

INSPECTION REPORT

SAWTRY JUNIOR SCHOOL

Sawtry

LEA area: Cambridgeshire

Unique reference number: 110688

Headteacher: Mr D Smith

Reporting inspector: Nigel Pett
17331

Dates of inspection: 3rd – 6th February 2003

Inspection number: 247029

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Junior |
| School category: | Community |
| Age range of pupils: | 7 - 11 |
| Gender of pupils: | Mixed |
| School address: | Middlefield Road Sawtry Huntingdon Cambridgeshire |
| Postcode: | PE28 5SH |
| Telephone number: | (01487) 830204 |
| Fax number: | (01487) 834331 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Rev M Griffith |
| Date of previous inspection: | February 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|---------------|----------------------|--|---|
| 17331 | Mr N A Pett | Registered inspector | Geography History | Standards: The school's results and pupils' achievements How well is the school led and managed? |
| 14756 | Mr J R Lovell | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 22778 | Mrs A Shannon | Team inspector | English Art and design Music English as an additional language Educational inclusion | |
| 15001 | Mrs M Wallace | Team inspector | Science Design and technology Physical education Special educational needs | How good are the curricular and other opportunities? |
| 12116 | Mrs C Morgan | Team inspector | Mathematics Information and communication technology Religious education | How well are pupils taught? |

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a rural area in the large village of Sawtry, midway between Cambridge and Peterborough. The school serves this established village, which has a significant amount of new housing development, and other villages in the surrounding area. There are a total of 284 pupils on roll aged between 7 and 11 years of age and it is larger than other primary schools nationally. Currently there are slightly more girls than boys. Pupils come from the full range of socio-economic backgrounds, although the number of pupils eligible for free school meals is below the national average. There is a significant amount of pupil mobility as parents move homes. The ethnic heritage of the pupils is mainly white European and all pupils speak English as their main language. Attainment on entry varies between year groups but is close to the national expectations for seven year olds overall. There are 61 pupils on the special educational needs Code of Practice register and five pupils have a statement of special educational need to address their moderate, and emotional and behavioural learning difficulties. The percentage of pupils identified as having special educational needs is below the national average, although the proportion of pupils who hold statements to address their specific needs is average. The school's aims seek to develop pupils' academic and personal potential and to enable them to acquire the skills for the next stage of their education.

HOW GOOD THE SCHOOL IS

This school has a good ethos and its strengths outweigh the aspects which require improvement. Since the last inspection, results in National Curriculum tests at the end of Year 6 have improved and are above the national average. The overall quality of teaching by permanent staff is good, with some exemplary practice, but there are also some significant shortcomings in teaching. Through his leadership, the headteacher provides a clear educational vision and direction, and many aspects of management and governance are good. The school provides good value for money.

What the school does well

- Successfully encourages good standards by the end of Year 6 in English, mathematics and science.
- Successfully promotes pupils' good standards in behaviour, attitudes and personal development overall.
- Employs good strategies for assessment in English, mathematics and science.
- Supports pupils with special educational needs well, especially through the very good partnership between teachers and support staff.
- Provides an extensive range of extracurricular activities which are well supported by the pupils.
- Works effectively with its parents, carers and the community.
- Plans effectively and strategically, making very good use of its financial resources.

What could be improved

- The quality of teaching for, and behaviour of, some pupils
- And issues for which the school has appropriate plans:
- Overall provision for art and music.
 - Extending the use of information and communication technology skills in subjects across the curriculum.
 - The remodelling of the building to eliminate the difficulties posed by the open plan rooms.

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 1998. The overall improvement has been satisfactory. Good improvement has been made in raising standards by the end of Year 6, in monitoring and evaluation activities and in the provision for literacy, numeracy and information and communication technology. Attention to the key issues as listed in that report have been satisfactory. There has been good

progress in improving pupils' spiritual and creative development, although art and music are still not used extensively enough in this respect. Good progress has been made in remodelling of some classroom areas and through the recent extension, which provides better teaching accommodation. The remaining open plan classrooms place limitations on teaching and learning strategies and exacerbate class management for some teachers. Although there have been changes in the staff, unsatisfactory teaching is still an issue. Within the governance and management, the potential exists for shortcomings to be addressed.

STANDARDS

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

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

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

Pupils' standards on entry are broadly average, although there are year on year variations. Results in the 2002 National Curriculum tests were above average overall when compared with all schools and with similar schools. Overall, the pupils did as well as expected in the tests when their starting points are considered, being very good in mathematics, while in English the pupils' performance was better than might have been expected. Targets set for English and mathematics were met and the school's results have improved over recent years at the same rate as nationally. There is little difference between the performance of boys and girls overall. From inspection evidence, standards continue to show improvement by Year 6 for the current pupils, with standards in English, mathematics and science being above average. Standards in basic skills in information and communication technology are below average as the use of these skills across the curriculum is underdeveloped. Standards in history are above average and those in religious education and in other subjects are broadly average. The majority of pupils with special educational needs make good progress. More able and talented pupils are identified and challenged, although the school is aware of the need to develop the provision for these pupils further. Because of the variation in the quality of teaching, whilst many pupils do achieve well, a minority underachieves.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Most pupils have good attitudes towards their work and teachers. They enjoy school and work hard, supporting their achievement. Nevertheless, there is a minority who do not respond well and this undermines their progress. |
| Behaviour, in and out of classrooms | Behaviour in many classes is good, although a minority of pupils experience difficulties in behaving sensibly, undermining the progress of the whole class. Outside of the classroom, there is some boisterous behaviour, but overall standards are good. Pupils understand the difference between right and wrong. |
| Personal development and relationships | Most pupils show good standards in their personal development as they take responsibility for their work and are proud of their achievements. Relationships are good as pupils generally collaborate well, and most |

| | |
|------------|--|
| | show significant respect for their teachers and other adults. |
| Attendance | The attendance is good overall, being well above the national average, with unauthorised absence being well below average. |

These aspects are a strength of the school. High expectations are set and these improve the overall attitudes and values of most pupils. No pupils have been excluded in the last year. Most pupils respond very well to visitors. Pupils care very well for their classmates with special educational needs or physical disability.

TEACHING AND LEARNING

| | |
|----------------------------|------------------|
| Teaching of pupils: | aged 7-11 |
| Lessons seen overall | Satisfactory |

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

The overall quality of teaching and learning seen during the inspection was satisfactory. In just over a half of the lessons observed teaching was good or better and in a significant amount was very good, with some lessons of excellence. There has been a significant turnover of teaching staff in the last two years and in a small number of classes this contributes to some significant shortcomings; in well over one in ten lessons, teaching was unsatisfactory or poor. Overall, the quality of teaching seen during this inspection was not as good as at the last inspection; the proportion of unsatisfactory teaching has increased. In the best lessons, teachers' expectations are high and they are setting work which meets the differing needs of the pupils. This has a positive impact on pupils' learning and leads to good achievement and attainment. Pupils respond to praise and rewards, with many showing pride in their achievements. Teaching of pupils with special educational needs is good overall, with an effective partnership between teachers and learning support staff. Teaching of literacy is good and of numeracy satisfactory, with some good links in other subjects to support skills. In science, teaching is good. Whilst the teaching of basic skills in information and communication technology is satisfactory, teachers are not always using the resources successfully enough. Inspection evidence shows that much teaching over time is at least satisfactory and in some classes consistently good. The school recognises the need to continue increasing the demands in work for able and talented pupils. In classes where teaching is unsatisfactory, the teachers' expectations are not high enough, in terms of behaviour and work set. This results in slower progress and underachievement among the pupils in these classes. The governors and headteacher are taking good and appropriate action to address this issue.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|--|
| The quality and range of the curriculum | There is satisfactory breadth and balance and National Curriculum requirements are met, although continuity in the provision for art and design, design and technology and music are limited. Extracurricular activities are very good. |
| Provision for pupils with special educational needs | Pupils' learning needs are generally well met and most make good progress towards the targets on their individual education plans. Those with more complex learning needs are very well supported and develop confidence in their learning. |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | The provision for pupils' spiritual, moral, social and cultural development is good overall and includes citizenship. The contribution of the community to pupils' learning is good. Good provision exists for their personal development overall. |
| How well the school cares | The overall pastoral care for pupils at a personal level is very good and is |

| | |
|----------------|---|
| for its pupils | a strength of the school. Assessment procedures are good in English, mathematics and science and are satisfactory in other subjects, except in music and art and design. The partnership with parents is very good. |
|----------------|---|

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|---|
| Leadership and management by the head teacher and other key staff | The headteacher provides good leadership and gives the school good educational vision and direction. There is an effective partnership between the members of the senior staff. Management has many strengths and good procedures for checking the quality of teaching and learning, although the support given to teachers who have difficulties sometimes needs to be more focused. Subject coordinators generally work hard to fulfil their roles and the overall monitoring and evaluation of teaching and learning are satisfactory. |
| How well the governors fulfil their responsibilities | Governors are very supportive and committed, have a clear view of the school's strengths and weaknesses and fulfil their statutory duties. |
| The school's evaluation of its performance | Entry data, national test results and other information from assessment are very well analysed and pupil performance is tracked through effective monitoring. The school compares its performance with other schools very well. |
| The strategic use of resources | The principles of best value are well applied, enabling the school to provide the best opportunities for its pupils and it is providing good value for money. |

There are sufficient staff to teach the age range and the curriculum. Subject expertise is satisfactory. The accommodation is satisfactory. Learning resources are of good quality and are well used. There are effective plans improve the access to computers in information and communication technology. The display of pupils' work adds significantly to the learning ethos of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents and carers most | What parents and carers would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • The school has high expectations. • Their children like school. • The quality of teaching is good. • The standards being achieved and progress made by their children is good. • The school cares for its pupils. • There are good standards in behaviour and attitudes and the values and beliefs being promoted and achieved encourage their children to become mature and responsible. • The school works well with them and they are generally well informed about progress. • There is a good range of extra-curricular activities. • The school is well led and managed. | <ul style="list-style-type: none"> • The balance in the setting and quality of homework. |

