

# INSPECTION REPORT

**GREAT AND LITTLE SHELFORD  
CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Cambridge

LEA area: Cambridgeshire

Unique reference number: 110831

Headteacher: Mrs A Quinlan

Reporting inspector: Mr N Sherman  
16493

Dates of inspection: 14<sup>th</sup> – 17<sup>th</sup> October 2002

Inspection number: 247059

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Street Great Shelford Cambridge
Postcode:	CB2 5EL
Telephone number:	01223 843107
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Haddow
Date of previous inspection:	2 <sup>nd</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16493	Mr N Sherman	Registered inspector	The Foundation Stage Art and design Physical education	The school's results and pupils' achievements How well are pupils taught How well the school is led and managed What could the school do to improve further
31729	Mr B Harrington	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents
13110	Mrs P King	Team inspector	Information and communication technology Science Design and technology	How well does the school care for its pupils
32136	Mrs L Brookes	Team inspector	English Music Pupils with special educational needs	How good are the curricular and other opportunities offered to the pupils
23583	Mr P Kerr	Team inspector	Mathematics History Geography Pupils with English as an additional language Educational inclusion	

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

### **INFORMATION ABOUT THE SCHOOL**

Great and Little Shelford Church of England Voluntary Aided Primary School is situated on the southern outskirts of the city of Cambridge. The school is of average size and provides education for pupils in the 4 – 11 age range. There are 205 pupils on roll with a very even number of boys and girls. Seventeen pupils, 12% of the school roll, have special educational needs, a figure that is below the average. Two pupils have a statement of special educational needs, a figure that is average. Six pupils claim free school meals, which is below the average. The percentage of pupils with English as an additional language is below the average and none are at the early stages of learning English. Pupils enter the school with above average levels of attainment.

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

The school is effective and provides a good standard of education. By the end of both key stages, pupils achieve good standards in English, mathematics and science. Pupils attain satisfactory standards in all other subjects. Attendance rates are well above average. Teaching in all classes is good. Pupils behave well in and around the school. Links with parents are very effective and parents have a positive impact on the school's work. The school is ably led and managed and the headteacher's management is effective in enabling all staff to work purposefully together to ensure that the school's aims are well met. The school provides good value for money.

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

- By the end of both key stages, pupils achieve good standards in English, mathematics and science.
- The quality of teaching and learning is good.
- Pupils have good attitudes to learning and approach their work with high levels of enthusiasm.
- Attendance rates are well above average.
- Overall, the school makes good provision for pupils' spiritual, social, moral and cultural development.
- Links with parents and the local community are good and have a strong impact on pupils' learning.
- The school is well led and managed, and this has a positive impact on pupils' achievements.

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

- How pupils present their work.
- How the school assesses pupils' progress in subjects other than English and mathematics.
- How the school promotes pupils' ability to direct the course of their own learning, particularly for higher attaining pupils, in mathematics and science.
- The amount of time given to art and design and design and technology.

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 February 1998. Since then it has made good progress. Standards in National Curriculum tests at both key stages have improved significantly since the last inspection, with a far higher than average number of pupils reaching the higher levels. The effective action taken in tackling the key issues for improvement in the last report has led to improvements in standards. For example, standards in information and communication technology are now in line with expectations and much improved since 1998. Teaching has improved, as has the quality of education in the Foundation Stage. Good use is now made of assessment information gathered on pupils' progress in English and mathematics in order to plan what pupils need to do to further improve. Under the clear and effective leadership of the headteacher, the school is suitably placed to make further improvements to the quality of pupils' learning and build on its many strengths.

## 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	A*	A
mathematics	B	A	A*	A*
science	A	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The information shows that in the 2002 National Curriculum tests at the end of Year 6, pupils reached standards that were well above average in English, mathematics and science. In English and mathematics, standards were in the top five per cent of schools in the country. When the results are compared with similar schools, based on the numbers of pupils who claim free school meals, pupils reached standards that were above average in English, mathematics and science and in mathematics were in the top five per cent of schools.

The findings of the inspection are that pupils in the current Year 6 group achieve standards that are above national expectations in English, mathematics and science. Pupils enter the school with above average levels of attainment and make good progress in English but their progress in the investigational aspects of mathematics and science could be higher. Standards in literacy and numeracy are above average, although the way pupils present their work is not as good as it could be. The school sets appropriately challenging targets for Key Stage 2 pupils in English and mathematics and those set for the academic year 2001/02 were exceeded. In other subjects, pupils attain standards that are in line with national expectations and make satisfactory progress.

At the end of Year 2, the results of the 2002 national tests indicate that pupils' attainment in reading and mathematics was well above average. Standards in writing were average. In comparison with similar schools, pupils' performance was well above average in reading and mathematics and below average in writing. The end of Year 2 national teacher assessments in science indicate that pupils' attainment was well above average. Inspection findings are that by the end of Year 2, pupils reach standards that are above national expectations in reading, writing and mathematics.

Data gathered from assessing children when they start school full time indicates that their attainment is above average. Children make good progress in many aspects of their learning while in the Reception class. By the time children enter Year 1, they attain standards higher than the expectations of the Early Learning Goals in their personal, social and emotional development, in communication, language and literacy, mathematical development, their knowledge and understanding of the world, and their physical development. Children achieve the Early Learning Goals in the creative aspect of their learning.

Children with special educational needs make good gains in learning as they move through the school. Their individual needs are identified early by teachers and they are given well-targeted support by teachers and learning support assistants. Overall, higher attaining pupils make satisfactory progress. The few pupils who are judged to be gifted and talented receive good support and achieve very well.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils of all ages enjoy their learning and are keen to succeed.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around the school and are polite and courteous to each other and to visitors to the school.
Personal development and relationships	Good. Relationships are very good and pupils both value and treat one another with respect. Provision for pupils' personal development is good.
Attendance	Very good. Attendance levels are well above average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good. Children in the Foundation Stage are effectively taught and make good gains in many areas of their learning. At Key Stage 1 and Key Stage 2, the teaching of English and mathematics is good overall, although still more needs to be done to raise standards of presentation of pupils' work. In both key stages, teachers have good subject knowledge and plan interesting and varied work for pupils and pupils respond well to the challenge in this. All teachers have warm and positive relationships with pupils who are given due praise for their efforts and this encourages pupils to learn from any mistakes they may make. The teaching of basic skills in literacy and numeracy is good. Teachers are not always effective in devising creative ways to enable pupils to explore their own lines of enquiry in their learning. The teaching of pupils with special educational needs is good.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of	Satisfactory. The curriculum planned for children in the



the curriculum	Foundation Stage is good. At Key Stage 1 and Key Stage 2, some subjects do not have sufficient time allocated to them to enable pupils to sufficiently develop their skills. There is good provision for pupils to participate in the extra-curricular life of the school.
Provision for pupils with special educational needs	Good. Pupils with special educational needs receive good support in daily lessons and make good progress as a result.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. The school makes good provision for pupils' spiritual, social, moral and cultural development, although there are too few opportunities for them to explore and pursue their own lines of enquiry.
How well the school cares for its pupils	Good. Pupils are well cared for by all staff who have a good understanding of the pupils' individual circumstances. There are good procedures for tracking pupils' progress in English and mathematics. Procedures to monitor and track pupils' progress in other subjects are unsatisfactory.
How well the school works in partnership with parents	Very good. The school has developed strong links with parents that have a beneficial impact on the school's work and the quality of education that pupils receive.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's management is effective in ensuring that all staff work with a clear sense of purpose and direction. The senior management team give good support, as do other co-ordinators.
How well the governors fulfil their responsibilities	Good. Governors are effective in fulfilling their responsibilities and give the school good support and have a secure understanding of what the school does well.
The school's evaluation of its performance	Good. Teaching and learning is regularly monitored by both the headteacher and other co-ordinators with good reference being made by teachers to the pupils' attainment in the National Curriculum tests to indicate where further improvements are to be made.
The strategic use of resources	Good use is made of additional grants given to the school to support pupils' learning. The school has a secure understanding of the principles of 'best value' which are fairly and rigorously applied when making spending decisions.
Staffing, accommodation and learning resources.	The school has a sufficient number of qualified and experienced teachers and support staff to ensure that the National Curriculum can be taught. Accommodation is satisfactory and the quality and range of resources are generally good.

#### 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>The progress that their children make both academically and socially.</li> <li>The information provided by the school in</li> </ul>	<ul style="list-style-type: none"> <li>The information they receive on the progress their children make.</li> <li>The amount of homework that their</li> </ul>

<p>terms of what is taking place at the school.</p> <ul style="list-style-type: none"> <li>• The standards their children attain.</li> <li>• How the school encourages their children to contribute to the life of the school and the local village community.</li> </ul>	<p>children receive.</p>
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Inspectors fully support the parents' positive views of the school, particularly in terms of the standards pupils attain and the way the pupils are encouraged to play a full and active part in the school and local community. Inspection findings indicate that parents are provided with sufficient information about their children's progress and are given appropriate opportunities to discuss their children's progress and, therefore, inspectors do not support parents on this issue. Pupils are given homework to support their learning in English and mathematics plus other assignments in the form of 'Home Challenges', that involve learning in other subjects. Inspectors do not support parents in their views on this issue.

## **PART B: COMMENTARY**

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

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

1. The children enter the school with above average levels of attainment. Children make good progress in their first year at the school. By the time they transfer to the Year 1 class, they exceed the Early Learning Goals in their communication, language and literacy, mathematical development, knowledge and understanding of the world, personal, social and emotional development and their physical development. Children make satisfactory progress in their creative development and achieve the Early Learning Goals. Children with special educational needs make similar progress to that made by their classmates.
2. On the basis of the 2002 end of key stage National Curriculum tests for Key Stage 1, pupils' attainment in reading is well above the average. In writing, pupils' attainment was average. In mathematics, standards were well above the national average. When the results are compared with similar schools, standards were above average in reading and mathematics and below average in writing. In all three aspects, standards have been well above average since 1999 and although the 2002 results in writing were not as high as in previous years, this reflects the attainment of the particular cohort of pupils. In science, based on assessments made by teachers in 2002 standards were very high both nationally and when compared with similar schools.
3. The inspection findings indicate that pupils' attainment at the end of Key Stage 1 is above national expectations in English, mathematics and science. This represents good improvement since the last inspection when standards were average. The effective monitoring of teaching, which has successfully drawn out areas for improvement, the successful introduction of the national strategies for literacy and numeracy and the close links with parents, who support their children well in their learning, have contributed to this good progress. The difference between inspection findings and the end of key stage National Curriculum test results is attributable to the natural differences in attainment between the different year groups. The overall quality of pupils' written work is lessened by unsatisfactory standards in presentation. Standards in handwriting, whilst satisfactory, are not as high as they could be given the high levels of attainment many pupils demonstrate when they first enter the school.
4. By the end of Year 2, pupils are very confident readers who read accurately and take great pleasure from what they read and have a good understanding of the authors of children's books. They express their views clearly about the sorts of books that they like to read and use information books well to supplement their reading diet further. Standards in writing are well above average in terms of the content and structure of their work. Pupils write at length and use interesting vocabulary to make their work more interesting. Pupils' written work is often let down in the unsatisfactory standards of presentation and progress in this aspect of their literacy development is unsatisfactory. Pupils are given good opportunities to express their views and discuss matters of interest. This helps to develop pupils' confidence in speaking and listening and by the end of Year 2 they attain standards that are well above the average. All pupils, including those with special educational needs and higher attaining pupils, make good progress in the development of their English skills as they move through the key stage.
5. By the end of Year 2, pupils reach standards that are above national expectations in mathematics and make good progress. Most pupils have a good knowledge and

understanding of tens and units and are able to undertake addition and subtraction problems up to and including three digit numbers. They use this information well in solving everyday mathematical problems such as solving money problems if purchasing goods from a shop. Pupils have a good understanding of shape, measurement and space and by the end of Year 2 most pupils are able to construct a simple bar chart in order to represent mathematical information.

