

# INSPECTION REPORT

## **HOLME CE PRIMARY SCHOOL**

Peterborough

LEA area: Cambridgeshire

Unique reference number: 110816

Headteacher: Mr. Alan Davis

Reporting inspector: Jo Cheadle  
23233

Dates of inspection: 30<sup>th</sup> June – 3<sup>rd</sup> July 2003

Inspection number: 247057

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Church Street Holme Peterborough
Postcode:	PE7 3PB
Telephone number:	01487 830 342
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. Geoff Rushbrook
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23233	Jo Cheadle	Registered inspector	Science; art and design; geography; information and communication technology.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What does the school need to do to improve further? How well is the school led and managed?
9103	Anita Strong	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27568	Midge Davidson	Team inspector	Mathematics; design and technology; physical education; the provision for children in the Foundation Stage.	How good are the curricular and other opportunities are offered to pupils?
29688	Mike Brammer	Team inspector	English; history; music; religious education.	Pupils' attitudes, values and personal development.

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Holme is a Church of England primary school for boys and girls between the ages of four and eleven. There are currently 129 pupils on roll. Almost all of the pupils are from white, United Kingdom heritage and no pupils are learning English as an additional language. A higher than average proportion of pupils need support for a range of learning difficulties. Four of these pupils have statements of their particular needs. Although many pupils come from beyond the village, most of them have similar favourable backgrounds. The number of pupils receiving free school meals is well below the national average. Attainment on entry to the school is above average.

### **HOW GOOD THE SCHOOL IS**

Pupils at Holme attain above average standards. The overall quality of teaching at the school is satisfactory, which means that pupils' achievements are also satisfactory. Currently, teaching is not good enough in all classes to ensure that pupils make consistently good progress throughout the school. Pupils with special educational needs make good progress and support for them is very well organised. The headteacher has established a positive working environment where pupils' social and personal skills are very well developed. He has led with enthusiasm, gaining a very good reputation for the school in the local area. Governors are very supportive and have a good understanding of how well the school is doing. The school provides satisfactory value for the money it receives.

#### **What the school does well**

- Teaching in Years 5 and 6 is of a consistently high standard and pupils make good progress;
- Pupils have very positive attitudes to their work, behave very well and are very enthusiastic about school;
- There is an excellent sense of community, built on high levels of respect, and involving pupils, staff, governors and parents in all aspects of the school's work. Parents have very positive views of the school;
- Pupils with special educational needs are supported very well and there is an excellent approach to the full inclusion of all pupils.

#### **What could be improved**

- The quality of teaching to ensure that pupils make consistently good progress;
- The use of information about how well pupils are doing, to plan for future developments and improvements.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1997. Since this time there has been satisfactory improvement. The school has responded suitably to the key issues raised in the last inspection report. The legal requirements noted are now fully met, and pupils' reading skills are now developed in a systematic way. The curriculum has been improved, and there are now useful schemes of work for most subjects that support teachers with their planning. New planning methods have been introduced. Teachers have been observed in lessons and some advice has been given about how to improve their work. However, the quality of teaching is inconsistent and this affects pupils' progress and overall achievements. The school has recently begun to make more effective use of test and assessment data and a good start has been made in tracking how well pupils are doing.

In addition, improvements in the following areas were also noted:

- Governors now have a clear understanding of the strengths and weaknesses of the school;
- Special needs work is now very well led and managed;
- School accommodation has improved.

## STANDARDS

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

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

Key	
Top 5% nationally	A
	*
well above average	A
above average	B
average	C
below average	D
well below average	E

There are small numbers in each group of pupils taking national tests and this can result in fluctuations. The school has clear information to show that all pupils in the 2002 group made at least satisfactory progress on their starting levels, although their results in tests were not as good as in previous years. This was because a larger number than usual needed special support for particular aspects of their learning. Challenging, but appropriate, targets were set for results in the 2003 tests. These targets were exceeded and a high proportion of pupils attained the higher Level 5 in English, mathematics and science. The small size of the test group makes trends difficult to follow.

Attainment on entry to the school is above average. Children make steady progress in their reception year and the vast majority meet the goals for early learning. Some exceed these goals. In Years 1 and 2, pupils' progress is inconsistent, but they achieve satisfactorily overall and attain above average standards. Pupils do better during Years 3 to 6, and particularly well in Years 5 and 6, so that by the end of Year 6, above average standards have been maintained and pupils' achievements are satisfactory.

In Years 2 and 6, pupils attain above average standards in English and mathematics. Standards in science are average in Year 2 and above average in Year 6. In information and communication technology standards are average in both Years 2 and 6. In physical education pupils do well and standards are above national expectations. Pupils' attainments in religious education are in line with the expectations of the agreed syllabus. Standards in art are above average by the end of Year 6.

Throughout the school, very good attention is given to pupils' social and personal development. Good emphasis is given to achieving high levels of confidence, maturity and respectful attitudes. Pupils' good achievements in these non-academic areas of learning provide them with very relevant skills and attributes for learning in the future.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	<b>Very good.</b> Pupils enjoy their lessons and show enthusiasm for many activities. They generally concentrate and participate well in class. In a few lessons, when work is not challenging enough, or too difficult, they do not concentrate as well.
Behaviour, in and out of classrooms	<b>Very good.</b> Pupils respond very well to the school's consistent expectations about behaviour and try very hard to do the right thing.
Personal development and relationships	<b>Very good.</b> Relationships at the school are very good. Pupils develop high levels of confidence and clearly demonstrate their growing sense of responsibility and maturity.
Attendance	<b>Very good.</b> Attendance levels are above the national average.



## TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is **satisfactory**.

Strengths:

- Teaching is of a consistently high quality in Years 5 and 6 and pupils make good progress;
- Teachers have very positive relationships with pupils and this supports their personal and social development;
- Teachers make good links between subjects that makes learning relevant for pupils;
- Physical education is taught well at the school and pupils made good progress;
- Teachers are keen to develop and improve their work.

Areas for development:

- The quality of teaching is inconsistent and this means that pupils do not always learn as well as they should do;
- Teachers' subject knowledge is not always strong enough to promote pupils' good progress;
- In some lessons, work is not well matched to pupils' needs and this affects how well pupils of mixed age and ability learn;
- In some lessons, teaching assistants are not well used to support individuals and groups of pupils;
- The pace in some lessons is too slow.

The national strategies for literacy and numeracy have been suitably implemented. Basic literacy skills are taught well and numeracy skills are satisfactorily developed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	<b>Satisfactory.</b> The curriculum for English and mathematics is well planned. An interesting range of visits and activities support the curriculum very effectively. Very good use is made of the local community to enhance the curriculum. Some subjects of the curriculum have not been monitored recently, so developments are slow.
Provision for pupils with special educational needs	<b>Very good.</b> Special needs work is very effectively organised to ensure that the full range of pupils' learning needs are catered for very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	<b>Good.</b> Pupils' personal and social and moral development is very well promoted. While pupils learn much about their own culture, awareness and understanding of a wider range of cultures could be better.
How well the school cares for its pupils	<b>Very good overall.</b> There are very good arrangements for child protection and staff, governors, pupils and parents show high levels of care for one another. There is a very strong ethos of high expectations of good behaviour and an intolerance of bullying. Ways of checking and recording how well pupils are doing have been recently introduced. The information collected is not yet well used to plan for future learning and ensure that pupils make consistently good progress.

Parents have very positive views of the school. The school has developed a very strong partnership with parents. Parents are welcomed into school and they are very supportive of its work.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	<b>Satisfactory.</b> The headteacher has worked positively to build the very good reputation that the school has. He has supported staff well through change and development and been an example of good teaching. The deputy head teacher has established a useful focus on analysing test results and assessment data. Her role in directing improvements is as yet underdeveloped. Co-ordinators have a good understanding of their roles, but their responsibilities in ensuring high standards and good progress are not fully embedded in their work.
How well the governors fulfil their responsibilities	<b>Satisfactory.</b> The governors are very committed to the school and its pupils. They have a clear understanding of the school's strengths and weaknesses. They take an active role in decision-making, but planning and target setting for the future development of the school is in its early stages.
The school's evaluation of its performance	<b>Satisfactory.</b> Recent developments are enabling the school to monitor the success of its work more precisely and begin to measure the impact of decisions on how pupils learn. Principles of best value are applied well.
The strategic use of resources	<b>Satisfactory.</b> Finances are well managed to support the school's planned actions. Currently, not all decisions are taken with an appropriate focus on the impact they will have on pupils' standards. Funding for special educational needs is used effectively and for the proper purpose, with the result that this group of pupils make good progress.

The school has an adequate number of teachers and a good number of support staff to help pupils. Not all teachers are appropriately matched to their roles and responsibilities and this results in inconsistencies in the overall provision.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents are happy that their children enjoy coming to school and have good attitudes to learning.</li> <li>• Parents believe that teaching is good and that their children are making good progress.</li> <li>• Parents think that children are encouraged to behave well, work hard and that they develop confidence and maturity at the school.</li> <li>• Parents feel comfortable to approach the school with suggestions and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are not happy with the amount of homework their children receive.</li> <li>• A few parents felt that there were not enough extra-curricular activities for their children.</li> </ul>

Inspection findings support many aspects of the school's provision that please parents. The progress that pupils make is judged to be inconsistent at times. Extra-curricular activities are very good overall, but there are fewer opportunities for younger pupils to take part in clubs and sports. Homework is used suitably to support pupils' learning.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Pupils attain above average standards. Their achievements are satisfactory.

