

INSPECTION REPORT

WINYATES PRIMARY SCHOOL

Orton Goldhay

LEA area: Peterborough

Unique reference number: 110747

Headteacher: Stephen Gash

Reporting inspector: David Marshall
27681

Dates of inspection: 6th – 9th May 2003

Inspection number: 247038

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Orton Goldhay
Peterborough
Cambridgeshire

Postcode: PE2 5RF

Telephone number: 01733 234185

Fax number: 01733 361305

Appropriate authority: The Governing Body

Name of chair of governors: Mr R Clarke

Date of previous inspection: 3rd – 7th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
David Marshall Registered inspector 27681	Science Music Information and communication technology Religious education Foundation Stage	How high are standards? How well are the pupils taught? How well is the school led and managed?
Susan Dixon Lay inspector 19335		How well does the school work in partnership with parents? Pupils' personal development and attendance.
John Linstead Team inspector 20948	English Physical education Art and design Design and technology Special educational needs	
Derek Pattinson Team inspector 19120	Mathematics History Geography Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

The inspection contractor was:

Schoolhaus Limited
Suite 17
BPS Business Centre
Brake Lane
Boughton
Nottinghamshire
NG22 9HQ

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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

Winyates Primary School admits pupils aged four to 11. It opened in September 1980 as part of the new township of Orton Goldhay, to the South West of Peterborough. The original building was of open plan design to accommodate up to 360 pupils. Since 1997 the school has had a falling roll and it currently stands at 228. There is a good degree of social deprivation in the immediate area, evidenced by high crime figures, high unemployment and vandalism. The school is involved in a number of local initiatives to address educational and social disadvantage. On entry to the school at the age of four, pupils achieve well below expected levels for their age. The school has a high percentage of children on their special needs list - 48 per cent - well above the national average. The main area for support is pupils' language development. Seven children have statement of special educational need, which is also well above the national average. Around 39 per cent of children are currently entitled to free school meals – well above the national average. There are two pupils from traveller families in the school. There are four pupils with English as an additional language – two at an early stage of language acquisition. Pupil turnover for the academic year 2000/2001 was 30 per cent (80 pupils). Of the current pupils in Year 6 forty per cent have joined the school in the last four years.

HOW GOOD THE SCHOOL IS

Winyates is an effective school and is improving well. This improvement is largely due to the very good leadership and drive of the headteacher and the support he is given by the staff and governing body. The school is well placed to make further improvements. The quality of education provided is good overall and the school is effective in raising standards in the core subjects of English, mathematics and science. The quality of teaching is good; a substantial proportion of very good teaching was observed in addition to some excellent teaching. The school has a wide-ranging curriculum and also provides the pupils with good opportunities for their personal development. Despite these good features, the lack of thorough planning through the careful use of assessment, in some subjects, limits the progress of some pupils. Overall, the school provides good value for money.

What the school does well

- Pupils achieve well in English, mathematics and science when compared with those in similar schools, and standards of attainment are improving.
- The quality of provision in the reception class is very good and so children make a very good start to their education.
- Relationships throughout the school are very good; pupils' attitudes and behaviour are good.
- The quality of teaching is consistently good across the school.
- The headteacher provides very good leadership for the school, ensuring it has a most positive ethos.
- Provision to meet pupils' special educational needs is good.
- Provision for pupils' spiritual, moral and social development is good.
- The support staff and caretaker make important contributions to the effectiveness of the school.

What could be improved

- Procedures for assessing pupils' work on a day-to-day and medium-term basis in subjects other than English, mathematics and science, including marking, and the use of this assessment to guide curricular planning for pupils' future achievement.
- The involvement of parents through the effectiveness of homework.
- The provision for the pupils' multicultural development so that they appreciate their place in a multiethnic society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the time of the last inspection in November 1997. Standards in English, mathematics and science have improved. This is partly due to the effective monitoring of pupils' attainment and progress undertaken in these subjects. Science is now taught regularly and well, at Key Stage 2. Although the monitoring procedures are now effective in these subjects, there is still room for considerable improvement in other subjects. Very specific guidance is now given and used by co-ordinators when monitoring and evaluating the curriculum, planning and teaching. This is one of the main reasons why teaching has

improved well since the last inspection. The headteacher, senior management team and governors have a good understanding of the strengths and weaknesses of the school. The capacity to improve further is good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	E	D	A	well above average A above average B average C below average D well below average E
Mathematics	D	E*	D	B	
Science	C	E*	D	B	

Children enter the school with wide ranging levels of prior attainment, but overall they are well below expectations for their age. The results of national tests and teacher assessments for pupils at the age of seven in 2002 indicate that standards in reading and writing were below average, and in mathematics well below average when compared with all other schools. When compared with pupils in similar schools, standards in reading were well above average, in writing they were above average and in mathematics average. Pupils aged 11 achieved standards that were below the national average in English, mathematics, and science in the national tests in 2002. The school does well when compared with similar schools and standards at the end of Key Stage 2 were well above average in English and above average in mathematics and science. The trend over the last three years has been in line with the upward national trend. In the last two years, pupils in Key Stages 1 and 2 have reached their challenging targets in National Curriculum tests. As a result, pupils of all abilities have achieved well, including those with special educational needs or with English as an additional language. The targets set for the 2003 are for more improvement, and the school is well set to achieve them.

The inspection finds that, by the age of 11 pupils' attainment in English is below that expected for their age. Standards are average in reading, but below expectations for their age in speaking and listening and writing. In mathematics pupils achieve standards that are below those expected at the age of 11. Although they attain average standards in numeracy, they are below expectations for their age in mathematics overall. In science pupils are now achieving average standards by the time they leave school. In all other subjects, such as music, design and technology, religious education, art and design, history and geography standards are in line with those expected at the end of both Key Stage 1 and Key Stage 2. In information and communication technology (ICT), although pupils' opportunities are limited, standards are also in line with those expected for their age at the end of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils' attitudes to learning are good. They show interest in their lessons and concentrate well. They listen well to their teachers and are eager to contribute to discussions.
Behaviour, in and out of classrooms	Good. Pupils' behaviour is good in lessons, in assemblies, in the playground and at lunchtimes. As a result the school functions well as an orderly community.
Personal development and relationships	Good. Pupils' personal development is good. They are friendly and polite to everyone. Relationships are very good, between teachers and pupils and among pupils.

Attendance	Unsatisfactory. Attendance rates are below, and unauthorised absence figures are above, the national averages despite the efforts made by the school.
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Pupils enjoy school. Their relationships with each other and with adults are very good throughout the school. They consistently work well together. Pupils' personal development is a strength of the school and makes a considerable impact on the quality of their learning and the progress they make.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Good	Good

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

Teaching is good overall and at times very good. Teaching in the reception class is very good. All adults in the foundation stage are able to catch and keep children's attention very well, thanks to their very careful planning based on very good assessment and their very good use of resources. The cheerful and supportive atmosphere they create enables the children to settle down well and immediately begin to learn.

The good quality of teaching throughout the rest of school enables pupils to make good progress in both key stages. Teachers manage their classes very well with a range of strategies to ensure that pupils are fully engaged in learning. Lessons are generally managed with good pace because they are effectively planned. Resources are well prepared and explanations and instructions are clear. Teachers and classroom assistants have very good relationships with pupils and these contribute most positively to the whole ethos of the school, encouraging and valuing learning and good behaviour. Teachers have good questioning skills, which enable them to engage pupils' attention, to consolidate or extend learning and to assess understanding.

The teaching of literacy and numeracy is satisfactory throughout the school. In all classes teachers are skilful and work very hard for the benefit of their pupils. In the best lessons teachers are able to challenge their more able pupils effectively with carefully chosen questions to extend their thinking. As a result of the good teaching they receive, pupils' learning is good. Sometimes however, tasks set are not always sufficiently demanding in the non-core subjects and at times there is too much teacher talk and too little time for pupils to work independently. Although some teachers mark pupils' work well, there is too much variation in the quality of teachers' marking throughout the school. The teaching, and support, of pupils with special educational needs is good and they achieve well against the targets set for them and for their ability. Pupils with English as an additional language, and travellers' children, also make good progress, as teachers are careful to identify and plan for their individual needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad, balanced and relevant with a wide range of activities outside lessons that are provided by all staff. Provision for children in the foundation stage is very good.
Provision for pupils with special educational needs	Good. The school is committed to ensuring that the needs of these pupils are addressed well and so they make good progress.
Provision for pupils with English as an additional language	Good. The few pupils with English as an additional language have made suitable progress and are attaining the nationally expected standards.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. The provision for pupils' moral and social development is good and very prominent around the school, along with artistic and sporting activities. However, at the time of the inspection the richness and diversity of multicultural Britain were not given an equally high profile around the school.
How well the school cares for its pupils	Satisfactory. The school cares for its pupils very well and ensures that pupils learn in a safe and caring environment. The monitoring and promotion of attendance are satisfactory, but need to improve further to ensure better

	attendance from some families. Teachers make good assessments of pupils' work in English, mathematics and science. Procedures for monitoring and assessing pupils' attainment and progress in other subjects are used inconsistently.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads and manages the school very well, and is well supported by the deputy head and senior teachers. The role of subject coordinators has been developed and they have begun to monitor provision and standards in their subjects.
How well the governors fulfil their responsibilities	Good. The governors have a clear understanding of the strengths and weaknesses of the school and fulfil their responsibilities well.
The school's evaluation of its performance	Good. The school analyses the results of the national tests well and is establishing effective systems to monitor pupils' progress.
The strategic use of resources	Good. Careful consideration is given to the spending of the budget, and the school applies the principles of best value suitably.

The current level of staffing and resources is good and meets all the requirements of the National Curriculum. The school accommodation enables the staff to meet all the requirements of the National Curriculum. However, the lack of access to some classrooms means that lessons are often interrupted. Also lessons taking place in the hall or in the reference library are interrupted because there is no other way in which half of the classrooms can be reached.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The happy atmosphere of the school. • The way that the headteacher and all staff are always available and nothing is ever too much trouble. • The behaviour of the children and the progress they make. • The great encouragement given to all pupils. • The help given to children with special educational needs. 	<ul style="list-style-type: none"> • The amount and type of homework. • The range of activities outside lessons.