Only a minority of parents and carers attended the pre-inspection meeting but there was a good return to the questionnaire, which gave a very positive view of the school. Inspectors firmly agree with many of the points that please parents most. Inspection evidence shows that there are some concerns with

regard to the quality of teaching and that standards of behaviour are not always high enough for a minority of pupils. Inspectors judge that the quality of homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When pupils enter the school at the age of seven, their attainment is broadly average. Results in the National Curriculum tests at the end of Year 6 (Key Stage 2) in 2002 were average in English, well above average in mathematics and average in science, in comparison with all schools nationally. In relation to pupils' prior attainment at the age of seven, attainment was average in English and science and above average in mathematics. Taking the three core subjects together, results were above average overall in relation to all schools and similar schools and average in relation to prior attainment. Results at the expected level for their age were above average in all three subjects and at the higher levels were close to the average in English and mathematics, but were below average in science. There is little difference between the performance of boys and girls overall, although in the 2002 tests, boys performed slightly better than girls in English and girls performed slightly better than boys in mathematics and science. The trend for improvement is in line with that found nationally and the good targets set were met in English and exceeded in mathematics.
2. Currently, standards being achieved by the end of Year 6 generally reflect previous test performance and are above average in all three core subjects. Achievement is good in English and science and satisfactory in mathematics. There are above average standards in history and average standards in art and design, design and technology, geography and physical education. Standards are below average overall in information and communication technology and in music. Standards in religious education are satisfactory in relation to those expected in the locally agreed syllabus. Overall, the progress of some pupils is affected by issues in the quality of teaching. At least good progress is made in Years 5 and 6, but there is too much variation in Years 3 and 4. The potential exists for older pupils to achieve as well as, if not better than, the previous test results, although in some classes staff experience difficulty with behaviour management and there is a minority of challenging pupils.
3. Standards in literacy are at least average overall and, for a significant proportion of pupils, are above average. Many pupils speak fluently and clearly, making good use of technical vocabulary. The majority of pupils listen well, although there is a significant minority who have poor concentration spans. Standards in writing are good by the end of Year 6 and pupils generally read well, with confidence and expression. Standards in numeracy are average overall, although strong enough for most pupils to meet the demands made in other subjects. The application of information and communication technology skills in other subjects is underdeveloped, although some good examples occur in mathematics, art and design and geography.
4. Pupils identified as having special educational needs make good progress in their learning and pupils with statements of special educational need make very good progress. All pupils achieve well for their capability in national tests for English, mathematics and science by the end of Year 6. Pupils make very good progress in the withdrawal support groups with the learning support teacher and coordinator. The school has made satisfactory progress in identifying and supporting more able and talented pupils. The school is aware of the need to further develop the provision for these pupils and is beginning to extend the range of resources for English and mathematics and talented pupils are encouraged to work alongside older pupils in football club.
5. Since the last inspection there has been some variability in standards but inspection evidence shows that the trend in the average points achieved in National Curriculum tests, for all core subjects, was broadly in line with the national trend. Pupils respond well when teachers' expectations are good and especially well when expectations are very high. There is added value to the achievement of a significant number of pupils, although the shortcomings in the quality of teaching in a minority of lessons are exerting an adverse effect on overall standards. The school's

monitoring has identified the weakness in teaching and good plans are in hand to bring improvement, although more focused support would benefit less experienced teachers.

Pupils' attitudes, values and personal development

6. Pupils enjoy school and this is borne out by their parents. The school is successful in fostering a sense of belonging and of community. A strong ethos permeates throughout the school and this has a positive impact on attitudes and behaviour. Whilst most pupils display good attitudes, good behaviour and enjoy good relationships, a minority have difficulties and do not respond sensibly. This is a similar picture to that found at the time of the last inspection. The attitudes shown by the majority of pupils are a strength of the school and make an important contribution to pupils' learning.
7. The behaviour of most pupils around the school is good and often very good, with pupils showing good levels of self-discipline. There is a minority of pupils who present quite challenging behaviour. Pupils understand the high standards of behaviour that are expected from them and most respond well to these. Where class management of pupils is good, pupils' behaviour and attitudes are at least good and on occasions very good, having a positive effect on progress and standards achieved. For example, in a Year 3 and 4 mixed age class undertaking work in geography, the pupils behaved very well, collaborating and sharing their ideas. In a very good Year 6 English lesson, pupils were very responsive and listened well and made very sensible suggestions and worked very well in their groups. However, within those lessons where class management has weaknesses, or the pace and challenge of the lesson are inappropriate, pupils are not well enough engaged and the behaviour can affect the concentration and learning of the whole class. Nevertheless, most pupils have a very good understanding of the school's rules and have a good understanding of the impact of their actions on others. There is no evidence that pupils' behaviour towards each other is oppressive or that there is racial or any other form of disharmony. Indeed the support that they show for their classmates who may have physical disability or special learning needs is very good. A few pupils can be boisterous and on occasions relationships between individual pupils do break down. Parents believe that the standards of behaviour are good and that the school's values and attitudes help pupils to become mature and responsible. During the last school year there were no exclusions.
8. The personal development of pupils is good. When opportunities are provided for them to show independence in their work, they respond well. For example, in a Year 6 literacy lesson, a group of higher attaining boys who had been writing poems with five lines (cinquains) were exploring alternative words and word structures to improve their work and successfully refining their writing. However, opportunities are too limited. Pupils generally relate well to each other and to adults, usually taking turns, sharing resources and collaborating well. This was well displayed in circle time sessions. All pupils help within the classroom and undertake tasks throughout the school as well as taking an interest in the school council and its contribution to the school community. Lunchtime is a social occasion when most pupils interact well and take an interest in each other's news, readily including each other and visitors who are on their own, and listening and treating each other with sensitivity. Pupils have a good understanding of the needs of others and are involved in supporting local, national and international charities such as the Goodwill Children's Home in India for which Year 6 pupils organised an anagram quiz to raise funds.
9. The school generally functions as an orderly community. Pupils value recognition of good behaviour, work or effort. Relationships within the school are usually good between pupils themselves and between pupils, teachers and others working within the school. Pupils are courteous and respectful to adults and encourage and show an appreciation of each other's success, such as in a Year 4 swimming lesson when the class responded well to a "drown alarm" practice. Most pupils listen attentively to their teachers and other adults working or helping within the school and show respect for each other's feelings, beliefs and values. However, on occasions, such as in a Year 5 personal and social education lesson, the low level of disruption was such that many pupils lost their focus on the task, chatted amongst themselves and failed to follow the

instructions given by the teacher. Pupils take good care of school equipment and resources and keep their school clean and tidy.

10. The attitudes, behaviour and personal development of pupils with special educational needs are good overall. Pupils are happy and secure within their class groups and they relate well to their classmates and adults. This good relationship gives pupils the confidence to join in with all activities and explore new areas of their learning. Pupils work well in most classes, showing good levels of concentration and an eagerness to learn. They are encouraged to work independently and they respond to this very well. When the teaching is strong pupils receive clear guidelines and expectations for behaviour and attitudes to work. When teaching is unsatisfactory pupils are less secure. Many pupils attend the extracurricular clubs and this extends their learning and contributes well to their personal development.
11. Overall levels of attendance are well above the national average and show an improvement on those found at the time of the previous inspection, particularly in relation to unauthorised absence which has been virtually eliminated through the adoption of effective strategies by the school to gain the support of parents. Punctuality is satisfactory, with a very small number of pupils arriving late on a regular basis.

HOW WELL ARE PUPILS TAUGHT?

12. The overall quality of teaching and learning seen during the inspection were satisfactory. In just over a half of the lessons observed teaching was good or better and in a significant amount was very good, with some lessons of excellence. The quality of teaching by most permanent staff was at least good, with some exemplary teaching. There has been a significant turnover of teaching staff in the last two years and this has contributed to some significant shortcomings; in well over one in ten lessons teaching was unsatisfactory or poor. This weakness is almost entirely confined to a small number of classes where the teachers' expectations are not high enough in terms of behaviour and work set, resulting in slower progress and underachievement among the pupils in these classes. The governors and headteacher are taking good and appropriate action to address this issue. Overall, the quality of teaching seen during this inspection was not as good as at the last inspection; the proportion of unsatisfactory teaching has increased.
13. In the good or better lessons, teachers manage their pupils well and lessons proceed at a brisk pace. There is effective use of support staff throughout lessons to support lower attaining pupils, and those with special educational needs. Pupils know the class routines and settle quickly to tasks. Teachers plan their lessons in detail and pupils are made aware of the learning objectives for the lesson. Most teachers have high expectations of what they want pupils to achieve academically. In the better lessons teachers maintain a good balance between structured direct teaching and opportunities for pupils to consolidate their learning. Pupils work conscientiously and productively for appropriate periods of time. Resources are well prepared and used effectively. For example, information and communication technology is used effectively in the best lessons and particularly in English, history and mathematics to support learning, although this is not consistent across the school as opportunities are not built into curriculum planning. In a good history lesson, a recently acquired projector was very well used with a Power Point presentation. This showed pupils how this approach could be used to illustrate information, and they responded very well.
14. Teachers are confident with the National Literacy Strategy and the teaching of basic skills in English is good. Pupils use a wide range of strategies when reading and are not reliant on adult support when faced with unfamiliar words. Writing skills are used effectively across the curriculum to help pupils record their work effectively. The teaching of mathematics is broadly satisfactory with good teaching of basic numeracy skills. Good questioning in many lessons enables pupils to learn from each other and develop a range of strategies for solving number problems mentally. Numeracy skills are applied in other areas of the curriculum such as design and technology where pupils are required to measure accurately. In information and communication technology, the opportunities are not made sufficiently clear in subject planning to make full use of pupils' skills. Health and safety are well promoted in lessons and teachers are successful in ensuring that pupils understand the need to behave and act sensibly for the safety of themselves and others.