6. By the end of Year 2, pupils attain standards that are above national expectations in science. Pupils of all abilities make good progress in developing their scientific knowledge. They make less progress in developing their ability to undertake investigations and this limits their overall progress. By the end of Year 2, pupils explain and understand that living creatures need certain conditions to be in place in order to thrive. Pupils' understanding of the structure of an electrical circuit is secure and they appreciate the need for diligence when changing a plug, owing to the danger of electricity.
7. In the National Curriculum tests for 2002 for pupils at the end of Key Stage 2, the number of pupils attaining the expected level in English and mathematics was well above average with well over half of pupils reaching the higher Level 5. This places the school in the top five per cent of schools in the country. When compared with similar schools, standards were well above average in English, and in mathematics standards were in the top five per cent of schools in the country. In science, standards were well above average nationally and when compared with similar schools. The 2002 results indicate that standards have been maintained at the same high level as found in the test results for the previous three years. The school has raised standards significantly since the previous report when they were judged to be in line with the national average in English, mathematics and science.
8. The findings of the inspection are that standards in English, mathematics and science are above national expectations but not at the level found in the most recent tests. This is partly because the attainment of the current group of Year 6 pupils is not as high as that of previous year groups and partly because standards of presentation and investigation work, which are not formally assessed in the National Curriculum tests, are not as good as other aspects of the curriculum. This lowers the overall level of attainment in English, mathematics and science. However, pupils of all abilities make at least satisfactory progress in mathematics and science and they make good progress in English. This reflects the time and attention that the school pays to developing pupils' knowledge and understanding in the subjects as they move through each of the classes.
9. By the end of Year 6, pupils are confident users of written English and often produce work of a high standard. They understand that thinking carefully about what vocabulary to use, and drafting and redrafting their work can improve the overall quality of their finished piece. Pupils read avidly and widely and can give examples of children's books written by classical authors as well as contemporary ones. Pupils listen effectively to the views of others and by the age of eleven many pupils are confident and expressive speakers who express their ideas logically as well as aloud to a wider audience. Pupils, including those with special educational needs make good progress in their understanding of literacy and apply these skills well in other subjects. However, progress is less marked in their general presentation of work and in the development of their handwriting skills. Too many pupils are still using a pencil to write their work and teachers have too low expectations of pupils in this aspect of their literacy development.

10. By the end of Year 6, pupils have a good understanding of mathematical ideas and concepts. Many are confident in their approach to using different strategies in solving arithmetic problems and most pupils, including those with special educational needs, enjoy their mathematical learning. Pupils understand well for their age the different aspects of shape, space and measure. They make satisfactory progress in their ability to construct tables and charts to represent information. Pupils' progress is limited by the too few opportunities in the course of daily lessons to use computers to support their learning.
11. By the end of Year 6, pupils have a good knowledge and understanding of different scientific ideas and concepts. They explain the function that different parts of a plant perform and understand that seed dispersal can happen by the wind or being carried by animals. Pupils label a circuit effectively and explain and give examples of different forces such as gravity. They know that forces can be measured in Newtons. Pupils have a good understanding of the properties of materials. Although pupils are given opportunities to undertake investigations, given the good attainment levels of pupils, their ability to explore their own lines of enquiry in their science work is under-developed and this restricts their attainment and progress in this aspect of their science work.
12. At the end of Key Stage 1, pupils reach standards that are above expectations in geography and make good progress. In all other subjects at the end of both key stages, pupils reach standards that are in line with expectations. Pupils make satisfactory progress in all subjects.
13. The school has a below average number of pupils with special educational needs and these pupils make good progress towards their targets. The school has a higher than average number of higher-attaining pupils, who make satisfactory progress overall. The school makes good use of the assessment data gathered to carefully track the progress of the pupils who are judged to be gifted and talented as they move through the school. In some instances, pupils undertake end of key stage National Curriculum tests for a higher key stage and attain very well.
14. Over a three-year period, the data from National Curriculum tests indicate that there is no significant difference between the boys and girls, and the overall improvement made by pupils in the National Curriculum tests is in line with that seen nationally. The school regularly exceeds the targets that are set for pupils' performance in English and mathematics. The targets that are set are challenging and include the setting of high targets for pupils to reach the higher levels in the tests. As a result, this has led to good improvements being made by the school in raising the standards pupils reach in the National Curriculum tests since the previous inspection.

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

15. Pupils have good attitudes to their work in all subjects. In lessons, most pupils are keen to make a contribution and have the confidence and ability to provide extended answers to questions. They demonstrate a good level of commitment to practical tasks and enjoy sharing their findings with their classmates. A small number of pupils in some classes do not share this level of commitment and are reluctant to join in class discussions. Parents agree that their children like school and this is supported by the pupils' own comments. Children in the Foundation Stage are enthusiastic about their learning and apply themselves well to the work that is set. They treat the classroom resources with care and respect and are taught well to replace the equipment after it has been used.

16. Pupils behave well in lessons and around the school. They have a good understanding of social etiquette and behave accordingly. Most pupils listen politely when others are speaking in class and are prepared to wait until it is their turn to speak. Younger pupils are learning that taking turns is an important part of communication. There have been no incidents of oppressive behaviour recorded and pupils work and play well together. The vast majority of parents agree that behaviour in school is good. There have been no recent exclusions.
17. Provision for pupils' personal development is good. Relationships throughout the school are good and the example set by adults in school, often through the use of humour, helps pupils to learn the benefits of positive exchanges. The school council provides pupils with an opportunity to experience the practices of democracy, and also enables pupils of all ages to contribute to the quality of life in school. There are very good routines in place for older pupils to take responsibility for looking after younger children and to be reading partners with them. In all classes pupils are encouraged to undertake monitorial duties but there are few opportunities for pupils to organise and manage their own learning as would be appropriate to their skills and initiative. Almost all parents responding to the inspection survey agreed that the school was helping their children to become mature and responsible. Overall, the pupils respond well to the good opportunities that are planned to enhance their spiritual, social, moral and cultural development. In literacy sessions, for example, pupils are given good scope to reflect on the literature that is read to them and to discuss how the stories and text they hear make them feel. Through the recently improved provision for extra-curricular activities and scope for playing competitive games against other schools, pupils have further opportunities to work together as a team and as a result learn to recognise the importance of working effectively together.
18. Attendance is very good and well above average. During the most recent reporting year, the attendance was 96.4%, which was very high in comparison with other schools and significantly higher than the national average. The rate of unauthorised absence is below the national average. This high level of attendance has been maintained over a number of years and reflects the views of parents that their children enjoy coming to school.

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

19. The overall quality of teaching and learning is good in all parts of the school with some very good features. During the inspection, the quality of teaching was excellent in two per cent of the 42 lessons seen, very good in 26%, good in 51% of lessons and satisfactory in the remainder. There is consistency of teaching in many classes and the quality of teaching has improved greatly since the previous inspection when teaching was found to be satisfactory. The new teachers who have joined the school over the past two years, together with the teachers already at the school have worked hard to establish an agreed set of principles to guide teaching to ensure consistency. The strong teamwork that is very much evident at the school and that is based on critically evaluating the quality of provision offered to pupils has helped to raise the standard of teaching since the previous inspection. The school has successfully implemented the national strategies for literacy and numeracy and this has made a further contribution to the raising of the teaching quality at the school.
20. The quality of teaching and learning in the Foundation Stage is good overall. Effective liaison with the playgroup that is on the school site ensures that the teacher has a secure understanding of the children prior to them commencing full time. Assessment

of the children is undertaken in the first half-term and the information from this is used well to guide both group structure and the planning of work that is suitably pitched to meet the academic and social needs of the children. Classroom management is good and the relationships that are established with the children are warm and purposeful. This ensures that the children are settled quickly into the school and they feel quite comfortable in approaching another adult if they need assistance. Good attention is paid to developing the good literacy and numeracy skills many children demonstrate when they enter the school and higher attaining children are given work that stretches and challenges them to the best of their ability. At the same time, the adults make good provision for children with special educational needs and they too are effectively supported enabling them to make progress in line with their levels of ability.

21. The teaching of English is good across the school effectively ensuring that pupils make good gains in their ability and confidence to use English in a range of contexts. Basic skills are taught quite well, although expectations of how pupils present their work are somewhat low. Too many pupils, for example, are still using a pencil for much of their writing in the upper part of Key Stage 2. Given the high levels of attainment, pupils could be encouraged to use a pen far earlier in the school in order to improve the general standard of their work. The teaching of mathematics is good at both key stages. Teachers mostly have high expectations of the pupils and make good use of the different elements of the numeracy hour to teach and reinforce pupils' learning. However, in some classes tasks set for more able pupils do not challenge them enough. The concluding parts to many lessons, for example, include good opportunities for pupils to explain what they have learned during the course of a lesson.
22. The teaching of science in both key stages is good and ensures that pupils make good gains in their learning of different scientific ideas and concepts. However, the planning of pupils' learning, especially in skills of scientific enquiry, does not always sufficiently take into account the need for high challenge for pupils capable of a higher quality of work. At both key stages, the teaching of information and communication technology is satisfactory and often good when this takes place in the school's computer suite. However, the skills that pupils often acquire when taught in the suite are not systematically developed in the course of day-to-day lessons and this reduces the impact of teaching. There are missed opportunities to extend the use of computers and other related information and communication technology equipment in supporting pupils' learning in other subjects.
23. The teaching of art and design, design and technology, history, and physical education in both key stages is satisfactory with some good features. In geography and music at Key Stage 1, teaching is good. Examples of good teaching features are found in geography, for example, where pupils in both key stages are given good opportunities to explore the lives and traditions of the peoples of South America and this broadens their understanding of the similarities and differences of their own lives with people in other parts of the world. Similarly in art and design, good opportunities are provided for pupils to explore the styles and techniques of artists from other cultures and good links are made with history to develop pupils' drawing skills. As part of a visit to Ely Cathedral, for example, pupils explored how craftspeople from the past constructed stained glass windows and the materials that were used to make these. The teaching of music at both key stages is undertaken in part by visiting specialists and the quality of this is often good.
24. At both key stages, good features of teaching include the management of pupils and their learning ensuring that little time is lost in lessons. Explanations to pupils are clear and this gives them a good understanding of what they are expected to learn during the

course of a lesson. Teachers are not fazed by the need to practically demonstrate to pupils the teaching points being made. In one very good Year 2 physical education lesson seen during the inspection, for example, the teacher made highly creative use of a piece of music by Eric Clapton as part of warm-up activities. She herself demonstrated the particular exercises well and as a result, the pupils were more than eager to follow her example and they learned and consolidated well the importance of warm-up activities as a prelude to the main body of the lesson. Good opportunities are provided for pupils to discuss and take part in whole class discussions that prove effective in developing many of the pupils' confidence in speaking aloud to a wider audience. In one good Year 4 history lesson seen during the inspection, for example, the pupils were given the opportunity to discuss the impact that the loss of a local feature would have on the locality. Pupils had to role play various interested parties – VIPs, rail workers, local business people, travellers and residents and then to elect a spokesperson who had to present the group's views in front of a wider audience. The pupils listened well to the views of the other 'groups' and by the end of the lesson pupils had made good gains in their understanding of how formal meetings are needed in order to listen to the views of others before agreeing a course of action.

25. Mostly, time in lessons is used well as is the expertise and interest of the learning support assistants who work alongside teachers in guiding the learning of those pupils who need a little more guidance and support. The concluding parts of lessons are used well by teachers to draw pupils together to explore with them how much they have learned, or what they may have found more difficult. These sessions are used well to praise and support pupils and this helps to boost their self-confidence as well as giving the teachers valuable information about what skills and knowledge the pupils have mastered in order to plan the subsequent steps in their learning. In all classes, teachers establish warm and purposeful relationships with the pupils and many teachers are not afraid to add a touch of humour within their teaching to help reinforce the warm rapport they have with pupils.
26. The teaching of pupils with special educational needs is good. Although the school has few pupils with special educational needs, those that do have their needs identified early and their learning is suitably planned to meet those needs and enable them to achieve well. The school has a higher than average number of higher attaining pupils and some of these have been identified by the school as being gifted and talented. Teachers effectively ensure that in English and mathematics, these gifted and talented pupils are given additional challenging work to ensure that they achieve well. This has resulted in pupils in a lower key stage occasionally achieving the expected levels in National Curriculum tests at the subsequent key stage. However, the challenge and expectations for higher attaining pupils in some subjects is not as high.
27. Teachers make appropriate use of homework to complement the pupils' learning. The school has a programme that is called the 'Home Challenge', where pupils are given a particular task in various subjects that they are expected to complete over a certain time line. This usually draws parents into supporting their children in their efforts and has the added bonus of extending the pupils' personal development as these tasks often require pupils to demonstrate their own initiative in completing the challenges that have been set.