Inspection evidence confirms the largely positive views of the parents. The range of activities, however, is good and makes an important contribution to pupils' progress. The inspection team shares the concerns of a few parents about homework but mainly about the support some parents are giving the school. In Key Stage 2 the tasks given as homework are linked to the work being covered in lessons and parents are informed so they can help. Pupils' progress would be enhanced if support from home was consistent, and they would be better prepared for the next stage of their education.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the school at the age of four, their attainment is generally well below that expected for their age, although this varies from year to year. Children in the reception class make good progress in their learning as a result of very good teaching. However, by the time they start in Year 1 most children will not have achieved the Early Learning Goals¹ in all areas of learning, and will be below those standards expected for their age. They make good progress in knowledge and understanding of the world, communication, language and literacy, and mathematical and creative work. The reception class teacher, nursery nurse and support assistant work very closely together in planning and assessing children's achievements. This helps to promote the good progress the children make.
2. In the national tests for pupils aged seven in 2002, the proportion attaining the levels expected in reading was below the average results for their age nationally, but well above average when compared with pupils from similar backgrounds. There was little difference between the results of boys and girls. In writing pupils attained standards that were also below average when compared nationally, but above average when compared with similar schools. In 2002 the results in the National Curriculum mathematics tests of pupils aged seven were well below the national average. They were average when compared with the results for schools in similar circumstances, and the percentage of pupils who achieved the higher level was also above average. In 2002 the teacher assessments in science at the age of seven showed results that were well above the national average overall and when compared with similar schools. The high proportion of pupils entering the school with special educational needs has a major impact on learning, but when these comparisons are made with similar schools in 2002, pupils' attainment was well above average in reading, above average in writing and average in mathematics. Since attainment on entry to school is generally well below average, this indicates that pupils make good progress through Key Stage 1.
3. The results in the 2002 national tests at the end of Year 6 show that the proportion of the school's pupils achieving national expectations for 11 year olds was below average in English, mathematics and science. The proportion of pupils achieving higher levels was also below average in these subjects. When the school's results are compared with similar schools, based on the number eligible for free school meals, they are well above average in English, and above average in mathematics and science. Results of tests over the last three years show that standards are improving in line with the upward national trend. The pupils who have special educational needs make good progress in reading and writing and their results are a testament to the way the school now assesses their individual needs well and plans appropriately. The fact that so many pupils arrive and leave the school during Key Stage 2 also shows how well the school enables them to settle in, and how effective their initial assessment procedures are.
4. Pupils' attainment in all areas of English has shown significant improvement since the last inspection. However, evidence from this inspection shows that by the time pupils leave the school, standards in speaking and listening and writing are below those expected for their age, but in reading are in line with these expectations. The speaking and listening skills of pupils are well below the level expected of their age group when they enter the school. They make good progress but standards are below those expected by the age of 11. Pupils in Key Stage 2 learn to listen carefully and understand the main points of discussions, and learn to question

¹ Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

the ideas and views of others. Reading standards at the end of Year 6 are generally at the level expected for their age. More able pupils read fluently, with good levels of understanding. They use well-established knowledge of letter sounds and blends, together with understanding of the context of the passage to read words they have not encountered before. However, opportunities to use their reading skills to gain information by reading more challenging texts in other subjects is limited due to the unsatisfactory library provision and this limits pupils' overall progress. Attainment in writing is below the expected levels at end of Year 6. More able pupils develop their ideas well, but are slow to use punctuation accurately. Although teachers' marking is consistently positive and encouraging in tone, it does not always show pupils what action they should take to improve their spelling either in literacy work or in other subjects. Standards shown by the content of pieces of work in English are often average but written work in other subjects is often insufficiently planned or accurately presented. Although younger pupils are sometimes given lists of key words to help them in particular pieces of work, this does not progress to older children using dictionaries sufficiently to check for accuracy.

5. Inspection findings show pupils' attainment in mathematics is below average by Year 2, but pupils have made good progress because when most join the school it is well below this. They are making good progress in the older classes as teaching is good and all teachers motivate pupils well. When they leave the school their attainment is now on track to be at least in line with expectations for their age in numeracy. Pupils with special educational needs also make good progress and reach levels of attainment appropriate to their abilities. Given their low attainment when joining the school, all pupils, including those with special educational needs, achieve well in mathematics, particularly in their use of numbers. By the age of seven, pupils increase their skills of working with numbers, and their understanding and use of addition, subtraction, multiplication and division progresses well. Although there are opportunities for pupils to engage in practical and investigative work in mathematics, these are largely limited to mathematics lessons. The opportunity to enhance pupils' mathematical skills in other subjects such as design and technology and geography is sometimes missed. Older pupils use calculators to check their work, however, the use of ICT although planned is not yet exploited well.
6. Inspection evidence shows that pupils make good progress in science throughout the school. The school has improved standards from where they were, at the time of the previous inspection. Only a small minority of pupils in the current Year 2 cohort are likely to achieve the expected standards in science by the end of the current year, but overall attainment by the end of Year 6 is in line with what is expected for their age. In Year 1 and Year 2, pupils are developing skills in scientific enquiry well as they make simple predictions and test out their ideas. This good progress is built on throughout the school and so the majority of Year 6 pupils can now organise themselves to carry out a simple investigation. They have a secure understanding of the units they have studied. In their work on life processes and living things, for example, they understand what living things need in order to survive and how various habitats and food chains affect this. Higher attaining pupils have a sound grasp of photosynthesis. A number of pupils require help in understanding the set tasks but make good progress due to the good teaching and careful planning. Throughout this key stage pupils develop good skills of scientific enquiry.
7. In design and technology, ICT, art and design, physical education, geography and history, music and religious education, standards achieved by pupils at the end of Year 2 are in line with what is expected for their age. They continue to make at least sound progress in all subjects in Key Stage 2 and again achieve standards in line with expectations for their age by the time they leave the school.
8. Pupils with special educational needs, whatever their level of need, make good progress in relation to their abilities. They achieve well in relation to their prior attainment and against the targets set for them in their individual education plans. Work for all pupils matches targets set in individual education plans, and their progress is reviewed rigorously and measured against these goals each term. Very good support from classroom assistants enables pupils to

complete tasks successfully and make good progress as a result. When required the school provides well for pupils with English as an additional language. Their quality of learning is good and they make good progress over their time in school, due to well-organised in-class, group and individual support. Travellers' children are enabled to settle in well and easily and make good progress as a result.

Pupils' attitudes, values and personal development

9. Pupils attitudes, values and personal development overall are a strength of the school. They contribute greatly to the pleasant and enthusiastic environment in which pupils learn.
10. Pupils have good attitudes to their work. They enjoy coming to school and feel that their lessons are interesting and enjoyable. They feel that the teachers provide them with help and encouragement in their lessons. Pupils throughout the school reflect these views in their good levels of enthusiasm for activities and lessons in all subjects. They listen well to their teachers and each other and instructions are generally followed quickly and quietly. They work hard and maintain concentration throughout the day although some restlessness occurs when teachers talk for too long or pupils are unclear about what they are to do. When presented with challenging and stimulating questions pupils offer well-considered replies. Pupils present themselves as independent individuals who are keen to take responsibility for their own learning to a great extent. Opportunities are missed in some lessons to develop these skills. The present organisation of the school library does not support independent study well enough. Pupils are able to work well alone or in groups for example in a Year 4 science lesson where pupils worked together to investigate the habitats of minibeasts. Pupils are proud of their achievements and of the examples of their work that are attractively displayed throughout the school.
11. The behaviour of the pupils is good overall; this has a beneficial effect upon their learning and upon the school community as a whole. Most pupils behave consistently well in lessons and assemblies. Praise and reward are used effectively to recognise good work and behaviour and to instil pride and an enthusiasm for learning. Pupils feel that unacceptable behaviour sometimes spoils their lunchtimes and that a small number of pupils show a lack of regard and respect for others at this time of day. There was no evidence of this during the inspection. The school has a very small number of recorded incidents of racism and there is evidence of a small amount of bullying and conflict. The school has a comprehensive provision for personal and social education that includes appropriate work on these issues and all minor conflicts are resolved well. Lunchtime supervisors are involved in a training programme to further enhance the schools support for pupils at lunchtimes. There has been a small number of exclusions in the past year. Appropriate procedures are in place and pupils are well supported on their return to school.
12. The relationships amongst all members of the school community are very good. Adults in school treat pupils with care and respect. In turn pupils are polite and helpful towards each other and for the most part to adults. They work well together, and in general, play together amicably. Older pupils adopt a mature and caring approach to those pupils younger than themselves and would welcome increased opportunities to do this. In lessons the very good relationships amongst pupils and between them and their teachers have a positive effect upon their learning.
13. Pupils' personal development is good. Most pupils act responsibly and are provided with opportunities to carry out class duties or to serve the whole school community, for example by preparing for assemblies, by helping at lunchtimes and by serving on the school council. This practice is being met with interest and enthusiasm. Opportunities are given in lessons and shared discussions known as "circle time" take place when pupils express thoughts and feelings and consider values and beliefs. At present pupils occasionally show insufficient thought and respect for others particularly at times when they are less closely supervised.

14. Attendance rates are below the national average and are unsatisfactory. Pupils enjoy their time at school but a significant number are, none the less, late. The rate of unauthorised absence is above the national average and for these pupils and those with poor attendance records this has a detrimental effect upon their learning. Some pupils take holidays in term time but the majority of absences are due to illness.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching is good; teachers are fully committed to their pupils and work very hard on their behalf. The quality of teaching has improved significantly since the previous inspection. Teaching is particularly effective in the reception class. The teaching of literacy and numeracy is sound and often good throughout the school. The introduction of interactive whiteboards in every classroom has given the teachers a tool to stimulate and engage pupils' interest. Throughout the school these are now being used to very good effect in many lessons and again this is a significant improvement since the last inspection.
16. The teaching of children in the Foundation Stage is very good. Teaching is carefully planned with a good emphasis on promoting basic skills, particularly in language and literacy but also in numeracy. The very good teaching children receive in these areas ensures that their learning is good and they make good progress. Adults use a range of skills effectively to help children to learn, including demonstration, explanation and questioning. They provide a good balance of directed and free choice activities, using the resources in the different areas of the classroom well and the learning activities and tasks are set effectively to promote children's learning. All adults intervene effectively as children work with the various resources to extend their knowledge and understanding or improve their skill. There is continual interaction between children and adults as the teacher and assistants take every opportunity to engage children in talk about what they are doing and to manage the children very well. The nursery nurse provides very good support for the teacher; she is effectively briefed and deployed and makes a significant contribution to these young children's learning.
17. Teaching in Key Stage 1 is good. Teachers are confident and successful in managing pupils' behaviour well and they have a range of strategies for motivating them and engaging them effectively in learning. Lessons in English, mathematics and science are carefully planned to ensure that pupils are provided with appropriate learning activities and set interesting tasks.
18. Some lessons contain many strengths. For example, in one very good personal, social and health education lesson with Year 1 the teacher was lively and purposeful in her approach which ensured that all her pupils were quickly engaged, involved in the lesson and keen to contribute. She explained the aims for the lesson carefully, checking that pupils understood essential vocabulary like 'harmful'. There was very good pace and her very positive response to and the praise for individuals' efforts clearly motivated the pupils and helped them learn. Throughout the lesson the teacher managed pupils' learning very effectively, keeping them fully involved but knowing what was coming, with comments like, *'I'm going to ask ---(name) to read this for me'* which kept the lesson flowing well. In a very good science lesson in Year 2 the teacher made sure that all pupils were able to take part in the investigations outside and see everything that took place. As pupils worked at their individual or group tasks back in the classroom, the teacher ensured that pupils of different capabilities were set appropriate tasks, and both she and the classroom assistant supported pupils very well. The final discussion session was very well managed, reinforcing pupils' learning, but also introducing how the work in this lesson would be extended the following day. Such skilful teaching is having a very positive impact on the good progress pupils are making.
19. Teaching in Key Stage 2 is good, at times there are lessons of high quality. Teachers have a good knowledge of the subjects they teach; this has a positive effect on the work they do with their pupils. In a religious education lesson with Year 5/6, for example, the teacher's extensive preparation enabled her to promote her pupils' knowledge and understanding of the life of Buddha. The lesson was very well organised; the use of artefacts brought the subject alive

and ensured pupils were interested, motivated and fully engaged throughout. Their attitude towards learning was impressive. In a science lesson with Year 6 pupils, the teaching was very good as the teacher continued work on plants and their properties, building on pupils' understanding of fertilisation and pollination. Right from the start she communicated an enthusiasm for the subject to which pupils responded immediately. Careful questions were posed to make sure pupils had grasped the new vocabulary. As they prepared for the investigation, pupils were well supported in planning and helped to consider the implications of a fair test, but enabled to devise their own. The constant posing of questions to reinforce their understanding and extend their thinking ensured that pupils were fully engaged throughout.