15. Teaching of pupils with special educational needs is good overall. More experienced teachers and support staff provide a very good level of support that effectively contributes to pupils' achievement and ensures most make very good progress. Overall learning is good. Pupils work towards their targets within the classroom and in withdrawal groups. Work is well matched to their needs, enabling them to achieve their targets and helping to raise their self-esteem. For example, a pupil who had well below average capability on entry is on course to achieve the expected level in mathematics, English and science by the end of Year 6. Similarly, pupils with physical disability are very well included and participate well in lessons. However, in lessons where the overall teaching is less effective, learning for pupils with special educational needs slows down when they are allowed to get away with inappropriate behaviour, such as talking when the teacher is talking.
16. Teachers generally plan for different attainment groups within the class through team sessions for Years 3 and 4, and Years 5 and 6, and additional support is provided for lower attaining pupils through booster classes and by addressing their particular areas of difficulty. Some good questioning at the beginning of lessons assesses pupils' previous learning. In the core subjects, assessment procedures are good and used to inform future lesson planning and to inform pupils how well they are achieving, but in other subjects the use of assessment is only satisfactory overall. Where marking is good, it informs pupils how well they have done and what they need to do next to improve their work further. However, the quality of marking is inconsistent between teachers and this is an aspect which needs developing. Homework is satisfactorily used, especially for older pupils, with examples of research, mathematics, reading and spelling, and the work generally extends pupils' learning.
17. In a significant number of lessons, teaching is unsatisfactory because behaviour management and the setting of work does not meet the differing needs of the pupils sufficiently. This is particularly so for some pupils in Years 3 and 4. There has been a significant turnover of teachers in the last two years, exacerbating the difficulties of ensuring consistency in teaching. The good team planning is not always adhered to and this then leads to the shortcomings. The disruptive behaviour in a significant number of lessons has an adverse impact on the learning of other pupils. For example, teachers do not establish a calm learning environment from the start of lessons, talk over a hubbub of noise and inappropriate behaviour and allow calling out. Their expectations for behaviour are not high enough or made sufficiently clear to the pupils. The allocation of pupils to classes in Year 3 and 4 also leads to class management issues. The oldest and higher attainers in Year 4 have been allocated to the mixed Year 3 and 4 class, resulting in over one third of the pupils in the other classes having special educational needs including behavioural problems. This increases the challenge for the teachers and, where they are insufficiently experienced, the overall quality of teaching and learning suffers. In a few lessons, support staff are not used adequately enough to engage with pupils during long introductions, especially to give support in managing behaviour, and they are not always well deployed for afternoon sessions. The overall levels of practical support for new staff have not been consistent enough.

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

18. The curriculum has appropriate breadth and balance and includes all required subjects of the National Curriculum and religious education. Subjects have an appropriate allocation of curriculum time. National recommendations and guidelines have been adopted for most subjects and give teachers sound support in their planning. The curriculum is enriched by good quality visits to places of interest and a good range of extracurricular activities. Since the last inspection the quality of the curriculum has been maintained.
19. Policies are in place for all subjects and are regularly updated. Planning is good and learning is clearly identified. There is a two year planning cycle for many subject areas to accommodate the mixed age classes and to ensure that pupils have the same learning opportunities. This planning generally works well, although the school recognises that it needs to ensure that the continuity of learning is improved in art and design, design and technology and music. Strengths of the

curriculum include literacy, numeracy, science and history. The use of the National Literacy and Numeracy strategies is good and has contributed to pupils' good progress in English and at least satisfactory progress in mathematics by the age of eleven. Teachers identify opportunities to develop pupils' skills in literacy and numeracy in all subjects across the curriculum and especially well in history, science and geography. Pupils receive a weekly lesson in information and communication technology but there is not enough planned access to computers to consolidate and develop their skills.

20. Provision for pupils with special educational needs is good and provision for able and talented pupils is satisfactory. The requirements of the new Code of Practice for pupils identified with special educational needs are fully met. Pupils have access to all areas of the curriculum and range of learning opportunities. The provision for pupils with learning difficulties, within and outside the classroom, is good. It ensures all pupils have full access to the National Curriculum. Able and talented pupils have been identified and the school is in the process of extending resources and provision for these pupils. The booster classes for literacy and numeracy enrich learning opportunities for many pupils and contribute to the good test results.
21. The quality of the curriculum is enhanced by good links with the community. Local clergy give very good support for collective worship and provide support for religious education. The whole school visits the local church for services. Visits to local places such as Hinchingsbrooke Park and Stibbington, for a Victorian day, enhance learning in geography and history. The school website provides further opportunity to communicate with the local community and parents. Pupils in Year 5 and 6 benefit from links with Peterborough Hockey club. They have good opportunities to experience coaching and join an after-school club run at the Sports Centre. There are good curriculum and pastoral links with the adjacent infant school and the local secondary school for the transfer of pupils to the next stage of their education. The school takes good advantage of its links with the secondary school for work in design and technology and science. There are regular meetings with local schools working together to produce a Sawtry area drugs initiative and policy. Links with the adjacent infant school and the local secondary school are good.
22. There is good provision for pupils' personal, social and health education. Weekly circle time is timetabled for all year groups and good use is made of it to discuss a wide range of topics. For example, work on bullying is effective and pupils write interesting poems with the title 'Beat the bully'. The programme includes relevant aspects of citizenship, health and sex education and drugs awareness and teachers are supported respectively by a local nurse and policeman in this work. The school has applied for a Health Promoting award. The extracurricular provision is very good. There is an appropriate range of activities which provide for science, chess, football, netball, athletics, kwik cricket, computer, art, choir and recorders. There are competitive fixtures with other schools. The activities are well planned and attended; they provide very good opportunities for pupils to extend their knowledge, understanding and experience.
23. The overall provision for pupils' spiritual, moral, social and cultural development is good, having been broadly maintained since the last inspection. Spiritual development has improved from satisfactory to good and social and cultural development have remained good. The provision at a whole school level for moral development has many strengths and is effectively linked to the spiritual, social and cultural provision, but because of the variation with which behaviour is managed in a minority of classes, the provision is now satisfactory overall.
24. The overall provision does much to foster the strong ethos and sense of belonging and of community. Assemblies are well planned and fulfil statutory requirements. They are closely linked to consideration of others such as a focus on friendship. Role-play is used well to show how messages from biblical stories such as the Prodigal Son can guide the way we live our lives. Individual achievements are valued, shared and celebrated, helping pupils to understand themselves and human nature better. Pupils' achievements are celebrated with merit awards. Opportunities are sometimes missed in assemblies for pupils to reflect in their own quiet way. In lessons opportunities to reflect and appreciate the work of others are developing well. For example in a Year 6 dance lesson pupils appreciated and commented on the dance created by others. In

the science club pupils showed real joy and excitement as they blew up a balloon using the gas produced by adding vinegar to bicarbonate of soda.

25. The behaviour policy and practices are designed to help pupils know the difference between right and wrong and they are supported by moral questions in religious education and personal, social and health education lessons, and in circle time. These opportunities promote a clear moral code for behaviour and respect for the feelings and beliefs of others. All classes have their own class rules. Pupils write powerful poems about bullying and show an understanding of what it feels like to be bullied. Shortcomings occur in the promotion of moral development when sanctions are not always effectively implemented and inappropriate behaviour is sometimes not dealt with quickly enough, although pupils are encouraged to reflect on their actions.
26. Pupils have regular opportunities to work with a partner or alongside others in a larger group to develop social skills of co-operation and to share resources sensibly. Many pupils benefit from taking part in extracurricular clubs. The annual residential trip to Burwell for pupils in Year 6 provides a good opportunity for effective personal and social development. The school places an emphasis on caring for and considering the needs of others and respecting their views and values. Relationships and provision for social development contribute to the strong awareness of the wider world and an appreciation of the school as a family community. The school has developed lunchtime play and this has had a positive impact on social development. Older pupils have opportunities to be responsible for jobs around the school and act as Buddies for younger pupils, encouraging them to take responsibility and be aware of the needs of others. The school council provides good opportunities for all pupils to consider others and to take actions to improve the life of the school. Pupils discuss how to improve the playground and raise money for others less fortunate than themselves. The pupils are learning about the economic and cultural circumstances of children in India through the support for the Goodwill Children's Home. Opportunities for pupil to gain insight into their own culture through literature are good but opportunities through a range of music and art are less well developed. Regular visitors such as theatre groups and authors enrich the curriculum and cultural development. Opportunities to explore a range of minority ethnic cultures are however limited. Visits to the science museum, residential and local visits contribute to pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. Staff know pupils well and pastoral care is good overall. The school monitors pupils' personal development very well and provides good support. Procedures for monitoring and promoting high standards of behaviour are generally good although, in some instances, the management of pupils has weaknesses which impacts on pupils' progress. Procedures for monitoring and improving regular attendance are very good. Procedures for assessing pupils' attainment and progress and using this information to guide curricular planning are generally good. These judgements indicate that the school has improved on the high standards found at the time of the last inspection.
28. There has been good progress in developing effective procedures to monitor and assess pupils' academic performance and achievements. A comprehensive assessment policy for the whole school is in place. Data from the infants' school, results of the national tests for seven-year-olds, optional tests that are taken each year and reading tests are used to identify curricular strengths and weaknesses and to inform planning, especially in the three core subjects; English, mathematics and science. This data is also analysed to see whether there are differences in attainment and progress between boys and girls and other groups of pupils. The approaches to assessment in subjects other than the three core subjects referred to above are satisfactory, although procedures in art and design and music are unsatisfactory because they are not yet sufficiently used. Pupils' progress is generally analysed within teaching groups. This information is used to track pupils' progress and to complete an individual record for each pupil; this is added to each year and gives a clear picture of the progress being made. In September class teachers are given the assessment data of their teaching group with individual group targets for the year. Teachers are presently trialling individual targets to make pupils more aware of their own learning. Able and talented pupils are being identified through the assessment process and satisfactory provision is made for them, although the school recognises that this is an area for further development. The school has now put in place a detailed marking policy and this is beginning to

have a positive impact on encouraging pupils to become more independent in their learning and social skills.