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

28. The quality and range of learning opportunities are satisfactory for pupils at Key Stage 1 and 2 and good for children at the Foundation Stage. Through careful planning by



teachers all pupils receive an enriched curriculum. At the time of the last inspection, the school was found to be providing a broad and balanced curriculum that met with statutory requirements. This is still generally the case. All pupils have equal access to the curriculum although higher attaining pupils have generally too few opportunities to take responsibility and set the course of their own learning. In the subjects where the documented curriculum is fully in place, teachers' planning across classes and across years is good so that there are no repeats of work or omissions in the provision. All subjects have suitable schemes of work and most follow the national guidance given to schools to support pupils' learning in subjects other than English and mathematics. These establish outlines of learning, objectives, activities, resources and recommended timings for each subject. However, there are some gaps in the breadth and balance of the curriculum, particularly in that for art and design and design and technology where insufficient time is allocated for the subjects to enable pupils to explore and develop their skills in greater depth. In other subjects, time allocation is sufficient. Although there some opportunities, overall insufficient use is made of information and communication technology to support pupils' learning in other subjects.

29. Visits and visitors to the school suitably complement the curriculum provision. The school does have a higher than average number of very able pupils, and although these pupils attain standards in national tests that are high, pupils are not always given sufficient opportunity to take responsibility for their own learning and enhance their skills. The curriculum for the children in the Foundation Stage is well planned and takes into account their needs and particular abilities. Learning is very much geared to the Early Learning Goals and the children's day-to-day learning is suitably supplemented by a regular programme of visits to places of educational interest and by talks to the children by other adults with different interests.
30. The school offers a good range of activities outside the classroom in addition to the 'Wacky After School' Playscheme that is held on school premises. The programme runs from Tuesday to Friday at lunchtime and after school. The activities, which are available for Year 2 to Year 6 pupils, include sporting, musical and cultural interests. Plans are in place to offer further activities later in the year. However, despite the efforts of the staff, a small number of parents think that the school does not provide a sufficiently interesting range of activities outside school.
31. The school makes good provision for pupils' personal, social, health and citizenship education. The subject is presented as a planned lesson to all classes each week. Additionally, teachers take advantage of the informal opportunities that arise from day to day to develop the understanding of their pupils in particular aspects of the subject. During the inspection Year 4 pupils took part in a lively history debate regarding the maintenance of an historic railway line. Representing a wide range of interested parties, they were able to present forceful arguments to support their factions. This technique is developed in citizenship topics, such as 'The Real Game', wherein pupils undertake real life roles and difficulties.
32. A drugs awareness programme ensures that pupils of all ages have an understanding of drugs which is appropriate to their ages. Sex education is provided in conjunction with the health centre; the school nurse supporting the presentation of the subject by the Year 6 class teacher.
33. The school has good links with the community based upon a programme of visits and visitors to school which enriches the learning experiences of pupils. Pupils visit the church for services celebrating the major Christian festivals. Ministers from the two local churches and a free-church minister visit school regularly to present assemblies,

and the neighbouring church and its grounds are used as a resource for several subjects. The Shelford Feast provides an opportunity for the school to help to raise funds for other community organisations and projects.

34. Older pupils enjoy a residential week at Grafham Water that, through outdoor adventure activities, further develops their independence and confidence. During an extended stay at Burwell House, older pupils have been engaged in making a television programme about local history. These social experiences help to prepare pupils for their transition to secondary education.
35. The school shares expertise with other schools in the area and is regularly involved in sporting and musical competitions. Mature pastoral and curricular links with the high school to which most pupils transfer ensure a smooth transition, as does the familiarity with high school staff which derives from their presenting assemblies in school. Teachers from the high school have provided additional tuition for higher achieving pupils. The school welcomes a number of teachers in training each year and this gives pupils the opportunity to experience an increased range of teaching styles.
36. The school promotes pupils' personal development well. Pupils' spiritual development is well promoted through strong links with the church and daily collective worship where there are good opportunities for quiet reflection. Special events in the religious calendar are celebrated, as in the Easter and Candlemass services. Older pupils have visited Ely Cathedral, reinforcing their spiritual awareness, and study of other faiths adds to this. A notable feature in some classes is the invitation to individual pupils to offer prayers at the end of a lesson, which they do with spontaneity and feeling, and their contributions are respected by their classmates. Spirituality is also fostered well through high quality choral singing and appreciation of classical music, enhanced by music in assemblies, school orchestra and recitals, and through study of the work of artists and responses to beauty in the world around them. The appreciation of the complexity and interdependence of nature is fostered well through use of the wildlife area where pupils learn about the influence of human intervention in the environment.
37. The provision for pupils' moral development is also good. All classes have their own rules, and the concept of respect is strongly developed throughout the school. Issues related to considering others are identified in classrooms, and marks are awarded weekly for class achievement in each area. As a result of this and the high expectations of staff, positive attitudes and empathy with others very much pervade the life of the school. Debates on everyday moral issues are a positive feature of the curriculum, for example, in a Year 4 history lesson where pupils discuss the rights and wrongs of the closing of a railway line and the impact that would have on a local community. Fund-raising activities, such as non-uniform days, encourage appreciation of the needs of others
38. Provision for pupils' social development is good. Opportunities to work in pairs and groups are evident in all classes, and pupils respond to this and co-operate well. Responsibilities are allocated to pupils within classes, but older pupils could benefit from more whole-school responsibilities. Teachers act as good role models and give respect to their pupils and receive it from them. The School Council is well developed, with representatives from each class; elections taking place during the inspection showed that pupils of all ages are encouraged to consider issues rather than personalities when voting, and to understand the democratic process.
39. The school makes satisfactory provision for pupils' cultural development. Visits take place to support a range of subjects in the curriculum, so that pupils begin to recognise

the cultural heritage of their own community, but this could be further developed. Understanding of other cultures is fostered through lessons about other faiths, and through use of opportunities arising from pupils from other countries and cultures joining the school community, but the use of visitors to support this is limited. The library holds a good selection of books from other cultures, and music from other cultures is a positive feature of assemblies in the summer term. A substantial display in the hall featuring the geography of different continents produced by pupils of different ages does not always take advantage of opportunities to highlight cultural differences. However, pupils' travels are sometimes used well to address cultural issues, as exemplified in artwork which explores how the sports culture of the USA is different to that in Britain.

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

40. The school has good procedures in place for ensuring the health, safety and welfare of all pupils. The headteacher has been nominated to deal with any issues of child protection that may arise, and has received recent training for this role. All teaching and support staff have received training and there is an annual review of the relevant guidelines. All staff have received training in first aid and appropriate records are kept of accidents and injuries. Pupils who feel unwell are cared for until their parents take them home. Fire evacuation procedures are practised regularly and safety appliances are checked for correct functioning each year. Although a health and safety report is generated annually, there is no formal procedure by which the information is conveyed to the Governing Body for their consideration and the resolution of any concerns.
41. All teachers regularly monitor the performance of the pupils in their classes to establish their day-to-day needs. Formal monitoring of pupils' personal and educational development is held in individual files of pupils' achievements. This information is used to identify personal targets and to provide pupil profiles for parent and teacher consultations. Weekly 'RESPECT' inspections provide good opportunities for the headteacher to monitor and measure pupils' attitudes, values and personal development. Good behaviour, the elimination of oppressive behaviour and a strong sense of respect for people from different cultures are actively promoted by all adults in school. Incident reporting demonstrates the effectiveness of these procedures and the good level of care that is provided for all pupils.
42. There are very effective procedures in place for the promotion of good attendance. Absences are monitored and followed up by the secretary on the first day of absence if the school is unaware of a planned absence. Planned absences are not always approved by the headteacher if she considers the reason for absence to be avoidable. With the Educational Welfare Officer, the headteacher scrutinises the registers each half-term to identify any patterns of absence. Any occasions of lateness are addressed with parents as the need arises.
43. Monitoring of pupils' academic performance and personal development is satisfactory and, since the last inspection, the school has made substantial progress towards establishing a comprehensive assessment system. Procedures for assessing pupils' attainment and progress are effective in English and mathematics and give teachers a clear indication of pupils' progress. A systematic approach to assessment has been introduced to monitor attainment in these two core subjects as pupils move through the school, and this has a positive impact on standards. For science and most other subjects of the curriculum assessment procedures are unsatisfactory. There is no systematic approach to assessing attainment and monitoring progress in these

subjects. A newly introduced system for recording achievement of skills in information and communication technology has yet to impact on standards. The school recognises the need for the introduction of structured assessment for all subjects and in subjects such as science this is part of the development plan.

44. Overall, the use of assessment to inform curriculum planning is satisfactory. Results of national tests for eleven-year-olds in English, mathematics and science are analysed and used well to monitor trends and to ensure that all groups of pupils achieve equally. The co-ordinators of the core subjects make use of this information to identify areas of the curriculum where learning has been least successful and modify provision accordingly. Ongoing assessment is also used well in English to plan different learning experiences for pupils, but this is not as effective in other subjects. Records of internal assessments are passed on to the next class teacher but the absence of robust assessment procedures in many subjects limits the influence of this procedure on curriculum planning.
45. External assessments and optional standardised tests are used effectively to track pupils' progress in English and mathematics, though not yet in science. The headteacher has recognised that results of analysis are presented in an overly complex format, and plans are in hand to simplify this and make the information more accessible to class teachers. Targets for English are included in recently introduced 'Improve Your Personal Best' files, through which pupils monitor their own progress and attainment. The targets are linked to National Curriculum levels, and plans are in place to extend this to the other core subjects and link it to a reward system. This will result in a useful system for involving pupils in their own learning and will have the potential to raise achievement in other subjects.
46. Provision for monitoring pupils' personal development is good. Teachers know their pupils well, and there are good informal strategies in place. Pupils are encouraged to identify areas where they need to develop, including identification of targets included in their own reports. Various opportunities are arranged to praise and reward pupils for achievement, consideration for others, personal effort and other positive contributions.
47. Procedures for monitoring attendance are thorough. The school responds promptly and proactively to absence, and contacts parents on the first day. Poor punctuality is also addressed with parents as the need arises, and half-termly meetings with local authority officers ensure that an overview is maintained.

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

48. Parents generally have positive views of the school and appreciate the benefits that their children derive from it. Almost all parents responding to the inspection survey believe that teaching is good and that the school expects their children to work hard and achieve their best. Most parents believe that their children are making good progress and that the school is helping their children to become mature and responsible. The vast majority of parents think that the school is well led and managed, but a significant number of them would appreciate more information as to how their children are progressing. A small number of parents do not feel comfortable in approaching the school with concerns, and feel that the school could work more closely with parents. A number of parents feel that their children are not getting an appropriate amount of work to do at home and that they are not kept sufficiently informed about their children's progress.

49. Inspection findings indicate that the school has very good links with parents and provides them with detailed information of a very high quality. Formal documents such as the school prospectus and the governors' annual report to parents are augmented by regular newsletters which provide details of forthcoming events and keep parents informed of the day-to-day activities of the school. Teachers make themselves available to parents at the beginning and end of each day so that any concerns may be resolved quickly. Consultation evenings enable parents to meet their children's teachers in September, discuss progress in January, and review achievements at the end of the year. Annual progress reports are very detailed and provide commentaries and expected attainment levels in all subjects. Pupils contribute their own evaluations and aspirations, and teachers set targets for the coming year.
  
