

INSPECTION REPORT

**OAKINGTON CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY
SCHOOL**

Oakington, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110833

Headteacher: Miss M Roberts

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 13th – 16th January 2003

Inspection number: 247060

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:	Water Lane Oakington Cambridge
Postcode:	CB4 5AL
Telephone number:	01223 232328
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Bailey
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22361	Mrs M Gough	Registered inspector	Equal opportunities English as an additional language Mathematics Science Information and communication technology Music	The school's results and achievements How well are pupils taught How good are the curricular and other opportunities offered to pupils What could the school do to improve further
31753	Mrs D Thomas	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils How well does the school work in partnership with parents
12997	Mrs C Cheong	Team inspector	The Foundation Stage Design and technology Geography Physical education	How well is the school led and managed
10228	Mrs S Russam	Team inspector	Special educational needs English Art and design History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the small village of Oakington on the outskirts of Cambridge. There are currently eighty three pupils on roll between the ages of four and eleven. Almost all pupils are of white ethnicity, and only one pupil is at an early stage of learning English as an additional language. Nine pupils are known to be eligible for free school meals. This represents 11% of the school population and is well below the national average, but does not fully reflect the mixed socio-economic backgrounds of the pupils and their families. Twenty three pupils are on the school's special educational needs register. This represents 28% of the school population and is well above the national average. Three pupils have statements of special educational needs. There are high levels of pupil mobility with seven pupils joining the school other than at the usual time of admission, and six pupils leaving the school other than at the usual point of transfer. Pupils' attainment on entry varies slightly from year to year but is generally below average. This is a different picture from when the school was last inspected when attainment was average, and reflects the fact that pupils are drawn from a wider range of backgrounds than previously.

HOW GOOD THE SCHOOL IS

This is an improving school that provides a satisfactory standard of education for all pupils. By the time pupils leave school at the age of eleven, they attain average standards in English, mathematics and science. Teaching is satisfactory overall, and has good features. Pupils of all ages and abilities have very positive attitudes to school and to work, and a thirst for learning. Their behaviour is good. The headteacher knows the pupils and their families very well indeed, and is dedicated to providing a secure and happy learning environment where individuals are valued, creativity is promoted, and achievements are celebrated. The pastoral needs of the pupils are very well met, and there are very good links with parents. The quality of leadership and management is satisfactory overall, with some good features, but the headteacher and Governing Body are not sufficiently rigorous in the way in which they monitor and evaluate the school's performance. Teaching and non-teaching staff are highly committed, loyal and hard-working. Overall the school provides satisfactory value for money.

What the school does well

- Standards in information and communication technology are good throughout the school and standards in geography and physical education are good at the end of Key Stage 2.
- Pupils have very positive attitudes to school and to work, and their behaviour is good.
- The school has established very good links with parents and parents are very pleased with the education the school provides.
- Provision for pupils' personal, spiritual, moral, social and cultural development is very good overall.
- The classroom support for pupils who have statements of special educational needs is very good.
- The school provides very good levels of pastoral care for all pupils, and procedures for ensuring the pupils' health, safety and well-being are very good.

What could be improved

- The standard of pupils' written work.
- Systems and procedures for assessing pupils' progress and attainment.
- The monitoring and evaluation of the school's performance.
- The school's management structure.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Overall, the rate of improvement has been satisfactory since that time. The school has successfully addressed most of the key issues from the previous report, and has responded well to national initiatives such as the introduction of the National Literacy Strategy and the National Numeracy Strategy. The strengths described in the last report have been maintained. The school has made particularly good progress in terms of raising standards in information and communication technology at the end of both key stages, and this is now a strength of the school. Standards in English and geography in Key Stage 2 have also improved, although standards in art and design are not as high as they were. Some progress has been made in developing assessment systems in English and mathematics, but there is still more to be done to ensure that assessment information is gathered regularly in all subjects and is used effectively to raise standards. The school has worked hard to develop the role of subject co-ordinators. However, because this is a small school, with some part-time teachers, the current model of co-ordinating the curriculum is not very effective and a more creative approach is needed that takes account of the limited human resources that are available. The way in which the school reviews the provision for special educational needs has improved, but the headteacher struggles to balance the significant demands of her role as special educational needs co-ordinator with her other management and teaching commitments. Good improvement has been made in enhancing the pupils' cultural development and this aspect of the school's work is now satisfactory. There is a very good team spirit amongst staff, and all are committed to continuing to move the school forwards.