29. Procedures for the assessment for pupils with special educational needs are implemented as pupils enter the school, drawing on information from the pupils' previous school. From an early stage, these assessments are used effectively to identify attainment and progress. Detailed assessment records and documentation exist on all pupils. All class teachers have their own detailed file for these pupils, enabling them to identify any problems, track targets over time and plan future targets effectively. Individual education plans contain clear targets identifying areas for improvement. Pupils generally receive very good support in class from learning support assistants and teachers and support staff make ongoing notes on attainment and progress. The special educational needs coordinator meets regularly with support staff and the learning support teacher and there are regular meetings with outside agencies. A supportive environment where these pupils feel secure and can develop their self-esteem and confidence has been effectively established.
30. The school's underlying ethos and the generally high expectations of teachers and adults are successful in promoting pupils' good standards of behaviour in and around the school, and during most lessons. There is an effective behaviour management policy, which is consistently applied by most staff and well understood by pupils, who value the praise and recognition of staff and accept that sanctions are applied fairly. Pupils speak highly of the support which they receive from all staff and are generally confident that they can take concerns, including those about friendship breakdowns, to any member of staff. Neither pupils nor parents identify bullying as a problem and there is no evidence of systematic bullying. Staff promote good relationships in a school that is free from oppressive behaviour. The overall effectiveness of the strategies employed and the very close monitoring of personal development ensure largely good standards of behaviour, an absence of oppressive behaviour and good personal relationships which together have a positive effect on both attainment and progress.
31. There are very good procedures to monitor attendance and punctuality. In those cases where concerns are identified, the school works well in partnership with parents and outside agencies to address them. Absence for holidays in excess of 10 days is not usually authorised.
32. Child protection procedures are good and comply with requirements. The headteacher is the responsible person and the school is vigilant and sensitive in exercising its responsibilities and there are good liaison arrangements with outside agencies. The procedures for monitoring and promoting health and safety are sound, with generic risk assessments which cover classroom activities such as science and physical education. There is a good awareness of safety and the school acts promptly when any concerns are identified, although risk assessments are not formally recorded. The arrangements for providing first aid are good. Parents are advised of any concerns and, in the case of head bumps, they are sent a note and contacted. This is very good practice. Accidents are appropriately recorded.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. Partnerships with parents and carers are very effective, making a positive contribution to pupils' learning and the work of the school. The good partnership noted at the time of the last inspection has been successfully developed. It is positively promoted through very good information about how parents can actively involve themselves in their children's learning, very good information about pupils' progress and good communications about the life and work of the school. The home/school agreement has been completed by almost all parents, which reinforces the partnership between school and home.
34. Annual progress reports, supported by two consultation meetings, provide very good information for parents about pupils' progress. The reports are very well written and consistently provide a very clear picture of pupils' achievement and progress, presented in a readily understood format. Comments focus on what pupils know and can do and provide individual targets which make it very clear to parents what pupils need to do to move to the next stage of their learning. Reports also

helpfully provide an overview of the curriculum and a commentary by the pupil. Targets are discussed with parents at consultation evenings, which are generally well attended. Good, regular newsletters and letters about specific events are provided to parents and they are invited to attend sessions to learn about the work which pupils are doing in lessons such as numeracy and literacy, as well as to events and performances. The headteacher and staff are readily accessible to parents.

35. Parents have very positive views of the school and the education which it provides. They are almost unanimous in the view that the school is well led and managed. They particularly appreciate that their children like school, the good quality of teaching and high expectations, the ease with which they feel they can approach the school with any questions or problems and the help which children receive to become mature and responsible. A small minority of parents would like to see the arrangements for homework improved and a very small minority would like more information about their children's progress. Inspectors support the positive views of parents, although inspection evidence shows that there are some concerns about teaching and, in those cases where class management is weak, standards of behaviour of a minority of pupils are not sufficiently high and impact on the learning of others. Inspectors judge that homework is used satisfactorily to support and extend pupils' learning and that the quality of information provided to parents about pupils' progress is very good. Most parents complete pupils' organisers regularly and this contributes to the effective partnership between school and home.
36. A small number of parents help with activities such as reading and with residential visits but, because of the national backlog in securing police checks, this has impacted on the number of helpers available to assist with activities such as escorting pupils to and from swimming. The school association raises funds through various events and the support and assistance of parents is valued by staff, and the additional resources, such as the adventure playground and books for the library, are greatly appreciated by pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. The overall leadership, management and governance of the school are good. The school has appropriate aims which are being well met socially and pastorally but not as well academically, reflecting concerns mentioned earlier in this report with regard to teaching and learning in a minority of lessons. The headteacher provides good leadership and clear educational direction. He has an effective partnership with the deputy headteacher in which they complement each other well. There is a team approach amongst the senior management group and a shared commitment amongst the staff to raising the quality of education.
38. Since the last inspection, good improvement has been made in monitoring and evaluation activities and in the provision for literacy, numeracy and information and communication technology. In the latter case, the decision not to have a computer suite was brought about by limitations in the accommodation. However, plans are now set to develop opportunities through the use of a radio laboratory based on laptops. There has been good improvement in pupils' spiritual and creative development, although art and music are still not used extensively enough in this aspect. Attention to the key issues as listed in that report has been satisfactory. There has been a considerable turnover of staff and inconsistencies in the overall quality of teaching, especially in class management, still exist in a minority of classes. This situation is also exacerbated by the difficulties in managing the open-plan nature of some classrooms. The remodelling of some areas and a building extension has addressed this issue in part, and enables the school to provide much better accommodation for its pupils. Further plans are in place to remodel other parts of the school, but to address all of this necessitates a major building programme. Whilst the overall improvement has been satisfactory the governance and management have the capacity for further improvement.
39. Management of special educational needs is good. The coordinator has only been responsible for special educational needs for four weeks but has already made a significant impact organising documentation for all teachers. Special educational needs is well supported by the headteacher and governing body. Designated funds are very well used and pupils' interests are foremost when

planning the budget and funding allocation. All support staff and the learning support teacher work well together.

40. Subject coordination has suffered because of staffing changes and the overall quality of subject leadership is satisfactory. There are examples of very good coordination and staff who have recently been appointed are displaying the capability to remedy shortcomings in their areas well. In the interim, there has been an effective programme of monitoring by senior staff. Coordinators are given a termly time allowance for monitoring and this includes examining teachers' planning, lesson observations and the examination of pupils' written work. These activities have contributed to the on-going improvements in the quality of some teaching and learning as well as enabling the school to identify priorities for future development. There are satisfactory systems for the induction of new staff. However, these need to be more rigorously monitored to ensure that new staff receive adequate support and guidance, as teachers with senior management responsibilities have not always been sufficiently involved in supporting staff to ensure that they all have the skills to implement policies and teaching strategies. Plans are already in place to extend responsibilities and appropriate training is planned to enable them to carry out their duties effectively, with meaningful professional development.
41. The governing body is strongly supportive of the school and fulfils all its statutory duties effectively. There is a very good professional partnership between the headteacher and chair of the governors. Governors receive good information through reports from the headteacher, regularly visit the school to gain first hand views and are well aware of the school's strengths and weaknesses. They operate effectively through their committee structure and they are beginning to carry out their monitoring role well. The governors responsible for literacy, numeracy and special needs show a sound knowledge of these areas. The governing body's role as a critical friend to the school is developing well and increasing further as more training is held and knowledge and understanding becomes greater. Governors are involved in school development planning, reviewing progress made towards targets and helping to ensure that key priorities receive sufficient funding. They are also addressing the issues of ineffective teaching.
42. Whole school development planning is good. The school's improvement plan clearly identifies priority areas for development. Staff training needs, associated costs, and relevant success criteria are all included in the plan. Progress is continually and effectively monitored, with regular reports given to the governing body at meetings. The plan covers the current year in detail and takes a three year strategic overview. Budget implications are fully built in. Financial administration is very good and spending is monitored regularly by the Finance Committee to ensure the budget remains on target and, although balances brought forward into the current year were high, this reflected the governors' decision to maintain staffing levels and a significant sum which had been allocated to building works and computer resources. Specific grants are used very effectively to support pupils' learning. The governors are very careful to ensure they obtain the best value for the school. Taking account of the income received, the school's context, the quality of education, the standards which are currently being attained and expenditure, the school provides good value for money.
43. There are sufficient staff for the pupils' age range and the curriculum. Over the last two years there has been a significant turnover of staff, as can be expected as teachers move for promotion and experience. Recruitment has posed some problems and whilst there is a core of established and experienced teachers, some are relatively new to the profession and some are less experienced. Subject expertise is satisfactory overall. Procedures for staff development are effective and performance management procedures have been implemented effectively, with agreed targets linked to both personal development and school priorities. Learning support staff are effective and many have successfully undertaken certificated courses. Administrative support is efficient and ensures the day-to-day management of the school well. Satisfactory use is made of new technology to support work in the general administration of the school.
44. The accommodation is just adequate for the age range and number of pupils. The main building has recently been extended and modified with typical 'box' classrooms and this area provides good accommodation for older pupils. The areas in which younger pupils are taught consists of

open plan rooms, some of which are poorly designed; either long and thin or small. Whilst staff do their best to cope with these areas, they do give rise to problems when the activities in one adjacent space leads to disruption in the other space. The open plan library area is good and is augmented by a reading room. Plans are set to construct a new building to replace the current temporary classroom which accommodates music, to provide a dedicated area for drama and music. Outside play areas are good.

45. Resources are good and are used well by staff. The ratio of computers to pupils is above average. Each class has four computers and the system is networked. The learning environment is enhanced by many good displays of pupils' work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff now need to:

- improve the quality of teaching and learning, and behaviour in lessons, in those areas where there are shortcomings;

(paragraphs 2, 5, 7, 10, 12-17, 38, 40, 52, 60, 65, 70, 77, 89, 94)

and continue to address following areas, which are already included in the school development plan:

- the overall provision for art and music;

(paragraphs 19, 67-70, 71-75, 86-90)

- the use of information and communication technology in subjects across the curriculum;

(paragraphs 3, 74, 82-85, 90)

- the accommodation to improve the open plan areas.

(paragraphs 38, 44)

Other issues for consideration, which are also recognised in the school development plan, are:

- extending the procedures for assessment;

(paragraphs 28, 70, 89)

- extending the provision for able and talented pupils.