20. Teaching of literacy and numeracy is consistently sound; in many lessons teaching was of a high quality. In a lesson with Year 6, for example, the teacher was able to involve pupils of different capabilities very skilfully in the mental mathematics introduction, with carefully targeted questions. She was very positive and supportive of individuals, making good use of praise to motivate and encourage. There was particularly good discussion of strategies for working out division, with pupils being given good opportunities to discuss what they had done. This was followed in the main part of the lesson as pupils worked on strategies for long multiplication using adjustments of rounding up or down to help and pupils learned to apply these skills well. The teacher's good management of the lesson, at a lively pace, ensured pupils' learning was moved on effectively.
21. On the very few occasions across the school when teaching fell below this high standard, tasks were not always sufficiently demanding in the non-core subjects or in the direct teaching parts of lessons there was too much teacher talk and too little time for pupils to work independently. Although there are some very good examples, there is too much variation in the quality of teachers' marking throughout the school; comments on pupils' work are not always sufficiently helpful in indicating how pupils can improve or extend what they have done.
22. The teaching of pupils with special educational needs is good overall. The high numbers of such pupils in each class places a heavy responsibility on teachers to consistently plan appropriate work. In the past year the quality of the individual plans for each pupil has improved, as their targets are now more specific. This in turn has helped guide the work of the teaching assistants who provide good support. These assistants are confident and skilled, taking the responsibility of teaching small groups of pupils in a variety of subject areas all around the school. The school also employs a visiting specialist teacher who gives valuable support to pupils, teachers and assistants on a weekly basis.
23. Pupils with English as an additional language and travellers' children are also well taught. They receive good support from their teachers and other classroom assistants, which is enabling them to make good progress. Good attention is given to supporting pupils' home languages and cultures within the whole school. Good individual targets are set to support the pupils in the initial stages of language acquisition. The teacher or teaching assistant working with pupils is aware of the language needs of the identified pupils and plans effectively with clear learning objectives and well matched tasks making good use of interesting and stimulating resources.
24. In the past homework has been planned well to support learning, particularly that of older pupils. Work was set to consolidate or extend pupils' skills and understanding and sometimes included independent research work related to their lessons in school. Unfortunately school documents show there were very many times when less than a quarter of the set work was completed and returned, and sometimes even less. This led to difficulties because some pupils were ready to move forward, as they had completed the homework, and others were not. As a result, homework is now not set regularly and opportunities are missed. There are some pupils who welcome homework and complete tasks they set themselves. The research, by two Year 6 pupils on the life of Buddha for a religious education topic, shows what some can, and would like to do, to achieve. The school should support this enthusiasm by some pupils further, by endeavouring again to involve parents in their children's homework.

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

25. The school provides a sound curriculum for its pupils in which all subjects required by the National Curriculum are represented. Teachers use a range of methods, such as teaching the whole class, large and small groups organised in different ways, and individuals to make sure that they teach all that is required. All teachers follow a clear framework to ensure that pupils develop knowledge, skills and understanding in all subjects over time. The curriculum places satisfactory emphasis on the development of speaking, listening and reading skills within English and number skills within mathematics. There are developing links between subjects, which help to bring learning to life for pupils. For example, pupils in Year 4 were involved in drama to help them learn about the story of a river during a geography lesson. The National Strategies for Literacy and Numeracy are embedded in the school's work. These are helping to ensure that all areas of both subjects are taught and that there is consistency of approach.
26. There are weaknesses, however, which prevent pupils from making the best possible progress. Day-to-day planning does not always address the needs of more able pupils, except in the core subjects of English, mathematics and science. Writing skills are not given enough emphasis in other subjects to aid learning. For example, pupils have too little opportunity to engage in independent writing in subjects such as history. There are too few opportunities for pupils to learn using "real life" investigations in mathematics to reinforce their use of basic skills. In some years, such as in Years 3 and 4, pupils are not taught geography and history often enough to help them to build carefully on what they have already learnt. Occasionally, time is not used to best effect, for example, in English some lessons are too long which slows the pace at which pupils acquire knowledge and understanding. Aspects of physical education, such as gymnastics are not given enough emphasis, and the programme is not yet embedded in the school's work.
27. The quality and range of learning opportunities for children under five is very good and take account of the early learning goals identified for this age group. Children take part in a wide range of well-planned, carefully structured and often exciting activities and experiences, which give them a very good start to their education.
28. The curriculum is well organised to meet the needs of pupils with special educational needs, travellers' children, or those pupils with English as an additional language. They are all enabled to settle in well, and this enables them to make good gains in learning over time. Work is usually matched to their needs in English and mathematics, and as a result, they slowly develop their literacy and number skills. Where pupils are directly supported by good quality teaching assistants, they often learn well. However, work is not always well matched in other subjects, which slows their progress.
29. The school provides a good range of additional clubs, mostly for its older pupils, some of which take place at lunch times. The well-led activities appeal to the interests of many pupils and are mostly well supported and appreciated by both pupils and parents. They include football, netball, hockey, mathematics, quilling and choir clubs. A satisfactory range of educational visits, such as, to Stibbington for a Victorian experience, Hunstanton, and a local museum and garden centre helps to enrich pupils' learning experiences. These are further extended through a small range of visitors, such as representatives of Christian organisations who lead assemblies and the Fire Service.
30. Teachers make every effort in all lessons and activities to ensure that the contributions of all pupils are celebrated and valued. Pupils with special educational needs take a full part in the life of the school. All pupils gradually learn to respect one another and to support each other's learning. The inclusion of all pupils, whatever their ability, age or background is given a very high profile.

31. Teachers give good emphasis to pupils' personal, social and health education. They promote these areas actively and consistently as part of a structured programme, which is embedded in the life of the school. Sex and drugs education is taught in line with agreed policy. Issues such as caring for others and being a good friend are given good emphasis. Pupils develop an awareness of the need for rules based on safety, protection and fairness. The health education programme is good, and makes pupils aware of a healthy diet, hygiene and exercise for maintaining a healthy lifestyle. Teachers often give praise to enhance pupils' self esteem and encourage them to do their best.
32. The community makes a sound contribution to pupils' learning through the school's links with local organisations and institutions. There are links with various groups, such as Christian and charitable groups, which benefit pupils. Links with business organisations, such as shops and supermarkets are evident, but require further development to help pupils to learn about the world of work.
33. Links with local schools are very good. There are well-established links with both of the schools to which pupils' transfer at 11 to help ensure that the move, when it comes, is as seamless as possible. There is a network of active support groups from local primary schools to which many teachers and the head teacher belong, which help to benefit pupils through new initiatives and training. There are good links with the local playgroup to help ensure pupils move smoothly to the reception class when they begin school.
34. The school gives good emphasis to pupils' spiritual, moral, social and cultural development, as it did when the last inspection took place. All subject areas make positive contributions to the personal development of pupils, including those with special educational needs, but not all areas are equally well represented. Pupils' spiritual, social and moral development is good, and is well promoted by the school. The promotion of multicultural understanding is not emphasised strongly enough and is therefore unsatisfactory
35. The spiritual development of pupils is good. Music is used well to establish calmness as pupils enter and leave assemblies, and pupils sometimes sing joyfully. Assemblies provide regular opportunities for prayer and reflection about issues that are of concern. Art makes a satisfactory contribution to the spiritual development of pupils through an appreciation of the work of famous artists. There are some planned opportunities for older pupils to experience the joy and excitement of learning. Older pupils gasped in astonishment when they saw the power and versatility of computer technology in a lesson about coastlines. The aesthetic quality of some displays, such as in the reception class, help to create feelings of awe and wonder among pupils, and therefore make an important contribution to pupils' spiritual development.
36. The school promotes pupils' moral development well. All adults in school provide sound moral leadership, and give pupils a clear sense of direction about moral issues. All work hard, and mostly successfully, to reinforce good standards of behaviour, and to develop mutual respect and understanding. The school's system of rewards and sanctions is clearly understood and consistently applied. Most pupils understand and follow agreed rules, and as a result are developing a moral stance based on right and wrong, good self-discipline and care for each other and their school. Teachers make good use of assemblies to establish collective moral and social values. The school fosters values, such as honesty, fairness and respect for truth and property. The positive approaches to the moral development of pupils result in mostly good behaviour and good attitudes to learning.
37. The school provides a good range of experiences to promote pupils' social development. All who work in school set a good example because they show respect for and relate well to others. Pupils learn to co-operate and work together well by taking part in special events and visits, and through group work in many subjects. A recently formed and well-run school council is encouraging pupils to have their say in the running of the school. The raising of funds for local and national charities helps to develop care and consideration for others. There

are some opportunities for pupils to take responsibility in their classrooms and around school. However, sometimes teachers miss opportunities to develop initiative and personal responsibility in the classroom. The good range of lunch-time and after-school activities enables many pupils to expand their personal interests and experiences.

38. Aspects of the cultural development of pupils are not given enough emphasis. Pupils' understanding of their own culture is advanced through the curriculum well and especially through the use of visits to places of interest. However, opportunities for pupils to learn about, value and celebrate the multi-cultural nature of the city to help promote racial tolerance and understanding are under-represented. Pupils do have some opportunities to learn about other cultures through work in history and geography, such as about the Victorians and in work on Kenya. They sometimes learn about other cultures through carefully chosen stories in assemblies. However, there is not enough reading material to help make pupils aware of the richness and diversity of other cultures. Music makes an insufficient contribution to the cultural development of pupils, such as through the use of ethnic instruments, which are in short supply. While art makes some contribution through the work of other artists, non-European cultures are rarely represented.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school provides a calm, safe and caring environment where all are equally valued. Pupils are well supported by the good relationships that exist. All adults in school know the pupils well and they are treated with sensitivity and respect. In particular the provision of a social inclusion assistant has greatly improved the support offered to pupils who have particular difficulties and needs.
40. The school has satisfactory arrangements for the care and protection of its pupils. There is a comprehensive health and safety policy that is complemented by careful daily practice and in the sensible approach that pupils make to practical activities. The procedures for child protection are good. There is a clear policy and teaching staff are suitably trained and aware of procedures. There are good plans in place to extend an equal level of training to midday supervisors.
41. The procedures for monitoring and supporting pupils' personal development are good. Pupils are well known and the school records and monitors their personal progress well. Other records surrounding incidents provide good information that allows the school to provide additional support where it is needed. Pupils also maintain their own records of achievement and are beginning to be more aware of their own targets for improvement. The provision for personal and social education provides strong support for pupils' personal development.
42. The procedures for monitoring and promoting positive behaviour are good and those relating to oppressive behaviour are satisfactory. There is an appropriate policy and clear system of rewards for good work and behaviour and these are highly valued by pupils. There are good systems in place for supporting and managing pupils' behaviour including lunchtime clubs and the support of the social inclusion assistant. Pupils understand how the school deals with unacceptable behaviour but nonetheless feel that at lunchtimes this is not always effective. This is the time of the day when the small amount of bullying and oppressive behaviour is most common. The school deals with this well and maintains detailed records of all incidents and uses these well to provide additional support for pupils who find socialising difficult.
43. The procedures for monitoring and improving attendance are satisfactory. Good attendance is recognised each term but there are insufficient short-term achievable rewards for good attendance and punctuality. Whilst clear messages about the need for good attendance are given to parents, attendance issues overall do not have a high enough profile.
44. The school has made good progress in addressing issues raised about assessment at the last inspection, although some weaknesses remain.