50. Parents have a high level of involvement in their children's learning and in the work of the school. A significant number of parents regularly help in classes across the school, providing additional teaching and learning opportunities to the benefit of all pupils. Many others offer their support in driving pupils to events and accompanying them on walks. All parents have agreed to the home/school contract which outlines their commitments to the education of their children, and through a series of 'Home Challenges' (tasks that involve pupils working on a project or theme over a number of weeks), parents are able to share directly in their children's learning experiences. Some parents extend these experiences by taking their children to museums and other places of interest. Parents encourage and support their children's homework activities resulting in class responses to homework as high as 98%. The PTA is very supportive and through social and fundraising events generates significant funds each year to provide additional resources and experiences which benefit all pupils.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

51. Overall, the quality of leadership and management is good. A strong feature of this is the clear direction that the headteacher provides for many aspects of school life. She has a good understanding of the school's strengths and, together with the staff and governors, gives careful consideration as to what needs to be achieved to further improve the quality of its provision. The school has experienced a heavy turnover of teaching staff in recent times. The headteacher has sensitively yet effectively ensured that the new members of staff are valued as members of the school team and that their views and opinions are also valued. This helps to ensure that constructive working relationships are created and a strong team spirit is evident. The deputy headteacher and the senior management team effectively support the head and help to create a positive climate where the school's provision is openly and critically evaluated.
52. The role of the co-ordinator is well established, despite the changeover of teaching personnel and the fact that some co-ordinators have only just begun to undertake the managerial responsibilities their posts give rise to. Co-ordinators are effective in undertaking the duties asked of them. All have clear job descriptions and they offer each other guidance on planning themes or individual lessons. Co-ordinators are given time to monitor teaching and learning in their subjects of responsibility and thoughtful evaluation is undertaken as a means of indicating where teaching and learning could be improved. The English co-ordinator has identified, for example, from sampling pupils' written work, that standards of presentation need to be boosted. By using the National Curriculum descriptors of what pupils should know and understand, the co-ordinator for history rightly identified that whilst pupils' historical knowledge is good, their skills of historical enquiry are less developed and a planned programme has been devised to address this shortcoming. The opportunities that co-ordinators have for viewing the quality of teaching and learning in classes other than their own, give them a good insight into the quality of provision in the subject for which they have responsibility.
53. Much of the information gained from evaluating teaching and learning is fed into the school development plan, which is of good quality. Staff and governors are fully involved in the discussion and drafting process and this helps to make sure their commitment to ensuring the plan's initiatives are effectively implemented. The plan is drafted after due consideration of the precise needs of the school and demonstrates clearly the school's short and longer term aspirations. The plan's action points are carefully thought through in terms of cost and the plan makes clear how proposals are to be evaluated in terms of their impact and influence on standards. The plan makes specific links to the training needs of all staff and this ensures that all adults have up-to-date and relevant knowledge in order to effectively support the pupils. The school has responded positively to the requirements in relation to performance management, arrangements for which are very secure, with the targets that are set for teachers closely aligned to overall school development.
54. The Governing Body is very supportive of the school and is effective in fulfilling its responsibilities. Governors meet regularly to discuss and guide its work and they are kept fully informed about developments in the school through detailed and informative reports from the headteacher. Some governors assist teachers in classes and regularly visit the school. This allows them to gain first hand information about the day-to-day operation of the school and to ensure that the school's policies, which are detailed and informative, are seen to be put into practice.
55. The school makes good use of its resources and the various grants that it is given to support pupils' learning. Staff are effectively deployed and good use is made of the individual expertise and interest of teachers to support learning and school

developments generally. Thorough and careful discussion takes place at Governing Body meetings before committing money from the school budget to fund initiatives. The governors have a secure understanding of the principles of 'best value' and are careful to ensure that seeking 'best value' is never at the expense of quality. The day-to-day management of the budget is secure and the headteacher is effective in ensuring that the governors' guidelines for managing the budget are closely adhered to. Good use is made of information and communication technology to support the day-to-day management of the school. Computers are used to monitor and track pupils' academic progress and various pieces of the school's written literature is produced using desktop publishing software. This ensures that the quality of such information is high and helps to develop the strong links that the school has with parents. The funds that are given to the school to provide additional support for pupils with special educational needs are effectively used. Non-teaching staff are appropriately deployed and the quality of relationships that they successfully engender with the pupils they support has a positive impact on the pupils' learning. Staff are fully aware of the new guidance in relation to the management of provision for pupils with special educational needs, the requirements for which are fully met.

56. The school has made good progress since the last inspection. Standards reached by pupils in the National Curriculum tests at the end of both key stages have improved, with the number of pupils reaching the higher levels in the tests often being far higher than the national average. Good progress has been made in increasing the range of opportunities provided for pupils to extend their knowledge and confidence in using information and communication technology to support their learning. The installation of an information and communication technology suite to which all pupils get regular access has contributed to the raising of standards in the subject. The newly appointed staff are making a positive contribution to the school. The strong team spirit that is evident is a key factor in ensuring that the school is well placed to make further improvements in pupils' learning, particularly in relation to their achievements in the non-core subjects of the curriculum.
57. The school has a clear policy for promoting equality of opportunity and an equally clear policy and guidelines for promoting racial harmony. All pupils are treated with respect and pupils are given every encouragement to play a full and active part in school life, particularly through the recently much improved provision in terms of extra-curricular activities. Many respond well to this provision and participation rates are high. Higher attaining pupils have their needs generally well met, although expectations of them in relation to how they approach work of an investigative nature, and in how they present their work could be higher. The school is careful to note and monitor the progress of any child who demonstrates high academic potential and they have their needs well addressed. This has ensured, for example, that some pupils have reached standards in some subjects at a level normally associated with children of a higher age.
58. The school has an appropriate number of teachers and support staff to support pupils' learning. Even though there have been a number of changes in teaching staff in recent years, the teaching staff work well together and exude a strong sense of camaraderie. Support staff are very effective in their roles and provide additional teaching and learning opportunities by supporting pupils in their work. The school secretary ensures the effective day-to-day administration and provides good support for the headteacher. There is a comprehensive programme of in-service training, which ensures that the needs of staff and the school are satisfied. New teachers are provided with useful induction training and the headteacher is an assessor for the NPQH (National Professional Qualification for Headteachers) scheme.

59. The school has spacious accommodation with bright displays of pupils' work. Classroom sizes are appropriate for the numbers of pupils. Appropriate use is made of overspill areas and dedicated facilities, such as the library and music room. The school grounds are attractive and well kept, providing suitable space for outdoor physical education, recreation and other features of the curriculum. The 'Rainbow' playgroup and 'Wacky After School' play scheme share space on the school site, and adult education classes also use the school building in the evenings.
  
60. Generally, resources for all subjects are good. There is an information and communication technology suite which, although small in relation to class sizes, holds a significant number of peripheral devices, such as microscopes, which support a variety of subject topics. Resources for art, design technology and physical education are satisfactory.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to improve standards further, the headteacher, staff and governors should:

**1) improve standards in how pupils present their work by:**

- raising teachers' expectations of what pupils are capable of reaching;
- developing pupils' awareness and understanding of the importance of presentation.

*(paragraphs 3, 4, 9, 21, 82, 84, 86, 88, 112)*

**2) develop assessment procedures in subjects other than English and mathematics in order to raise pupils' achievements.**

*(paragraphs 43, 97, 102, 106, 116, 129, 134)*

**3) provide greater opportunities in daily lessons for pupils to develop their enquiry skills, particularly for higher attaining pupils in mathematics and science.**

*(paragraphs 6, 22, 26, 29, 86, 91, 92, 95, 116)*

**4) ensure that the subjects of art and design and design and technology have sufficient time in order for pupils to explore themes and topics in sufficient depth.**

*(paragraphs 28, 98, 107)*

In addition, the school should consider the following minor areas for improvement in their action plan:

- ensure that teachers make greater use of information and communication technology in daily lessons; *(22, 84, 123)*
- ensure that the Governing Body acts upon any issues that are raised in the school's annual health and safety review. *(paragraph 40)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	21	9	-	-	-
Percentage	2	26	51	21	-	-	-

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	205
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	17

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.6

#### 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	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	16
	Girls	15	15	15
	Total	28	27	31
Percentage of pupils at NC level 2 or above	School	90 (100)	87 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	16	16
	Girls	15	15	15
	Total	28	31	31
Percentage of pupils at NC level 2 or above	School	90 (100)	100 (92)	100 (96)
	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	13	8	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	21	21	21
Percentage of pupils at NC level 4 or above	School	100 (85)	100 (88)	100 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	19	21	21
Percentage of pupils at NC level 4 or above	School	90 (82)	100 (88)	100 (91)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. *Details of boys' and girls' results are not published separately when there are 10 or fewer boys or girls in the year group.*

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	159		
White – Irish			
White – any other White background	15		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian	6		
Mixed – any other mixed background	11		
Asian or Asian British - Indian			
Asian or Asian British - Pakistani	1		
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	1		
Any other ethnic group	1		
No ethnic group recorded	11		

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

## Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	121

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*FTE means full-time equivalent.*

## Financial information

Financial year	2001/2002
	£
Total income	394 662
Total expenditure	395 966
Expenditure per pupil	2 106
Balance brought forward from previous year	20 805
Balance carried forward to next year	19 501

## Recruitment of teachers

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

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	103

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	39	6	1	1
My child is making good progress in school.	37	50	4	1	8
Behaviour in the school is good.	42	52	3	0	3
My child gets the right amount of work to do at home.	25	44	14	5	12
The teaching is good.	39	55	1	0	5
I am kept well informed about how my child is getting on.	26	42	23	4	5
I would feel comfortable about approaching the school with questions or a problem.	55	34	7	0	4
The school expects my child to work hard and achieve his or her best.	52	42	1	0	5
The school works closely with parents.	36	49	9	3	3
The school is well led and managed.	42	49	4	4	1
The school is helping my child become mature and responsible.	47	45	4	0	4
The school provides an interesting range of activities outside lessons.	31	54	9	1	5

### Other issues raised by parents

No other issues were raised by parents.

## **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**

62. Children start at the school in the academic year they become five. The overall provision for children in the Foundation Stage is good and much improved since the previous inspection. The teacher has worked hard to address the shortcomings identified in the previous report. Teaching has improved, as has the quality of planning to support pupils' learning. An outdoor play area, which is creatively used at many points of the school day, has been developed and this has further improved provision.
63. The school works closely with the pre-school group that is on the school site and there are good arrangements in place to enable the pre-school children to visit the school prior to starting full time. This ensures that the children are comfortable with their new surroundings and settle into school with a minimum of fuss. The reception teacher has developed purposeful links with parents, who give good support to their children's learning at home. Many read with them, for example, or support them well in their early learning. Parents are invited into the classroom at the start of the day and this gives them a good opportunity to share with the teacher and support assistants any concerns they may have.
64. While the current class has a small number of pupils who have special educational needs, the overall attainment of the children on entry to the school is above average and many children enter the school confident in their use of language and have a good understanding of the world in which they live. Children make good progress in the Reception class in many areas of their learning and by the time they move into Year 1, children exceed the Early Learning Goals in their communication, language and literacy, mathematical development, physical development, knowledge and understanding of the world and in their personal, social and emotional development. Children's attainment in their creative development is in line with expectations and satisfactory progress is made in this area of their learning.
65. The quality of teaching is good. The reception teacher effectively ensures that the planning of children's learning is matched to the guidance materials given to schools nationally. She has a good understanding of the needs of young children and chooses activities that effectively extend and challenge the children. There is good liaison between the teacher and the support assistants who work alongside the children and this ensures that they have a good understanding of what the children are to learn and the most effective ways to achieve this. Resources are of good quality and well organised and hold the children's interest well. The management of the children is good and relationships are warm and purposeful. This ensures that the children settle quickly into the day-to-day routines of the school and become aware of the expectations that the class teacher has of them. These are high both in terms of academic performance and in how children are expected to treat one another.
66. The teacher and other adults make good use of the regular assessments that are made on the children as they move through their first year at the school. The assessments that are made following their first few weeks at the school are used well to group pupils and to plan their learning. The day-to-day assessments are generally effective and the information is evaluated carefully to gauge what skills the children have mastered and where modifications to teaching are necessary in order for the children to master the skills taught.

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

67. By the time children transfer to Year 1, children achieve above the expectations of the Early Learning Goals in terms of their personal, social and emotional development. Teaching is good and effective in ensuring that children make good progress in this aspect of their learning. Children are confident in their approach to their work and establish effective relationships with one another, the class teacher and the learning support assistants. Children behave well and are considerate of others when moving around the classroom or playing with resources and equipment. Children work well together as part of a group and concentrate effectively when they are asked to work independently. Children are sufficiently confident to move freely to another activity without guidance from the teacher and this ensures that little time is lost between activities. Children are polite and know that they need to wait patiently if the teacher is working with other children. When getting ready for physical activities, the children change into their physical education clothing quickly and only a small number of children need the assistance of an adult to help them. All adults give praise and encouragement when they notice children who have done something kind for one of their classmates. This is effective in building up the children's esteem and personal confidence in their approach to each other and in their work.