##### Strengths:

- Pupils do well in national tests at the end of Year 6;
- Pupils achieve particularly well in Years 5 and 6;
- By the end of Year 6, standards in English, mathematics, science, and physical education are above average.

##### Areas for development:

- The achievements of younger pupils;
- Pupils' investigational science skills in Years 1 and 2;
- Standards in design and technology, history, geography, and ICT.

2. Each year, a small number of pupils take tests at the end of Years 2 and 6. Analysis of test result trends overtime does not provide reliable information for the school. However, it is clear that Year 6 pupils' performance in tests has been most often better than the national average and improvements are better than the national picture. In years prior to 2002, pupils' results had been at least well above average in comparison with results nationally. In 2002, the group taking tests comprised of more than usual number of pupils who needed support for specific aspects of their learning. The school's targets for tests in this year were exceeded in mathematics and just lower than targeted in English, as one pupil did not attain at the level expected. Results in 2003 appear positive. Targets have been reached in mathematics and exceeded in English. A good number of pupils attained the higher Level 5 in English, mathematics and science.
3. Teaching is most effective in Years 3 to 6 and particularly good in Years 5 and 6. For this reason, pupils make better progress in these years. In Years 5 and 6, where teaching is consistently good and often very good, pupils make rapid progress and achieve well. As a result they also do well in national tests. By the end of Year 6, pupils attain above average standards in English, mathematics, science, art and physical education. Moreover, they make rapid gains in their social and personal development, form very good attitudes to learning and are very ready to face the challenges of secondary school.
4. Children make steady progress in the reception class and most exceed the goals for early learning, entering Year1 with above average levels. Their achievements are satisfactory. In Years 1 and 2, pupils' progress is inconsistent because teaching is not always good enough. While the majority of pupils achieve satisfactorily over the course of the two years, most pupils have the potential to make better gains in their learning, because they begin with above average levels. Some pupils begin in Year 3 with levels that are lower than should be expected of them.
5. Standards in geography, history, ICT and design and technology are in line with expectations. The curriculum for these subjects is not as effectively developed as in English, mathematics and science and, consequently, pupils' progress is inconsistent. They make better progress where teachers have specific interest in a subject or particularly good subject knowledge. Presently, whole school curriculum planning does not always support teachers in planning effectively for lessons and this means that work is sometimes not well matched to pupils' needs. There are also inconsistencies in the ways that pupils' attainment is recorded and in most cases, there is no way of recording the progress they are making. This means that it is difficult to plan work that is of exactly the right challenge to encourage good progress.

6. Pupils have too few opportunities to carry out scientific investigation and experimentation in Years 1 and 2, so standards in this aspect of their science work are below average by the end of Year 2. Teacher assessments place all pupils at the expected level of attainment, but work samples provide little evidence of a sound understanding of observations over time, fair testing or appropriate methods for presenting results. Higher attaining pupils in particular do not reach the standards they should in this aspect of their science work.

### **Pupils' attitudes, values and personal development**

7. Pupils have very positive attitudes to learning and behave very well.

#### **Strengths:**

- The pupils' attitudes, behaviour and personal relationships are very good;
  - Pupils want to come to school and their attendance and punctuality are very good.
8. Inspection findings concur with parents' views of pupils' attitudes and behaviour in that both are very positive. Nearly all pupils concentrate well in lessons and respond very well to visitors like 'Mr Rotavator' and a professional actor. They persevere well when given individual tasks. Pupils' attitudes and behaviour have further improved since the last inspection when standards were found to be good.
  9. Children in the reception class make good progress in their personal and social development. Pupils move sensibly around the school and settle to activities quickly. There have been no exclusions and the pupils report that there is no bullying. This is the result of consistent expectations from all members of staff.
  10. The relationships between pupils and pupils with staff are very good. This reflects the very strong ethos in the school. The pupils treat one another and the staff with respect and this contributes to their good social development. There is a sociable atmosphere at lunchtime and pupils play together well outside. Games of rounders, organised by a midday supervisor, are enjoyed by pupils of all ages and this helps their social and personal development.
  11. The pupils' personal development is very good. The older pupils help with the organisation and running of assembly and pupils take turns to help with tasks in their own classrooms. Such activities help pupils to develop personally and socially. The discussions of the school council have included the Healthy School initiative and improvements to the playground. Both have contributed very well to the pupils' awareness of citizenship and personal, social and health education.
  12. Attendance has been maintained at a well above average level and is very good. Pupils are happy and eager to attend school. Very good monitoring procedures ensure that the authorised rate is kept well below that of the national average and unauthorised absence or lateness are rigorously followed up and addressed. Registration is taken quickly, efficiently and meets all legal requirements. The very efficient registration ensures that lessons begin promptly and pupils are quickly on task.

### **HOW WELL ARE PUPILS TAUGHT?**

13. The overall quality of teaching is satisfactory.

#### **Strengths:**

- Teaching is of a consistently high quality in Years 5 and 6;
- Teachers make good links between subjects;
- Relationships between teachers and pupils are positive;
- Teaching of science in Years 3 to 6 is good;

- Teaching of physical education is good throughout the school;
- Teachers take on board willingly and seriously ways to improve their work.

Areas for development:

- Teaching in Years 1 and 2;
- The match of work to pupils' attainment levels and age;
- The use of teaching assistants;
- The pace of lessons.

14. While teaching during the inspection was satisfactory overall, there were inconsistencies that affected pupils' progress in lessons, and impact on their overall achievements. A long-term supply teacher had taught the reception class prior to the inspection. The permanent teacher for the class has very clear and appropriate plans for improving the reception provision. Her teaching was often good during the inspection, and the capacity to improve was evident. She has a clear understanding of the curriculum for the Foundation Stage and of how young children learn. In some lessons, children made good progress. In Years 3 to 6, teaching and learning was most often good. Teaching was particularly strong in Years 5 and 6. This is because teachers make good use of their assessments of what pupils already know and can do, and plan work that is clearly targeted to help pupils make good progress. For example, in a very good Year 5 and 6 mathematics lesson, specific questions were asked of Year 5 pupils to extend their ability to find answers using given data. Work was well matched to the age and ability of all pupils. A task that had been used in a previous lesson was adapted to meet the needs of another group of pupils, starting at a different level. ICT was well used to extend the learning of the highest attaining Year 6 pupils. In Years 3 and 4, when teaching and learning is satisfactory rather than good, it is because the work that is planned for pupils is either too hard or not challenging enough. For example, in an English lesson, higher attaining Year 4 pupils made less progress during their independent work, because the task of correcting punctuation was too easy for them and they finished very quickly.
15. Teaching is not as strong in Years 1 and 2. Prior to the inspection, the Year 2 pupils had been taught as single-aged group. This arrangement was beneficial in ensuring that pupils attained high standards in national tests. However, from samples of pupils' work and in discussion with them, it is clear that their learning during the course of the year has been no better than satisfactory. During the inspection, Years 1 and 2 were once again taught as a mixed-aged class. In this situation, with mixed ability and mixed ages, planning for learning did not pay enough attention to pupils' starting levels, so in many lessons, the average-attaining pupils made the best progress and work for all others was either too easy, or too hard. For example, in a mathematics lesson, pupils were learning about the passing sequence of time. A few lower attaining pupils, who needed specific support in their learning, struggled to complete Year 2 work, while one high attaining pupil was not sufficiently challenged. A group of average attaining Year 1 pupils quickly completed a work sheet about the days of the week, months of the year and seasons. Most of this group could already recite the days of the week accurately and were confident with ordering the months of the year and the seasons. The work was not challenging enough for them and they made unsatisfactory progress. Learning was satisfactory overall, because the teacher focussed on the *use of mathematics* requiring pupils to explain how they found answers and worked through problems.
16. In Years 3 to 6, science is taught well. Teachers make good use of the local environment to support learning and make lessons interesting. As a result of teachers' own knowledge and enthusiasm for the subject, learning is fun and pupils have good attitudes to the subject. Although only one science lesson was observed during the inspection, samples of pupils' work indicate that much work has been covered, the range of work is good and there are effective links with other subjects, geography in particular. In the Year 5 and 6 lesson seen, pupils attitudes were very good. They sustained high levels of concentration, making close observations of life forms in the school grounds and organised their work into an appropriate format to feedback to the whole class. They

developed their speaking and listening skills during whole class discussions and their observations supported skills in art and geography.

17. Physical education is taught well throughout the school. The subject co-ordinator has given good advice and guidance to teachers and this has been effectively implemented so that teaching and learning is most often good. In one lesson, pupils in Years 3 and 4 were encouraged to review and build upon their previous learning. Individual pupils were given additional challenges to meet and the teacher moved between pupils to ensure that levels of concentration and effort were high. Pupils practised their ball skills and made good progress during the lesson. The teacher demonstrated well, encouraging pupils to refine their own skills. The lesson could have been further improved if pupils had had opportunities to demonstrate their work. Physical education has a high profile at the school. This encourages pupils' very good attitudes and promotes good learning. Lessons are lively, pacy and challenging. Pupils strive to do well.
18. The pace of some other lessons can be too slow. For example, in lessons where teachers talk for too long, pupils begin to lose interest and their behaviour deteriorates. In the majority of lessons, this happens because the teacher is not fully confident in their subject knowledge or has not accurately planned work at the right level of challenge for pupils. In a music lesson for pupils in Year 1 and 2, the teacher talked for a long time about the sound of wet weather and pupils had little opportunity to make music for themselves. Pupils offered their ideas, but the teacher's attention was drawn away from their contributions in an attempt to settle a few restless pupils. The teaching assistant played a very minimal role and did not appear to have any particular given task. Even in some very good lessons, there is room for improvement because the support assistants are not always used as effectively as they could be. In a science lesson with Year 5 and 6 pupils, the assistant watched over pupils as they worked, but did not appear to have any specific remit to support or challenge identified individuals or groups of pupils. While support assistants work very well with special needs pupils, they are not always effectively deployed support the learning of other groups of pupils.
19. Relationships between pupils and teachers are positive throughout the school. The school's happy working environment promotes these successful relationships. Pupils are respectful of their teachers and are treated with respect. Teachers are very conscientious and seek to improve their work. They are very aware of their own shortfalls and strengths, and open to advice and support. These good, professional attitudes are fundamental in enabling the school to move forward in its work.