45. Assessment data, such as that gained from national tests, is thoroughly analysed to help to identify trends and weaknesses clearly so that they can be overcome. The school is using this information increasingly effectively and successfully to help raise standards, for example, to help inform and target additional groups in English, mathematics and science to help them make the best possible progress. The assessment of writing has improved since the last inspection. A clear cycle of assessment practice has been established so that all teachers know what they are doing and when. These are areas of substantial improvement from the findings of the last inspection.
46. There are a variety of practices and procedures for monitoring and supporting pupils' academic progress, but these are largely confined to English, mathematics and science. Progress in these subjects is carefully tracked as pupils move through the school, which enables teachers to know how well pupils are doing. However, the quality of assessment arrangements in most other subjects is unsatisfactory. This is because there are no consistent approaches to assessing how pupils acquire knowledge, skills and understanding so that work can carefully build on previous learning.
47. Approaches to using information gained from assessment are not consistent across the school. For example, establishing clear and achievable targets for pupils is still in its infancy, and is yet to make an impact on pupils' progress. Most pupils still do not understand what they have achieved, and are not as involved as they should be in assessing their work. Teachers are not using consistent approaches to assessing pupils' progress on a day-to-day basis. The information they record is sometimes not precise enough to help them plan exactly to meet the needs of pupils next time. As a result, work planned is sometimes not challenging enough for the more able pupils and occasionally too hard for them.
48. The quality of teachers' marking varies considerably. This is recognised by the school and was a weakness at the time of the last inspection. Good marking is evident in Years 5 and 6. However, in other classes it sometimes does not indicate, when pupils fail to understand, what they must do to get it right. This prevents them from making the best possible progress.
49. Pupils with special educational needs are soon identified through very good initial assessments in the reception class. Throughout the rest of the school, assessment of the progress made by pupils with special educational needs is effective. Class teachers make most of the initial assessments of need. The school has improved and continues to improve teachers' knowledge in identifying need so that appropriate measures can be made. Pupils' individual plans are redrawn termly, based on the success they had in achieving the previous targets set. The school's annual reviews of pupils with statements of special need are very well done. These assessments are comprehensive and thorough covering the academic, social and behavioural progress pupils make. These indicate that teachers and assistants have a very good understanding of the progress such pupils are making.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The parents' views of the school are good and they are supportive and appreciative of all that the school offers. They feel that the school is approachable and that their children are helped to become mature and responsible. They are especially pleased with the happiness of their children at school. Some parents are concerned about the amount of homework provided and the range of activities provided outside lessons. The inspection findings support all the parents' positive views and agree with their concerns about the provision of homework. A few parents feel that the range of activities beyond the school day is limited. However, the range of activities offered outside lessons is satisfactory with good provision for extra curricular clubs. There is a wide variety of lunch and after school clubs on offer. In particular pupils are appreciative of the clubs that support them with homework or other studies. The curriculum is supported by visits to places of interest and visitors coming to school to share their skills.

51. The effectiveness of the schools links with parents is good. Parents are welcomed into school and have good opportunities to be involved in the life of the school and their children's education. Parents are invited to school performances and assemblies and are able to gain some insight into the work that their children do. The school offers parents an opportunity to learn more about the way their children learn and how they may be able to help their children at home with appropriate courses for example with a current literacy course 'Keeping up with the Children'. Parents of pupils with special educational needs are involved well; they attend review meetings, special consultation events and are provided with good guidance on helping at home.
52. The impact of parent's involvement on the work of the school is satisfactory. A small number of parents are able to offer to help in the classrooms with reading, art and design, and other tasks and this has a positive effect on pupils learning. School events are well supported and there is an enthusiastic Friends Association. They hold a variety of fund-raising and social events for both pupils and parents. These are well supported and funds raised provide the school with welcome additional resources.
53. The quality of the information provided for parents is good. The school's brochure and governor's report are well-written and useful documents that meet statutory requirements. Regular newsletters keep parents very well informed about the life of the school. There is good information about the curriculum and the work that pupils will do although at present guidance for parents on how to offer encouragement at home is not included. The arrangements for reporting on pupils' progress are good overall. There are termly consultation events and an annual written report. The reports presented in the reception class are of high quality. They clearly identify areas of difficulty and give specific and clear guidance for improvement. Elsewhere in the school there is some inconsistency in the quality of the reports, some are clear and useful and some include language and terminology that is not as accessible as it might be.
54. Parents want their children to do well and this is indicated in the support and appreciation that many parents show for the school. However, some are anxious that the school is not preparing their children adequately for their secondary education. Parents of pupils with special educational needs receive good information about how to help at home and these pupils benefit greatly from their parents involvement in their learning. However, overall the contribution that parents make to their children's learning at home and at school is at present unsatisfactory. A few parents have indicated some concerns over the provision of homework. Some good examples of popular and purposeful homework are provided. However, due to poor support from home in the past provision across the school is inconsistent and erratic now. Currently parents receive too little information about the requirements and expectations of homework and have no regular and effective way of supporting their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the school are very good. There has been a good response to the key issues identified in the last report although the revised marking policy is still not applied consistently enough throughout the school. Regular assessments are now made in English, mathematics and science and are having a positive impact on day-to-day planning. This is enabling pupils to make better progress in these subjects.
56. The headteacher provides very good leadership. His role in motivating and enabling staff to focus on the diverse needs of the pupils, the way he has gained the confidence and support of governors and most parents, and the commitment, of all involved, to school improvement are key factors in creating this effective school. He has a very clear vision of the direction that he expects the school to take to ensure that all pupils should receive the best possible opportunities in life as a result of the education they receive. He is a firm and caring leader with a high level of professional knowledge and expertise that is clearly reflected in all aspects of his work. A great deal of his time and energy is taken up with the pastoral care and welfare of

the pupils and they, and their parents, have learned that in him they have an ally committed to their needs.

57. All the staff work well as a team and are anxious to continue to improve the quality of teaching and learning throughout the school. The aims of the school, established by the head teacher, are clearly reflected in the way the whole school community cares for each other and especially the pupils, focussing on raising standards and pupils' achievements irrespective of ability, gender, background or culture. The recognition of achievement, the effective use of praise and the boosting of self-esteem make a strong contribution to the good attitudes and good behaviour of the pupils. The school's commitment to inclusion is very good, ensuring that all pupils, including those with special educational needs and those for whom English is an additional language are fully included in all activities. In addition the school employs a very effective teaching assistant with responsibility for helping pupils with behavioural, emotional and 'social' problems to make the most of their time in school.
58. The day-to-day management of the school is good. A senior management team consisting of the headteacher, deputy and two co-ordinators meets regularly to review whole school issues. Time is allowed for co-ordinators to monitor teaching and the progress pupils make in their subjects, and to monitor the effectiveness of teachers' planning on a regular basis and ensure that these plans are put into practice. The whole staff contributes to discussions on effective teaching and the results of this combined approach were clearly observed during the inspection.
59. Responsibility for the management of special educational needs is shared between the headteacher, the co-ordinator and subject co-ordinators. The school's co-ordinator for special educational needs is experienced and knowledgeable; in the short time she has been in post she has made several improvements. These include raising the quality of individual education plans through very thorough monitoring and ensuring they are always reviewed in accordance with the agreed procedures. She has also speeded up the procedures for obtaining statements of specific need for pupils, with the result that these pupils are more effectively supported. She has a clear view of what is needed to improve the school's provision still further, for example, by ensuring consistency in assessment.
60. All staff, and governors, work well together in reviewing the school improvement plan and establishing priorities for the year ahead. The performance management process has been embraced by the school as a tool to improve the quality of teaching and learning and is linked to well-planned in-service training. The training of all learning support assistants is also seen as a high priority and the school ensures that they all attend an induction course offered by the local authority soon after their appointment. Others have also attended courses covering, in depth, all aspects of their role.
61. Governors are very committed and supportive of the school and carry out their statutory duties well. They make regular visits to the school, especially governors with links to the core subjects. These visits and detailed reports and analysis of data by the headteacher keep the governors well informed and they have a clear idea of the strengths and weaknesses of the school and what is needed to take it forward. Governors regularly discuss longer-term needs and aspirations for the school.
62. The quality of financial planning and management is good and the contribution of the efficient administrative officer and the good use of ICT make a good contribution to this. Good use is also made of specific grants. For example, one outcome is the large number of learning support assistants employed who have a very positive impact on teaching and learning throughout the school. Spending is carefully evaluated to maximise the impact on pupils' learning and only a modest surplus was carried forward from the last financial year. Principles of best value are applied well and all concerned, headteacher, administrative officer and governors are rigorous in consistently applying these principles.

63. The school has an appropriate number of suitably qualified teachers so that it can effectively carry out its curriculum aims. Each teacher has a responsibility for the development of a curriculum area. The full range of pupils' needs is met through this provision and the work of a large number of learning support assistants. Further, good support is provided for pupils and teachers through the appointment of a special needs teacher, one day per week.
64. The layout of the school's accommodation often means that pupils' learning is adversely affected. Some classrooms for older pupils can only be reached by going through other classrooms. This means that in some classes there are many interruptions as pupils, learning support assistants and others walk through lessons and distract pupils. The restricted access to classrooms also means that lessons taking place in the hall are interrupted, as there is no other way in which half of all rooms can be reached. Pupils have restricted access to the reference library and bookstores, as again, to reach these areas, other lessons would be disturbed. The school is not currently making the best use of its library. At present it is situated in a space mostly used as a corridor and adjacent to the medical resources and sink. It is not a welcoming place and not conducive to quiet reading or study.
65. The school has adequate resources to support teaching and learning in all areas of the curriculum. Resources in religious education, science and the Foundation Stage are good and are making a contribution to the standards being achieved. In ICT the school has spent a great deal of money in providing interactive whiteboards in every classroom. There are sufficient computers in school for the successful delivery of the National Curriculum. However they are not being used sufficiently to develop pupils' skills to the required levels. During the inspection few lessons were observed when computers were used at all.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to continue to raise the overall standards of pupils' attainment in all subjects, the governors, head teacher and all staff should jointly:

- (1) Build on the current use of assessment and planning procedures in English, mathematics and science and apply them to the non-core subjects to raise the pupils' level of achievement by:
 - a) improving the quality and use of procedures to assess and monitor pupils' attainment and progress;
Paragraphs 28, 46, 47, 55, 89, 112, 116, 124, 139
 - b) using pupils' work and day-to-day assessment better in order to inform the planning of what pupils will be learning;
Paragraphs 10, 28, 46, 47, 98
 - c) providing additional planned opportunities to ensure that the pupils' literacy and numeracy skills are suitably enhanced and reinforced by use in other subjects;
Paragraphs 4, 5, 26, 89, 98, 121
 - d) considering the school's marking policy and making sure it is implemented systematically by all teachers in all subjects in order that all pupils, at all times, know what they do well, and what they must do to improve further.
Paragraphs 3, 21, 48, 55, 93, 107, 122
- (2) Review the use of homework so that pupils and parents who are motivated to complete tasks at home are able to do so and pupils are adequately prepared for the next stage of their education.
Paragraphs 24, 50, 54, 93, 100
- (3) Ensure that pupils gain a clear understanding of the multicultural nature of society through incorporating and emphasising these aspects in the written guidance for all subjects.
Paragraphs 34, 38, 119, 143