STANDARDS

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

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

The table shows that on the basis of the end of Key Stage 2 national test results, pupils' attainment is average in English, below average in science and well below average in mathematics. In comparison with similar schools the pupils' performance is above average in English, well below average in mathematics and average in science. Some care must be taken when interpreting the results, and when comparing the results of one year with another. The groups of pupils entered for the tests are often very small, and the performance of one pupil often has a very significant impact on the overall statistics. In addition, the percentage of pupils in the school who have special educational needs is well above average, and a high percentage of pupils with special educational needs in a year group can adversely affect the overall points score. The inspection findings indicate that by the end of Key Stage 2, pupils' attainment in English, mathematics and science is in line with national expectations. This reflects a good overall improvement in mathematics and science.

On the basis of the end of Key Stage 1 national tests in reading, writing and mathematics, pupils' attainment is average in reading, and well above average in writing and mathematics. The teachers' assessments for science show that the pupils' attainment is average. The inspection findings indicate that the pupils' overall attainment in English, mathematics and science is average. Differences between the test results and the inspection findings reflect the natural differences between the group of pupils entered for the tests and the current group of Year 2 pupils, and also reflect the fact that the inspection findings draw on a wider range of evidence than the tests.

By the end of Key Stage 1 and Key Stage 2, pupils' attainment in art and design, design and technology and history is in line with national expectations. In geography and physical education, pupils' attainment is in line with national expectations at the end of Key Stage 1 and above national expectations at the end of Key Stage 2. In information and communication technology, standards are good throughout the school. It is not possible to make a judgement about standards in music. Key Stage 1 and Key Stage 2 pupils make satisfactory progress overall. Key Stage 2 pupils make good progress in physical education and geography, and all pupils make good progress in information and communication technology.

Although pupils make satisfactory progress, a general weakness is their reluctance to commit their ideas to paper. This adversely affects the pupils' performance in Key Stage 2, and means that pupils of all age groups often have a better knowledge and understanding than their recorded work indicates. Pupils throughout the school often explain their ideas well verbally, but have difficulty in presenting comprehensive written explanations. Pupils benefit from a broad curriculum, and often have a good general knowledge. They make very good progress in terms of their personal, social and health education.

The children's attainment when they start school varies from year to year and the overall attainment of the current group of Reception children is below average. Although the children are on course to attain the Early Learning Goals in some aspects of their learning, there are some weaknesses in their communication, language and literacy skills, and in their understanding of some mathematical concepts. Reception children make satisfactory progress overall, and good progress in their personal, social, emotional development and in their physical and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils are enthusiastic about coming to school and talk animatedly about their work.
Behaviour, in and out of classrooms	Good. Pupils behave well in class and at playtimes. One or two pupils in most classes present challenging behaviour which is well dealt with by their teachers.
Personal development and relationships	Very good. Relationships are very good at all levels and make a significant contribution to the very positive ethos. Pupils are happy, friendly and highly motivated.
Attendance	Attendance is below the national average and is therefore unsatisfactory.

TEACHING AND LEARNING

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

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

Teaching is satisfactory overall with good features. Teachers work hard and conscientiously to prepare interesting lessons that motivate and enthuse the pupils. They use resources well to enliven their teaching and to enhance the pupils' learning. Good opportunities are provided for pupils to find their own approaches to learning and to demonstrate originality and creativity. Pupils are valued and nurtured as individuals, and relationships between adults and pupils are very good. Lessons usually move at a good pace, but often too much time is spent on practical activities and discussion, with the result that pupils do not have enough time to record their work in written form. Teachers' planning is satisfactory overall, but more needs to be done to ensure that new skills are taught in sequence so that there is continuity in the pupils' learning. Where the best teaching occurs, pupils are given good opportunities to evaluate their own learning and that of their classmates. This helps them to understand how they can improve their work further. Teachers create a very positive learning environment for pupils of all ages and abilities, and are very successful in the way in which they raise the self-esteem of those who experience difficulties with their work.

The teaching of the children in the Foundation Stage is satisfactory overall and has good features. However, the Reception children are taught by two teachers who operate a 'job-share' arrangement, in a mixed age class with Year 1 pupils. These factors sometimes disrupt the flow of the children's learning. There are good opportunities for the Reception children to learn through structured play activities, but some of the higher attaining children do not record enough work and sometimes the teachers' expectations of these children are not sufficiently high.