## **Communication, language and literacy**

68. By the time they transfer to Year 1, children exceed the expectations of the Early Learning Goals and many are working within the early levels of the National Curriculum. Children make good progress in their understanding and use of literacy during the course of their first year at the school. Teaching is good, and rich and varied opportunities are provided for the children to practise the development of their skills. Good opportunities are provided for children to extend their speaking skills through other areas of learning. Children enjoy listening to stories, nursery rhymes, songs and poems that are read to them. In discussions about books, they fluently express their ideas about what they have heard and many use a mature vocabulary for their age when expressing their views. The teacher and learning support assistants are sensitive to those who need a little more time to think about what they are to say, and this helps to boost the children's confidence in knowing that their ideas are appreciated and valued.
69. By the end of their Reception year, children have a good understanding of the conventions of books and explain what an author is and the purpose of an illustrator. Many children read simple texts and talk about the main character and events in the stories that they read. They are learning to use context and phonics to read unfamiliar words and many are confident in making an informed guess at text they may be unfamiliar with. The classroom has a useful mezzanine area that is for children to use to read books quietly. However, this is underused by the teacher as an area where children could move to in order to explore books or listen to tapes and other recordings as a means of extending their literacy development.
70. By the time they transfer to Year 1, all the children can write their names and a significant number write simple statements and accounts of something they have experienced or accomplished. Higher-attaining children understand what is meant by a full stop and are starting to employ them in the course of their daily writing. Letter formation is usually correct. Some use is made of the classroom based computers to support the children's early reading and writing skills, such as in the recognition of letters and their corresponding sounds, but more use could be made of the computers for children to type in a simple story or an account.



## Mathematical development

71. By the time they enter Year 1, children's attainment is above the expectations of the Early Learning Goals. Children make good progress in their early understanding of number, shape and measure. Many of the children, and certainly higher-attaining children are working at the early levels of the National Curriculum. Teaching is good, and pupils are given work that extends and pushes them on in their understanding of mathematical ideas and concepts. Most children can count on and back within 10 and 20 and are able to write numbers in the correct order. Children talk about various mathematical shapes, including a pentagon and can talk about the number of sides and corners, as well as name them. Teaching provides children with a wide range of opportunities to develop their understanding of terms such as 'full', or 'empty'. The teacher devises interesting activities that successfully develop the children's understanding of shape. As part of a theme on 'Buildings' children further develop their understanding of shapes such as squares, triangles and rectangles by making these shapes from straws and then putting them together to construct a house. For children who are less confident with number, teaching is effectively organised by providing them with a wide variety of games and puzzles specifically designed to support their early understanding of number. Children enjoy using these and at all times, staff are careful to demonstrate the correct use of mathematical vocabulary. As a result, children make good gains in their understanding of mathematical language such as 'addition' or 'counting on' or 'counting back.'

## Knowledge and understanding of the world

72. By the end of the Foundation Stage, children exceed the expectations of the Early Learning Goals in this area of their learning. Teaching is good and makes effective use of the children's immediate local environment in extending their understanding of their place in the world in which they live. Children explain clearly the role and purpose that various members of the community play and how they help one another. They know, for example, that post people deliver letters and parcels but that an address is needed in order for them to be delivered correctly. Children explain that the police 'help people who have been hurt by other people' and that doctors and nurses help those who are 'poorly and sick and who may have to go to hospital in order to get better'. Children are very aware of the people who help them in school and the sort of work they undertake.
73. Children are aware that people live in different types of homes and that the villages of Great and Little Shelford are far smaller than the nearest large city of Cambridge. They know that 'castles' are not used very much as homes but that important people in the past may well have lived in one of these. Children explain well that houses are made out of different materials, such as bricks, wood and glass. They know that animals and insects also have a 'home' but that these creatures may well live outside or underground. Children understand well that all living creatures need food, water and air in order to live and grow. Many children have a secure understanding for their age that all living creatures get taller and grow older and that getting older is often commemorated through 'special days', such as birthdays or anniversaries.
74. Children's knowledge that a church is a 'special place' is secure and they know that Christmas and Easter are special events that are remembered. Their basic understanding of the lives and customs of faiths other than Christian is more limited. The classroom has two computers for pupils to use to support their learning. Children use a mouse comfortably to click on an option and move around the different layers of a computer program. However, much of the software offered to the children is at a basic level and, given the high levels of attainment and confidence many children

demonstrate, expectations of the children in this aspect of their learning could be higher.

### **Physical development**

75. By the end of the Foundation Stage, children reach standards above the expectations of the Early Learning Goals. Children make good progress in developing their physical skills and teaching is good. Very good use is made of the outside area that has been developed since the last inspection. This is well marked out and has a combination of a hard core area as well as a grassed area. Sand and water play also takes place outside and the creative use of the whole area makes a positive contribution to the children's learning. When using larger play equipment, such as large tricycles and bikes, children move around the play area carefully.
76. Good use is made of equipment, such as big bricks and blocks, to support the children's physical development. By working in twos and threes, children were seen during the inspection using such equipment to make a 'large house' as part of a topic on 'Buildings'. Further creative opportunities are provided for the children to work with glue and scissors in order to construct models. The children learn quickly and become quite skilful at using such equipment during the course of their everyday work. When taking part in physical education work in the school hall, children work well and listen carefully to their teacher. They move around the hall using space effectively and are able to balance effectively and hop, skip and jump with a satisfactory degree of control.

### **Creative development**

77. By the end of the Foundation Stage, the children achieve the Early Learning Goals and make satisfactory gains in the creative aspects of their development. Teaching is satisfactory. Sufficient opportunities are provided for the children to work with a variety of media in order to develop their painting and drawing skills. They understand that some paints can be mixed in order to make others, as seen when pupils mixed red and white in order to create pink that they applied in the paintings of faces that they had done of themselves. Good opportunities are provided for the children to listen to and take part in the singing of songs and to experiment by using simple percussion instruments. A visiting specialist from the local education authority undertakes some of the teaching of this and the quality of teaching seen in these sessions is good. Children's creative development is limited by the generally too few opportunities for the children to participate in imaginative structured role-play. While part of the classroom has been organised to allow this, in general the organisation of this space is insufficiently linked to the particular themes that have been planned for the children.

## ENGLISH

78. In the 2002 National Curriculum tests for pupils at Key Stage 2, pupils attained standards that were well above the national average and placed the school in the top five per cent of schools nationally for standards attained. When compared with similar schools, standards were well above average. The 2002 results maintain the high standards reached in the tests for the previous three years. In the tests for Key Stage 1 pupils in 2002, pupils reached standards that were well above the national average in reading and in line with the average in writing. When compared with similar schools, standards were above average in reading and below average in writing. The findings of the inspection are that standards at the end of both key stages are above national expectations, although not as high as the recent National Curriculum tests indicate. This is due to the difference in attainment between cohorts of pupils and inspection findings indicate that standards in presentation of work are unsatisfactory. The school has made good improvement since the last inspection.
79. Pupils enter the school with above average levels of attainment. All pupils, including those with special educational needs, make good progress in most aspects of English. A consistently high standard has been achieved in English over the last few years, influenced by the full implementation of the Literacy Strategy and effective development of assessment procedures to monitor and track pupils' progress.
80. Throughout the school, standards in speaking and listening are good. Pupils listen attentively to their teachers and each other when working in pairs and groups and make good progress in listening in classes where teachers are skilled in explaining things to them. For example, in Key Stage 1, teachers speak clearly and reinforce instructions, ensuring that all children understand and participate. By the end of Year 6, most pupils speak clearly and confidently, contributing well to discussions and answering questions fully. Higher-attaining pupils are articulate, able to sustain discussions and have the assurance to summarise and put forward their own opinions and discuss the results of their research. For example, in a history lesson in Year 4, pupils discussed the social impact of losing a local feature. They represented a number of different interested parties, electing spokespersons to put forward their arguments.
81. Standards in reading are good at the end of both key stages and are promoted well by the school's system of 'paired reading' sessions when pupils from Years 3, 4 and 5 help those in the infant classes. Progress is good. By the end of Year 2 many pupils can use a range of skills to decode unfamiliar words. Higher-attaining readers read with fluency and expression, conveying the full meaning of the text. For example, a pupil in Year 2 could read an unfamiliar text fluently and was able to discuss at length how much he enjoyed reading many different types of book, including poetry. A few are still working hard to learn the basic connections between sounds and letters but all pupils read independently to some extent and with a degree of fluency. The majority of pupils by the end of Year 6 are competent, independent readers and read aloud fluently, with good expression. They have preferences for particular authors and can place fiction and non-fiction books into appropriate categories. Higher-attaining readers are beginning to discuss the interaction between plot and characters and can predict how the story will develop. Some could be described as 'avid' readers. For example, one pupil said 'I devour books and I grab odd moments in class when I can conceal a reading book in my exercise book!' Opportunities to read regularly are a feature of the timetable and all children show enthusiasm for these sessions. They are supported by a good selection of fiction books in the classrooms and book displays in each class support current topics, for example 'Ancient Egypt'.

82. Progress in writing across the school shows a good improvement, following a recent focus by the school, and standards are much improved since the last inspection. Good quality content of work in both the junior and infant classes was seen. Work on display in the classrooms and corridors illustrates good attempts at creative writing. In a successful lesson in Year 5, pupils were learning about the importance of writing clear, accurate instructions and the need for illustrations and diagrams, when they attempted making stars from strips of cardboard. They could talk eloquently about where the instructions failed to provide guidance. Pupils in Key Stage 1 are making good progress in their writing through regular practice in labelling drawings, recording news and writing their own stories. As they progress through the school, pupils are encouraged to attempt different types of writing such as reporting, and making brochures and books. There is good use of writing in subjects other than English. Information technology supports developing literacy skills well. However, the general standard of presentation, particularly in Key Stage 2, is not as good as it could be and standards in spelling are below expectations, given the pupils' ability. Some pupils in Year 6 do not use cursive writing, nor do they write in ink and this mars the overall presentation of their work.
83. Teaching and learning are good overall, with very good features in both infant and junior classes. Where the teaching is particularly strong, work is well matched to the range of learning needs in the class. Teachers in all classes choose texts well to interest pupils and provide a good balance of activities to develop speaking and writing skills. For example, in a good Year 2 lesson, pupils gained much enjoyment from the book 'Dogger' and, having retold the story in their own words, were writing their own stories about the loss of a favourite toy. Teachers sustain a good pace of work and give pupils guidance through careful marking of work throughout the school. In Year 6 pupils have regular extended writing sessions where thoughtful input by teachers ensures that pupils' creative writing skills are satisfactorily promoted. Pupils who are confident readers are given good opportunities to enrich their reading with dedicated 'ERIC' (Everyone Reading In Class) sessions and adults guide their choice of books effectively. The enthusiasm of teachers inspires pupils' interest and involvement and commitment to good quality work.
84. Co-ordination of the subject is good and the school has effectively implemented the National Literacy Strategy. Although appointed relatively recently, the co-ordinator manages the subject well and has already had a positive impact on many aspects of the literacy curriculum. Test results are carefully analysed and pupils' progress is tracked and recorded. The monitoring of standards is enabling the school to provide a consistently good standard of teaching and learning for all its pupils, including higher attaining pupils, although these pupils are not always extended as well as they might be, particularly in how they present their work. Across the school work in subjects other than English contributes to the development of literacy skills. There is under-use of classroom-based computers to support pupils' learning. The school has built up a good collection of resources for English including a broad collection of reading schemes. The fiction stock includes a good number of books from other cultures and bi-lingual books. There is an extensive range of non-fiction reference books in the library, together with a broad selection of fiction titles. The school library, re-located, refurbished and with considerably improved and supplemented stock, is a most attractive feature of the school and effectively used to support pupils' learning.

## **MATHEMATICS**

85. The 2002 National Curriculum results at the end of Year 6 show that pupils attained standards well above average and in the top five per cent of schools nationally. When compared with similar schools, standards were equally very high and in the top five per cent of schools in the country. In the National Curriculum tests at Key Stage 1, pupils

reached standards well above average. Inspection findings indicate that standards in mathematics are above national expectations at the end of Year 2 and Year 6, which is an improvement on the average standards reported at the time of the last inspection. The difference between inspection findings and National Curriculum tests is partly attributable to the differences in attainment between cohorts of pupils and partly to the fact that standards of presentation and investigation work, which are not formally assessed in the National Curriculum tests, are not as good as other aspects of the curriculum. Overall, pupils make satisfactory progress, although some pupils could achieve more in using and applying mathematics and in the presentation of their work. Pupils with special educational needs are well supported and make good progress towards their individual mathematical learning targets.