(paragraphs 4, 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 57 |
| Number of discussions with staff, governors, other adults and pupils | 18 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 11 | 16 | 20 | 7 | 1 | 0 |
| Percentage | 4 | 19 | 28 | 35 | 12 | 2 | 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

| | Y3 - Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 284 |
| Number of full-time pupils known to be eligible for free school meals | 15 |

Special educational needs

| | Y3 - Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 5 |
| Number of pupils on the school's special educational needs register | 49 |

English as an additional language

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

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 23 |
| Pupils who left the school other than at the usual time of leaving | 18 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 4.4 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.0 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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)

| | | | | |
|--|------|------|-------|-------|
| | Year | Boys | Girls | Total |
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 46 | 36 | 82 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|--|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above | Boys | 38 | 44 | 45 |
| | Girls | 28 | 34 | 32 |
| | Total | 66 | 78 | 77 |
| Percentage of pupils at NC level 4 or above | School | 80 (73) | 95 (68) | 94 (91) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 4 and above | Boys | 34 | 41 | 46 |
| | Girls | 29 | 29 | 32 |
| | Total | 63 | 70 | 78 |
| Percentage of pupils at NC level 4 or above | School | 77 (81) | 85 (81) | 95 (87) |
| | 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 |
|-----------------------------|--|---------------------------------------|
| 260 | 0 | 0 |
| 0 | 0 | 0 |
| 10 | 0 | 0 |
| 2 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |
| 5 | 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) | 11.6 |
| Number of pupils per qualified teacher | 24.7 |
| Average class size | 28.5 |

Education support staff: Y3 - Y6

| | |
|---|-----|
| Total number of education support staff | 12 |
| Total aggregate hours worked per week | 219 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2001/02 |
| | £ |
| Total income | 598,850 |
| Total expenditure | 590,300 |
| Expenditure per pupil | 2,042 |
| Balance brought forward from previous year | 51,150 |
| Balance carried forward to next year | 59,700 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 6 |
| Number of teachers appointed to the school during the last two years | 7 |
| <hr/> | |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| 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 | 284 |
| Number of questionnaires returned | 110 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 64 | 41 | 4 | 1 | 0 |
| My child is making good progress in school. | 50 | 52 | 6 | 1 | 1 |
| Behaviour in the school is good. | 35 | 67 | 4 | 0 | 3 |
| My child gets the right amount of work to do at home. | 37 | 54 | 13 | 5 | 1 |
| The teaching is good. | 58 | 46 | 2 | 0 | 4 |
| I am kept well informed about how my child is getting on. | 36 | 61 | 10 | 1 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 70 | 35 | 3 | 1 | 1 |
| The school expects my child to work hard and achieve his or her best. | 65 | 41 | 4 | 0 | 0 |
| The school works closely with parents. | 38 | 56 | 10 | 0 | 4 |
| The school is well led and managed. | 56 | 53 | 0 | 1 | 0 |
| The school is helping my child become mature and responsible. | 54 | 51 | 1 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 61 | 43 | 5 | 0 | 1 |

Only a minority of parents and carers attended the pre-inspection meeting but there was a good return to the questionnaire, which gave a very positive view of the school. Inspectors firmly agree with many of the points that please parents most. Inspection evidence shows that there are some concerns with regard to the quality of teaching and that standards of behaviour are not always high enough for a minority of pupils. Inspectors judge that the quality of homework is satisfactory.

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

ENGLISH

46. Results in the 2002 National Curriculum assessment tests at the end of Year 6 were average in relation to all schools and when compared to similar schools. The percentage of pupils achieving the higher level was also average. Girls performed better than boys by a small percentage. Results in English were below those in mathematics and similar to those in science.
47. Attainment of pupils on entry to the school is variable, but has been broadly average. For example, the present Year 6 cohort entered the school with average attainment and, during their time at school, pupils have made good progress so that their current standards are above average. This reflects the quality of the teaching and learning in literacy lessons and the overall good improvement since the last inspection. The good use of the Literacy Strategy, improved management of the subject, regular monitoring of lesson plans, teachers' improved knowledge and good target setting have all made a significant contribution towards the quality of teaching and learning. Teachers use assessment effectively to chart progress. Standardised tests are used regularly to check on the progress being made in reading, spelling and writing. The school sets targets for whole school improvement and teachers have begun to set targets for each pupil against which they can test the success of their teaching. Pupils understand these targets and know what they have to do to progress and improve their achievements. Pupils with special educational needs have appropriate learning targets set for them in their individual education plans. These pupils make good progress as a result of the good quality support they receive in lessons and in small groups. School action plus pupils are well supported in lessons. For example in a Year 5 class pupils learn about the myth of Theseus and the Minotaur and through very good support they are able to identify the main characters, the setting and the problem and conflict. One pupil wrote about the conflict. 'The princess gave Theseus her dagger to kill Minotaur.
48. Progress in speaking and listening is good. Pupils are given many opportunities to speak in class and to offer their opinions on a range of topics in many subjects. Throughout the school, teachers encourage pupils to answer questions fully and press them to justify the opinions they give. Pupils are given many opportunities to use their speaking and listening skills in other lessons and assemblies. The special assembly for the week of the inspection was led by a Year 3/4 class, who dramatised the parable of the Prodigal Son. All pupils were involved and they spoke up clearly and with good expression. A feature of the provision for developing the speaking and listening skills is the two major drama productions that are held each year. All pupils can be involved in these.
49. Progress in reading is also good. When the present Year 6 pupils entered the school, only a few were reading at above average levels. However, most pupils take an interest in reading and wish to improve their skills. In Year 6, standards are now above average; the higher attaining pupils are reading fluently and with interest. They discuss their likes and dislikes about the books they read with clarity. They use both the school library and the local college library on a regular basis to borrow books which interest them. Lower attaining pupils achieve well because of the good support they receive. However, their choice of books is often limited to, for example, stories based around sport. Teachers hear pupils read regularly during class reading sessions and keep clear records of the progress being made. Records are kept of the genres pupils are choosing so that teachers can encourage pupils to broaden their reading. Pupils are encouraged to take books home to read with members of the family and a reading journal is kept. Knowledge of authors is satisfactory, because pupils are introduced to a wide range of authors and genres during the daily reading sessions. Pupils are also inspired to make choices by current successful films. One Year 6 pupil is reading *The Lord of the Rings* after seeing and enjoying the film. Harry Potter books are similarly popular. Teachers use an interesting variety of activities to encourage an interest in reading and to develop skills. Pupils learn how to locate information and then use it as the basis of other work. By the age of eleven, they know how to locate information using the contents and index pages of books and understand the use of a glossary. There are many examples of good quality research

work, particularly in subjects such as history and geography. For example, pupils use reference books confidently to find out more about the Civil War and Ancient Egyptians. They use an index with confidence.

50. On entry to the school in Year 3, pupils have average basic writing skills. Their progress is good. Their skills are developed through the good teaching they receive in most literacy lessons. Writing is also very well taught in other subjects across the curriculum. Throughout the school pupils express their ideas well in writing. In Year 3 pupils use properly formed letters and presentation of work is good. Spelling is taught consistently in all classes and most pupils spell basic words accurately in their writing. Pupils of average and above average attainment use capital letters and full stops correctly. As they progress through the school, pupils are given many opportunities to use and develop their writing skills. In Year 6 pupils complete extended pieces of writing with confidence. They use quotation marks, question marks and exclamation marks with confidence. Higher attainers use colons and semi-colons, and metaphors and similes, with understanding. Work is written in structured paragraphs and they know that adjectives and adverbs help in making stories colourful. Pupils with special educational needs work at lower levels of achievement but are given opportunities to record their work at a satisfactory level in relation to their capability. From Year 3 pupils are able to use dictionaries to clarify spellings and to find the meanings of words. Older pupils use a thesaurus well to extend the range of descriptive words they use in their extended writing and when composing poems. The range of writing tasks undertaken develops well, so that pupils write stories, factual accounts, advertisements, dialogue and poems, all with equal interest. Year 3 pupils looked at the poem 'The Moon' by R L Stevenson and then wrote a poem of their own about the sun in a similar style.

The sun has a face like a big yellow ball
She shines on the fields and a clear swimming pool
On houses and birds and very tall trees
When buzzing comes that belongs to the bees.

51. The standard of presentation of work throughout the school is very good. From Year 3, pupils are encouraged to write neatly and all classes practise handwriting skills. All work for display is carefully presented.
52. Overall, teaching is good. In about six out of ten lessons it was good or very good, and it is occasionally excellent. Two unsatisfactory lessons were observed during the inspection. There are many very good features in teaching. Planning is good, as is teaching of basic skills. The thoughtful use of support staff in literacy lessons enables lower attaining pupils, and those with special educational needs, to be fully involved at an appropriate level. These pupils are encouraged to have a sense of success and achievement. Although teachers were empathetic to the needs of the pupils, they demanded and expected high standards of attention and behaviour from them. Pupils responded very well to their approach and worked hard throughout the lessons. Relationships between teachers and pupils were good. Mutual respect was maintained at all times. Teachers are aware of the range of attainment in all lessons and make good provision for pupils with special educational needs. Teachers usually set different work for the different groups to ensure that all pupils make good progress and enhance their self-esteem. However, more challenging work should be set for the highest attainers in some classes. In the two lessons judged to be unsatisfactory, teachers failed to maintain the usual very high standards of behaviour, learning lacked good pace and pupils were not fully confident with the work they had to do.
53. The teaching of the National Literacy Strategy is good in most classes. Teachers are mostly secure in their knowledge. Lessons are carefully planned and taught. The use of information and communication technology is currently being developed. Teachers are aware of the need to improve literacy in all lessons they teach and to develop research skills, speaking and listening, reading and writing skills whenever possible. There were good examples seen in history and religious education during the inspection.
54. The open plan library is large and well organised and the range, quality and quantity of books available are satisfactory. The school benefits from an attractive reading room, which is furnished

- with easy chairs. Whilst neither the library nor the reading room was observed being used during lessons, pupils make good use of it in the lunch break.
55. Assessment and record keeping are good. The range of assessment procedures used by teachers and the depth of analysis are good. For example, in Year 3 on entry to the school, teachers assess the attainment of all pupils in reading, spelling and writing, using a range of standardised tests. The results are used, together with national assessment test results, to set targets for each pupil. These targets are reviewed very regularly. The test results also enable teachers to note those pupils who are falling significantly behind for their age and to involve the special educational needs co-ordinator in obtaining additional support. The school has a programme of additional support for pupils in all year groups which is helping to raise attainment.
56. The co-ordinator manages the subject effectively and much of the improvement in literacy standards is directly attributable to this strong leadership. The school has a very accurate perception of its strengths and weaknesses in the subject and a very clear focus for future development has been established through the school improvement plan. Overall, the resources for teaching are good and the use of information and communication technology is satisfactory. English makes a good contribution to the spiritual, moral, social and cultural development of pupils, giving them the opportunity to reflect on and appreciate the beauty of language in poetry and prose and to consider the feelings of the author. Pupils learn to work cooperatively and are introduced to other cultures through the texts they study.