OTHER MINOR ISSUES FOR THE SCHOOL TO CONSIDER

- (4) Improve pupils' attendance by reviewing current procedures with a view to instigating a more rigorous approach to identifying and tracking absence and punctuality.
Paragraphs 14, 43
- (5) Review the current use of space throughout the school to ensure that it is used as effectively as possible to enhance pupils' study and research skills, and that pupils are not unnecessarily distracted.
Paragraphs 64, 87, 121

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

44

Number of discussions with staff, governors, other adults and pupils

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	20	14	1	0	0
Percentage	5	16	45	32	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	228
Number of full-time pupils known to be eligible for free school meals	84

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	110

English as an additional language

No of pupils

Number of pupils with English as an additional language	4
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	15
	Girls	15	16	15
	Total	26	28	30
Percentage of pupils at NC level 2 or above	School	81 (83)	88 (89)	94 (75)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	17	15	17
	Total	31	30	32
Percentage of pupils at NC level 2 or above	School	97 (83)	94 (81)	100 (81)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	24	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	19
	Girls	15	13	18
	Total	27	29	37
Percentage of pupils at NC level 4 or above	School	60 (50)	64 (35)	82 (73)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	16	14
	Girls	11	9	8
	Total	20	25	22
Percentage of pupils at NC level 4 or above	School	44 (35)	56 (40)	49 (35)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	217	4	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	320

Financial information

Financial year	2002/2003
	£
Total income	666522
Total expenditure	703580
Expenditure per pupil	3085
Balance brought forward from previous year	40000
Balance carried forward to next year	2942

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	0	3	0
My child is making good progress in school.	50	47	3	0	0
Behaviour in the school is good.	44	44	9	0	3
My child gets the right amount of work to do at home.	38	44	9	9	0
The teaching is good.	56	41	3	0	0
I am kept well informed about how my child is getting on.	53	38	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	25	6	0	0
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	47	41	9	0	3
The school is well led and managed.	53	31	12	0	3
The school is helping my child become mature and responsible.	59	31	9	0	0
The school provides an interesting range of activities outside lessons.	47	28	16	3	6

*Figures may not equate to 100% due to rounding up

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. There is a single intake of around 30 children into the reception class in the September following their fourth birthday. There are currently 26 children in the Foundation Stage, organised in one class. At the time of inspection, most children in the reception class were under five. The reception class is staffed with a full-time teacher, a nursery nurse and a classroom assistant.
68. Very good teaching means that children achieve well. However, due to their well below average starting point most children do not attain the Early Learning Goals² in each area of learning by the time they leave the reception class. The adults have a thorough understanding of how young children learn that shows in their effective planning. Their management and control are exemplary because they have established excellent working routines and relationships with the children. They provide a rich and exciting range of experiences that successfully stimulate children's interest and enthusiasm for learning. Their strong teamwork and very good rapport with each other and the children sets a very good example for children to follow. There are regular and thorough checks on what children can and cannot do that are used to carefully plan their next steps. This is particularly true of those children with special educational needs who are soon identified and for whom clear targets are set. Whenever possible these targets are also shared with parents, who check regularly with their children, with some pride, the progress they are making. This is a good example of the very good relationships that develop between home and school when the children first start in the reception class.
69. The classroom is very well organised to cover all areas of learning. It is bright and stimulating, and provides many opportunities for children to interact directly with their environment. Children's work is very well displayed and labelled to support their learning. Resources are very good and are used effectively to support children's learning. The area for outdoor play is good. Parents are provided with good support. The induction programme includes a home visit when possible and parents are encouraged to bring their children to school prior to their being admitted. Parents are provided with information each half term about the work their children will be involved in. They are encouraged to contribute to their children's learning by sharing books with their children.
70. The co-ordinator for the Foundation Stage is experienced and knowledgeable and has a well-defined vision for the continued improvement of the overall provision for children in this key stage.

Personal, social and emotional development

71. When they start school many children play alone, or alongside others, but seldom together. Although progress is good, most children will not attain the Early Learning Goals by the time they enter Year 1. Activities that encourage co-operative play are a regular feature of daily routines. Children's skills in this area of learning develop well because teaching is very good. Through the direct involvement of adults and the very good teaching, children learn to take turns, share and play co-operatively. This was seen when a group of children were helping each other to work out the instructions so that they could each correctly move their toy cars forwards and backwards. They are settled and confident because adults establish good

² Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

routines so children know what to do and how to behave. Children enjoyed playing out on the large playground but they soon stopped and listened when asked to do so by the adult. Children changed their clothes for a physical education lesson quickly and independently and all were eager to be first and were soon ready to start. The teacher works extremely hard to ensure that her teaching is lively and she succeeds very well. Children were fascinated and totally absorbed during group and whole-class sessions when adults used the interactive white board, puppets and role-play or varied their voices imaginatively.

Communication, language and literacy

72. Very good teaching helps children to make rapid strides in this area, particularly in their speaking and listening and reading. Despite this, few children will have gained the level expected for their age by the time they enter Year 1. This is due to the limited speech and vocabulary of most children when they join the school and which inhibits their learning. In story sessions and discussions children learn to listen carefully so that they remember what they have heard. The teacher is careful to keep her voice at a low level at all times and this is very effective in encouraging children to work quietly. Children become eager to answer questions and explain their ideas because adults praise them and show a keen interest in what they have to say. Children gradually learn to speak clearly and confidently. The best examples of when teaching was very good was where children were engrossed in their "Animal Project". They watched intently and talked along to a 'big book' with their teacher, using different voices for different animals with little prompting. Later, children were able to talk about furry animals and act out their movements in front of the class. Their eyes shone as they excitedly prepared to show the story to each other. There is a good emphasis on children learning their letter sounds and a bank of basic words that they can read and write easily. Regular practice and checks by adults using word games and key word cards, means that children are well launched into reading at the appropriate time and begin to learn well.
73. Their writing skills are not as strong as other areas of communication, language and literacy and very few children will achieve the early learning goals by the time they leave the class. Adults pay good attention to helping children develop good writing habits right from the start by showing them how to shape and position letters correctly. This stands them in good stead so that they learn to write their names and captions with recognisable letters. The excitement they all felt when a less able child was able to write his own name under a picture he had drawn, was a joy to see. Play activities successfully stimulate and develop children's writing skills, for example when they help to put together letters to characters in the stories they had heard.

Mathematical development

74. This is another area where very effective teaching helps children make very good progress. Despite this, by the time they are ready to start in Year 1 the majority will not reach the targets for their age. The teacher is very clear about what children are to learn, but also flexible enough to adapt when the need arises. She makes effective use of practical activities, resources and displays in her teaching. The 'Routines' time at the start of sessions, used for counting and such activities as recording the date, helps the children strengthen their skills in using and applying their mathematics skills that are usually limited on entry to school.
75. Excellent teaching was seen where a large group of children learned to count accurately in twos when considering their earlier story on animals and Noah's Ark. The teacher's infectious enthusiasm and expressive use of toys and story stimulated a lively discussion. Children concentrated extremely well and worked hard to make sure that their counting was accurate so that the animals would not be "alone". When the teacher realised that the children had achieved the target she made it more challenging by working with larger numbers and using the interactive white board and on-line resources. Other children made equally good progress, but at a lower level, because they benefited from the individual attention and support given by

other staff that helped them count carefully and accurately. This was particularly true of the children using the programmable toy "Roamer" who were moving it two spaces back and forward, as well as right and left. The reinforcement of directional language was well planned and carried out and the resulting learning was good.

Knowledge and understanding of the world

76. Children show a keen curiosity about the world around them and make good progress in building on their often very poor knowledge and understanding, when they start school. The main strengths in teaching lie in the very good use of resources and practical experiences that capture children's interest, and the rich opportunities for observation and discussion that strengthen their understanding. The youngest children were learning about the days and months, and the seasons and weather. This session could have been worthwhile, but ordinary, but due to the way it was handled by the teacher, it became thrilling for all the children, as they considered all the possibilities the day was about to offer. The way the teacher then moved into their session in the hall, without a pause, was very effective as it related what the children had been learning in their animal topic and the sounds they had been exploring. Children were equally absorbed as they explored the properties of an envelope, as they took it apart, in order to design a "better" one for their letters to Greenland, in connection with their topic. Their subsequent construction of an envelope was very immature, as they have under developed skills in cutting and sticking. However, the discussion amongst children was important as they concentrated on the challenge. For instance, "If you put two together here, will it join?" - "Shall we try it?" they asked each other, and then expressed great delight when it worked.
77. The teaching is very good but few children reach the targets by the end of the reception year. Visits and visitors, that successfully extend their awareness of the wider world, boost children's knowledge of other people's lives. For example, they learned about the way of life in other countries when a parent visited and talked to them and showed them interesting artefacts. Role-play is used effectively to extend their awareness of the different jobs people do, for instance when they take on the roles of vets for the class animals. They know how to operate simple computer programs like number games, operating the mouse carefully to move around the screen.

Physical development

78. The area set aside for outdoor play provides good space for play and it is used very well. Teachers also make very good use of the large playground and hall for physical development. Despite this, by the time they are ready to start in Year 1 the majority of children will not reach the targets for their age. Children enjoy physical activities and behave very well because teachers have given clear explanations of what they are to do and how they should behave. Children have learned to use space well and move around confidently and safely without bumping into others. When noise levels rose during a lesson in the hall, the teacher stopped them and a quiet reminder was all that was needed to restore quiet. Activities have a clear purpose, and help children to build their skills systematically.
79. Very good teaching in the reception class results in some high quality work as children work in groups. There were many happy faces as they jogged on the spot to warm up in a physical education lesson in the hall. They listened intently to the instructions that followed and were soon organising themselves into their four groups. The well-briefed adult helpers provided good supervision and advice as children decided how they would use the apparatus. They moved equipment safely and sensibly because they had been taught how to do it. Timely intervention by the teacher reminded them to try out different movements, so that by the end of the lesson their movements became more imaginative. At the beginning of the lesson as the teacher explained the tasks and took the children through the extensive warm up and individual games, the two assistants made careful notes on children highlighted for attention. It is

through this very good on-going assessment that all lessons are made appropriate and children are enabled to make optimum progress.

Creative development

80. The teaching in this aspect is very good and children make good progress towards the targets set for them. However, most will not reach levels expected for their age by the time they enter Year 1. Children paint freely using ready mixed paints. Some paint shapes that they give names to, such as “the bear in the story” or “mummy going shopping”, others painstakingly cover the paper with stripes for a rainbow and fill in all the gaps. Children are taught to hold a brush, a pencil or crayon properly. Some children quickly move from a form of scribble to a recognisable drawing or a painting portraying details such as fingers, toes and ears with main facial features clearly in place. However, for most children this is at an immature level.
81. In one session, children thoroughly enjoyed creating magical feathers in many colours and textures. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture, and work with a range of materials. Some examples of collage work, related to the topic in hand, were good. Children in the reception class exceeded the targets in their musical development in an exceptionally well-planned and managed lesson that they enjoyed enormously. They played instruments carefully as well as singing tunefully and enthusiastically, and focused on the animals they had learned about earlier.