86. By the end of Year 2, most pupils have a good knowledge and understanding of tens and units, including pounds and pence, and how to write, order, add up and subtract them. The more able pupils have extended their number knowledge into thousands, hundreds, tens and units. The pupils use this knowledge effectively to solve simple problems presented in words, such as working out the total cost of a series of purchases. Their knowledge and understanding of shapes are particularly well developed. They have a very good vocabulary and explain clearly what features characterise a shape such as a hexagon or quadrilateral. They are confident in looking for and investigating patterns in numbers and shapes, but this aspect of their work is not as well developed as their other basic skills. By the end of Year 6, pupils have a secure understanding of the number system, including decimals, fractions and percentages. For example, they quickly multiply or divide any number by 100 or 1000 and work out percentage discounts. Their recall of basic number facts such as the times tables is not as reliable as it should be, however, with some pupils having to think for a long time before arriving at the correct answer for sums like 48 divided by 6. They have undertaken a range of investigations, but these are untidily presented in their books so that it is seldom clear what the purpose and outcome of the investigation was. This limits the usefulness of the exercise to the pupils, especially in encouraging them to ask and investigate further questions. Untidy presentation also hinders progress in some other aspects of their work. For example, a below average attaining pupil found the addition of a column of figures more difficult than he needed to because the numbers were not in neat columns. Overall, however, attainment is above average in this year group because of the high proportion of pupils likely to achieve the above average Level 5 compared with the relatively small number unlikely to achieve the average Level 4.
87. The quality of teaching and learning is good overall, although it ranged from satisfactory to excellent in the lessons seen during the inspection. Lessons are generally well planned, with due attention to the teaching of basic skills. Teachers provide a good mix of mental and written activities and whole class and individual and group work. Introductions to lessons set out clearly what is to be learned, and teachers then help pupils effectively as they work, with very good support from teaching assistants and volunteer parents. In some lessons, the introduction is too long, leaving insufficient time for pupils to work at their own level and to review their learning at the end of the lesson. On these occasions, the pupils become restless towards the end of the introduction and their concentration decreases. Once they settle down to their tasks, pupils sustain a good level of effort and concentration, co-operating well with their friends when necessary and producing good quantities of work.
88. The rate of learning for higher attaining pupils is not always as good as for the rest of the class. Sometimes teachers' questions tend to be aimed at the average level of attainment and tasks do not often present higher attaining pupils with work they find

challenging. Discussions with older pupils suggest that some are reluctant to stretch themselves, preferring to work well within their limits. When challenged, however, they demonstrate a good capacity to think creatively about how to solve difficult problems. In an outstanding lesson in Year 4, pupils made excellent progress in their ability to solve problems collaboratively through an enjoyable mix of discussion, questioning and interesting practical activities, supported by the teacher and two volunteer helpers. The pupils were challenged to think very carefully about the properties of shapes before placing them in the correct place on a 'Carroll diagram'. The teacher demonstrated an excellent insight into how pupils learn as well as very good subject knowledge, using humour very effectively and getting the pupils to help each other rather than providing answers himself. The pupils rose to this challenge with enthusiasm, thinking laterally as well as logically in their efforts to be precise about the properties of each shape. The learning in this lesson was very enjoyable as well as profitable. Generally, lessons promote a good rate of learning, but seldom cater as well for the development of thinking skills across the ability spectrum. Lessons do provide some opportunities for the use of computers, though this is not a strong aspect of provision. There are good examples of pupils developing and using their numeracy skills in other subjects, for example, by using graphs and charts to present findings in science and geography lessons.

89. Leadership and management of the subject are good, making a positive contribution towards the improving rate of progress. The recently appointed co-ordinator has brought a distinctive steer to the subject, encouraging teachers to make better use of the National Numeracy Strategy in the planning of lessons and to rely less on duplicated worksheets. This is promoting a more flexible approach to learning that is beginning to meet the pupils' needs at a more individual level. The introduction of 'jotters', in which the pupils can experiment with methods for solving problems has had a beneficial effect on their mathematical thinking skills. The outcomes of these very worthwhile endeavours are not yet used effectively enough, however. For instance, particular examples are not tidied up and presented neatly as good models and to stimulate further enquiry. The co-ordinator has identified key priorities for development through checking the pupils' work and has established a clear action plan, giving the school a good capacity to continue improving provision and standards.

## **SCIENCE**

90. Analysis of the National Curriculum tests for eleven-year-olds in 2002 showed that pupils' attainment in science was well above average when compared with all schools nationally and when compared with similar schools. Teacher assessments at the end of Key Stage 1 in 2002 showed that pupils reached standards well above average and in the top five per cent of schools in the country. A similar picture of well above average standards is seen when the results are compared with similar schools.
91. The findings of the inspection are that attainment is above national expectations at the end of both key stages. Investigative skills are less developed than other areas of the curriculum so that, although good, standards are not as high as indicated by the results of national tests. In addition, the previous cohort of pupils had a very high number of higher attaining pupils and the school's assessment data indicates that this is not the case in the current cohort of pupils. Pupils therefore demonstrate satisfactory progress as they move through both key stages.
92. By the end Key Stage 1, pupils carry out simple investigations confidently, recording their findings in tables as well as with words and labelled diagrams, but have limited understanding of units of measurement. All pupils can make simple predictions and

observe changes, and higher attaining pupils can also describe how to make a test fair, but do not use this concept in their recorded work or recognise its importance. By the end of the key stage, pupils can confidently explain the properties of living organisms and what they need to stay alive. They can name the main parts of a flowering plant, with higher attaining pupils able to describe the dual function of roots, and make clear, labelled drawings of their observations. They appreciate that they have a skeleton inside the body. Pupils have a good understanding of materials and their suitability for different uses. Pupils' understanding that some changes can be reversed and some cannot is a weaker feature of their attainment generally. Understanding of the nature of a simple circuit is secure, and many pupils explain the benefits and the possible dangers that electricity can have.

93. Throughout Key Stage 2, pupils are expected to write their own accounts of their investigations, with good links to the development of literacy skills, although there is no systematic approach to developing investigative and recording skills. This results in pupils in each year group using inconsistent approaches and progress in this aspect of their science learning is not assured. Limited use is made of measurement and data-handling skills to draw charts and graphs of scientific data, so that potential links with the development of numeracy are missed, along with associated use of information and communication technology applications. Pupils make good use of information and communication technology in some aspects of science, especially research, so that in Year 6 most pupils can confidently interrogate compact disc software to support work on the eye. In their accounts of investigations and experimental activities, pupils make predictions with some reference made to the need to keep their tests fair. A very strong feature of scientific enquiry is the pupils' ability to orally articulate their reasoning and interpretation of what they have discovered, as exemplified by explanations of sound as vibrations following experimental work in Year 5.
94. Key Stage 2 pupils' work on plants addresses the function of different parts of the plant and the requirements for plant growth, building on earlier learning, and higher attaining pupils have drawn well-articulated conclusions from work on responses of plants to light. In their work on body systems there is an overemphasis on facts and little evidence of investigative work. The pupils are well aware of ways in which organisms are suited to their environment and are able to use keys for identification. In Year 4 and Year 5, pupils demonstrate good understanding of properties of materials related to solubility and to techniques for separation, responding well to problem-solving and investigative approaches. Progressive work on changes of state leads to good understanding by the end of the key stage. Understanding of physical processes is good, and pupils show clear learning from their wide range of effective and sometimes imaginative work in this area, confidently measuring forces in Newtons. They are able to discuss the effects of forces, such as friction and air-resistance, and relate this knowledge well to everyday applications. Pupils show good understanding of electrical circuits and the effects of varying resistance, and take part in thought-provoking activities. In Year 3, pupils use terminology relating to magnetism with confidence, and by the end of Key Stage 2 their use and understanding of different aspects of scientific language are good.
95. In both key stages, teaching is good overall, and during the inspection some very good teaching was observed. Teachers understand the requirements of science education and have very good scientific knowledge, which enables them to teach the subject effectively. Teachers' planning is focused on well-defined learning objectives but, although the scheme of work addresses scientific enquiry well, there is insufficient emphasis, here and in medium term plans, on a developmental approach to investigative skills. Where learning objectives are shared clearly with the class, as in

Year 5, pupils have good awareness of their own learning, and this is also shown by pupils' clear articulation of outcomes of investigations. Encouragement for pupils to record their activities in their own words from an early age contributes positively to this ability. In all lessons observed, teachers used questions very well to challenge pupils to extend their thinking and consider real-life problems where they can apply their understanding. This is exemplified in Year 6 where pupils responded very well to challenging questions about the importance of stereoscopic vision to predators. Teachers are enthusiastic and motivate pupils well and, where they plan with a focus on investigative skills, as in a lesson in Year 2 where pupils were asked to decide which wrapping paper can be reused most successfully, there are high expectations and an appropriate level of challenge for all abilities. A good variety of teaching methods is employed, so that whole class and individual work is effectively combined with group activities, and support staff and parent helpers provide good support. Where teaching is most effective for older pupils, open-ended problems and questions are used without too much guidance, as in an imaginative lesson on friction in Year 4, so that children are challenged to think things through scientifically. Most lessons have a brisk pace with activities closely matching learning objectives, but where an extended lesson included no practical activity and considerable written work, use of time was less effective. Marking of pupils' work is variable in quality, and where it is good teachers use praise and challenge to good effect, but in some instances comments focus excessively on attainment in writing skills rather than scientific content. A significant weakness of teaching throughout the school is the lack of a clear approach to ongoing assessment of pupils' learning in science.

96. Pupils' learning in most aspects of science is good throughout the school. Their attitudes and behaviour make a significant contribution to this. Pupils are eager to learn and to contribute their ideas in lessons, co-operating well and engaging enthusiastically with activities. From an early age they approach their practical activities sensibly, using resources responsibly, but the presentation of written work is variable in quality. Those with special educational needs have full access to the learning experiences of the class and have a satisfactory grasp of scientific concepts.
97. The subject is led with enthusiasm and a clear sense of direction. The subject leader has a good understanding of science teaching and is aware of the need to develop a systematic approach to assessment in order to further develop pupils' learning, and a more structured approach to the teaching of science enquiry. Medium term plans and pupils' books are monitored effectively to enable the co-ordinator to maintain a good overview of standards and to support colleagues, and monitoring of learning through observation of lessons, effectively ensures that high standards of teaching and learning are maintained. A positive feature of the science curriculum is the contribution of local scientists, including parents, supporting the long-term development of a wildlife garden, which encourages awareness of environmental issues and helps develop breadth and depth of understanding in issues such as biodiversity for all age groups. Inputs from postgraduate students for Years 5 and 6 provide further enhancement and stimulation of interest with exciting resources. Thorough analysis of the results of national tests informs subject development well. Improvement since the last inspection has been good, with raised attainment in both key stages, and appropriate plans for further development are in place.

## **ART AND DESIGN**

98. By the end of both key stages, pupils reach standards that are in line with national expectations, maintaining the provision found at the last inspection. In general, pupils,



including those with special educational needs, make satisfactory progress in the development of their understanding and applying different artistic techniques in their work. Pupils demonstrate a good capacity for learning. At present, the time given to the subject is insufficient to allow pupils to develop their skills at a deeper level. Progress could be greater if pupils were given sufficient time to explore aspects of the subject in more depth.

99. By the end of Year 2, pupils have a satisfactory understanding of the works of famous artists and they enjoy using the artists' techniques through the course of their own work. Year 2 pupils have designed a good quality fabric collage based on the work of William Morris and Matisse. Pupils understand that art can be created using a range of different media. By experimenting with papers and fasteners, for example, pupils learn to create different effects using basic weaving techniques. Pupils use sketchbooks to make initial drawings and they make some use of information and communication technology to support their art and design progress by exploring digital photographs and then comparing these with their own drawings. Pupils make satisfactory progress in their ability to draw and paint and have a secure understanding of the need to draw carefully and apply paint in a fair and even manner.
100. In Key Stage 2, pupils continue to make satisfactory progress in their understanding of the work of famous craftspeople. Pupils have explored the work of Picasso and O'Keefe and use their sketchbooks well to emulate the styles and techniques in these artists' work in order to create their own works of art. When drawing, pupils understand that different pencils with different weights of lead can produce different effects and that techniques, such as 'shade', 'tone', and 'perspective', can all be used to give their work added impact. Pupils understand well how secondary colours can be generated from mixing primary colours and they know that 'pointillism' is a particular technique that can be used to create simple images and works of art. By the end of Year 6, pupils have been given sufficient opportunities to use tie and dye, plaster of Paris and different printing techniques and this enables them to understand that simple three-dimensional works of art and design can be created using different materials.
101. The quality of teaching and learning at both key stages is satisfactory with some good features and this helps to promote pupils' interest and curiosity in the subject, which is often good. Teachers have secure subject knowledge and understanding, and a key feature of the teaching is the links teachers plan to extend pupils' learning through other subjects. In Key Stage 2, for example, pupils produced very good paintings of lilies as part of their studies of plants in science. By providing pupils with actual lilies to observe, pupils responded by producing high quality work deftly applying paint to make paintings very realistic. Satisfactory use is made by teachers of sketchbooks as a means of allowing pupils to make initial sketches and designs. While pupils use these quite purposefully, they could be extended further, for example, by allowing pupils to collect cuttings or clippings in relation to everyday art that they find interesting. In lessons, teachers carefully explain the nature of the work to pupils and make good use of the works of different artists to demonstrate particular techniques. In one good Year 6 lesson seen during the inspection, the teacher effectively explained to the pupils how the Italian artist, Umberto Boccioni, used the techniques often associated with 'Futurism' in his work. In the subsequent part of the lesson, pupils were effectively organised into groups, with some pupils using printing techniques to emulate Boccioni's style, while others made rapid yet successful sketches using pencils to demonstrate the same effect. Teachers make good use of information and communication technology to support pupils' understanding of art and design. By using a simple drawing program, Key Stage 1 pupils had explored and constructed some good quality work in the style of Jackson Pollack.