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

20. The quality of the curriculum is **satisfactory** overall.

### Strengths:

- Good use of literacy across the curriculum;
- Very good provision for extra-curricular activities, visits and visitors;
- An extremely inclusive attitude to all pupils and very successful provision for pupils with special educational needs;
- Very good links with other schools and the community;
- Good procedures for pupils transferring to secondary school;
- Very good provision for pupils' spiritual, moral and social development.

### Areas for development:

- The use of new planning materials to ensure consistency in all subjects and good match of work to pupils' needs;
- Time allocations for some subjects;

- Clubs for younger pupils;
  - Opportunities for pupils to develop a deeper understanding of other cultures.
21. The national strategies for literacy and numeracy are firmly embedded in the curriculum. Literacy skills are used well all subjects. Pupils are encouraged to employ their good speaking and listening skills to positive effect during discussions. There is an expectation that pupils will not only answer questions, but also ask questions of the teacher and each other. Sustained writing is used well in all areas of the curriculum, particularly in science. The structure of planning for both strategies has been used well, and the school has also adopted a new planning format for other subjects. This is being used to best effect in English, mathematics and science. Currently, however, not all teachers use the same methods of planning for all subjects. This means that the provision for some subjects, such as history, geography, RE and ICT is not always of good quality. In addition, planning does not always meet the needs of pupils with mixed age and ability.
  22. Appropriate time is given to teaching and learning in English and mathematics. Slightly less than average time is given to science, particularly in Years 1 and 2, and in these year groups there is not enough time used for science experiments. Some class timetables reveal that more time is allocated to those subjects where teachers are most confident or where effective planning supports their teaching. The result of this is that not enough time is given to history, geography, RE and ICT. The structure of the long-term plan means that in Years 3 to 6, while geography is taught every term, the topics for history appear far less frequently.
  23. The curriculum is enriched by many additional activities. From the reception class onwards, pupils use the local area regularly as part of their learning, and have plenty of chances to visit places of interest further afield. Visitors to school, like Mr Rotavator, help to enhance the science curriculum and develop real care and understanding of local environmental issues. Pupils have been on visits to museums and other places of interest such as Burwell House in Cambridgeshire and Grafham Water Adventure. Some have also attended three-day residential visits to Stibbington Environmental Centre, and there have been trips to France. Funding from the European Union has promoted a partnership with a school in the Irish Republic. Pupils in Years 5 and 6 made a residential visit to their partner school. This provided particular good insights and experiences of a different culture and school environment. The school has regular visits from professionals such as the local police officer. The school choir takes part in a local music festival. This year, for the first time, many children voluntarily entered the Peterborough Drama Festival achieving considerable success. However, fewer visits or visitors have been encouraged to support the religious education curriculum or the multi-cultural development of pupils. The inspection team agree that there is a very good range of sports clubs and other activities for older pupils, but support parents in their concerns that there are fewer than might be expected for those children aged between five and seven.
  24. Very successful relationships with partner institutions make a very positive impact on the curriculum. As a member of the local *cluster* group of schools, Holme hosts the annual sports day for the smaller schools in the cluster. With other local schools, they participate in the local area drugs programme. These links help raise the profile of the school in the community, and open up good opportunities for pupils to work alongside other pupils from schools around them and in other areas, enhancing learning opportunities.
  25. The school makes very good use of the very effective contribution from the community to enhance and enrich the pupils' learning. The school remains firmly at the heart of the village, enjoying very strong links with the village church, St. Giles, which is also frequently used to support subjects such as history, and for examples of architecture. The very active 'Friends of Holme' arrange activities such as the Autumn Fayre, Christmas Bingo, Family Fun Day and quiz nights. Most people in the community support these events. A recently well attended and generously supported "Auction of Promises" held at Holmewood Hall, the Centre of Research for British Sugar, raised about £2,500 towards the swimming pool refurbishment. All of these

activities have a very positive effect on pupils' development and their learning in general. Expansion of the school web site and visits to places of other religious faiths would make further substantial contribution.

26. There are very good procedures in place for preparing pupils in Year 6 for the next stage of their education. Most pupils proceed to the local community college. Staff from both schools meet to discuss the individual pupils and their needs. Pupils are taken by bus to spend a day at the college to familiarise themselves with their future environment. Well attended parents' evenings, college-held football tournaments and a shared technical challenge, all help to ensure a smooth transition to the next stage of education. Students from the high schools come to the school for work experience.
27. As at the time of the last inspection, the provision for the pupils' spiritual development is very good. The cross in the entrance hall reflects the school's Christian foundation. Pupils go to the church each fortnight for an act of collective worship taken by the vicar. During an assembly, good links were made to the spiritual side of nature and the interdependence of plants. Later, pupils in Years 5 and 6 experienced a moment of awe and wonder as they watched a worm make fresh soil. The provision for the school's moral and social development is also very good and has improved well since the last inspection. There is a very strong school ethos that stems from the common expectations of staff and the value and care that is given to each pupil. The members of the school council know that the views they represent are listened to. Their discussions about what food to bring to school to eat at break and about playground procedures help their moral development as they make decisions in the interests of all. Younger pupils have the opportunity to discuss concerns during *circle time* (a opportunity for group discussion). The school's involvement in sporting activities helps pupils to value co-operation and teamwork. Examples of pupils working well together in pairs or small groups were often seen throughout the school.
28. Pupils are given many opportunities to develop a good awareness of their own culture. The visit to Stibbington gives pupils the opportunity to experience aspects of Victorian life. Pupils in Years 3 to 6 were learning old musical hall songs for a concert at the end of term. All classes work with a professional actor, who is also a parent, and so enhance their understanding of drama and film. Local studies in history and geography increase the pupils' awareness of their local community culture. In Class 2, pupils have learned about village life in Kenya. However, as noted at the time of the last inspection, there are currently few planned opportunities for pupils to develop an understanding of a multicultural society or raise their awareness of cultural diversity. This makes the provision for the pupils' cultural development satisfactory overall.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

29. The school places very high priority on pupils' welfare. Assessment procedures are satisfactory.

### **Strengths:**

- Procedures for child protection, health and safety and monitoring pupils' attendance are very good;
- Pupils' behaviour is very well monitored and no form of aggressive behaviour is tolerated;
- Pupils' personal development is very well monitored and supported;
- Good use has been made of the analysis of answers to test questions to establish where teaching and learning needs to improve;
- Assessment is well used in Years 5 and 6 to improve standards attained by pupils.

### **Areas for development:**

- The use of assessment to identify how well particular groups are doing in most subjects, in order to provide well-targeted work for pupils with different abilities;
- Ways of marking pupils' work to ensure that they know where they need to improve;

- Ways of checking how well pupils are doing, so that there is a record of pupils' progress in all subjects.
30. This school can be justifiably proud of the very caring support that it gives to all of its pupils, helping them to develop socially and personally. As at the last inspection, the good behaviour, courtesy, confidence and friendliness of pupils, found during the inspection, are strengths of the school. Positive relationships between staff and pupils are promoted because adults in the school talk *to* the pupils not *at* them. The school provides a very caring, secure and safe environment and parents have no concerns about their children's welfare. Child protection procedures are very good and the staff are aware of the need to be vigilant. Health and safety procedures are very good and all safety checks and inspections meet legal requirements. The school has reviewed the premises and has provided access and toilet facilities for pupils with disabilities. The special needs co-ordinator has given good attention to the school's *access plan* so that any issues can be resolved in good time. Several members of staff are trained in first aid. A member of the St. John's Ambulance Brigade, who is also a new parent governor, is in attendance at major sporting events. The school has a comprehensive policy for the administration of medicines and staff are vigilant in their care for a pupil with an allergy. The school carries out comprehensive risk assessments, including those for all visits, outside activities and the use of the swimming pool. The nature of the school buildings and premises requires constant attention to keep on top of all health and safety issues. Fire drills are carried out regularly.
  31. Pupils are happy to come to this school; awards for good attendance are not necessary. Unexplained absence or lateness is followed up almost immediately. Holidays during term time are kept to an absolute minimum. The educational welfare officer provides very good support for all procedures.
  32. Procedures for promoting good behaviour are very good because pupils know what is expected of them and respond accordingly. There is good partnership between home and school and expectations about behaviour are consistent. The pupils compile the school rules themselves in accordance with the behaviour guidelines agreed by the school council. The home/school agreement also includes very good procedures for ensuring good behaviour and an intolerance of any forms of aggressive actions. The pupils respond with self-discipline, and by showing consideration to their fellow pupils. The school has an anti-bullying policy, and no incidents of bullying were witnessed during the inspection. Parents confirmed that any incident of aggressive behaviour was immediately addressed. They are very happy that the school supports their own ideals about behaviour.
  33. The school is truly inclusive of all its pupils. The headteacher, supported by his staff, has created a very happy working environment where the high expectations of good behaviour and thought for others have resulted in a harmonious atmosphere. Procedures for monitoring and supporting pupils' personal development, often informal, are very good. Staff know their pupils well and provide very good personal support and guidance. The positive attitudes between pupils and staff encourage good attitudes to each other and visitors to the school. Older pupils look after the younger ones and take responsibilities when there is an opportunity. They are quick to help anyone new in the school. The school council now actively promotes 'Citizenship'. Members of the council show a real sense of purpose to improve their school. The positive ethos for personal development is exemplified by the decision to replace red sweatshirts with yellow ones for the Year 6 pupils. Having been given the chance to *stand out*, the school's oldest pupils certainly *grow into* the sweatshirts, showing pride and maturity. Pupils receive awards for achievement and choose pieces of work for their personal folders of achievement. Annual reports comment on their personal development. There is a very high level of support from parents that the school is helping their children to become increasingly mature and responsible, with which the inspection team agrees. There is a very good induction programme for children coming into the school from the pre-school group. The school works together with the Holme playgroup to ensure good relationships with the pre-school children and families. Home visits and part time introduction into

reception are offered. Special needs work at the school is very well planned and there is a good partnership with the local authority pupil support service, which is located on the school premises.