MATHEMATICS

57. Results in the 2002 National Curriculum tests were well above average for pupils aged eleven at the end of Year 6. In comparison with similar schools, results were well also well above average, and in relation to their prior attainment at the end of Year 2, prior to their entering the school, results were above average. The proportion of pupils gaining the higher levels was slightly below average. Results at the end of Year 6 were well above those in English and in science. There was no significant difference between the performance of boys and girls. At the time of the last inspection attainment was above national expectations by Year 6. Since then the school's results in national tests for eleven year olds have fluctuated, following a similar pattern to the other core subjects of English and science. However, there has been a broadly upward trend and results have been above average overall for the last three years. Improvement since the last inspection is satisfactory.
58. Standards by the end of Year 6 are above average. Pupils have a good understanding of basic skills and are beginning to apply them in a range of different situations. For example, they understand the relationship between fractions, decimals and percentages. Using this knowledge they can calculate price reductions, attendance levels or numbers of children at a football match. Higher attaining pupils can use their knowledge to decide which processes to use when solving word problems and can explain what strategies they use when solving number problems mentally. Lower attaining pupils have a generally firm grasp of the four rules of number but are less successful in applying their knowledge to other aspects of the mathematics curriculum. Pupils with special educational needs receive satisfactory support enabling them to make appropriate progress in relation to their targets. Good use is made of support groups to boost achievement and attainment, as seen in a Year 3 lesson where pupils with special educational needs make good progress in their learning. They can count effectively in tens to one hundred but they need support to multiply 5 times 2.
59. The quality of teaching is satisfactory overall. It was at least good in over a half of the lessons, and very good in a quarter, but in one fifth the teaching was unsatisfactory because the teachers did not manage pupils' inattentive behaviour and learning for all was slowed. Teaching is variable across the school and also between parallel classes in the same year group. Teachers adhere closely to the requirements of the National Numeracy Strategy and lessons are planned accordingly. This meets the needs of most pupils, but in those classes with high numbers of pupils with special educational needs, some pupils find the work too challenging. Although there were many examples of good direct teaching of new concepts, the follow-up activities were invariably structured by a commercial scheme. For example, in a lesson in Year 5, the focus of

the direct teaching was recognising parallel and perpendicular lines and plotting these on a grid using co-ordinates. However the work in the textbook only required the pupils to identify co-ordinates. The higher attaining pupils managed to complete their task, of plotting co-ordinates in four quadrants, very quickly but the textbook provided no extension activity and the pupils had to wait while the teacher devised something to fill the rest of the lesson. In the mixed Year 5/ 6 class, the focus of the direct teaching for both groups was finding percentages of given amounts. Because the Year 5 pupils had finished all the related pages in their textbook, they were given word problems based on addition and subtraction rather than problem-solving activities based on the main teaching focus of the week. Where these situations occur, it can result in a significant level of inappropriate behaviour, particularly in Year 4.

60. In some classes, teachers make good use of information technology to support pupils' learning. For example, pupils in Years 3 and 5 use the 'What's my angle?' computer program to explore how to measure angles with a protractor. Some teachers also make good use of an overhead projector to demonstrate particular concepts, thus clarifying the learning objectives and approaches to problem solving. However, there are too few opportunities for open-ended problem solving to extend pupils' thinking or for working collaboratively. Where teaching is unsatisfactory it is because there is not enough qualitative difference in the work for pupils of differing prior attainment. It is also because of shortcomings in teachers' management of behaviour. Whilst in most lessons, pupils behave well, settle to work quickly and work conscientiously on activities, in a minority of classes, pupils do not have the self-discipline to listen or respond appropriately to the teacher or each other. A minority of pupils' behaviour is challenging and they experience difficulties in working independently unless directly supervised, adversely affecting the learning of the majority. Overall, pupils make satisfactory progress as they move through the school, with pupils in classes which are well taught making good progress and where this is not the case opportunities for learning are undermined. The use of numeracy across the curriculum is good. For example, in science and geography, pupils gain good experience in measurements, in the construction of graphs and in basic data handling. In design and technology, skills are supported as pupils measure their materials.
61. The subject is managed well by an experienced co-ordinator who sets a good example by the quality of her own teaching. She has observed a number of lessons and has identified areas for development. For example it is planned to integrate problem solving into all aspects of mathematics rather than to treat it as a discrete element. She has not looked at pupils' work across the school and so has not identified issues of comparability of provision in parallel classes. The results of national and optional tests are analysed and teaching group and individual pupil targets are set. Assessment procedures are used well to identify those pupils who would benefit from extra support.

SCIENCE

62. Results in National Curriculum tests at the end of Year 6 were average in relation to all schools and to similar schools. This is an improvement since the last inspection. The percentage of pupils achieving the higher level was below average. Over the last three years results have been above the national average. In 2002, boys did slightly better than girls. Results were below those in mathematics but similar to those in English.
63. Standards are above average by the end of Year 6 and all pupils make good progress and achieve as well as they should. This improvement in standards reflects the overall quality of teaching. Pupils with special educational needs achieve well throughout the school and make good progress in their learning. Investigative skills are developed well throughout the school, contributing to the good levels of learning. Pupils in Year 3 and 4 have a good understanding of what plants need to help them grow and they are encouraged to develop their observation skills. They can draw and describe a taproot and fibrous root and use good scientific vocabulary. Pupils know and use words such as nutrients and minerals because the teacher uses these words well to introduce carnivorous plants. Good progress is made when pupils devise their own investigation to test how light affects plant growth. Pupils in Year 6 write clearly about micro-organisms and know that bacteria and dead organisms put nutrients back into the soil to help plants grow. Investigative

skills are well developed in Year 5 and 6. Pupils have a good understanding of a fair test and are encouraged to make predictions and compare their results. In their work on gravity, pupils have a good understanding of forces and they know that gravity can be measured with a Newton meter, which they use competently in their work. Pupils in Year 6 know that forces make things start to move, slow down and change direction. They explain clearly the difference between air resistance, gravity and push or pull of a force and can show how the different forces are evident on actions when a basketball is thrown at a target. Good achievement is shown by a pupil with special educational needs, who knows that air resistance acts on a parachute as gravity pulls it down.

64. There are good links with mathematics. Pupils in Year 6 take careful measurements to investigate the size of leaves. They construct bar graphs to show the length and width of the leaves. There are also good links with literacy as pupils write up their own investigations. The use of scientific language is developing well because key words and scientific vocabulary are identified clearly in teachers' planning and displayed in all classes. Computers are satisfactorily used throughout the school to enrich learning in science, although the school recognises that this is an area for further development.
65. The quality of teaching is good overall, with instances of excellent and unsatisfactory teaching. The quality of learning is generally good because clear scientific procedures are established. Target setting has been introduced and this gives pupils the opportunity to identify their own targets and contribute to good personal development as they assume responsibility for their work. In the very good lessons teachers use questions well and the pace of learning is brisk. Pupils are encouraged to explain air resistance and good links are made with previous learning. In the excellent lessons, pupils appreciate the teacher's humour and joy in learning is evident. In the unsatisfactory teaching, the teacher does not motivate pupils and outcomes are not conveyed clearly to pupils; attitudes and behaviour deteriorate and a significant minority of pupils behave in an immature, silly way and this affects the listening and learning of the majority. In these lessons the pupils show little respect for their teacher. Assessment is good, but teachers do not fully use the results of their assessment to plan work which meets the differing needs of the pupils sufficiently in all classes.
66. The co-ordinator makes a good contribution to the development of science throughout the school. The coordinator and headteacher carry out a programme of monitoring of teaching and learning. Resources are good, are stored centrally and easily accessible. There are good links with the local infant and secondary school. Visits to the science museum enrich learning. Since the last inspection there has been good progress, as standards have improved and the quality of teaching has improved from satisfactory to good.

ART AND DESIGN

67. Pupils' attainment by the age of eleven is only just satisfactory for their age. There are some good examples of observational drawing on display throughout the school but pupils' work is limited in quantity and range, which was the judgement at the last inspection. A key issue was to 'make more opportunities for pupils to engage in imaginative work, especially art', and insufficient progress has been accomplished in achieving this. At that time, the post of coordinator was vacant and, although it was filled for a time, that again is the current position. There is evidence that when the school appointed a coordinator, improvement began to happen, but none of the initiatives started have been successfully continued. For example, the pupils' sketchbooks appear to have a limited use and the work lacks direction. Talking to Year 4 pupils revealed that they did not know what their sketchbooks were. The portfolios of annotated work are incomplete and refer to pupils who are no longer at the school. Evidence for judgements has been gained from lesson observations, teachers' planning, displays and talking to pupils.
68. Pupils make sound progress in some areas of the art curriculum. For example, by the age of eleven they are beginning to have an awareness of how to create perspective in their drawings and there are some good examples of this displayed in their classroom. Some pupils' drawings show good use of shading to show tone and they are able to select pencils appropriately. Most pupils, though, do not use a range of shading techniques in their drawings, limiting the effectiveness of the

finished work. Pupils in Years 3 and 4 make pleasing repeated patterns using coloured paper and geometric cut-outs. Some of this work is of a high standard. Pupils in Year 6 have very successfully designed and created masks in relief, using a variety of printing techniques. All pupils have full access to the art curriculum and there is no difference between the progress of different groups of pupils.

