the school grounds, the pupils are encouraged to work in groups and discuss the positive and negative aspects of the zone they are surveying. They show a good awareness of the extreme pollution around the school grounds and suggest how this may be reduced. The pupils demonstrate good social skills in the way they listen politely to each other and take turns. The older pupils not only study the school environment but also consider appropriate aspects of worldwide news. Again they offer their views confidently when discussing current affairs.
119. The standard of teaching in lessons is satisfactory. In one lesson the teaching was good. This was because the teacher gave the pupils ample time to improve their understanding through a practical activity and by giving them sufficient opportunity to discuss issues themselves. The pupils acted in role as different members of the community participating in a council meeting and discussing a local issue which could have a real impact on the town. The well-structured groupwork allowed the pupils to rehearse their opinions and argue their case positively.
120. The subject is managed well and resources are satisfactory. The teachers assess the progress the pupils make during each topic but assessment tasks and results are not yet clearly linked to the National Curriculum attainment targets. Portfolios of photographs indicate some of the work and field trips that have taken place. These would be more helpful if they were matched to programmes of study and levels of attainment to support the teachers in assessing the pupils' work. The current geography curriculum provides some good opportunities for the pupils to develop their knowledge and understanding of their own culture and those of others in the wider world and to appreciate and to

value their local environment. The teachers are not making enough use of ICT to support the pupils' learning. **(This is a key issue for action).**

HISTORY

121. At the end of Year 6 the pupils' standards are above the levels expected for their age. The progress of all the pupils is very good in all year groups. This is because of the very rich and interesting opportunities provided for the pupils to develop their historical knowledge and understanding and the great enthusiasm for the subject provided by the teachers. The pupils' standards have remained at a high level since the previous inspection.
122. By the end of Year 6 the pupils show a good understanding of some periods in the past by talking confidently about the Victorians and the Ancient Egyptians. They have a good factual knowledge of aspects of history in Britain and the wider world. In Years 3 and 4 the pupils use a wide range of sources to gain knowledge and understanding of life in Anglo Saxon and Roman times. They consider the importance of the sea to the Vikings and investigate the materials, which might have been used to construct their ships. They recall information from previous lessons and are able to talk competently about the Vikings' use of canoes, fishing boats and ferries. Year 6 pupils research many aspects of life in Ancient Egypt, including the process of mummification. They are aware of the cultural and religious diversity of other civilisations, such as the belief held by Egyptians of the spirit being returned to the body. The pupils enjoy acting in role and pretending to be people in the past. This was apparent when the pupils acted as the retiring high priest instructing his son, the apprentice, in the process of mummification. This strategy was excellent for the pupils to show that they could remember and give clear instructions and the teacher was able to immediately assess pupils' knowledge and understanding. The pupils make very good progress because they are very keen to learn and develop a real empathy with people in the past.
123. The quality of teaching is very good. The teachers are very knowledgeable and the planning of lessons is carefully prepared to inspire all pupils. The teachers prepare the units of work based on a selection of good books and CD-ROMs and collect physical resources for the pupils to handle in lessons. Where possible, activities and visits are included so that the pupils can actively participate in historical situations. In every year group the pupils develop research skills and more is expected of them at each stage.
124. In the past the pupils have been motivated by the visit of an archaeologist who has shared his personal enthusiasm for history. They have dressed as evacuees then travelled on a steam train from Stibbington, consequently developing some understanding of the feelings and experiences of the children during the First World War. Because of this lively and practical approach to learning, both boys and girls are very keen and concentrate well during the well-paced lessons. Resources are well organised and the teachers have high expectations of what the pupils can achieve. The pupils are excited by the lessons and settle quickly because they want to learn more.
125. Good cross-curricular links are made between history and other subjects, particularly literacy. The pupils use their literacy skills very well in history lessons both in researching new information and in the presentation of their work. For example, the pupils in Year 4 have produced interesting reports on the sailing of the Mary Rose, whilst others have written newspaper articles from the viewpoint of Londoners being caught in the blitz. History provides very good material for pupils' social and cultural development. They reflect thoughtfully on the past and how society has changed as a result of major events in the past. The interesting visits, which the pupils make, such as to Ely Cathedral, and the visitors who come into school enhance the pupils' cultural awareness well. Research on a history topic sometimes provides the focus for homework.