In Key Stage 1 and Key Stage 2, the teaching of English, mathematics and science is satisfactory overall. Pupils learn well, but their progress is hampered by the lack of opportunity for them to record their ideas on paper, and their written work often does not do full justice to their actual knowledge and understanding. Pupils with statements of special educational needs are well supported in class by their learning support assistants and classteachers, but sometimes there is not enough academic support in lessons other than English and mathematics for the pupils who have less serious special educational needs. Throughout the school, teachers make very good use of questions to challenge the higher attaining pupils and to support the lower attainers, and practical activities and discussion sessions are often very successful in promoting pupils' knowledge and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The school meets statutory requirements for Key Stage 1 and Key Stage 2 pupils and uses the recommended guidance when planning the curriculum for the Reception children. The school provides a good range of extra-curricular activities, and the statutory curriculum is enriched by lessons in Latin and French for the older Key Stage 2 pupils.
Provision for pupils with special educational needs	Satisfactory overall. Good provision is made for pupils who have statements of special educational needs, but other pupils with special educational needs sometimes need more academic support in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school has a very good personal, social and health education programme which is very effective in promoting pupils' personal, social and moral education. Pupils' spiritual development is successfully fostered in a variety of ways. The school makes satisfactory provision for pupils' cultural development.
How well the school cares for its pupils	Very well. The happiness, well-being and safety of the pupils is the prime concern of the headteacher and staff, and pupils are highly valued as individuals. Child protection procedures are very good. The school is very inclusive of all pupils, and very successfully promotes racial equality. Although some progress has been made in developing assessment in English, mathematics and science, overall, assessment systems and procedures are unsatisfactory.
How well the school works in partnership with parents	Very well. The school has very good links with parents, and there are exceptionally high levels of parental satisfaction. Parents are very warmly welcomed into the school and many regularly help out in class and with additional activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The school has many areas of strength, but the high teaching commitment of the headteacher leaves her little time for management tasks. The co-ordination of the school's work needs to be developed further so that the headteacher and staff are not over-burdened.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors fully meet their statutory duties and are very supportive of the school. However, they could do more in terms of monitoring the school's work and its performance in relation to other schools.
The school's evaluation of its performance	Unsatisfactory. The monitoring of the school's performance is not sufficiently rigorous, and does not provide a clear enough picture of how the school can move forward.
The strategic use of resources	Satisfactory. The school uses its available resources well but the School Development Plan does not show clearly how money is to be allocated to agreed targets.
Staffing, accommodation and learning resources	Satisfactory. The school has an appropriate number of teaching staff and a generous number of learning support assistants. The accommodation has good features, and is clean and well maintained. Resources are generally satisfactory although there are some shortages in art and design.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents agree that their children like school and that they make good progress. • Parents are very happy with the way in which the school welcomes them, and agree that the headteacher and staff are extremely approachable and accessible. • Parents are very pleased with the attitudes and values that the school promotes. • Parents are very pleased with the way in which the school is managed and hold the headteacher in very high regard. • Parents strongly agree that the quality of teaching is good. • Parents agree that pupils' behaviour is good. • Parents believe that the school gives pupils a real enthusiasm for learning. 	<ul style="list-style-type: none"> • A few parents would like the school to provide more after-school activities.

There are exceptionally high levels of parental satisfaction which reflect the very strong and genuine partnership between parents and the school. Parents are very pleased with the school's work, and although a small number would like more after-school activities, the inspection findings indicate that the school already provides more activities than might reasonably be expected of a school of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment when they start school in the Reception class varies from year to year but the attainment of the current group of children is below the expected level overall. This picture is different from that found at the last inspection when attainment was often average, and reflects the fact that pupils are now drawn from a wider and more diverse area than previously. The children make good progress in their personal, social and emotional development, and in their physical and creative development, and attain the Early Learning Goals in these areas of learning by the end of the Reception year. In communication, language and literacy, mathematics and knowledge and understanding of the world, the children make satisfactory progress, often from a low starting point, but most do not attain the Early Learning Goals in these aspects of their learning, and their attainment therefore is below the expected level for their age by the time they start Year 1.
2. On the basis of the 2002 end of Key Stage 1 national tests in reading, writing and mathematics, pupils' attainment is average in reading, and well above average in writing and mathematics. The teachers' assessments for science show that the pupils' attainment is average. The test results have been variable over the last few years, and this is because of the fluctuation in the number of pupils with special educational needs, and the sometimes high levels of pupil mobility. The inspection findings indicate that the pupils' overall attainment in English, mathematics and science is average. Differences between the test results and the inspection findings reflect the natural differences between the group of pupils entered for the tests and the current group of Year 2 pupils, and also reflect the fact that the inspection findings draw on a wider range of evidence than the tests.
3. Pupils' attainment in English is in line with national expectations at the end of Key Stage 1. Their speaking and listening skills are good, and they make good progress in this aspect of their learning. Pupils of all abilities make good progress in reading, and benefit from regular practice, both at home and at school. Pupils' writing is of a satisfactory standard overall, with the highest attainers producing good quality pieces which are grammatically correct. In mathematics, most Key Stage 1 pupils have a secure grasp of number, and are skilled at solving word problems. They have a satisfactory grasp of aspects of shape, space and measure, but have some difficulty with the concept and measurements for capacity. Overall pupils make satisfactory progress in mathematics. Pupils' scientific knowledge is at the expected level for their age, and most pupils have a secure knowledge of living things, materials and their properties, and physical processes. A strength of pupils' learning is their ability to carry out investigations and experiments. Pupils observe carefully and tackle new learning with good levels of confidence. Satisfactory opportunities are provided for pupils to use numeracy skills across the curriculum, although there are not enough writing opportunities and this means that pupils have too few opportunities to practise and use their writing skills in real and meaningful contexts. Good use is made of information and communication technology across the curriculum.
4. By the end of Key Stage 1, pupils attain the expected level in their work in art and design, design and technology, geography, history and physical education. Pupils of all abilities make satisfactory progress in these subjects. No lessons were seen during the inspection in music, and it is therefore not possible to make judgements about the pupils' attainment and progress in this subject. In information and communication