ENGLISH

82. Results of the national tests in 2002 for seven-year-olds show pupils reached standards that were below the national average in reading and writing. By Year 6 pupils reached standards in English which were below the national average for pupils’ aged 11. However, the standards achieved in reading by seven-year-olds were well above those of pupils in schools in a similar context and above those in writing. Eleven-year-olds achieved standards that were well above those of pupils in similar schools. Over the past four years the school’s results have improved in line with the national trend.
83. The inspection findings mostly reflect these results although the standard of pupils’ reading by Year 2 is higher and is now in line with the national average. These results are higher than found at the last inspection and indicate the success of the measures the school has taken to raise standards especially in the past two years.
84. Overall pupils make satisfactory progress because when they join the school their attainment is well below the national average. Pupils with special educational needs, English as an additional language and travellers’ children make good progress in school through well-organised and focused support in small groups where designated staff work with them to practise specific language skills. This good quality support boosts pupils’ self-esteem as well as enhancing skills. Effective use is made of initiatives such as early literacy support for under-achieving pupils.
85. Pupils enter the school with poor standards of speaking and listening. These improve as they move through the school. Their listening develops satisfactorily although by Year 6 their speaking skills are still below average. Many pupils are confident speakers, for example in all classes they are keen to answer or read their work when given the chance. In conversations pupils take their turns appropriately and express their points of view after listening to the views of others. However their vocabulary is limited which considerably hinders their ability to say what they mean or understand a lot of what they read. Pupils are encouraged to take part in discussions, with teachers trying to draw in the less confident and praising the efforts of all those who speak. Pupils often do not speak in sentences and have to be encouraged to do so by their teachers. Teachers use their responses and often turn these into questions, which encourage deeper thinking and a more detailed reply. For example in a Year 4 lesson pupils

put forward arguments in favour of watching television. Their teacher questioned the validity of pupils' initial ideas so that they were required to expand on them, often then giving more persuasive reasons why this was a good thing.

86. Pupils listen appropriately throughout the school. They take turns to speak in discussions and carry out teachers' instructions successfully. They understand what they have to do and teachers take care to ensure that all tasks are carefully explained.
87. Standards in reading are average by Year 2 and Year 6. This is an improvement on that found in the previous inspection although some of the weaknesses identified then are still apparent. Younger pupils now use more ways of reading new words than previously. For example most use picture and context clues to help them as well as the initial letter sounds of the words. However their knowledge of blending sounds is limited. They have also become more independent in choosing books for themselves than was found last time and all express a liking for reading. More able pupils understand the texts they read but many pupils still require considerable help in this. For example pupils in Year 2 read a book about the adventures of a hedgehog. The responses they gave their teacher when asked to predict what would happen next or what was happening in the pictures they were seeing showed a wide variety of understanding. Although all foresaw the imminent danger when it decides to cross a road in front of a lorry! One older pupil said he enjoyed a Roald Dahl book so much he had read it several times although he was unable to say how it ended. By Year 6 pupils reading skills have developed appropriately. Most can talk about the plot in stories, describe the characters and talk about the style adopted by the author. A small number of pupils read extensively but most have a limited range of authors they are familiar with, the school providing the greatest part of their reading experience. Pupils' library skills are limited and they do not get enough opportunities to regularly make use of the school's reference books as the library area is situated badly. Although the school's reference library has an adequate range of books these are more suited to older pupils and better readers. It is not an attractive resource and is situated in an area that is essentially a corridor, and is therefore, not used effectively. Older pupils are not clear exactly how they would locate a particular book or subject.
88. Standards in writing are below average by Year 2 and Year 6. By the time they are seven pupils mostly write in sentences although these are often not demarcated by capital letters and full stops. Their spelling of commonly used words is satisfactory and although they often join letters, their handwriting is not as good as it could be with more practice and if more was expected of them by their teachers.
89. By the time they are 11 pupils' progress in writing is satisfactory although still below the expected levels of attainment for their age. Older pupils are taught a wide range of writing techniques and the 'formal' conventions of the language. This includes punctuation, grammar, literary devices such as similes and metaphor and how to plan stories. In these exercises pupils usually succeed in carrying out their assignments. However this success is not maintained when they write independently. This indicates that work is not always relevant to pupils' understanding. Teachers are not making sufficient use of assessment to plan work in other subjects at the appropriate levels in order that pupils of all abilities make enough progress. Computers are occasionally used either as a means of drafting and re-drafting work or as a means of producing a 'polished' final copy.
90. The introduction of the National Literacy Strategy has ensured that pupils get more practice in writing for a range of purposes than was apparent at the last inspection. However there are still not enough opportunities for them to write at length or in other subjects of the curriculum. For example there is little writing in history or geography and some missed opportunities in science to help pupils' understanding of their investigations.
91. Pupils' attitudes are good, they quickly become absorbed in work when it is interesting and challenging. For example pupils worked well when discussing in pairs the different scenarios in a story they had read. They were given a tight time target to come up with their ideas and

worked hard to achieve this. Pupils sustain their interest right through to the end of lessons including older pupils taking part in lessons of an hour and a quarter.

92. Overall the standard of teaching in the school is satisfactory. Pupils make satisfactory progress and achieve levels consistent with their attainment on entry to the school.
93. Teachers have very good relationships with their pupils who respond well by trying their best to answer tasks, listen attentively and are usually keen to take part in discussions. Teachers always make the aims for the lesson clear to pupils so they know what they are doing and why. In the more successful lessons teachers returned to these aims at the end of the lesson and judged how successful pupils had been. For example in a Year 5 lesson pupils were asked to listen to their classmates' reading their work at the end of the lesson. They were reminded of what they had been asked to do and then asked to judge how well these requirements had been met. Pupils in this lesson successfully wrote in the first person and the past tense to replicate the style of the author of a story they had been reading. The teaching assistants in every class provide very good support. They enable pupils with learning and behavioural needs to participate in discussions through their unobtrusive encouragement and support. In practical sessions, assistants successfully work with groups of pupils both in and out of the classroom.
94. Pupils are being helped to improve by the high quality of the assessment that teachers carry out of a written piece of work each term. In Key Stage 2, this is very thorough and pinpoints exactly what pupils need to do to improve their writing. It also tells teachers what progress pupils are making and so helps them plan work accordingly. Marking in these classes is also good and helps pupils understand how well they are doing and how to improve still further. Marking is not as good elsewhere and often consists mainly of praise or questions that pupils are not required to answer. Teachers are not providing pupils with enough visual stimulation, especially considering the high number of pupils with special educational needs. For example in Key Stage 1 there is a lack of displayed vocabulary, word banks, pictures and posters. One class was asked to write a story with almost no stimulation at all and consequently found this very difficult. There is very little pupils' writing on display throughout the school. The use of homework is an issue that is currently being discussed as very few opportunities are taken at the moment for pupils to enhance their learning in this way.
95. The leadership and management of the subject are good. The co-ordinator has acted on the findings of the last report to improve what the school does. Very good additional help for those pupils who need it is provided and all staff have received a considerable amount of training to improve their teaching, especially in the assessment of work. The monitoring of the subject is good with the co-ordinator observing lessons, scrutinising work and plans. The results of national tests have been analysed to identify areas of weakness. The co-ordinator has successfully used the expertise provided by the local authority adviser who has worked in school alongside teachers. This has developed a good relationship within the school so that advice is well received. The school recognises where it needs to improve and the plans in place to do so are well made.

MATHEMATICS

96. Standards in mathematics both in the most recent national tests and from inspection evidence are below national levels by the end of Years 2 and 6. This is a similar picture to the findings of the last inspection. Progress for all pupils is at least satisfactory as they move through the school. However, more able pupils, especially in Years 1 to 4 sometimes do not make the best possible gains in learning, and results last year at the end of Key Stage 1 reflect this fact.
97. Most pupils, including the substantial number of pupils with special educational needs, the small number of pupils for whom English is an additional language, and travellers' children, make at least satisfactory gains in learning. Overall, standards are slowly rising because:

- The subject is well led and has a high profile, with more regular monitoring than at the time of the last inspection, and there are clear plans for its continued development;
 - Mathematics is well represented within the curriculum, especially number and shape, space and measures;
 - Teaching of older pupils is consistently good, helping them to make good progress;
 - Grouping arrangements for older pupils are helping to ensure that all pupils are given work matched to their needs and that more able pupils are challenged to help them to reach the higher levels.
 - Planning is clear, focused and developmental, which is helping to ensure that knowledge, skills and understanding develop systematically;
 - Teachers give good emphasis to the development of a mathematical vocabulary, such as through displays;
 - Most teachers confidently implement the requirements of the National Numeracy strategy;
 - The able support staff are targeted well to help ensure that pupils with special educational needs make steady progress;
 - Data from national tests is increasingly analysed to help identify and overcome weaknesses;
 - Individual targets, introduced for older pupils, are helping them to develop ownership in their learning.
98. Most pupils achieve soundly in developing an understanding of number. By the end of Year 2, pupils are starting to solve number problems using mental calculation and sequence numbers to 100 in different ways, showing increasing understanding of the place value of digits. They are beginning to gain confidence in estimating small amounts, and to communicate information in different ways, but are at an early stage of development. By the end of Year 6, pupils reach standards, which are just below national levels. They are starting to show recognition of proportion by using fractions and percentages to describe them, although some struggle to develop understanding. Many pupils have problems understanding the concept of division requiring more practice to consolidate learning. They classify shapes using their properties, including reflective symmetry. More able pupils find the areas of more complex shapes at levels, which are beyond national expectations.
99. Teaching is good in Years 4, 5 and 6, and is satisfactory overall in other years. Where teaching is consistently good, teachers' high expectations result in challenging work, and pupils put more effort into getting it right. Purposeful questioning develops clear understanding of new knowledge. A good choice and use of resources ensures that learning is effective. Good relationships and good pupil management ensures that no time is wasted. Good use of the interactive whiteboard increases interest and aids learning. These strengths indicate why most pupils respond well in mathematics lessons. However, weaknesses remain, which require attention to help raise standards further. Teachers provide too few opportunities for "real-life" investigations to help add relevance for pupils, and there are too few open-ended investigations. While links with ICT are evident, there is scope for their further development, such as when handling data. Teachers' expectations of presentation are variable, and as a result, work is not always consistently well presented, as in Year 3. The quality of marking is unacceptably varied, with some marking not helping pupils to develop understanding. Teachers in Key Stage 1 overuse worksheets, some of which are not matched to pupils' precise needs. Teachers throughout the school are sometimes not aware of the extent to which questions are asked of boys or the extent to which boys dominate question and answer sessions, which may help explain why boys overall are performing better in mathematics. Their planning sometimes does not provide enough challenge for more able pupils to help them to achieve well.
100. The leadership and management of the subject are good. The co-ordinator is knowledgeable and gives good advice and support to colleagues. She is very aware of the strengths and weaknesses in the subject and there is effective forward planning. The procedures for assessing pupils' progress are good. The results of national and school tests are analysed in

order to set individual targets for pupils. The school is, therefore, able to identify pupils, at all levels of attainment, who have the potential to improve and can then provide extra support.

101. Approaches to homework are not consistent or made clear to parents. As a result, it does not effectively support learning. There is scope for the further development of number skills through other subjects to extend learning.