69. Art is used across the curriculum to support other subjects. For example, Pupils in Year 5 draw Civil War portraits and younger pupils create portraits in the Ancient Egyptian style of art. To support their work in religious education they design prayer mats. There is an increasing use of information and communication technology to support the subject and the subject plan includes the further development of the use of computers as a priority. Pupils have also had the opportunity to work with clay and textiles, although these areas of the curriculum are still under-developed. Younger pupils have very little knowledge of famous artists and curriculum planning shows that work based on the study of major artists does not happen until Year 6. Pupils have the opportunity to attend the after-school art club which runs during term time on Monday afternoons and gives further opportunities to learn and practise skills. The subject contributes satisfactorily to pupils' personal development.
70. The quality of teaching is satisfactory but teachers do not always focus sufficiently on developing pupils' skills and techniques. There is no formal assessment of pupils' attainment or progress and pupils were not encouraged to evaluate their own work during the inspection. In some classes where there is a learning support assistant, they are briefed well and used very effectively to support the work of the pupils with learning difficulties. The school has a clear aim to improve the subject and will be appointing a coordinator in the near future. From all inspection evidence, improvement since the last inspection has been just satisfactory.

DESIGN AND TECHNOLOGY

71. Standards are in line with those expected nationally by the end of Year 6. All pupils including those with special educational needs make satisfactory progress in their learning. From inspection evidence, standards have been maintained since the last inspection.
72. Pupils make good progress in their capability to work from their own drawings and plans but opportunities to explore a range of designs are less well developed. Pupils in Year 5 and 6 design and make a slipper and, whilst the designs for construction are all the same, the pupils design their own slipper decoration. The selection of materials, mainly fabric and card, to make the slipper is limited. Skills are developing well and pupils can all sew, using simple over stitches or running stitches. Higher attaining pupils can identify the type of stitching they use and the quality of their work is good. Average and lower attaining pupils need help with the practical skills such as threading a needle and stitching effectively. Although the quality of their making skills is average, pupils' capability to evaluate and suggest improvements to their own and others' work is sound. A higher attainer suggests how she modified the decoration on her slipper from a complex to a more simple design. An average pupil suggests the reason his slipper is too big is because he needs to be more precise when cutting the material. Pupils with special educational needs are well supported and this helps them complete the work alongside others. There are opportunities to work with food and these are enhanced through visits to the local secondary school when pupils have the opportunity to use the food technology area.
73. A strength of the work undertaken is the links with other subjects which support pupils' sound progress in their capability to design, make and evaluate a product. Design and technology is used well to enrich learning in geography and music. In Year 3 and 4 pupils design and make a shaduf as part of their studies of the Egyptian culture in history. They experience joining an appropriate range of materials such as wood, fabric and card. Pupils in Year 5 and 6 design and make a musical instrument and a small model of a shelter for use in the rainforest. Higher attainers use their imaginations well in their designs; for example one pupil designed a shelter suspended from a horizontal pole, whilst others used wigwam or a fabric house solution. Pupils have good opportunities to make their product and their skills in making are average. They join materials competently by sticking, sewing and using string and staples. Literacy and

mathematical skills are used well and pupils are encouraged to write up the method and materials they will use. Measurements are recorded on working drawings but not always used in the making process. The use of information and communication technology is less well developed.

74. The quality of teaching overall is satisfactory with instances of good teaching in Year 5 and 6. Teachers have a sound knowledge of how the subject should be taught and plan each lesson well. They integrate the work with other subjects as much as possible and this helps pupils understand the relevance of the subject within our everyday lives. The teachers use effective teaching methods and pupils are enthusiastic about the practical work they have undertaken. Concentration and interest are good throughout the lessons. Teachers give clear explanations. They ensure there is good coverage of the subject and all strands are covered, although the use of computers is recognised as an aspect requiring further development. The quality of assessment is satisfactory.
75. The co-ordinator is well organised and makes a good contribution to the subject. There is a clear development plan and the co-ordinator monitors the quality of teaching, learning and planning. Resources are good. There are very good links with the local college, especially for food technology. The school is aware of the need to identify a clear progression in the skills, knowledge and understanding throughout.

GEOGRAPHY

76. Standards by the end of Year 6 are average and a significant minority of pupils attain above average standards. As no lessons were being taught in Year 6, judgements are reached through a scrutiny of pupils' work, talking with them and their teachers and a review of assessment records. Pupils have an appropriate understanding of elements of physical and human geography. They can explain the causes of earthquakes and volcanoes and refer correctly to concepts of plate tectonics. Pupils have a good level of understanding of the features associated with the work of water, especially river action, as it erodes the landscape and the features of deposition in the flood plain. They can also explain the difference between weather and climate. In their work on rain forests, they have covered elements of the effects of deforestation and the dangers of pollution on the environment; in discussion, they show a sound level of understanding. Work displays an appropriate level of data handling and the use of computers in producing graphs – pie, line and block – with some elements of interrogation of their findings. This work supports numeracy and information and communication technology effectively. There is also evidence of pupils using the Internet for research. Pupils with special educational needs are well supported and there is evidence of work being set to meet their differing needs, for example, the use of writing frames to help them in their recording. In discussion, able and talented pupils use specific vocabulary well. Overall, pupils enjoy their work.
77. The quality of teaching and learning is good overall. Teaching ranges from very good to unsatisfactory. Teachers make effective use of the national guidelines in their planning, which is well organised on a school wide basis. Lesson objectives are clear and well explained to the pupils. This supports their learning well and ensures that they make good progress and achieve well. For example, in a Year 3 and 4 lesson on map work, based on the local area, pupils made good gains in their knowledge and understanding of how they negotiated their route through the use of symbols and grid references. Class management and teachers' relationships with pupils are generally good. Good approaches support the development of literacy, as pupils use geographical vocabulary accurately. However, where teaching is unsatisfactory it is because the pace of lessons is inadequate and not enough work is covered. This is because other objectives may be stated but not well enough explained and the process of geographical enquiry and description is not secure, a significant contrast to the best lessons. Shortcomings in teaching are also apparent as class management is unsatisfactory. Marking on the whole is satisfactory.
78. The coordinator has been in post for a comparatively short period of time. Overall, subject management is unsatisfactory. The monitoring of teaching and learning has been very limited, and there is insufficient direction being given. Nevertheless, since the last inspection improvement has been good. Schemes of work and planning have been well formulated, using national guidelines and there has been good improvement in the range of resources, including CD-ROMs for research.

The curriculum is organised on a two year programme to accommodate the mixed age classes. Procedures for assessment are satisfactory, as teachers keep records of pupils' progress and this is used to support planning for year groups. Good opportunities are taken to use the local environment for fieldwork.

HISTORY

79. Standards by the end of Year 6 are above average and pupils achieve well. The topic being covered during the inspection was The Civil War, with particular reference to the battle of Edgehill. Pupils have a good understanding of the causes of The Civil War and can explain the difference between the principles of the Royalist and Roundhead causes. They know a significant amount about Oliver Cromwell and their knowledge benefits from a visit to the nearby town of Huntingdon from which Cromwell originated. Their written work clearly shows the causes and effects of the war and displays good use of vocabulary and recall of historical facts. This quality is also shown in their work on other periods and eras. In discussion, pupils can explain relevant facts about the Romans, Egyptians and Ancient Greeks, referring to their life styles and the importance of their inventions. A significant number of pupils understand the difference between primary and secondary sources, which is achieved by the good use by teachers of a range of artefacts and books, as well as appropriate visits.
80. The quality of teaching is good. Lessons are well planned and objectives shared with the pupils, enabling them to understand the work and to make good progress. Teachers make good links with other subjects. For example, literacy is very well supported as pupils write accounts about the battle and pupils with special educational needs are well supported in this work. There is effective use of a range of strategies, including writing frames, different research tasks, and description of artefacts. The use of information and communication technology has developed well and teachers provide pupils with opportunities to research information from the Internet and CD-ROMs. Pupils also make use of their word processing and desk top publishing skills to illustrate their work. The use of a PowerPoint presentation enhanced learning well and showed pupils how they could construct this in their own presentations. Pupils undertake work connected with design and technology as they construct examples of shadufs and Archimedean screws to illustrate how water was raised from rivers to irrigate the land. Assessment procedures are satisfactory overall; teachers maintain sound records and inform their pupils accordingly about their progress. A scrutiny of pupils' completed work shows that an appropriate amount of work is covered and pupils speak of their enjoyment in the topics that they undertake.
81. The coordinator has only been in post for five weeks. The records left by the previous coordinator are well organised and there is a good portfolio of work to support assessment and moderation. The curriculum is organised on a two year programme to accommodate the mixed age classes, with a good scheme of work. Monitoring and evaluation of learning have been satisfactory. Resources are good and include many artefacts and a good selection of research materials. Visits and visitors are well used, as for example, the visits to Huntingdon to Cromwell's house. Overall, improvement since the last inspection has been good, with an improvement in standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

82. At the time of the last inspection, attainment by the end of Year 6 was in line with that expected nationally. Since then the nationally expected standards have risen considerably and pupils' present attainment is now below national expectations by the age of eleven. All aspects of the information and communication technology curriculum are planned to be demonstrated to the pupils in their class by all teachers in a short instruction session each week. However, opportunities for using skills and software are not built into planning for subjects across the curriculum and there are insufficient opportunities for pupils to use computers regularly at an appropriate level to their capabilities. This means that pupils' progress in acquiring knowledge, skills and understanding is erratic, partly reflecting access to the resources. There are four networked computers in each classroom. Although the ratio of computers to pupils is better than the national average for primary schools, pupils' progress has been hindered by the fact that

alterations to the accommodation interfered with the overall use of computers for a significant period of time during the last academic year. The school plans to shortly develop resources by acquiring a mobile laptop station to ensure whole class opportunities for pupils to practise basic skills are improved.