126. The management of this subject is very good. The co-ordinator has a real passion for history and it is this that inspires both the pupils and other adults. Very good support is offered to teachers in all year groups in order that the scheme of work can be improved each year. The teachers assess the pupils' work regularly but as yet there is no overall formal co-ordination of the assessment process. **(This is a key issue for action)**. Artefacts and book resources have been purchased gradually to enhance the pupils' learning, and parents also support learning well through their children's history homework. Some very good displays demonstrate the high value that the school places on this subject and these help to celebrate the pupils' understanding of the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. At the time of the last inspection the pupils' work in information and communications technology was judged to be satisfactory, with some examples of very good work. The pupils' standards are still in line with the expected level at the end of Year 6 and have not changed since then. The pupils make satisfactory progress in most areas of the subject except in the area of control technology, where the pupils' progress is unsatisfactory and the quality of their work is below the expected level for their age. This area of the subject receives inadequate coverage and resources are inadequate. However, some pupils in Year 6 have undertaken work at the local secondary school, but this has not been available to all pupils. The subject is also limited by poor Internet access, which limits the pupils' research. It is also difficult to judge standards or progress because the school does not monitor the pupils' work effectively enough and has no portfolios available to show what each pupil has achieved. Most of the pupils' work is confined to the computers' hard drives and is difficult to access, and thus to assess. For some time before the inspection and during the inspection itself, the school's printers were not working correctly and so hard copies of the pupils' work were not available. However, in the lessons observed, the pupils' progress was good and sometimes very good.
128. Pupils with special educational needs get good support in ICT lessons and make the same progress towards their personal targets in the subject as other pupils.
129. During the lessons observed, the pupils were developing their skills in the following areas: in Year 3, pupils were able to receive and send e-mails, with attachments, within the school; Year 4 pupils were able to use Logo to plan procedures on screen in order to make a series of two-dimensional shapes and patterns; Year 6 pupils were able to use a CD-ROM to undertake research into ancient Egyptian food and farming. In addition to this, some evidence was produced to show that at least some pupils are developing their skills in word-processing and in graphic art, and there is some evidence of the use of spreadsheets in Year 6, linked to the school's project on the sale of farm produce.
130. The teaching and learning observed in ICT lessons was good overall. Of the five lessons observed, two were very good, one good and the other two satisfactory. No ICT was observed being used to support the teaching and learning in any other lessons during the inspection, although pupils in Year 6 used a CD-ROM to research ancient Egypt in one of their ICT lessons. No evidence was found in the pupils' work to suggest that ICT is used routinely to reinforce learning, enable research or to enable access to the curriculum; for example, there are no examples of the pupils' word-processing in the wall displays. The use of ICT across the curriculum is unsatisfactory and this is a major issue within the school. **(This is a key issue for action)**.
131. The quality of the teaching is hampered by difficulties in demonstrating the procedures on a screen. The school does not possess an interactive whiteboard. The cramped, poorly laid out computer suite, which hosts library shelves around the walls, compounds the problems. Despite this, most teachers make good use of on-going advice to ensure that the pupils understand the tasks and activities. The

activities are well chosen and appropriate and there is a good pace to lessons. The pupils respond well, with positive attitudes and good behaviour and they show respect for the equipment and use it with care. They work well in pairs, taking turns in working at each computer and discussing the tasks with considerable maturity. Where teaching is less effective, the teachers fail to notice when pupils need help and they drift behind, get frustrated and their behaviour becomes more restless. Where LSAs are involved in lessons they are able to help pupils with special educational needs to understand the activities and to make good progress. Some pupils with special educational needs have been equipped with "Alphasmart" personal word-processors and one pupil has a laptop computer. These facilities have greatly increased their ability to access the curriculum.

132. The co-ordinator is experienced and has developed a good policy. However, the pupils' progress is not monitored rigorously throughout the school. There is no on-going process of assessment in place and the pupils do not have portfolios of work, illustrating their progress in developing their knowledge, understanding and skills in the subject. Not all teachers are confident in the use of computers and not all have completed the national opportunities fund (NOF) training in ICT. The school has not yet consulted the parents and carers about Internet safety or informed them of their rights regarding Internet access. This situation is unsatisfactory.
133. The developments in the subject to date have been hampered because the school is waiting for a building extension that will provide a new computer suite, new computers and an interactive whiteboard. This will free up the existing computers and enable them to be placed in the classrooms. The present computer suite shares its space with the library. The layout is cramped and it is difficult to demonstrate the procedures needed on screen, so that whole classes can take part. At the present time, most classrooms do not have any computers in them and the classrooms are not linked by cabling to the Internet or main school server. Consequently, the pupils are not able to undertake on-going work to support other areas of the curriculum or in order to undertake research. This situation is unsatisfactory. Some of the existing computers in the computer suite are dated and unreliable. The printers were not working correctly at the time of the inspection and had not been working correctly for some time and, consequently, the pupils were unable to print out their work. The Internet access is unsatisfactory. The staff wastes a lot of time because there is no technician available on a regular basis to sort out technical difficulties. Overall, the resources and the present accommodation are unsatisfactory.