34. During this year, satisfactory analysis has been made of national and optional test results. As a consequence, the area of problem solving in mathematics was identified as a focus for improvements in teaching. This has been an effective initiative, and its good impact was observed in most lessons and in pupils' written work. For pupils in Years 5 and 6, the teacher has carried out regular assessments that have allowed her to predict end-of-year attainment accurately, leading to focused-teaching and higher standards. However, this is not a consistent practice throughout the school. This frequently means that work for groups of pupils is not matched closely to the attainment levels. The results of assessments are not yet used consistently throughout the school to provide learning targets for individuals, ensuring the best possible progress. Frequently, in mixed age classes, work is designed for age groups, rather than ability. The lack of individual targets for pupils means that when teachers mark work, they cannot do so in relation to the intended outcome for learning. Moreover, marking very rarely suggests what pupils need to do next to improve their work.
35. Although teachers make effective comments on progress in annual reports, there is no consistent approach to recording attainment through the year for most subjects other than English, mathematics and science, and even these subjects do not have consistent formats. In most other subjects, the school has no ways of tracking the gains that pupils make in their learning. This means that it is very difficult to plan new learning to start at exactly the right place, ensuring consistently good progress. In physical education an effective progress record has been developed, but this is not yet in use throughout the school.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

36. The school works very well in partnership with parents.

### Strengths:

- Parents have very positive views of the school;
- They have very good impact on the work of the school;
- Information provided for them is good;
- They make very good contributions to children's learning at school and at home.

### Area for development:

- Ensuring that parents always receive accurate written information and that it is sent out in good time.

37. As reported at the last inspection, the school's partnership with parents is very strong overall and has a positive effect in all areas of school life. A very large proportion of parents are very satisfied with all aspects of the school, have no concerns and feel very welcome in the school. They say that they trust the members of staff to deal with the care of their child at school and praise the 'open door' policy. Parents are particularly satisfied with the fact that their children like school and are confident that they make good progress. They strongly support the ethos of support and care, and the high expectations that help their children to become more mature and responsible.
38. The effect of the parents' involvement in the school is very good. Some parents help regularly in class and on school trips. They help to organise sports events, extra-curricular activities and run the 'Holme Happy Hour' after-school club. Many have been involved in cleaning the swimming pool and tidying up the premises. Some parents bring their skills and knowledge, in such areas as poetry, filmmaking or life on a Kibbutz. Other parents accompany the younger pupils on their walks, providing local knowledge and history of the area. The 'Friends of Holme' is a very active group, strongly supported by parents and other members of the community. One parent runs the

'Hundred Club'. Money raised provides welcome resources for the school, such as the refurbishment of the swimming pool, as well as funding school trips and events.

39. The quality of written information sent to parents is good. Newsletters known as the 'Holme Herald', are produced twice every half term. They contain information on all aspects of school life. The prospectus is informative and meets all legal requirements. The governor's annual report to parents has a small error regarding the presentation of attendance figures and lacks detail that would give a clear picture of the school's good provision for disability inclusion. An annual meeting for new parents includes contributions from the school nurse and a representative from the catering company. Well-attended curriculum meetings are held. The team found no evidence to support the view of a very small number of parents who feel that the school does not work closely with them. However, the school agrees that information might sometimes be a little late in going out.
40. Parents make a very positive contribution to their children's learning at school and at home. The effect of the parents' involvement in the school is very good. A significant number help in various ways in the life of school; activities include hearing children read, providing information on the history of the local area and professional experience in certain areas of English. Parents strongly support the aims and ethos of the school. They support good attendance and with very few exceptions ensure that their children are on time for school. They strongly support the school's high expectations for good behaviour. Many parents or carers hear their children read at home and complete the home school diaries. Curriculum meetings are well attended. Some parents attended workshops in literacy and numeracy and have been able to provide support to their children in these subjects.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

41. Leadership and management of the school are satisfactory.

### Strengths:

- The headteacher has continually worked hard to build and maintain the school's very good reputation and very positive working environment;
- Staff are committed to developing and improving how they work;
- Governors are very supportive and have a clear understanding of the school's strengths and weaknesses;
- The school places a high priority on the inclusion of all pupils and the leadership and management of special needs work is particularly effective.

### Areas for development:

- The monitoring and development of teaching and learning;
- The work of co-ordinators and key staff to ensure that they contribute fully to school development and improvement;
- The clarity of roles and responsibilities for non-teaching staff;
- Strategic planning for the school's development and improvement.

42. The headteacher, who is soon to retire, has led the school with enthusiasm and dedication. His belief that pupils should enjoy learning is fundamental to his leadership style. The school's ethos is vibrant, productive and happy. This is first and foremost due to the headteacher's clearly promoted ideals. His interactions with pupils are a delight to witness. Pupils genuinely respect him and enjoy talking to him. He has regularly taught in Years 5 and 6, and his very good teaching skills are an example to other members of staff. The headteacher's makes very clear his high expectations of pupils' attitudes, behaviour and attendance, and pupils respond very well. For example, procedures to ensure good attendance are very low key, because, as he explains, *they know that good attendance is what is expected of them*. Through times of changes in

education, both nationally and locally, the headteacher has maintained the *nature* of the school and its very good reputation in the local area.

43. As new demands have been placed on managers, the school has worked hard to adapt. After a stable history, the past two years have seen many staff changes. At the time of the inspection, the headteacher was the only teacher who had been at the school for longer than two years. While management is satisfactory overall, some systems and procedures lack rigour, and this impacts adversely on pupils' learning. The headteacher has observed lessons and knows where there are strengths and weaknesses in teaching. However, a systematic approach to dealing with these weaknesses and sharing the strengths of teaching has not been implemented, with the result that pupils do not always make the progress they should. Due to staff changes and reallocation of responsibilities, subject co-ordination has also been problematic. There are inconsistencies in the way that co-ordinators organise their work, and their role in ensuring good progress in all classes is not well established. As provision and standards have not been monitored sufficiently in all subjects, co-ordinators cannot be sure that skills and knowledge are taught in a progressive manner. In this area there has been little improvement since the last inspection. There is a more positive picture in English and mathematics. There is also good leadership in physical education, which has raised the profile of the subject contributing effectively to rising standards. The school secretary oversees day-to-day management of the school's administrative work efficiently and pleasantly.
44. The deputy headteacher has begun important work in collecting information from pupils' test results and assessments. In mathematics, the information revealed a need to change teaching methods with a greater emphasis on practical work. Teachers have worked to develop the methods they use, and standards have improved. However, assessment information is used inconsistently and the deputy has no role in monitoring how effectively it is used to plan for teaching and learning, ensuring consistently good progress. Currently, where there is good practice, it does not impact on the work of the whole school. The role of key staff in devising, managing and implementing ways to influence the work of the whole school are underdeveloped. Nevertheless, during the inspection it was very apparent that staff are reflective of their practice and seek to improve their work. Staff are open to professional discussion and readily take on board development points. Without exception, they are committed to improvement and individually have ideas and plans to do so. At present, there is a lack of coherence about bringing these plans together and working towards common goals with clear ways of checking success.
45. The governors' role in steering developments and ensuring that the school works towards agreed targets is in its infancy, but developing appropriately. They understand the school's strengths and weaknesses well, and are committed to supporting the school. They have a good range of knowledge and experiences that serve the school well. They work effectively in undertaking all procedural responsibilities. They have recently appointed a headteacher and a teacher for the Year 3 and 4 class, making wise decisions about the skills and previous experiences of these new colleagues to ensure that the school's main priorities for development can be fulfilled. They have worked closely with the local authority attached inspector, who has offered very valuable advice. They take their work seriously and recognise that their monitoring and evaluation of the school's progress towards agreed targets needs to be more rigorous and consistent, so that pupils make continually good progress and achieve well during their time at the school. In the past, governors have worked to solve a problem, rather than proactively planning for the future to avoid problems arising. They fully accept that it is their responsibility to guide strategic planning for the school to enable continuous improvement.
46. Good use has been made of available financial resources to ensure that pupils are well supported in their learning. This supports the school's excellent approach to the inclusion of all pupils. There is a good number of support staff, who carry out their roles effectively in supporting pupils with special educational needs. They are not always as effectively deployed to support other groups of pupils, and, because many support staff have dual roles, and divide their time between a number of

responsibilities, it is difficult to ensure that all aspects of their work are carried out well. At times, because support staff are involved with many aspects of the school's work, they do not always concentrate fully on the main priorities of their role and there is no one who closely monitors their work to ensure that the best value for money is always gained. At times, support staff become too involved with aspects of school management that are not within their remit and, in the context of a small village setting, this can result in breaches of confidentiality.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. The school has many strengths, but some areas where provision must improve. In order to maintain the strengths and ensure that pupils make consistently good progress, the headteacher, staff and governors should:

- (1) Ensure that teaching is of a consistently good quality by:
  - Clearly establishing individual strengths and weaknesses;
  - Prioritising areas for development and setting timescales for improvement;
  - Monitoring progress towards targets set;
  - Sharing good practice to improve teachers' subject knowledge and teaching methods in Years 1 and 2;
  - Improving the curriculum so that it supports teachers' planning.Paragraphs: 4-6, 14, 15, 18, 43 and 46
  
- (2) Make regular use of assessment procedures and information to ensure that pupils are taught exactly what they need to learn.  
Paragraphs: 34, 35 and 46.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	27

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	8	13	0	0	0
Percentage	0	19	31	50	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three 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)	129
Number of full-time pupils known to be eligible for free school meals	3

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	13

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

### *Attendance*

#### **Authorised absence**

	%
School data	3.5
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.1
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	12	6	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	12	12
	Girls	6	6	6
	Total	14	18	18
Percentage of pupils at NC level 2 or above	School	78 (89)	100 (89)	100 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	6	6	6
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (89)	100 (100)
	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	5	7	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	5	5	6
	Total	9	10	11
Percentage of pupils at NC level 4 or above	School	75 (100)	83 (83)	92 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	5	5	6
	Total	10	10	11
Percentage of pupils at NC level 4 or above	School	83 (94)	83 (83)	92 (89)
	National	73 (72)	74 (74)	82 (82)

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



Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	129
Number of questionnaires returned	89

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	4	0	0
My child is making good progress in school.	56	34	8	2	0
Behaviour in the school is good.	63	36	0	0	0
My child gets the right amount of work to do at home.	28	29	25	4	3
The teaching is good.	58	36	2	2	1
I am kept well informed about how my child is getting on.	28	57	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	65	24	8	3	0
The school expects my child to work hard and achieve his or her best.	58	36	2	2	1
The school works closely with parents.	20	58	16	3	2
The school is well led and managed.	38	53	4	2	2
The school is helping my child become mature and responsible.	54	42	1	3	0
The school provides an interesting range of activities outside lessons.	29	39	19	3	8

## **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**

48 Overall provision is **satisfactory**.

#### Strengths:

- Children settle well and their personal development flourishes in the supportive atmosphere of the school;
- Induction procedures for new children are good;
- Speaking and listening skills and creative skills are developed well;
- Relationships between adults and children are good;
- Children behave very well.

#### Areas for development:

- Ways of checking how well children are doing so that teachers and assistants plan effectively for the next steps in learning;
- Overall planning for all aspects of learning in the Foundation Stage.

49. Children start in the reception class in September each year, and are taught with some Year 1 pupils. The good range of pre-school visits, including home interviews and time spent in the classroom, ensure that children settle quickly into school and are happy within the supportive ethos. Children who arrive at school with identified special educational needs, and those whose needs are assessed early on are particularly well supported. These children make good progress during their time in the Foundation Stage. Most children begin school with levels that are above that which might be expected and make satisfactory progress during the year. Most will exceed the early learning goals at the end of the year in all areas of learning except knowledge and understanding of the world, where most will meet the goals expected. Accommodation has improved since the last inspection. Children now have a spacious room, close to toilets, with good access to outside accommodation, which includes a garden as well as hard playing surfaces. This environment is attractive and well planned, and contributes significantly to the learning experiences enjoyed by the children.

50. Over the last school year there have been changes in staff due to sickness and class reorganisation. Teaching methods and curriculum planning have varied during this time. Although some good and very good teaching was observed during the inspection, teaching overall is judged to be satisfactory, with children achieving satisfactorily during their time in the Foundation Stage. Currently the quality of classroom management and the good balance achieved between direct teaching and well-structured play activities, especially in communication, language and literacy, indicates a real capacity to improve and develop. Assessment procedures do not at present provide all the information necessary for the teacher and her assistants to plan really suitable work in all areas of learning, and there are occasionally missed opportunities for the adults working with small groups to record progress or comments on development during focussed activities.

#### **Personal, social and emotional development**

51. The atmosphere of politeness and good behaviour that permeates the school is echoed in the reception class. Children achieve well and all will exceed the early learning goals in this area. Children have good opportunities to develop their independence when changing for physical education lessons and getting themselves ready for swimming. They learn how to take turns, to answer by raising their hands and respond well to instructions from their teacher. All adults have high expectations of good behaviour and hard work. Children respond well to this and concentrate on their tasks, maintaining long periods of focused activity, understanding that work needs to be finished. They help each other, as with reading partners, listening carefully and making suggestions when a friend is 'stuck' on a word. Adults are very good role models, treating children with

respect and valuing their answers. Children respond very well to this and are very supportive of each other.

### **Communication, language and literacy**

52. Children achieve satisfactorily in this area, due to satisfactory teaching, and most will exceed the early learning goals. Currently good teaching is ensuring that better progress is being made. This is because teaching assistants are very well deployed to support children on small group activities. Particularly well-linked activities, exciting props and materials encourage good progress. Children learn phonics well by using their 'sounds machine'. They recognise vowel and consonant sounds, and begin to build words. This method of teaching sounds also ensures that the older Year 1 pupils can work at a level that is appropriate to their age and understanding. Good guided reading activities and an inventive use of reading partners means that this aspect of learning is well supported, and most children are reading confidently by the end of the year. They use their knowledge of sounds to build new words and recognise common, regular words easily. They love stories and listen attentively. Children engage in conversation at all times with adults. They answer the teacher's well-posed questions and talk about what they have read. For example, they are encouraged to describe why they would recommend a particular library book to their friend. They share experiences, making suggestions for writing in their own book. Writing is now well supported, and children write confidently and complete a class book. One example, 'Kieran's Surprise', had an exciting ending, was well illustrated with children's own paintings, and engaged interest well. During the year, however, there have been few opportunities for children to engage in such self-selected writing activities and they have had limited experience of making lists, writing small books or writing invitations.

### **Mathematical development**

53. Satisfactory teaching over the year has ensured that almost all children will exceed the early learning goals in this area. They are able to count in twos, supported by good number displays of the animals of Noah's Ark. Children are learning about the seasons and months of the year. A good display of people in boats helps to remind them of the order and in which month their birthday falls. Children are beginning to learn how to tell the time, looking at the change of hours. Clocks appear in the 'Garden Centre' and on the computer. Children compare lengths and thickness, and know and use positional words correctly. They can recognise coins that they use in the 'Garden Centre' and most are able to write out and understand simple sums, involving addition and subtraction. With their Year 1 classmates, most children are able to recognise large numbers on the hundred-square, and the higher attaining children can count in tens to one hundred.

### **Knowledge and understanding of the world**

54. During the inspection there were limited opportunities to observe this aspect of children's learning. While children achieve satisfactorily overall, meeting the early learning goal, provision for learning about the world is less well developed than other aspects of work. However, children do improve their skills in a satisfactory manner when learning to use the computer. When programs are chosen which directly support their learning, good progress is made. For example, during a session with a literacy focus, children used select, drag and drop skills with the mouse to complete a story sequence. Children are beginning to learn about how seeds grow and extending their understanding of the environment. They have chances to take walks around the village, learning about their own neighbourhood. Children shared a big book, learning about a Jewish child celebrating Shabbat. However, this was not followed by a focussed activity that supported children's learning.

### **Physical development**

55. Children have good opportunities to develop physically, and most will exceed the early learning goals by the end of the year. Satisfactory teaching overall has ensured that the most is made of all opportunities. Children have chances to use wheeled toys outside and also to work with small apparatus. They benefit in this area by working with older pupils in Year 1, and have the added advantage of becoming confident in water, and learn to float using buoyancy aids in the school

swimming pool. Children use a range of tools, such as scissors, paintbrushes and pencils, to develop their dexterity.

### **Creative development**

56. Although teaching is satisfactory overall, current good teaching means that children are making good progress in art. Most will exceed the early learning goals at the end of this year. Real attention is given to colour mixing and using various paint techniques to make backgrounds for pictures. Printing skills are developed well and include the use of natural materials and the addition of layers to create pictures. Children become used to using a variety of media, including pencil, pastel and collage, on a variety of papers. Creative links are made with beautiful snails, crawling over leaves with suitable adjectives written on them. Smaller snails are used to develop patterning techniques. There were few opportunities to observe children engaged in role-play, although the 'Garden Centre' was open each day. Children really enjoy music and have ample opportunities to experiment with percussion instruments in class as well as learning songs with which to end the day and joining in with hymns in assembly and other whole school events.

## **ENGLISH**

57. The overall provision for English is **good**.

### Strengths:

- The quality of teaching and use of assessment in Years 5 and 6;
- The standards that pupils attain in national tests at the end of Years 2 and 6;
- Pupils' good attitudes and behaviour that support their learning.

### Areas for development:

- The match of work to pupils' ages and attainment levels;
- The marking of the pupils' work so that it is clear what they need to do to improve;
- Expectations about the presentation of work.

58. The 2002 national tests results were lower than in previous years because a higher proportion of pupils in this year group needed special support for a variety of learning needs. In the 2003 tests, while results are unvalidated, the school has exceeded its challenging target of 90 per cent of pupils attaining the expected level 4, with 45 per cent of pupils reaching the higher level 5. As a consequence of the school's focus on written work, results in 2002 for pupils at the end of Year 2 were better in writing than in reading. The proportion of pupils attaining at the higher Level 3 was above the national average. At the last inspection standards were broadly average. Standards in English are now above average.