SCIENCE

102. Pupils' results in the National Curriculum tests at the end of Year 6 in 2002 were below the national average when compared with all schools. However, they were above average when compared with the results achieved by schools with pupils from similar backgrounds. Teachers' assessments of pupils at the end of Year 2 in 2002 showed standards as well above average. The evidence from the inspection shows that standards are average in Year 6 but below average in Year 2. All groups of pupils, including those with special educational needs or English as an additional language, achieve well as they move up through the school.
103. Currently in Key Stage 1 standards are below average in all aspects of science due to their below average language development when they enter school. In Year 1 and Year 2, pupils are developing skills in scientific enquiry well as they make simple predictions and test out their ideas. For example, in Year 1, pupils explore a range of materials, using their senses to taste, feel and smell. They are now learning how plants and seeds grow prior to a visit to a Garden Centre. By experimenting with torches and different materials, they noticed that shiny materials reflect light. Through simple investigations, pupils in Year 2 are beginning to develop knowledge and understanding of forces such as pushes and pulls and of materials and their properties. Pupils describe their actions when testing different materials and as a result develop the skill of prediction well. They recognise that when they roll, squeeze, bend or squash, they are exerting a force. They can construct a simple circuit to make a bulb light. They represented a complete circuit using a labelled drawing. Their current work on plants and animals in the local environment showed how much they had learned about investigations as they guided their teacher to make sure all activities were fair and could therefore be compared back in the classroom.
104. By Year 6 standards are generally average; most pupils have the body of scientific knowledge expected for their age. Their understanding of life processes and living things is above average, in many cases. For example, pupils demonstrate an understanding of the conditions needed for the survival of plants. They know that plants use carbon dioxide and have a simple understanding of photosynthesis. They use keys based on observable features to assist them in systematically identifying flowers such as the poppy, snowdrop and buttercup. This enables them to learn the skills of prediction and recording well through first hand experience. Pupils appreciate the feeding relationships between plants and animals in food chains, describing them as producers and consumers. Pupils recognise that there are micro-organisms such as bacteria, fungi and viruses. They demonstrate understanding that some of these are harmful and cause illness and disease. They are familiar with the work of famous scientists. Pupils record the steps followed to test whether micro-organisms feed and grow, for example, on food, such as bread and fruit. They make careful observations and present their findings in well-drawn diagrams.
105. As they move up the school pupils develop their skills in scientific enquiry well. This is because teachers plan and organise lessons so pupils learn through first hand investigation. For example, in Year 3 pupils showed a developing awareness of "fairness" as they carried out a test to find out which materials exerted the most force and which forcemeter would be the most appropriate to use. Their use of "Newtons" by the end of the lesson was impressive. In Years 5 and 6, in investigating the parts of a flower, pupils were able to plan an investigation well and were inspired by the superb examples provided for them by their teacher. They have a secure understanding of factors that might influence their results. For example, they

suggested different ways of presenting their results in order to make sure they would be understood. The most able pupils have a clear understanding of the constant and variable elements of an investigation and apply them as a matter of course.

106. The overall quality of teaching and learning in Years 1 to 6 is good. Teachers manage pupils' behaviour very effectively. This means that pupils are attentive and settle to tasks with the minimum of fuss. They share equipment and resources sensibly and work collaboratively in pairs or groups. Lessons are well planned and organised effectively, with a good balance between whole-class sessions and group or individual work. Lessons begin with a review of earlier work so that learning builds progressively on prior knowledge and understanding. Teachers have good subject knowledge and their enthusiasm is conveyed to pupils, who in turn are well motivated and enjoy learning. In the lessons seen during the inspection, pupils with special educational needs and those with English as an additional language were given good help by support assistants. This allowed them to access the same work as other pupils and to make good progress. One feature of good and very good teaching is high-quality questioning. Such questioning challenges pupils' thinking and picks up on their answers to develop ideas further. Another good feature is the organisation of lessons so pupils have the opportunity for first hand investigation. In one very good lesson in Year 6, the teacher had high expectations about the pupils' ability to plan and set up their own fair test. She ensured that they had access to a range of materials and equipment, expected them to make predictions based on previous knowledge and to plan and carry out their test independently. Good open-ended questions and intervention at appropriate stages guided them towards conclusions. In other good lessons, the closing sessions were used effectively to consolidate and review the knowledge and understanding gained from practical activities. However, very occasionally, teachers overly direct investigations and this hinders independence.
107. A scrutiny of pupils' work shows that marking is inconsistent. In some cases it is minimal. Incorrect spelling of scientific and other frequently used words are sometimes not corrected or drawn to pupils' attention. In other cases, marking is good and suggests ways that pupils can improve their work. Computers are used satisfactorily to support pupils' learning, but again this is better in some classes than others.
108. The effective co-ordinator manages and leads the subject well and has now developed a scheme of work to ensure pupils' knowledge, understanding and skills are built upon systematically from one year to the next. The range and quality of learning opportunities in science are therefore good. The organisation of topics, in most years, allows an appropriate balance between investigative activities and more formal study and research. There has been good improvement in assessment procedures and their use since the previous inspection. National Curriculum test results are analysed well to identify strengths and weaknesses in the curriculum and to check on the progress of boys and girls. Test and assessment results of pupils in Years 1 to 6 are recorded well and passed on to the next teacher. They are used appropriately to set targets for Year 2 and Year 6 in the national tests and teacher assessments. In addition to the statutory tests in Years 2 and 6, there are also assessments at the end of units of work. The school checks carefully the progress of pupils who have been identified as needing additional support. A system for tracking the attainment of all pupils, from the end of the reception through to Year 6, is now fully in place. Consequently, the process of target setting, in relation to National Curriculum levels for individuals is sound and enabling better progress

ART AND DESIGN

109. By Year 2, pupils' attainment is in line with that expected of pupils at the age of seven. Their observational drawings are carefully done and show they have an eye for detail, for example in the drawings of different vegetables. Their sketching shows an understanding of line and shading and how to combine these. This was well illustrated by their abstract drawings in the style of Escher. They have learned how to mix colours to obtain a desired shade, which is

evident in their 'art' pictures and those illustrating other areas of the curriculum. Pupils' three-dimensional work is appropriately developed. For example in their collages of 'faces' that shows an appreciation of choosing different materials for effect. Pupils have also used a variety of threads and other materials to accurately weave simple patterns. They have successfully explored a range of ways to create repeating patterns using different stencils, have taken rubbings and used the computer to help develop a variety of skills.

110. By the time they are 11 pupils are reaching levels of attainment expected of pupils this age. The achievement of pupils in the infants is built on appropriately in sketching, drawing, collage work and painting. Pupils in Years 5 and 6, for example, have produced some very good studies of African wildlife using postcards and pictures as stimulus. These show good quality painting techniques and colour mixing, in some cases producing quite striking images of animals in their landscapes. In addition pupils have used batik effectively to produce textiles associated with Kenyan traditions. The three-dimensional work pupils did in the infants has been built on well so that as part of their studies on 'Kenya' pupils have made a range of colourful masks, shields and bracelets. Pupils use watercolours, pastels and crayons, knowing when it is appropriate to use them. They also understand more advanced techniques such as smudging, creating perspective and overlaying colours. For example pupils of all abilities were able to create a sense of movement by smudging their drawings of athletes. Pupils' knowledge of famous artists is somewhat limited. They have used a picture by Picasso to inspire some textured paint work and replicated the style of William Morris in some work on printing.
111. The standard of teaching is satisfactory as over time pupils make appropriate progress and reach levels of attainment in line with expectations for their age. In lessons observed the teaching was good. In these lessons teachers planned the activities well, engaging and sustaining the interest of pupils throughout the lessons. In Year 6 the teacher used her own expertise to good use. Pupils made some initial designs for masks and the teacher's clear demonstration of the techniques involved enabled pupils to produce their own pictures on a similar theme. Through good monitoring of what pupils were doing a common difficulty was identified and help given to all. In another lesson in Year 2 the teacher provided several examples of pupils' work explaining what the 'good' points were, which helped other pupils improve their work. Teachers throughout the school are making good use of sketchbooks in which pupils can practise different techniques and explore their own ideas. In the lessons seen pupils enjoyed the work and responded well to their teachers' instructions and questions. It is clear from the careful way in which work has been produced that pupils work hard to do their best. For example, when making observational drawings they take pains to include the small details, which has lifted their quality. They talk enthusiastically about their work especially their attendance at a local arts festival at which they wore the masks they had made.
112. The subject is well led and managed. Since the last inspection the school has a new co-ordinator who is enthusiastic and knowledgeable. She has produced a new scheme of work based on national guidance and art and design is now taught as a subject in its own right and not as part of design technology as was the case then. These innovations have improved the subject as teachers plan more appropriately and they have received training, for example in the best ways to display work. Although a start has been made in improving the quality of assessing pupils' work and progress, this is still largely subjective. The co-ordinator is well aware of this weakness and her plans to improve are appropriate.

DESIGN AND TECHNOLOGY

113. There is insufficient evidence on which to base a judgement about the standards being reached in this subject. No lessons were seen during the inspection and few examples of work kept by the school. Photographs provide evidence that some of the work planned has taken place but not of the quality of the things produced. The displays of sandals and purses

made by pupils indicate a depth to planning and the finished articles are of an appropriate quality. Discussions with pupils show they enjoyed making biscuits and were creative in combining some unlikely ingredients to produce different tastes. Pupils list materials and a little on method but there are few detailed plans with precise measurements and different views for example of toys using cams that were made last spring.

114. The co-ordinator leads and manages the subject appropriately and has had the opportunity to observe lessons and discuss pupils' learning with teachers. The scheme of work, based on national guidance, ensures that the requirements of the National Curriculum are being met. The subject is now taught in its own right, which was not the case at the time of the previous inspection when it was incorporated with the teaching of art. As yet though there is no systematic assessment of pupils' progress and attainment and no clearly identified progression of skills.

GEOGRAPHY AND HISTORY

115. Pupils reach standards in both subjects, which are broadly typical of those expected at the age of seven and 11. This is similar to the findings of the last inspection. In history, pupils' knowledge and understanding of events, people and changes in the past are well developed and meet the standards expected by the end of Year 2 and 6. In geography, pupils' understanding of places, such as Kenya, is broadly in line with what is required for pupils aged seven and 11. These judgements were reached following discussions with pupils, which reveal that they know more than their workbooks indicate.
116. In both subjects, pupils make sound gains in learning as they move through the school, but in limited areas. In history by the end of Year 2, pupils know why the Great Fire of London began, how it spread, how the situation was eventually brought under control, and what life was like for some of its inhabitants at the time of the fire. In geography, pupils in Year 2 make simple comparisons between the Isle of Struay and Peterborough, and between a Mexican city and their local area. They are starting to develop an awareness of localities beyond their own.
117. By the end of Year 6 pupils develop their skills and knowledge in history. Pupils describe accurately features of Victorian life, such as the differences between the lives of rich and poor children, how many diseases were much more prevalent than they are today, and how education and fashions differed then from now. They know some ways historical knowledge is obtained, such as from diaries, gravestones, books, and through the work of archaeologists. In geography, work on coastlines enabled pupils to know why some cliffs collapse, and to start to appreciate the impact on the lives of people affected by coastal erosion. They have acquired a geographical vocabulary, such as river, desert, volcano, valley, and have studied Kenyan village life. They learn how the Kenyan government is helping to protect wild life by establishing Reserves, which are becoming popular with tourists. However, the opportunities for pupils to study and understand the complexity of life in today's multicultural Britain are very limited.
118. The co-ordinator of both subjects provides sound leadership and management. There are clear plans for the development needed in both subjects as they are high priority in next year's school development plan. Both geography and history are securely represented in the school's curriculum. Visits, such as to Stibbington, where older pupils enjoy a Victorian school day, and to Hunstanton, to support work on coastlines, help to bring the subjects alive for pupils. There are good links between subjects, which help to make learning more relevant for pupils, such as when older pupils make masks as part of a drama project in work on Kenya. Displays in some classes help to stimulate interest and involvement, and aid learning.
119. However, there are weaknesses in both subjects, which are preventing pupils from making the best possible progress. Current planning arrangements prevent pupils in some years, such as in Years 3 and 4, from being taught history and geography often enough to ensure that they build carefully on what they already know and understand. The development of important skills,

such as mapping skills in geography, is not being consistently assessed and recorded to help ensure that pupils have the best possible chance to succeed. Teachers do not give enough emphasis to the development of writing and the use of ICT skills in both subjects. They usually require all pupils to complete the same work, which does not challenge the more able pupils. In history, teachers pay too little attention to developing understanding in the way aspects of the past are represented and interpreted. There are shortages of resources, such as maps in geography.