MUSIC

134. By the end of Year 6 standards in music are in line with expectations and have been maintained since the last inspection. The pupils make satisfactory progress across the school although, in lessons taught by confident musicians, progress is good and standards are above expectation. However, where the pupils are learning musical instruments, many achieve high standards. For example, the recorders sustain three parts using descants, tenors and trebles and very effectively accompany the hymns for assembly, with confidence and skill, rarely seen in a junior school.
135. The pupils singing in assembly is tuneful with clear words and longer notes sustained for the appropriate values. Most of the pupils join in but there is a lack of enthusiasm. During a Year 6 lesson the pupils explore a two-part song but, despite singing the melody in tune, they struggle to pitch the higher notes found in the second melody. They are able to play the percussion accompaniment using untuned percussion but found adding the tuned percussion more of a challenge. Further practice is needed. The pupils in Year 5 are good at copying rhythm patterns; the majority do so accurately. They sing with more enthusiasm than in assembly and produce a pleasant sound. The younger pupils in Year 4, because a musician teaches them, are achieving above expectations. They can all clap

rhythms in time and have composed simple rhythm accompaniments for a “rap” rhyme. These have been recorded using standard symbols for the beats - crotchet, quaver and minim: an accomplishment not often found in Year 4 pupils. During the lesson the pupils are challenged to perform the “composition” of another group; this they do very well. However, when asked to put their accompaniment to a rhyme they find playing and speaking together difficult.

136. The pupils’ attitudes towards music vary. Most of the pupils, particularly the younger ones, are interested and keen to participate. They rise to the challenges set within the lessons. They listen carefully to the teachers and their peers, especially when they perform their “compositions”. The pupils who learn instruments are committed and keen, working hard to achieve success. Occasionally, where the pupils are not so well motivated, their concentration wanders and they become restless.
137. The quality of teaching is satisfactory overall but with some lessons seen being very good. Where lessons are very good the teachers are knowledgeable, enthusiastic and provide the pupils with an appropriate range of challenges that stimulate their responses. The lessons are brisk and exciting. In all lessons there are good relationships and the pupils are confident to perform their “compositions” to their peers. All the teachers use questioning effectively to extend or reinforce the pupils’ learning. However, where lessons are satisfactory, and teachers are less secure with the subject, the pupils’ interest is not captured and they do not respond so positively. This can be partly explained by the very recent introduction of a new published scheme. The teachers are not familiar with the detail and lesson plans involve too much for the pupils to cover. The scheme will need careful evaluation to ensure an appropriate match for the school’s needs. This is an area for further development.
138. The co-ordinator has recently taken on the role and has already made an impact by introducing the new scheme, encouraging the pupils to learn instruments and by providing extra-curricular activities, such as a number of recorder groups. An audit of percussion instruments has been undertaken and provision improved. However, there has been no opportunity to observe teaching or, as yet, to evaluate the published scheme. These are areas for further development.
139. The school offers a wide range of instrumental tuition and approximately a third of the pupils enjoy the experience. There are opportunities to perform for the parents at Christmas, the end of term and within the community. Opportunities are missed to extend the pupils’ appreciation of music as no music is played as they enter the hall for assembly. They seldom listen to non-western music. These are areas for further development and would help to enhance the pupils’ understanding of the wide variety of world music.

PHYSICAL EDUCATION

140. The pupils’ standards in physical education are in line with the expected level by the end of Year 6. The curriculum provides a broad and well-balanced programme, which covers all areas of study in the national curriculum, including gymnastics, games, athletics, dance, swimming and outdoor adventure activities.
141. Standards have been maintained and, in some respects, improved as a result of the introduction of schemes of work for physical education, produced by Cambridgeshire Education Authority. The input from coaches provided by Fenland District Council has had a positive impact upon standards in hockey, cricket, rugby, basketball, rounders, softball and football.
142. The work is well planned to provide suitable activities for all the pupils, including those who have special educational needs. Where a pupil has a particular difficulty, for instance, with co-ordination or

physical disability, an assessment is made to decide upon a suitable programme to meet his/her needs. Any pupils who show special ability or aptitude are encouraged to develop their skills within school, as well as through extra-curricular activity and through links to local organisations and clubs.