59. The improvement in pupils' standards has been helped by the careful analysis that was made of the 2002 national tests. This indicated areas of learning that needed and have received greater attention. In Years 5 and 6 the teacher has made three formal assessments during the school year. She has fed back the levels attained to the pupils and advised them how to make their current level more secure or how to progress to a higher level as appropriate. This too has helped to raise standards.

60. Pupils join Year 1 with above average attainment and this is the case when they leave Year 6. Achievement over time is satisfactory, and, currently, pupils in Years 5 and 6 make the best progress. There has been good improvement to the provision for English since the last inspection. The national literacy strategy has been used well to promote the good development of pupils' literacy skills. Pupils with special educational needs make good progress because they are well supported by the co-ordinator and by the teaching assistants.

61. By the end of Years 2 and 6 the pupils' standards of speaking and listening are above average. Pupils make good use of a growing vocabulary. When discussing the opening for a story, pupils in

Year 2 suggested, *one dark, starry night* and a *golden beaming light, like a spotlight*. In an art lesson in Year 5 and 6, pupils used specific vocabulary when talking about a picture painted by Cezanne, referring to *viewpoint*, *shading* and *proportion*. Pupils enjoy reading, and standards are above average at the end of Years 2 and 6. An above average reader in Year 6 was very clear about the genre he enjoyed and had read J. R. Tolkein's 'Lord of the Rings'. He read fluently and expressively and had experienced a wide range of books, including non-fiction and poetry. All pupils understood how a library classification system worked, and had used the Internet to search for information. There was very good provision for a higher-attaining pupil in Year 2, who received some individual support to help to develop reading skills, such as *inference*.

62. Standards in writing are above average. Pupils have a good understanding of basic grammar and punctuation skills at the end of Years 2 and 6 and apply them appropriately in their work. Their creative and imaginative skills steadily improve over time. They learn to write in a variety of styles, with a very clear understanding that the style of writing changes depending on the situation and audience. Good links are made with some other subjects. For example, in a lesson for pupils in Years 3 and 4, a video clip about the weather was used as a starting point for a literacy lesson on taking notes. Pupils' geographical knowledge was enhanced alongside their literacy skills. However, in other subjects, such as history and religious education, writing opportunities are missed, and there are few examples of lengthy pieces of recorded work. There is limited evidence of pupils using the computer to draft, edit and print their work, so practising their skills in information and communication technology. This is a particular omission for the most able pupils. Handwriting is taught consistently through the school, but some pupils do not use a joined style outside of handwriting sessions. There is not a clear expectation that pupils should use a joined style in all written work, and this means that presentation is sometimes variable. Pupils' work is marked conscientiously and encouraging comments are often added. As yet, there are not enough comments about what pupils need to do to improve their work.
63. The quality of teaching and learning is good overall, but there are inconsistencies between classes. Very good teaching was seen in Years 5 and 6, in a lesson about performance poetry, based on the poems about cats by T S Eliot. The lesson began in the hall with a series of warm up and breathing exercises. The teacher stressed the importance of preparation before a performance. The pupils' very good attitudes and their behaviour and concentration enhanced their learning. The teacher emphasised the need for trust between performers. This was a very good moral message, in tune with the school's ethos. The pupils had good recall of the poem they had studied previously, and of the detail it revealed of the cats' characters. They were aware that the poet achieved the required effect through repetition. The teacher modelled the reading of 'The Naming of Cats' well, and a pupil remarked that *for a performance it would be necessary to catch a slinky feeling*. Pupils' comprehension was encouraged as they *worked out* the meaning of difficult words from the context of the text. The pupils learned that pace, facial expression and clarity all made for an effective performance. One group practised this with a parent helper, who is a professional actor. The lesson made a good contribution to pupils' social and cultural development.
64. In lessons in other classes, particularly in Years 1 and 2, tasks that are set for pupils are not always well enough matched to their age and level of attainment. This means that older or more able pupils often finish quickly and are not challenged enough, and that lower attaining pupils sometimes struggle with the work that is set for them. They therefore do not make steady progress in lessons and this affects their overall achievement. For example, in a lesson with Year 1 and 2 pupils, time spent on the *sound of the week*, was not appropriate for the most able pupils, who were already confident with initial sounds. Their behaviour deteriorated because they were not interested in the work. Learning for all pupils was affected because the teacher had to work hard to keep everyone's attention focussed on the work.
65. The provision for English is managed well. Good use has been made of test data, to find out the strengths and weaknesses in pupils' performance. As yet, this information has not been

consistently used to change what is taught, and how it is taught, to improve pupils' progress and performance in all classes. Leadership of English is therefore satisfactory. The school has two small libraries to support the pupils' learning. Neither is easy to use. The one for younger pupils is in the foyer, used to teach small groups, and is busy because of general circulation. The room for older pupils is some distance away and not easily supervised.

## MATHEMATICS

66. Overall provision is **satisfactory**.

Strengths:

- Test results at the end of Years 2 and 6 are above the national average;
- Teaching and the use of assessment is good in Years 5 and 6;
- Good use is made of the analysis of test results to change how and what pupils are taught.

Areas for development:

- Planning of work to meet the needs of different ages and abilities;
- The use of assessment data to ensure the next steps for learning are planned accurately;
- Setting of individual targets.

67. In the national tests in 2002, results at the end of Year 2 and Year 6 were above the national average. The numbers of pupils attaining the higher Level 5 at the end of Year 6 was well above the national average. Inspection evidence and the unvalidated results of national testing for 2003 indicate that standards remain above the national average, with a slightly larger proportion of pupils reaching the higher levels at the end of both Year 2 and 6.

68. Pupils join Year 1 with above average attainment. Overall their achievement through the school is satisfactory, but strong teaching in Years 5 and 6 ensures that rates of progress accelerate and pupils attain good levels by the end of Year 6. Pupils who are identified as having special educational needs are particularly well supported and make good progress towards targets set in their individual education plans.

69. At the end of last year, an analysis of test results identified the need to focus on word problem solving. This initiative has worked well and all teachers use the opportunity for phrasing problems as a vehicle for teaching in all areas of mathematics. For example, in Years 3 and 4 pupils were investigating division methods by solving a problem involving seating at a party. They were learning to become analytical in identifying important and necessary information. This was continued in Year 6 when pupils answered questions about a timetable and set out to investigate the cheapest balloon flight for their 'aged' aunt, who had to have a companion and be home by 9.30pm. This aspect of development marks a satisfactory improvement since the last inspection. By the end of Year 6, many pupils are working at a higher level than might be expected in the area of using and applying mathematics. In other areas of the mathematics curriculum pupils also attain good levels. The numeracy strategy is followed effectively and all areas of the programmes of study are included. By the end of Year 2 pupils are able to measure lines accurately and are confident to identify differences in times in minutes. They use interesting information to plot simple graphs, analysing the varieties of liquorice allsorts. They become confident dealing with money and start to measure capacity, making sensible estimates. At the end of Year 6 pupils deal confidently with times on a twenty-four hour clock and are beginning to develop an understanding of time zones, Greenwich meantime and the international dateline. They measure area and perimeter accurately and experiment with a variety of calculation methods, sometimes dealing confidently with very large numbers. They understand the concept of probability and are dealing with terms like mean, median, range and mode when handling data. Older pupils use Information and Communication Technology well to support their learning. This is less evident in younger classes.

70. Teaching is satisfactory overall. Teaching is often good and very good in Years 5 and 6. In the best lessons, teachers have high expectations of behaviour and the quality of work. They manage their groups and classes very well, and children learn effectively. In less successful lessons, teachers' do not manage time well and work is not well matched to the attainment levels of different groups of pupils. This was evident in a Year 1 and 2 lesson, where there was insufficient challenge for some pupils working on measurements in time. Because assessments are not always used successfully to predict pupils' future attainment, groups are not always established so that pupils can work on specific tasks. Pupils learn best where teachers use challenging questions, and they are able to develop their thinking skills. The calm and purposeful ethos of the school means that pupils work very hard, show respect for each other, are eager and articulate and want to contribute to discussions. Successful lessons build well on this atmosphere to generate interesting situations and make learning really enjoyable.
71. All teachers share the learning objectives for the lesson with their pupils, so that they can assess how well they have achieved that day. However, individual targets are not reinforced during lessons or used as a focus for marking. Thus, marking does not always indicate the next steps for learning. There is an inconsistency of approach to day-to-day assessment in the school. Where regular assessments are made and used to identify and predict outcomes, lessons are well planned for ability groups and progress is good. This is not apparent in every class. Overall, the leadership and management of mathematics is satisfactory.

## SCIENCE

72. The overall provision for science is **satisfactory**.

### Strengths:

- Teaching and learning in Years 3 to 6;
- Links with other subjects;
- Use of the school's environment to develop knowledge of living forms.

### Areas for development:

- Investigation and experimentation in Years 1 and 2;
- Marking of pupils' work.