technology, pupils make very good progress, and their attainment is above the expected level by the end of Key Stage 1.

5. On the basis of the 2002 end of Key Stage 2 test results, pupils' attainment is average in English, below average in science and well below average in mathematics. In comparison with similar schools the pupils' performance is above average in English, well below average in mathematics and average in science. None of the girls entered for the mathematics tests attained the expected Level 4. The school's assessments indicate that this was not the expected outcome, and that the girls were adversely affected by nerves on the day of the tests. Some care must be taken when interpreting the results, and when comparing the results of one year with another. The groups of pupils entered for the tests are often very small, and the performance of one pupil is often very significant. In addition, the percentage of pupils in the school who have special educational needs is well above average, and a high percentage of pupils with special educational needs in a year group can adversely affect the overall points score. Over the last few years there has been a slow but steady overall improvement on the basis of the test results.
6. The inspection findings indicate that by the end of Key Stage 2, pupils' attainment in English, mathematics and science is in line with national expectations. In English, pupils make good progress in speaking and listening and their attainment in this aspect of their work is good. Pupils of all abilities make satisfactory progress in reading, and attain the appropriate level for their age. Pupils' writing is in line with national expectations overall, but there are too few writing opportunities across the curriculum, and pupils do not have enough practise of writing within a given timescale. In mathematics, pupils have a secure grasp of number, and a strength of their learning is their ability to calculate mentally, and to immediately recall number facts. Their knowledge of aspects of shape, space and measure is satisfactory overall, although as in Key Stage 1, their understanding of capacity is less developed than their understanding of length and weight. In science, pupils have a secure knowledge, which is not always reflected in their written work. A strength of the pupils' learning is their ability to carry out investigations. They approach practical tasks with very high levels of confidence and enthusiasm, and are very keen to find things out for themselves. Pupils make satisfactory use of their numeracy skills across the curriculum, and carry out research using both books and computers. The use of information and communication technology to support the pupils' learning is good.
7. By the end of Key Stage 2, pupils attain the expected level in art and design, design and technology and history. Pupils of all abilities make satisfactory progress in these subjects. In geography, information and communication technology and physical education, pupils make good progress and attain above the nationally expected level. It is not possible to judge pupils' progress and attainment in music as no lessons were seen during the inspection.
8. Pupils of all ages and abilities often make good progress in practical activities. They respond well to the challenge of solving problems, and often have very good levels of confidence in their ability to solve them. However, a general weakness in pupils' learning is their reluctance to commit their ideas to paper. This adversely affects the test results, especially in Key Stage 2, and means that pupils of all age groups often have a better knowledge and understanding than their recorded work indicates. Pupils throughout the school often explain their ideas well verbally, but have difficulty in presenting comprehensive written explanations.