143. The progress of all pupils through the school is satisfactory. Progress is evaluated against the learning objectives for each unit of work in PE and games. The annual report shows a graded evaluation of the pupils' effort and achievement in the areas of physical education that have been covered.
144. It was not possible to observe a gymnastics lesson, though a group of pupils in Year 6 spoke of their activities, which included making shapes, creating sequences of movements, both on the floor and on apparatus. They were enthusiastic about their dance lessons. One lesson that was observed in Year 3 showed how well the pupils were developing teamwork as they worked with a parachute. They learned how to work together to create the most effective teamwork. In a Year 5 lesson, aimed at improving games skills in rounders, the pupils showed increasing ability in throwing, catching and bowling. The particular skill that was the focus of the lesson was to watch the ball all the way into cupped hands when catching. The pupils made good progress as the lesson developed. A most effective outdoor orienteering lesson with Year 4 pupils was observed. Pupils showed an impressive capacity to use a site plan to find the location of the orienteering controls. In this exercise they demonstrated the ability to work collaboratively with a partner, planning and executing their moves, while at the same time being competitive in completing the course ahead of other pairs.
145. The teaching of physical education is satisfactory and during the inspection there were examples seen of very good and excellent teaching. The best teaching was characterised by good planning with activities carefully graded to ensure a good match for pupils of all abilities. The subject knowledge and expertise of the teachers have improved since the previous inspection and all issues presented within that report for physical education have been fulfilled. There are very good relationships, which, together with very good management of the pupils, ensure that behaviour and attitude are of a high order.
146. Physical education provides good opportunities for the personal development of the pupils. Activities such as the orienteering and team games make positive contribution to social development, while playing to the rules and fair play aid moral development.
147. The co-ordinator provides enthusiastic and effective management of the subject. She has shown strong commitment by attending many training courses and PE network meetings. She has a very good knowledge of recent developments and is able to support her colleagues well. She has also arranged training for the whole teaching staff in gymnastics and other aspects of the PE curriculum. She has produced some excellent guidelines for staff, including sample lessons and activity sheets. She has devised a useful curriculum map, based on half-termly units, which ensures that all areas are covered. In terms of monitoring, she has been able to scrutinise and evaluate some planning but, as yet, has had insufficient allocation of time to carry out any monitoring of teaching and learning. She has ensured that resources for PE are good. For the future, there are ambitious plans to improve both the resources and storage facilities. Accommodation for physical education is good, with a well-equipped hall for indoor lessons and an excellent field for outdoor games, athletics and outdoor adventure activities.

RELIGIOUS EDUCATION

148. The quality of the pupils' work by the end of Year 6 is in line with the expected levels in the locally agreed syllabus. The curriculum meets statutory requirements but the number of themes that the

pupils in Year 5 are expected to cover in one year is too demanding. The work covers the study of Christianity, Sikhism, and Hinduism.

149. Throughout the school, most pupils, including those with special educational needs, make steady progress in gaining understanding and knowledge about different faiths. The combination of studying Christianity and other religions gives all the pupils opportunities to explore the similarities and differences of other people's beliefs.
150. For example, the pupils in Year 3 are becoming increasingly aware of what it means to be a Christian. They also compare stories from the Bible with stories that are known by the Jews. The pupils in Year 4 have studied the Muslim faith and have compared the story of creation as told in the Qur'an with the story of Adam and Eve in the Book of Genesis in the Old Testament.
151. The teachers in Year 5 have a large amount of work to cover to fulfil the themes allocated by the school for this year group. The pupils make good progress as they explore the similarities and differences of the symbols of the different faiths. They look at the cross and the candle used in Christian worship and make comparisons with the artefacts that are used in Sikhism and Hinduism. They are also aware of the 10 Gurus and the 5 Ks in Sikhism. The pupils in Year 6, as well as studying Christian festivals, look at Buddhism. The quality of work varies from class to class and in some the work is written very well with good quality illustrations. However, other classes, sometimes within the same year group, do not teach the topics with the same vitality and depth.
152. The quality of teaching is satisfactory overall and in some lessons seen it was good. The teachers openly discuss the different ceremonies, festivals and symbols used by the variety of different religions. They follow the Christian festivals such as Harvest, and Easter as well as festivals like Diwali and Eid from other religions. The pupils are aware that people celebrate special meals and wear special clothes. This raises the pupils' awareness of different world faiths. The pupils ask questions and are curious about what other people believe. Consequently, they are beginning to understand how different belief affect people's lives. As a result they are beginning to accept what is important to them and to others. In all the lessons seen, the teachers ensure that there are good opportunities for the pupils to discuss their own personal, moral and religious beliefs.
153. The curriculum for religious education is very well planned for most year groups. The school is steadily collecting resources, such as videos, and artefacts that represent the different faiths but currently these are still not plentiful enough for use in lessons. For example, the school does not possess recorded music from different cultures nor does it have a good selection of photographs to help the pupils to visual special festivals around the world.
154. The co-ordinator does not carry out a formal scrutiny of the pupils' work in each class. There is no whole-school procedure for this to happen. Consequently, the fact that some classes in a year group do not cover the topics as thoroughly as others is often missed.