73. The results of teacher assessments at the end of Year 2 have been fairly consistent over the past three years. In 2002, all pupils reached the expected Level 2, which was high in comparison with national averages, but attainment at the higher Level 3 was below average. The unvalidated 2003 results show a similar picture. In tests at the end of Year 6, results have been at least in line with the national average, and, prior to 2002, results were well above the national average for two years running. Because testing groups are small, results are affected in years when there are a higher proportion of pupils who need special support with their learning. In 2002, attainment at the higher Level 5 was close to the national average, but more pupils attained at the lower Level 3. All pupils achieved satisfactorily on their starting levels. In the most recent tests, half of the pupils attained at Level 5, which looks to be an improvement on previous years. Overall, pupils' achievements are satisfactory in science. Pupils make the best progress during Years 3 to 6.
74. No science lessons were observed in Year 2, but samples of work show standards of work to be average in Year 2. In Year 6, standards are above average. These findings differ from those of the last inspection, when standards were found to be good for the younger pupils and sound for the older pupils. The main reason for this is that pupils in Year 1 and 2 have too few opportunities to investigate and carry out experiments and this impacts on the learning of higher attaining pupils in particular. The standards reached by higher attaining pupils in Year 2 are lower than would be expected in this aspect of science work. Pupils' books contain very few examples of

investigations and there was no evidence to suggest that pupils have a good understanding of fair testing.

75. In the one Year 5 and 6 lesson seen, teaching and learning were very good. Pupils were involved in investigations of the local school environment, collecting and recording data appropriately. The lesson was very well organised with some pupils working on an activity with the teacher or teaching assistant, and some working independently. The range of activities was very good. Some pupils used the school pond to investigate mini-beasts. Others made a study of a *tree shake* collected from the churchyard, recording animal and plant life. A third group were involved in close observation of plants, developing their observational drawing skills and using reference books for identification. Another group of pupils carried out a *line transect*, recording all interesting findings in a selected area. A final group made *pitfall traps* to collect bugs, placing them in varied locations to investigate what type of bugs lived in which habitats. Throughout the lesson, pupils worked with high levels of concentration and enjoyment. They produced work of a good standard, exemplifying their understanding of appropriate recording methods. They made good reference to what they had found in the previous week's lesson, suggesting why their findings may be different. They showed their knowledge of mini-beasts as they suggested that dragonflies were seen during the previous lesson, as it was a bright, sunny day, while water snails were more apparent in the current lesson, because there had been rain. The teacher's good subject knowledge enthused pupils to ask questions and discuss their own opinions. They talked confidently about the life cycle of the dragonfly, and the thrush and snail as prey and predator. The teacher had very clear expectations of how pupils would work and set challenging homework with an agreed date for completion. The lesson was very successful. While no other lessons were seen, pupils' books in Years 3 and 4 show that a similar approach to investigation and observation is used to encourage good learning in these year groups.
76. The headteacher and a class teacher have led and managed the science curriculum in a *caretaker* role for the past year. Resources for teaching and learning have been suitably maintained, but there has been no development of the curriculum or teaching and learning to ensure that standards continually improve. Pupils' books have not been monitored, so there is no real understanding of where the strengths and weaknesses lie. Therefore, it is difficult to plan to solve inconsistencies in teaching and ensure that pupils make good progress over time. For example, there has been no plan to improve the marking of pupils' work, which is currently unsatisfactory, as it gives no indication of what pupils need to do to improve.

## ART AND DESIGN

77. The provision for art and design is **satisfactory** overall.

Strength:

- The quality of work displayed around the school.

Area for development:

- Ways of checking that pupils are developing skills and knowledge appropriately.

78. Only one art lesson was observed and therefore standards are judged from pupils' work around the school. At the end of Years 2 and 6, attainment is above expectations. This differs from the time of the last inspection, when standards at the end of Year 6 were found to be in line with expectations. Pupils' achievements are satisfactory, as they generally start in Year 1 with standards that are also above expectations.
79. In the lesson seen, teaching was satisfactory. Pupils were slow to settle and the teacher needed to remind them of the need to listen. The class reviewed previous work and evaluated their drawings. The teacher gave a clear instruction to *draw a little, but look a lot* and the pupils

responded to this well, paying very close attention to a variety of still life objects. Good use of the Internet was made to look at the work of Cézanne. Pupils used a drawing from a previous lesson to enlarge and improve using charcoal. They worked with enjoyment and concentrated well, although noise levels remained high. Year 5 and 6 pupils have gained good experience of reviewing and improving their work in art. Homework contributes well to the subject, as the pupils are very keen to continue their work beyond the lesson. They understand that a final presentation may be the result of many changes and developments over a number of days or weeks. They know that many famous artists took months and often years to finish their masterpieces.

80. Leadership and management are satisfactory. Resources are appropriately organised and pupils' work is well displayed around the school. There is good evidence of a broad understanding of various artists and their work, and work based on Van Gogh and Cézanne was prominently displayed. There were a number of very beautiful leaf studies in the Year 3 and 4 classroom, which had been carefully created with layered tissue paper and mounted very attractively. As yet there are no ways of tracking the progress that pupils continually develop skills and knowledge at an appropriate level and pace. The co-ordinator has not had opportunities to observe teaching and learning and has not carried out moderation of completed work. She therefore cannot be sure that pupils' progress is good enough.

## DESIGN AND TECHNOLOGY

81. Provision for design and technology is **satisfactory**.

Strengths:

- Pupils are enthusiastic about their work;
- Final products are presented well;
- Pupils learn from the full cycle of design and technology work.

Areas for development:

- Ways of checking how well pupils are doing;
- Monitoring and improvement of the curriculum.

82. By the end of Years 2 and 6 pupils attain standards that are in line with those expected nationally. Evidence was gained through pupils written evidence, collections of completed objects and through discussion with pupils. Teaching was judged to be satisfactory and pupils achieve satisfactorily during their time in school.
83. The curriculum follows the units selected from non-statutory guidance and gives pupils opportunities to work with resistant materials, food and to investigate structures and mechanisms. There was less evidence of work involving the joining and decoration of textiles. All pupils follow design processes and make plans and evaluate the work they have completed. Older pupils make particularly good evaluations of their motorised models recording their work by word processing.
84. Pupils enjoy their work and are happy to talk about what they have done. They are enthusiastic about using materials for construction and remember clearly work from past years. At present the co-ordination of the subject is underdeveloped, as the quality of planning, teaching and assessment has not been monitored recently. Although comments are recorded on the end of year reports, no formal assessment of the development of skills is in place.

## GEOGRAPHY

85. The overall provision is **satisfactory**.

Strength:

- Visits and the local area are used well to support learning.

Area for development:

- Pupils' recorded work, which is currently very limited.

86. Only one geography lesson was seen during the inspection, where teaching and learning were good. Some evidence was gained from work samples, but this was not sufficient to form a judgement about the overall quality of teaching and learning. From the small amount of recorded work and some discussions with pupils, standards are judged to be in line with expectations and pupils' achievements to be satisfactory. This is an improvement on standards found at the end of Year 6 during the last inspection.
87. Pupils in Year 1 and 2 have used their knowledge of the local area to draw simple maps and routes. They are beginning to compare life in different places by looking at the countries where Barnaby Bear takes a holiday. They learn about the effect of human action on the environment. Their understanding of environmental issues was well supported their work with Mr. Rotavator. Older pupils continue to make good use of the local area and a variety of visits encourage their geographical knowledge. Effective links are made with science, as pupils study local habitats and begin to understand why life form and habitats are particular to certain areas. They begin to understand the similarities and differences of village life and life in other inhabited areas. They develop an understanding of how weather affects people and the environment.
88. The subject is managed suitably, but leadership towards improvement and development has been slow. The curriculum has not been reviewed and there is no certainty that what pupils are taught is actually helping them to make good progress. Geography activities are enjoyable and support pupils' satisfactory progress. However, pupils are not often enough challenged to develop more specific geographical skills that will help them to attain higher standards.

## HISTORY

89. The overall provision for history is **satisfactory**.

Strengths:

- Pupils have a very good knowledge of their own learning, particularly in Year 6;
- A good programme of visits enriches the curriculum;
- Pupils' have very good attitudes to the subject.

Areas for development:

- The role of the co-ordinator, so that the curriculum is reviewed, assessment procedures are introduced and the pupils' subject performance is monitored effectively.
90. No lessons were seen during the inspection, so judgements are based on an analysis of pupils' work and on discussion with pupils. Pupils' attainment is in line with national expectations, as at the last inspection. Pupils in Year 6 have good recall of work that they have previously done. A well-developed sense of chronology allows them to sequence events correctly. When talking about the Ancient Greeks they understand the significance of archaeological findings and know the difference between primary and secondary sources of evidence. They have positive attitudes and talk enthusiastically about what they learned on a visit to the British Museum in connection with their work on Ancient Egypt. They have also spent a day as an evacuee at Stibbington Environmental Centre, enhancing their learning about Britain since the 1930s.
91. Pupils in Years 1 and 2 have a sound understanding of old and new. They compare toys from the 1900s, with toys today. They also know about changes in houses and in transport. They learn

about the lives of famous people like Florence Nightingale and Guy Fawkes. Pupils in Years 3 and 4 develop their sense of time by sequencing important events from the Tudor period. They compare the lives of rich and poor people, and have studied the life of Henry VIII, increasing their knowledge of a key figure of the time.

92. In Years 5 and 6, good links are made to literacy. Pupils write about life as an evacuee and consider the advantages and disadvantages of being evacuated. They also write a postcard home to mother. By contrast, opportunities for extended writing are missed in the other year groups where there is a considerable reliance on worksheets. In Years 5 and 6, good link were also made to design and technology, when pupils made a 'peep box' of an Andersen shelter. Teaching and learning are judged to be satisfactory overall.
93. The co-ordinator does not currently carry out curriculum monitoring to ensure that pupils are taught what they need to be taught to make good progress. In Years 3 and 4 significantly less time is allocated to history, and this slows pupils' acquisition of knowledge and skills. Teaching is not monitored, and there is no clear view of the standards that the pupils achieve. While the subject is managed satisfactorily to ensure that resources are suitable and accessible, leadership does not support the development and improvement of the provision, and is therefore unsatisfactory.