120. Teaching and learning are satisfactory in both subjects. Good features of teaching seen in both Key Stage 2 geography lessons during the inspection include secure subject knowledge, good questioning to aid learning, an enthusiastic approach, good use of praise and a good choice and use of resources. These features help ensure that pupils respond well. In an inventive and original lesson, Year 4 pupils re-enacted the story of a river, which helped to make learning meaningful for them. However, some colouring undertaken by pupils in some classes does not extend understanding. The quality of marking and presentation is unacceptably varied.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. The provision for ICT now meets the statutory requirements of the National Curriculum. This is an improvement on the position at the last inspection. At the end of Key Stage 1, the progress and attainment of the majority of the pupils is in line with national expectations. At the end of Key Stage 2, in word processing, data handling and the use of multimedia software and illustrations, levels achieved are also in line with expectations for pupils of their age. The many folders created by pupils show how a great many different types of work are now planned and carried out.
122. Scrutiny of pupils' work used in displays showed some evidence of the use of ICT in different curriculum areas. Opportunities for pupils to use a range of ICT equipment and software in other subjects is now planned, but apart from the extensive use of the interactive white boards, which was impressive, very little evidence of computer use was seen during the inspection.
123. By the end of Year 2, many pupils know and can name different parts of the equipment. Most pupils can use the mouse with confidence to load and select various functions to draw different patterns with colour in an art package. Many are able to use simple software to enhance their numeracy skills, and they can input text into a word processor and draw using different software packages. The way in which Year 2 pupils were able to download and use pictures taken with a digital camera of their science lesson outside was also impressive. In Key Stage 2, working in pairs, pupils were able to access the Internet and begin to store data from the evidence collected. They had many plans for how this would contribute to the topics they were currently studying. Many pupils have prepared simple multimedia presentations, imported graphics to illustrate word processed accounts, and used programs such as Excel to collate data. There are plans for them to use programs such as Logo in control work and monitor experiments in science using sensing equipment.
124. Pupils' attitudes and behaviour in the examples seen of ICT in use were good. It was not possible to see sufficient lessons in information and communication technology to make a judgement on the quality of teaching. In the Year 3 lesson observed, the teacher's good knowledge of the subject and clear explanations enabled pupils to make good progress in their learning.
125. Progress throughout the school is satisfactory. The head and governors have made a considerable impact on learning by providing every classroom with an interactive whiteboard and by making training available to all teachers and giving them generous amounts of support. All examples seen showed that teachers have sufficient knowledge to make their use of this

equipment meaningful. The school has begun to use national guidance to offer sufficient help to those staff who are not skilled in the use of computers in the classroom, and these guidelines are currently being modified by the co-ordinator. He is very keen and enthusiastic and has a very good idea of where the school needs to focus in the immediate future. There are now sufficient, good quality, computers in the school, with adequate software, to meet the needs of the National Curriculum.

MUSIC

126. It was possible to observe only a very small number of lessons in music during the inspection, all in Key Stage 2. There is sufficient evidence to indicate that pupils throughout the school are making satisfactory progress in developing their skills and that standards are in line with those expected of pupils by the age of 11. Pupils respond well to their lessons and in both singing and playing percussion they perform with enthusiasm and enjoyment. When available, the instrumental tuition and performances provided by visiting specialists enhances provision effectively.
127. In both key stages pupils experience an appropriately broad curriculum. They make progress in developing their understanding of rhythm patterns. Pupils in Year 5/6 discussed the features of music from other cultures, including variations and differences in rhythm and successfully used some of these in their own performances. In Year 4 pupils have learned to recognise formal rhythm patterns and repeat them accurately after their teacher. Already they can keep a steady pulse while others play counter rhythms. They are beginning to work on pitch and can recognise higher and lower sounds and repeat simple sequences of notes.
128. Pupils have good opportunities to perform. In lessons where pupils perform in groups teachers make good use of the opportunity to encourage them to evaluate their own work and that of others. Pupils show they can listen and appraise their own work and that of others sensibly and maturely. This is a strong feature of work throughout the school.
129. When given the opportunity pupils listen to music with interest. Opportunities are taken to provide music to listen to outside of lessons, when pupils enter or leave the hall for collective worship for example. The head teacher made very good use of music to encourage pupils to reflect on what they heard. They were confident to try to articulate their thoughts and feelings. A good range of styles of music is included on these occasions, usually effectively linked to the theme of the story. Opportunities to provide supporting background information about the composers and their music and to extend pupils' skills of appraising what they hear are limited. Opportunities to hear music and musicians from other cultures are often overlooked.
130. The quality of teaching and learning in music throughout the school is generally sound. Class teachers are non-specialists, but work enthusiastically, ensuring that lessons are well planned with clear learning objectives. Throughout each lesson pupils' behaviour was good, which contributed positively to their learning; pupils responded well to praise and were lively and enthusiastic.
131. At present there is no identified subject co-ordinator for music, and the head teacher is taking this responsibility. This is a weakness recognised by the school. There are plans to appoint a co-ordinator to lead a review and development of the subject across the school.

PHYSICAL EDUCATION

132. No judgement can be made on the attainment of pupils by Year 2 as no lessons were observed in the infants. The attainments of pupils by Year 6 indicates that by Year 2 pupils are reaching the expected levels in games and athletics.
133. By the time they are 11 pupils' attainment in games and athletics is in line with that expected of pupils this age. No lessons were observed in dance or gymnastics but other evidence suggests their attainment is also reaching the expected levels. Last year just over half of pupils were able to swim at least 25 metres by the time they left the school. This is likely to be matched or slightly exceeded this year.
134. In the lessons seen pupils' throwing, catching and racket skills were sound with some pupils showing good control of a tennis racket to produce backhand and forehand shots. They throw tennis balls accurately so those practising hitting can do so appropriately. Pupils in all year groups understand the need to warm up muscles and the effect of movement on heart rate and blood flow. They appreciate the need to work safely. Pupils are also very perceptive when watching and assessing others' performances, noticing some of the finer points in the movements seen.
135. The standard of teaching is satisfactory with some good lessons in which pupils made substantial progress. Teachers observe the need to warm up and take part themselves in these activities providing good role models for their pupils. Aims for the lessons are shared and pupils given clear instructions. The lessons in which pupils made most progress were those in which they were given specific ways in which they could improve their performance. For example in one lesson, pupils in Year 4 learned how to execute a triple jump, a standing long jump and a standing high jump. Although pupils are used to jumping, the restrictions and conditions of these events were new to them. Their teacher made good use of pupils to demonstrate while the rest of the class watched closely and suggested ways to improve. Pupils then practised, trying to incorporate what they had seen into their own efforts. This resulted in rapid progress and pupils were able to measure their improvement in the greater distances achieved. In another lesson Year 5 pupils practised tennis shots and again made good progress. This was because their teacher demonstrated techniques, observed what pupils were doing and gave them individual advice on how to improve. Activities built well on each other in this lesson as pupils improved and they were able to incorporate further skills. For example pupils gradually progressed by hitting using alternate backhand and forehand shots.
136. Pupils take part in physical education lessons with great relish and obviously enjoy the work and tasks set. They give and accept criticism well, understanding points are made to help them improve and respond accordingly. Pupils behave well in lessons, co-operate well, handle equipment safely and respond quickly to teachers' instructions.
137. The co-ordinator is relatively new to the post and is enthusiastic about developing the subject. A new scheme of work has been introduced this term so that the school is effectively trialling it. This was apparent in several lessons as the lesson aims were not relevant to the stages of development of the pupils. Assessment is built into the scheme but as yet there is no systematic measuring of pupils' progress. This reflects the findings of the previous report and there are still few written records of achievement in the subject. The school then was about to make use of a new scheme of work so in this respect little has changed. However the school now takes part in competitive games against other schools in football and hockey which is an improvement. The school has football teams including an all girls' team and a mixed one. Pupils join with others from local schools for athletic and cross-country events. There are good opportunities for pupils to benefit from qualified coaches in cricket, football and hockey used by the school.

RELIGIOUS EDUCATION

138. Pupils' standards in Years 2 and Year 6 are broadly as expected for their age in relation to the requirements of the locally agreed syllabus. Pupils achieve well in their learning about religion as they move through the school. This applies to all groups of pupils, including those with special educational needs and those with English as an additional language.
139. By Year 2, pupils have developed an understanding about some of the matters that are important in peoples' lives, such as caring for others both in family and in the wider community. In Year 1, for example, pupils begin to explore their own feelings about who matters to them and why. They demonstrate that they know what it means to be cared for and reflect on the ways they care for others. Teachers make effective use of stories, both religious and secular to enrich pupils' learning. As a result, pupils are beginning to appreciate some of the values and themes common to the main religions of the world. Pupils are keen to answer questions and show what they know. They listen attentively when others speak and show respect for one another's feelings.
140. In Years 3 to 6, pupils gain knowledge about different religions. By Year 6, they have been introduced to Christianity, Islam, Sikhism, Judaism, Hinduism and Buddhism. Pupils learn about the values, beliefs and customs associated with these religions. They have an adequate understanding of some of the different ways of worshipping God, the significance of prayer, food and fasting and the influence of religion on rules for living. Pupils are starting to think about issues related to how faith affects behaviour and the way people live their lives. By Year 6, most pupils have a satisfactory knowledge of key religious figures and leaders, such as Muhammad, Jesus, Guru Nanak, Moses and the Buddha.
141. Most pupils show interest in religious education, and are fascinated by customs and stories from different religions, and are keen to learn. This is because teachers often present lessons in an interesting and stimulating way, making good use of resources such as video films and artefacts. Consequently, pupils demonstrate positive attitudes in lessons and show great respect and tolerance for differences in beliefs and customs. However, the opportunities to relate what they are taught to life in Britain today are limited
142. The overall quality of teaching and learning is good in both key stages. In two lessons, secure subject knowledge of Buddhism was imparted to pupils through direct teaching. This ensured that pupils' learning took place at a good pace. Pupils were able to relate very well to the story, which both teachers told very effectively. Effective and challenging questioning prompted pupils to contemplate how belief can change people's lives and to reflect on suffering such as poverty, old age, starvation and death. Opportunities are taken to develop skills in speaking and listening, through question and answer sessions.
143. Learning opportunities, which are good, are planned in line with the recently revised locally agreed syllabus. They make a positive contribution to pupils' spiritual, moral, social and cultural development. The very effective co-ordinator provides good leadership and manages the subject well. She checks the plans of other teachers, records pupils' work very effectively and has begun work on a systematic means of recording pupils' attainment in religious education. This involves the compilation, with them, of "Big Books". The pupils are excited by these and enjoyed showing them off during the inspection. It was obvious how much they had learned and how the making of these books had helped to consolidate their experience.