83. Pupils save their work into a personal file. An analysis of these files revealed considerable anomalies in the amount of work covered by individual pupils in the same year group and even within the same class. Pupils' files generally contained examples of word processing, some use of the Internet for researching history and geography topics and small amounts of data processing. Some teachers regularly use information technology to support learning, particularly in mathematics, geography and history, and it is being effectively developed in art and design. In Year 3, pupils effectively program a 'roamer' unit to reinforce their understanding of right angles. In the same year group, pupils are shown how to enter data onto an Excel spreadsheet to demonstrate multiplication as repeated addition, although there is no expectation that all pupils in the class will have an opportunity to practise this skill. In Year 5 pupils use a 'What's my angle' program to develop their understanding of measuring angles with a protractor. Around the school there were several displays of well presented, word processed work in English and history, the use of Clipart and desktop publishing in history and a good variety of graphical work in geography. There was little evidence of other strands of the curriculum, such as modelling, the use of sound when combining different forms of media, or the use of databases being given adequate coverage.
84. Opportunities are not consistent across the school and in too many lessons computers remained unused. The quality of teachers' demonstrations was satisfactory in the lessons observed. Although all teachers have had training in information technology both in school and on courses, there are variations in confidence and expertise across the school. Most teachers are sufficiently confident to demonstrate basic skills but some lack the organisational skills to incorporate information technology into their lessons.
85. The recently appointed co-ordinator has excellent subject knowledge and is well able to provide support for colleagues. She has carried out an audit of computer use in the school and is aware of the need for teachers to build opportunities into their planning in order to ensure equality of opportunity throughout the school. The quality of leadership and management are satisfactory. The approaches to assessment are satisfactory, although the school recognises that it needs to develop them further to support planning. In the library area there is a very good selection of CD-ROMs for research purposes. The policy and scheme of work, based on a commercial scheme, are already in place. The school is currently developing its own website.

MUSIC

86. Standards by the end of Year 6 are below average and progress is unsatisfactory. This is a fall in standards since the last inspection. The reason for this can be attributed to the fact that, until last September, the school had been without a coordinator of the subject for two years. Also, music has had a low profile in the school and most teachers lack confidence and subject knowledge in teaching the subject. The newly-appointed coordinator is experienced, confident and knowledgeable and she has made a realistic start on re-establishing the subject in the curriculum.
87. Younger pupils enjoy singing a variety of songs and hymns. They can sing from memory and take great delight in demonstrating the loud dynamics of a song. Pupils sing in assemblies and perform tunefully for their age. Younger pupils in Years 3 and 4 are becoming aware of pitch; they sing with enthusiasm and respond well to the teacher's direction. Pupils know that music is written down in a special way but do not know the correct musical terms for this nor the names of the notes. Pupils' performing skills are underdeveloped, very few being capable enough to vary tempo and pitch to reflect the actions in the story they are accompanying. By the end of Year 6 skills are still below national expectations.
88. All the lessons observed involved pupils using instruments, which they did with varying degrees of success, and this demonstrated that they have a poor understanding of how to play untuned percussion instruments. The majority of pupils have poor understanding of notation and some

pupils are unaware of how to arrange chime bars in the correct sequence or choose an appropriate striker.

89. The quality of teaching and learning is satisfactory overall. One good lesson was observed in which the teacher demonstrated how well the lesson had been planned. In this lesson the pupils' learning was taken forward as they learned to follow a graphic score. When learning was unsatisfactory it was largely attributable to unsatisfactory classroom management and the teacher's poor subject knowledge. There has been no in-service training in the subject for teachers who are new to the school. The programme of study covers a two year period, one for Years 3 and 4 and one for Years 5 and 6. There is no formal assessment of pupils' progress. All pupils, whatever their capability, are fully included in the lessons, and the subject makes a satisfactory contribution to pupils' personal development as they share resources and experience music of different cultures.
90. The new coordinator has made an audit of the subject and has produced a realistic development plan, which includes developing the use of information and communication technology. The quality of leadership and management is satisfactory and includes elements of monitoring. The pupils have the opportunity to join the school choir, who are practising with some pupils from the Infant School, for a local event. The school undertakes two productions every year. The younger pupils perform at Easter and the older pupils in the summer term. There are no instrumental lessons for pupils at the moment but the coordinator intends to introduce these next year. She teaches recorder at lunch times to promising pupils. Resources are good. The school benefits from a music room, which is away from the main building and houses a satisfactory range of instruments. Overall, improvement since the last inspection has been unsatisfactory, but the school is now in a good position to develop the subject.

PHYSICAL EDUCATION

91. Standards by the end of Year 6 are typical for pupils aged eleven. Overall pupils, including those with special educational needs, make satisfactory progress. During the inspection lessons were observed in gymnastics, swimming and dance. No lessons were observed in games. Since the last inspection the school has made good progress in raising awareness of safety aspects associated with participating in physical education. Standards and the quality of teaching and learning have been maintained.
92. Year 3 pupils make satisfactory progress, creating a rain dance, using the music 'Singing in the rain.' They learn simple steps and gestures and are given appropriate opportunities to create their own movements with a partner. Higher attainers use mirroring actions well. The capability to improve the quality of their movements is less well developed because teachers do not focus on this aspect of the work. By the age of eleven pupils learn more complex steps and patterns such as a grapevine step and do-ci-do in their Wild West cowboy dance. They co-operate well in small groups to create movements to eight beats. Pupils make sound progress in their capability to observe their own and others' work and suggest how the dance could be improved.
93. In gymnastics pupils' knowledge is sound; for example, they can explain clearly the difference between symmetrical and asymmetrical balance. They create a simple sequence linking three different balances and most pupils can transfer the movement idea onto apparatus. The quality of their performance is not as well developed as it could be because teachers do not challenge pupils sufficiently to improve this aspect of their work. Pupils have a good understanding of the effect of exercise on the body. They know it is important to warm up prior to exercise and can talk about its effect. Although no games were observed, discussion with pupils indicates a good understanding of how to gain and retain possession of a ball in a competitive game situation. Pupils achieve well in swimming and by the age of eleven all pupils exceed the expectations for their age. This is because pupils work towards a progressive level of skills and they are taught by teachers who have good subject knowledge. Pupils gain merit awards to celebrate their achievements, contributing to their positive attitudes and developing confidence and competence in their swimming capability. In Year 4 some pupils can swim 50-200 metres.
94. The quality of teaching is satisfactory overall with instances of very good and unsatisfactory teaching. The standard of work reflects the quality of teaching and learning. In one very good

lesson Year 6 pupils enjoyed the fast pace and challenge to improve their work. Pupils respond with enthusiasm and are keen to improve. The level of activity is good in the very good lessons. In the unsatisfactory lessons, teachers do not guide pupils sufficiently well and expectations of behaviour and quality of work are not made clear. Class management systems are insufficiently well developed; for example pupils talk among themselves when teachers are explaining tasks. In these lessons, teachers do not deal with inappropriate behaviour quickly enough and this slows down the general pace of learning. Assessment procedures are good but the use of assessment is only satisfactory as teachers do not plan activities to always meet the differing needs of their pupils. Teachers make generally sound provision for pupils with special educational needs and ensure that pupils with physical disability are well involved in the work.

95. Physical education is used well to enhance learning in literacy. Pupils in Year 6 write interesting poems about physical education and they develop speaking and listening skills evaluating the work of others. There are appropriate links with science and in very good lessons teachers use questions well to extend knowledge and awareness of the effect of activity on the body. The school is beginning to use videos as a stimulus for dance and there are appropriate links with mathematics.
96. The co-ordinator has recently taken over responsibility and has made a good impact on the subject through his specialist subject knowledge and as a very good role model for other teachers. Leadership and management are very good. The specialist knowledge is well used to support other teachers in their planning, teaching and learning, which supports the assessment procedures. Extracurricular clubs for athletics, country dancing, netball, football, summer sports and kwik cricket are well organised and extend learning opportunities. There are appropriate opportunities for pupils to take part in inter-school competitions and the football teams are successful in local events. Older pupils also have the opportunity to participate in a residential outdoor activities visit. Overall, improvement since the last inspection has been satisfactory.

RELIGIOUS EDUCATION

97. Attainment at the time of the last inspection was just in line with the requirements of the agreed syllabus. Evidence from the current inspection indicates that, by the age of eleven, standards remain just in line with the expected standards, and pupils make satisfactory progress.
98. Planning is based on a two year rolling programme of subjects, drawn from the Cambridgeshire agreed syllabus. The syllabus covers a thematic approach and more in depth studies of some major religions and, because of the fact that the syllabus is being revised, the school has yet to produce a coherent scheme of work which builds sequentially on pupils' knowledge and understanding as they progress through the school. Lessons contribute satisfactorily to pupils' knowledge of Christianity and pupils gain some insight into the other religions. For example, in Years 3 and 4, pupils look at how images of Jesus tell us about people's personal beliefs. However, there was no mention of Jesus as a Jew or how other cultures portray him and pupils gain a view based primarily on pictures in children's Bibles. In Years 5 and 6 pupils are watching videos comparing rites of passage from different religions such as the baptism ceremony in Christianity and the bar mitzvah ceremony in Judaism. However, pupils could not set the latter example in a context of knowledge and understanding of Judaism and the follow up work is confined to asking pupils to empathise with the boy in the ceremony. Pupils are accustomed to periods of quiet reflection and stories are used well to develop themes such as caring, listening, friendship and honesty.
99. Teaching is broadly satisfactory. Most teachers have satisfactory subject knowledge about Christianity but are less secure when talking about other religions and cultural traditions. Good links are made with personal and social education and most pupils gain an understanding of the importance of religion in establishing the correct way to behave. Overall, the subject makes a satisfactory contribution to pupils' spiritual and cultural awareness, although cross curricular links with history and geography are insufficiently developed. Where teaching is unsatisfactory, pupils' behaviour is not managed well enough and insufficient learning takes place.

100. Co-ordination is satisfactory. The recently appointed co-ordinator is knowledgeable and enthusiastic. She has already produced exemplar lesson plans for colleagues and can provide good support. She has had insufficient opportunity as yet to observe teaching throughout the school but has looked at samples of pupils' work. Procedures for assessment are satisfactory. Resources are good and use is made of the county resource centre for artefacts.