102. The subject makes a positive contribution to pupils' spiritual, social, moral and cultural development, although greater use could be made of the works of artists and craftspeople from different ethnic groups to highlight how art from other parts of the world can make a valuable contribution to the pupils' understanding of culture. Teachers sensitively and attractively display pupils' work and this adds to the positive status the subject holds in the school. The overall quality of leadership and management is satisfactory. The co-ordinator has only just taken over the role and has a limited view of the quality of teaching and learning across the school, largely gained by evaluating pupils' work on display. She is aware of the need to ensure that the subject has enough time to cover the curriculum in sufficient depth. There are plans in place to combine the school's own scheme of work with that of the guidance given to schools nationally to plan pupils' learning. In undertaking such work, the school plans to extend and make greater use of the current assessment procedures to monitor and track pupils' progress. At present, these are very informal and teachers do not have a clear idea of where pupils are in their art development when planning pupils' learning. This makes it difficult to build on what pupils already know, can do and understand in order to move them on further in their learning. The quality of resources to support teachers in their work is satisfactory.

## **DESIGN AND TECHNOLOGY**

103. Pupils' attainment is in line with national expectations at the end of both key stages and all pupils make satisfactory progress. Improvement since the last inspection has been satisfactory, with improved resources to address deficiencies identified in the last report.
104. In Key Stage 1, pupils experience a satisfactory range of designing and making activities and are developing related skills, though this is not consistently planned to ensure that pupils make systematic progress. Pupils in Year 1 cut and join cuboids and cylinders, understanding the problems they encounter and responding well to teachers' guidance. Higher attaining pupils showed good ability to evaluate and revise their design to improve its stability. By the end of the key stage, pupils can describe models they have made with enthusiasm, working to a given design brief to make a moving model powered by an electric motor. Pupils are able to explain satisfactorily how they would improve their work if given another opportunity to do so and they understand that such improvements may well lead to improved products. Pupils are aware of the need to undertake labelled drawings and identify what resources they may need in order to complete their work. Skills in design and technology are also satisfactorily developed through science, where card skeletons have moving limbs joined with split pins, so that pupils are developing an appropriate knowledge of joining techniques, using materials such as card.
105. By the end of Key Stage 2, pupils' attainment is in line with national expectations. Pupils effectively use tools and materials in making products to their own design. Pupils are able to draft and redraft detailed designs including construction notes, exemplified by design work on balancing toys, where pupils considered what would be the most effective materials to use. In Year 4, pupils' designs for an alarm with a buzzer show the ability to produce alternative plans to anticipate problems. Photographs of finished products show that pupils take care to produce work of good appearance and quality of finish, as in packaging produced by Year 3 pupils. There are satisfactory links with other subjects. For example, pupils in Year 6 produced annotated drawings to convey their design ideas for torches and evaluated their suitability for the purpose and this

linked to work on electrical circuits in science. Insufficient use is made of information and communication technology. However, a digital camera has been used well to inform Year 6 pupils' understanding of roof structures and designing for stability as part of a project to make a portable structure to a given design brief. Pupils showed imaginative approaches to this and demonstrated satisfactory ability to identify appropriate materials and techniques, anticipate problems and evaluate what they had done.

106. The quality of teaching and learning is satisfactory at both key stages. Teachers have a satisfactory knowledge of all elements of design and technology, planning well-focused activities appropriate for pupils' capabilities. In the Year 1 lesson seen during the inspection, good support was provided by the teacher and teaching assistants for construction work, with good strategies for developing joining skills. A photographic record of pupils' work reflects high expectations for the quality of finished product. Pupils respond well to these high expectations in the limited time they have for the subject, which is often alternated with that for art and design. Although teachers sometimes provide writing frames to support pupils' recording of their ideas and their evaluations, there is no consistent approach to ensure progression in this aspect of pupils' learning. Recording of work is often undervalued, done in the back of books for other subjects or not retained,. The absence of a consistent approach to day-to-day assessment of pupils' attainment and progress means that this aspect of teaching is unsatisfactory making it difficult for teachers to systematically build on the skills and knowledge that pupils have already acquired.
107. The quality of leadership and management is satisfactory. The subject is currently identified for review in the school-development plan but, although the national guidance for planning has been adopted, teachers can choose the unit of study. There is insufficient management of the units within these to ensure pupils' progress is developed in a systematic way as they move through the school. The limited time allocated to the subject hinders potential for higher attainment. The lack of resources for food technology identified in the last inspection has been addressed through the provision of good quality facilities, but this area of the curriculum is not much evidenced in pupils' work records or teachers' plans. However, monitoring of medium-term planning enables an overview of the subject throughout the school, and it is intended that feedback from teachers on the piloting of the new scheme of work will inform final decisions on the content of the curriculum. The subject co-ordinator has correctly identified that insufficient attention is given to progressive development of skills, together with lack of a systematic approach to assessment.

## **GEOGRAPHY**

108. The quality of the curriculum, teaching, leadership and management have improved since the previous inspection and standards are better, particularly at the end of Year 2, where they are above national expectations. At the end of Year 6, they are in line with expectations. While progress is satisfactory at Key Stage 2, higher attaining pupils in particular are capable of doing better.
109. Pupils in Year 2 have a very good understanding of basic geographical ideas appropriate for their age and a very good vocabulary with which to discuss them because of the high expectations set by the teacher. For example, they confidently identify the key human and physical features that characterise urban, rural, residential, commercial, industrial and coastal areas and discuss the advantages and disadvantages of living in different localities. Some of the pupils demonstrate well above

average attainment, for example, in their use of maps and atlases as sources of information about the wider world.

110. By the end of Year 6, pupils have a satisfactory grasp of how to compare localities in different parts of the world, using maps at different scales and other sources of information. They understand the need to consider the effect of human activity on the environment, and how environmental changes affect the lives of people living in different parts of the world. Higher attaining pupils bring a mature perspective to discussion of contemporary issues, such as the distribution of profits arising from the world-wide trade in food grown in developing countries. The pupils' attainment is not as advanced for their age at this stage as at the end of Year 2 because the momentum in the teaching of skills in Year 1 and Year 2 is not maintained consistently during Years 3, 4 and 5. The school recognises that this is an area for further improvement.
111. The quality of teaching and learning is good in Key Stage 1 and satisfactory in Key Stage 2. Pupils in Year 1 show that they make good progress in the use of maps with keys to identify features at a local scale, such as a bridge over a road. The pupils' good rate of learning is sustained through well-informed teaching in Year 2, enlivened by visits in the locality. In the lesson seen, teaching and learning were satisfactory rather than good because the introduction was too long and the activities undertaken did not stretch the more able. A similar imbalance between teacher input and pupil activity limited the impact of some creative ideas in the lesson seen in Year 4. However, discussion with pupils in this year group showed that they were making good progress in their understanding of how physical features, such as hills, affect the economy of a region like the Yorkshire Dales. Displays around the school show that lessons are planned to effectively cover the required ground of the National Curriculum in geography, but they do not build systematically on the pupils' skills.
112. Good use is made of information and communication technology to aid learning in some lessons. For example, pupils in Year 5 have used computerised instruments to measure wind speed and track temperature changes in different locations around the school site. The pupils also develop and use their numeracy skills through geography, for example by drawing graphs to track changes in temperature and wind speed. Expectations for the quality of presentation of this kind of work are not high enough, however, limiting the impact it has on raising standards, in mathematics and information and communication technology as well as in geography. The subject is planned sufficiently to enable it to make a positive contribution to pupils' spiritual, social, moral and cultural development. Pupils have explored, for example, the customs and life-styles of people in South America and this allowed them to discuss how their life styles both compare and contrast with children from overseas.

## **HISTORY**

113. At the end of Years 2 and 6, pupils produce work that is at a level expected for their age and ability. Pupils generally make satisfactory progress in their knowledge and understanding of the past and of people renowned for their contribution to the life and times in which they lived. However, given the higher than average number of pupils at the school who demonstrate high ability, these pupils could achieve more. The satisfactory quality of provision and average standards reported by the last inspection have been maintained. Leadership has improved, setting an agenda for raising standards in the skills of historical enquiry.

114. By the end of Year 2, pupils have developed a sense of the passing of time relative to the world about them. In Year 1, the focus is on the pupils' own families and pupils understand that people grow older and that certain events, such as birthdays or Christmas, are celebrated on an annual basis. This is extended in Year 2 to include events in the country at large, such as the Queen's Golden Jubilee or Remembrance Day, and pupils are able to explain well the significance this day holds. Pupils use a good range of sources to develop their learning of how artefacts from the past give clues as to how people lived. For example, they use old photographs, which they sequence to draw conclusions about how people lived or dressed. They are also given opportunities by teachers to interview older members of their families to gather first hand evidence of what life was like when they were the pupils' age. By the end of Year 6, pupils extend this further by using other first hand evidence, such as the local graveyard, to raise questions about trends in the past, such as why an unusually large number of deaths occurred in one particular year. However, the range and variety of the work seen was limited, and did not contain examples of more probing questioning about the reasons for why things happened as they did. This would be expected of the more able pupils, and is an area for improvement identified by the co-ordinator. By the age of eleven, pupils have a secure knowledge and understanding about key dates, events and periods in British history and explain the importance of key people such as Winston Churchill and why they are so remembered.
115. The overall quality of teaching in both key stages is satisfactory, although the teaching seen at Key Stage 2 during the inspection was of good quality. This was in a Year 4 lesson where the teacher successfully used role-play to motivate pupils to discuss the likely impact on the community of closing a railway. The pupils had to argue a case from the perspective of the character they had adopted. They did so very persuasively, aided by the skilled guidance and questioning by the teacher. Across the school, teachers try to promote pupils' literacy skills through history work and devise good links through other subjects. For example, pupils in Year 3 made books about school life past and present, including a 'contents' page and 'glossary'. A weakness in the teaching of history, however, is that often more attention is paid to the literacy aspects of pupils' writing, such as the use of full stops and capital letters, than to developing their understanding of historical facts and skills. Pupils with special educational needs make sound progress overall and good progress in the lessons in which they receive good support. For example, in a Year 5 lesson, a group of lower attaining pupils who worked separately with a teaching assistant produced good quality imaginative diary extracts, imagining they were pupils at the school at the beginning of the last century. The pupils use some information and communication technology to support their learning, by, for example, researching information on CD ROM and word-processing their writing. However, they are not as skilled at these aspects of their work as would be expected for their age. For example, Year 5 pupils were very slow typing in text and not aware of the range of editing tools available to them.
116. There is satisfactory leadership and management of the subject. The co-ordinator has identified key areas for improvement through rigorous monitoring, the chief of which is to focus more attention on the development of skills of historical enquiry, especially for the more able pupils. The inspection confirms that this is very relevant to the pupils' needs. There are good examples of this happening now, but it is not yet a consistent aspect of provision. Procedures to assess pupils' progress are unsatisfactory and this makes it difficult for teachers to monitor pupils' progress and plan their subsequent learning in the subject as they move through the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