## INFORMATION AND COMMUNICATION TECHNOLOGY

94. The overall provision for ICT is **satisfactory**.

Strength:

- Pupils' confidence.

Area for development:

- Opportunities for pupils to learn specific ICT skills on a regular basis;
- Use of ICT skills to improve learning in other subjects.

95. No lessons were observed where ICT skills were specifically taught. Therefore judgements are made on pupils' incidental use of ICT and samples of work. The previous inspection reported that standards were very variable. Since then the school has made suitable progress. National initiatives have made a difference to the provision of equipment and the training of teachers. An ICT suite has been established in the Year 5 and 6 classroom, the optional national scheme of work has been adopted and teachers' confidence is improving. Consequently, standards by the end of end of Years 2 and 6 are in line with national expectations and pupils are achieving satisfactorily in relation to their prior attainment. All aspects of the subject are covered and pupils have sufficient opportunities to practise, refine and develop their ICT skills to the expected level. Pupils' previous work shows that, although some use is made of computers to access information and support learning, the use of ICT has yet to make a significant impact on pupils' learning in all subjects of the curriculum.
96. In Year 2, many pupils are confident users of computers. Discussion shows that pupils know how to log on and off the computer, know how to save and retrieve their work and have basic knowledge of word processing, for instance how to resize text or change fonts. Younger pupils show familiarity with the keyboard functions and many confidently use a mouse for pointing, selecting, dragging and moving items around the screen. They clearly understand that drawings can be created using a graphics program and printed out, and are delighted with their finished work.
97. By Year 6, many pupils work with relative independence on the computers and have a developing understanding of the uses of ICT in the world around them. They are beginning to use the computer to store and present data in their science work and have become a little more

sophisticated about what they do with the appearance of text. For example, they successfully and easily change the font, size and colour to enhance their work and make an impact on the audience. Most explain clearly how they used the Internet to search information sources and to select and print relevant information linked to their work in science and geography. Although standards in control and monitoring elements of the subject, such as electric lights or motors, monitoring temperature or simulations to help them investigate relationships, are weaker due to limited chances to work with such equipment, standards in text and graphics are good.

98. Teaching and learning are satisfactory overall. All pupils make satisfactory progress. Teachers have at least a satisfactory knowledge of the aspects that they deliver. Where teaching is good, high standards of work and behaviour are promoted, and pupils use ICT as a tool to support their learning in other subjects. There is an appropriate focus on relevant, subject specific vocabulary and pupils talk confidently about their work in ICT. An area of weakness in planning is that, although objectives are clear for the teaching of specific ICT skills, short-term plans do not identify when ICT will be used to support other subjects.
99. Leadership of the subject is satisfactory overall, with some good features. The co-ordinator offers advice and support to colleagues in planning and teaching. However, the monitoring of teaching and learning has still to be established in order to identify precisely where support is required. Priorities since the last inspection have focused on improving staff skills, and teachers' confidence has improved. The next phase in the development of the subject is to make wider use of computers and greater use of assessment information to inform planning to meet the needs of all pupils. Hardware is adequate, but there is no interactive white board to aid direct teaching of specific skills. Software is limited. For example, there are insufficient resources to support the teaching of control, so that pupils can sequence instructions.

## MUSIC

100. The overall provision for music is **satisfactory**.

### Strengths:

- The quality of singing in Years 3 to 6;
- Extra-curricular musical activities;
- Pupils' good attitudes and behaviour.

### Areas for development:

- Ways of checking how well pupils are doing;
- The scheme of work for music.

101. As found during the last inspection, standards in music are in line with expectations. Pupils' singing skills are well developed. During the inspection, pupils in Years 3 to 6 were practising *music hall* songs to perform at an end of term concert for parents. They sang in unison very tunefully, employing the appropriate facial expression and gestures to suit the type of song. The pupils' very good attitudes and behaviour contributed to their learning. A group of pupils rehearsed movements to accompany '*I do like to be beside the seaside*'. This was done without embarrassment and the remainder of the pupils applaud spontaneously when the practice finishes. The teacher's explanation of the place of dialect in the songs enhanced pupils' cultural development. In a satisfactory lesson in Class 3, pupils listened and respond to *Nessun Dorma*. One pupil described operatic music as being '*like a play*'. The teacher explained the background to the chosen piece well.
102. Pupils in Years 1 and 2 explored wet weather music to see how sounds could be combined to create a class composition. Good discussion about how a rain storm starts and builds up led pupils to understanding the use of appropriate musical terms, such as *crescendo*. All pupils used their

bodies to make music, for example, by clapping and tapping, to depict rain sounds. They knew the names of percussion instruments and held them correctly to play them. The intention was for pupils to collaboratively create a graphic score, but because the pace of the lesson was slow during the initial discussion, this aim was not achieved. In Years 5 and 6, pupils have worked on composition skills individually, in pairs and in groups to extend their learning. Overall, teaching and learning are satisfactory.

103. The school offers financial support to pupils who wish to learn to play the violin. Pupils have the opportunities to perform with other schools in local music festivals. Ways of checking how well pupils are doing over time are currently unsatisfactory and there is not a clear scheme of work that shows the continuity and progression of learning throughout the whole school. There has been no improvement in these areas since the last inspection. Therefore, while the subject is managed satisfactory, leadership to ensure development and improvement is unsatisfactory.

## PHYSICAL EDUCATION

104. Overall provision for physical education is **good**.

Strengths:

- Good support is given to teachers to develop skills and knowledge;
- Strong leadership ensures that the subject has a high profile in school;
- Provision is good for expert training and there are a good range of clubs for older pupils;
- Very good attitudes towards physical education;
- Very good accommodation for physical education.

Areas for development:

- The use of newly devised systems for assessing pupils' standards;
- The consistency of planning.

105. By the end of Years 2 and 6, pupils attain standards that are above those expected nationally. Attainment is better than reported at the last inspection. Pupils achieve satisfactorily during their time in school. During the last two years the profile of physical education has been raised in the school as a result of the expertise and enthusiasm of the co-ordinator. Thus the quality of learning within lessons observed was good, and pupils are now making better progress.

106. By the end of Year 2, pupils are improving skills in throwing, rolling and fielding small, soft balls. They work together well, and improve skills satisfactorily during lessons. By the end of Year 6, pupils work with improving control, varying throwing techniques and using fielding skills learned through their cricket coaching. The oldest pupils measure and monitor improvements in standing jumps and ball throwing, as well as practising track events and training for inter-school sports. They improve their bat and ball skills and learn to play hockey with the support of professional coaching. All pupils have opportunities to use the school swimming pool. Even the youngest learn how to be safe in the water, improving in confidence, so that by the end of Year 6 most pupils can swim 25 metres.

107. Teaching seen during the inspection was good. All teachers have benefited from the level of support and guidance offered by the co-ordinator, and lessons are well planned, placing suitable emphasis on warm-ups and cooling down sessions. Pupils' enthusiasm is used well, and no time is wasted in lessons. Good organisation ensures that equipment is readily available, and well-established routines contribute to the smooth running of lessons and enjoyment of all. A good understanding of the progression of skills to be learned means that pupils learn quickly and have sufficient time to practise and improve. They are working with games, athletics and swimming skills in this part of the summer term. Pupils with special educational needs are well supported, and sensitive planning and intervention ensure that they make good progress.

108. A good range of sports clubs has been established for older pupils. These are well attended and ensure that individual pupils with particular aptitudes are successful in their field of expertise. Success is valued and applauded at school. The accommodation provided ensures that pupils have very good access to field and track activities, as well as use of the school pool. The hall, although small for some older and larger classes, is well used and suitably equipped.

109. Although comments are recorded on end of year reports and a comprehensive assessment package has been generated by the subject co-ordinator, it is not yet in use. In common with other areas of the curriculum the quality of planning is not consistent throughout the school.

## RELIGIOUS EDUCATION

110. The overall provision for religious education is **satisfactory**.

Strength:

- Pupils' very good knowledge of their learning, particularly in Year 6;
- Pupils' good attitudes to the subject.

Areas for development:

- The quantity of written work in Years 3-6;
- Subject leadership and management;
- Links with representatives of other faith communities.

111. Standards are in line with the expectations of the locally agreed syllabus, as reported previously. Pupils in Year 6 have a sound knowledge of the six major world religions, as is the requirement of the locally agreed syllabus. They talk with understanding about the important Christian festivals, and about special services like baptism and marriage. They are aware that for Jewish people, the Old Testament is also a sacred book, and that Islam is the third religion to have its roots in the Middle East. When discussing Judaism, the pupils understand where Jewish people worship and the reverence they show for the Torah. Their recall of the customs of the Jewish Sabbath is less secure. They have good and recent knowledge of Sikhism, and they talk about its central beliefs and customs. They show respect for other people's beliefs in their discussions. Pupils' achievements are satisfactory in this subject.

112. Pupils in Year 2 know that Christians and Jewish people believe in one God. They have learned about the use of scrolls and candles in Judaism and know how the Sabbath is celebrated. They know the stories of the Christian festivals of Christmas, Good Friday and Easter, and can give examples of some of the stories of Jesus. In one lesson seen, pupils in Years 3 and 4 listened quietly and attentively and this helped their learning. They discussed significant events in people's lives, including the imprisonment of Terry Waite and Anne Frank.

113. The subject leadership and management are unsatisfactory. Teaching is not monitored, and a lack of procedures to check how well pupils are doing means that there is no clear view of the standards they attain. The lack of written work in Years 3 to 6 means that there is only a limited record of pupils' progress. In addition there are still too few opportunities to talk to people from other faiths and visit their places of worship.