117. Standards in information and communication technology are in line with national expectations at the end of both key stages. This shows good improvement since the last inspection, where attainment was below expectations. Improved resources and teaching have contributed to this overall improvement in standards. Pupils of all abilities make satisfactory progress in their understanding of information and communication technology and how equipment, such as computers and digital cameras, can be used to support their learning.
118. The pupils' skill in using computers develops well throughout Key Stage 1 so that by the end of Year 2 pupils have confidence in word-processing to produce simple text, and in adding text to their drawings and clip art images. They can use shift keys and punctuate, and can recognise icons, selecting and dragging and are beginning to use toolbars with understanding. Higher attaining pupils in Year 2 are able to add speech bubbles and text boxes to on-screen pictures to tell a short story. Work is reviewed and modified by redrafting, and recorded work shows that pupils have made charts of favourite colours in Year 1, but they find it difficult to describe this. Development of control technology is satisfactory, and pupils can describe giving simple instructions to Pip and Pixie, robotic control devices. Ideas are explored well through use of art packages, for example in producing pictures in the style of Jackson Pollack in Year 2. Throughout the key stage, pupils have limited opportunity to find things out using information and communication technology, although they are able to use it to find out about animals' habitats. Many pupils lack confidence in talking about their work, although teachers use questions well to encourage pupils to think about and solve problems encountered. Teachers encourage independent work and equipment is well prepared so that pupils are able to quickly access software and most can print their completed work where appropriate. They can save and retrieve their own files, some requiring support. Pupils use audio-recordings to support reading, and have satisfactory awareness of uses of information and communication technology and how this manifests itself in their daily lives.
119. By the age of eleven, pupils are confident in the use of computers, although their earlier experiences of a less developed curriculum result in limitations in keyboard and word-processing skills. In Year 3 pupils can enlarge or reduce images and change font size, style and colour. They use colour effectively, designing attractive timetables and displays of class rules in Year 4. By Year 6 skills have developed so that pupils can confidently move between different layers of certain software to combine graphics and text in preparation of a story for younger pupils. Year 6 pupils also use a desktop publishing package well to produce attractive newspaper reports of the fate of the Marie Celeste, importing pictures, and demonstrate good ability to review and modify their work as it progresses.
120. The pupils' ability to retrieve and store information is variable. Pupils develop their research skills satisfactorily throughout Years 3 to 6 by retrieving information from the Internet and CD-ROM software to support work in other subjects. By the end of the key stage, pupils confidently access and evaluate information, for example, when Year 6 evaluate 'Bodyworks' and use it to enhance their understanding of the eye, showing discrimination in the use of information. Pupils are able to use e-mail and the school has appropriate safeguards to ensure that children are not at risk from this and other Internet use. The less developed aspect of pupils' use of information is their use of spreadsheets and data handling. Pupils have opportunities to develop their knowledge of databases as they move through the school and by Year 5 have satisfactory understanding of the use of spreadsheets in real-life scenarios, when they plan and budget for food for a party, but the oldest pupils in the school have less understanding

of this aspect of their work than expected. Pupils have insufficient opportunity for using data-handling software to produce charts and graphs in mathematics, science and elsewhere in the curriculum so that this aspect of their learning is underdeveloped.

121. The use of information and communications technology to control and monitor external events is an area which has been improved. Control applications have been used in Year 4 to give instructions and make things happen, but by Year 6 pupils have little recall of this aspect of their work. In Year 5 good use is made of a data logger to record information on air and ground temperatures, together with a digital anemometer. The use of information and communication technology in applications other than computers is good, especially the use of digital cameras, for example, in physical education to record movements, with the photographs being used to inform work in art.
122. For all age groups some opportunities are provided to develop information and communication technology skills through other subjects, including downloading information on artists, 'Powerpoint' slide shows on Ancient Greece in history, and the use of imported images and text to display work on St Lucia in geography, but information and communication technology opportunities are not included regularly in teachers' planning and there is scope for more consistent and extensive links in other subjects to develop pupils' skills.
123. Teaching is satisfactory overall, with some very good teaching observed during the inspection. Teachers have good subject knowledge of information and communication technology, using and reinforcing technical vocabulary well so that pupils learn the language of the subject. Good links are made with basic skills of literacy, but insufficient use is made of information and communication technology in the development of numeracy. Teachers' planning for lessons in the subject is well- focused on appropriate objectives, and is supported by a comprehensive scheme of work. Although there are high expectations of pupils, older pupils are still catching up from the deficiencies of a less-effective curriculum in the past, and higher attaining pupils are not yet challenged to exceed national expectations. There are some missed opportunities for pupils to use computers during the course of daily lessons. Teachers use questions effectively to draw out recollections of prior learning and challenge pupils to offer ideas and share new skills which they have acquired. The information and communication technology suite presents organisational challenges in order for half a class to use computers while the rest of the pupils study another subject, and teachers do not always manage this effectively to ensure that pupils using computers and those on other work learn equally well. Teaching assistants provide good support for groups and whole classes. Carefully selected pairings by teachers to support lower attaining pupils contribute to effective learning in the information and communication technology suite and in whole class sessions. Teachers make satisfactory use of ongoing assessment, identifying pupils' errors and misconceptions and using them as a basis for reinforcing learning, but do not record pupils' progress on a day-to-day basis.
124. Pupils' attitudes to information and communication technology are good. They cooperate when working in pairs and concentrate well on sometimes complex instructions and explanations. Although all are eager to use the computer they accept the organisational restrictions in the computer suite and make good use of their learning opportunities, but older pupils could make more independent use of the subject. Pupils with special educational needs are supported well, with careful use of appropriate software and where relevant a laptop computer, so that they make good progress.

125. Leadership and management of the subject are good. The enthusiastic co-ordinator has good subject knowledge and supports teachers with well-organised resources, matched to the demands of the curriculum, and expert guidance. The ratio of computers to pupils is good, and there is a sensible rolling programme for renewal and updating. The computer suite is a major development in provision, but presents challenges for classroom organisation especially with large classes, and these have not yet been overcome. Teachers' plans and classroom practice are monitored, and an effective strategy is used for checking pupils' learning throughout the school by discussing their work with sample groups. A newly introduced system for the assessing and monitoring development of skills has not yet had an impact on learning. The system will link to targets which should ensure progress as pupils move through the school. Development plans for the subject, including a website and extension activities to take pupils beyond national curriculum requirements once the new curriculum is embedded, are well-thought out and show a forward-looking approach.

## MUSIC

126. Pupils make satisfactory progress in music and standards overall for pupils in Years 2 and 6 are at levels expected for their ages. The school receives very good support from the Cambridgeshire Instrumental Music Agency (CIMA), which provides specialist teaching in music lessons in the lower school, as well as individual and group tuition in a broad range of instruments for many pupils. There are good opportunities for pupils to take part in a range of extra-curricular activities including membership of the school choir and orchestra, and less common activities, such as handbell ringing. Approximately 50 children regularly attend weekly choir practice, which takes place before school. Excellent teaching from a visiting parent produced an exhilarating session in which pupils were very responsive and achieved high standards, singing tunefully. The school orchestra is well-supported and pupils play a wide range of instruments with enthusiasm. The school has maintained provision in the subject since its previous inspection.
127. The quality of teaching and learning is good in the lower school and includes weekly visits from a specialist CIMA teacher. Teaching in the upper school was not observed during this inspection but a review of current planning and work produced, for example in Year 6, shows that pupils are attaining satisfactory standards overall. In Key Stage 1, staff encourage response to music well. In one lesson seen during the inspection, the visiting CIMA specialist encouraged pupils to listen to different rhythms and volumes of music played on the piano, and respond accordingly. Some pupils did this well and most were able to respond appropriately. The pupils are learning to react to a conductor's hand signals. In a good Year 2 lesson, pupils listened to a compact disc of music made by mouth sounds and enjoyed making their own music with their mouths. This evolved into reciting winter weather words in four-part harmony and children spoke about the sounds 'coming together'. They took obvious pleasure in the activity and a child observed that 'this is really fun, it sounds good'. Pupils then selected musical instruments to illustrate their response to different weather photographs.
128. As pupils move through the school at Key Stage 2, they learn to write music scores, using symbols, and as they progress through the school they learn about scales, harmony and chords. At present, there are some opportunities provided for pupils to study composition, but these are limited. Recent in-service training has focused on promoting teachers' confidence in teaching this element of the music curriculum. In Year 6 this term, pupils have analysed popular music lyrics, such as 'Yesterday' by The



Beatles. By doing so, pupils explored how melody can be used to reflect lyrics, and composed alternative lyrics to well-known pop songs.

129. The music curriculum is satisfactory and is based on national guidance and published materials are used to provide appropriate coverage of the National Curriculum as well as guidance for staff. The quality of leadership and management is satisfactory. The co-ordinator has been in post for a very short period of time but is currently revising the school's scheme of work to enable non-specialist staff to develop greater confidence in teaching music. The change of scheme should ensure that music receives appropriate time and coverage in the school curriculum. At present, assessment of progress is too informal with class teachers making their own notes. The school development plan shows that assessment of pupils' progress in music is to be introduced. The co-ordinator, a music specialist, offers good support to staff but has not yet had the opportunity to lead staff training or to monitor teaching and learning. The profile of music has been raised recently and evidence demonstrates that standards are improving. An audit of resources shows that they are good and that the range of instruments includes those from other cultures.

## PHYSICAL EDUCATION

130. By the end of both key stages, pupils reach standards that are in line with national expectations, maintaining the standards noted at the time of the last inspection. All pupils, including those with special educational needs, make satisfactory progress, and in swimming progress is often good. In the summer term, many pupils have regular access to the school's outdoor pool and this makes a positive contribution to the standards pupils reach in this aspect of the physical education curriculum. The importance of physical education both in the school curriculum and beyond the school day has recently been given added status following the appointment of a new co-ordinator. His work has included providing additional extra-curricular clubs and activities for pupils to participate in. This improved provision has had a positive impact on pupils' social development by enabling them to have improved opportunities to work together as a small team by taking part in competitive sports.
131. By the end of Key Stage 1, pupils understand well the importance of warm up exercise before undertaking gymnastic work. They are able to put together a simple sequence of movements in response to a series of given instructions by a teacher. Pupils perform various gymnastic actions, such as a forward roll or a cartwheel, demonstrating suitable poise and accuracy in their work. Pupils use the floor and wall apparatus enthusiastically and are alert to the need to use this equipment sensibly and with care for others. No games or dance lessons were observed during the inspection and no judgements can be made on the progress that pupils make in this aspect of their development.
132. By the end of Key Stage 2, pupils make good progress in their understanding of the need to play fairly and equitably in small team games. In one good Year 6 lesson seen during the inspection, pupils were divided into groups of six and energetically played the game of 'benchball.' When playing the game, pupils used space creatively, listened attentively to the instructions given, and effectively demonstrated their skills in passing and catching the ball accurately. Discussions with pupils indicate that they enjoy their physical education work and talk positively about the school's provision for swimming and about the orienteering activities they take part in during a residential trip.
133. The quality of teaching and learning in both key stages is satisfactory, and some very good teaching was observed during the inspection. This was observed in a Year 2 gymnastics lesson. This commenced with a very effective warm up session where pupils undertook various stretching and curling exercises in response to an instrumental piece of music by Eric Clapton. Pupils worked well and the teacher very carefully demonstrated to pupils how to use the physical education apparatus to put together a series of movements to follow this. The pace of the lesson was very good and the teacher effectively ensured that the pupils moved from different parts of the apparatus at given intervals and this allowed pupils to practice and refine their work using different pieces of apparatus. Teachers encourage pupils to observe their classmates' work during lessons, but provide limited scope for them to critically evaluate it or make suggestions as to how the work of others could lead to improvements in their own efforts.
134. The subject makes a positive contribution to the pupils' spiritual, social, moral and cultural development. Recent efforts by the newly appointed co-ordinator have enabled pupils to participate in competitive sports against other schools and this is successful in developing pupils' understanding of the need to work co-operatively and effectively as a member of a larger group. Pupils participate in a swimming gala and some Key Stage 2 pupils have achieved wider success in swimming by being chosen to

represent the county. The leadership offered by the co-ordinator is good and has had a positive impact on the standing that the subject currently holds in the school with both pupils and their parents, who readily acknowledge his efforts in lifting the status of physical education since his appointment. The school has yet to develop more effective ways of monitoring and tracking pupils' progress as they move through the school, although the co-ordinator has observed his colleagues teach physical education. This has given him a good understanding of the quality of teaching in other classes. The quality and range of resources are satisfactory and the co-ordinator has plans to improve the quality of the mats that pupils use in their gymnastic work.