Pupils' attitudes, values and personal development

9. There has been continued improvement in this aspect of the school's work since the last inspection, and the pupils' attitudes, values and behaviour are strengths.
10. The attitudes of pupils of all ages and ability throughout the school are very good and have improved since the school was last inspected. Pupils enjoy coming to school and this is clearly demonstrated in the way in which they approach all aspects of their education with commitment, enthusiasm and eagerness. Pupils of all ages and abilities, including those in the Reception class, and those with special educational needs, tackle new areas of learning with confidence and high levels of interest. From an early age pupils listen attentively to explanations from their teachers, and respond quickly to requests and instructions. The vast majority of pupils have very good levels of concentration, especially when they are taking part in practical activities which really capture their interest and imagination. Pupils of all ages are very keen to please their teachers, and they are well motivated by the various rewards given to them for effort and achievement. Pupils throughout the school take a great deal of pride in the presentation of their work and older pupils especially are keen to take on board suggestions for improvement. Because of the very positive learning environment, pupils enjoy being challenged, and are not afraid of making mistakes. The only shortcoming in the pupils' attitudes, is their occasional reluctance to commit their ideas to paper.
11. Pupils behaviour is good, and on occasions, very good. Pupils of all ages respond very positively to the teachers' high expectations, and try hard to adhere to the school rules and code of conduct. Pupils are friendly and helpful to visitors, and treat all of the adults with whom they come into daily contact with high levels of respect and courtesy. Pupils are keenly aware of the consequences of their actions and have a very good understanding of how their behaviour affects the well-being and happiness of others. Behaviour in lessons is good for most pupils, although a small number of pupils in most classes have difficulty in managing their own behaviour. Teachers deal well with these pupils, and manage them in a fair but firm way so that they do not disrupt the learning of others. Pupils work very well in groups and pairs and share resources well. Behaviour in the dining hall is very good. Older pupils sit with the younger ones supporting them in small but significant ways. Noise levels during this time are at a minimum, and pupils talk to one another in a friendly relaxed manner. Recently, there has been very good improvement in this aspect of the school's work as a result of the reward system that has been introduced.
12. The school is an orderly community with pupils of all ages exercising good levels of self-discipline when moving to and from activities and lessons. Behaviour in the playground is good. Pupils know that the headteacher and staff will not tolerate any form of bullying or oppressive behaviour, and there were no incidents of rough play, bullying, sexism or racism witnessed during the inspection. In the past year, there were two fixed period exclusions, and much was done by the headteacher and staff to ensure that the pupils received the appropriate supervision, support and care on their return to school. Pupils with statements of special educational needs are very well integrated into the life of the school, and are keen to participate in all activities. Parents of pupils of all ages comment positively on standards of behaviour in the school.
13. Relationships and personal development are very good on all levels and are strengths of the school. Pupils of all ages and ability have a strong sense of fair play and are sensitive to the needs of others. Examples of this are frequently seen in lessons when the pupils make positive comments and judgements about the work of their classmates. Pupils patiently wait their turn when they share resources in the

classroom, dining hall or playground, and are encouraged to be polite and helpful in their dealings with others. In lessons the vast majority of pupils can be trusted to carry on working when not directly supervised by the teacher, and the older pupils encourage others to do the same. Pupils have an acute awareness of the need to be tolerant of people who may not share the same religious beliefs or viewpoints as their own, and are ready to listen to what others have to say. They eagerly grasp opportunities given to them to accept responsibility, and this was demonstrated by two of the very young pupils who were delighted when the teacher chose them to take the register to the office. New pupils in the school comment positively on the way in which there were befriended and made to feel welcome by other pupils in their class, and on the way in which they can turn to an older pupil for help and support if necessary. Pupils of all ages show a great deal of pride in their school, and make mature and sensible judgements and comments on all aspects of their education and the life and work of the school.

14. Attendance in the school has fluctuated since the time of the previous inspection and at 93.3% during the 2001/2002 academic year, was well below the national average. The low attendance level can mainly be attributed to a significantly high number of pupils being withdrawn from school during term time for family holidays, and a very small proportion of past and present pupils whose attendance is erratic because of their special educational needs or family circumstances. The school recognises that attendance needs to be improved, and has taken measures to address the situation by bringing it to the attention of parents both formally and informally. Inspection evidence indicates that there has been a recent improvement as attendance levels for the term preceding the inspection have risen to 94.8%. The vast majority of pupils arrive in good time for lessons and there are few instances of late arrivals.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is satisfactory overall, and has good features. Of the twenty five lessons observed during the inspection, teaching was very good in 12%, good in 40%, and satisfactory in 48%. The quality of teaching is broadly the same as it was at the time of the last inspection.
16. The quality of the teaching for the Reception children in the Foundation Stage is satisfactory overall, and some good teaching was seen during the inspection. The Reception children are taught in a mixed age class with Year 1 pupils. Two teachers share the teaching of the class, and although satisfactory, this is not the best arrangement for these very young children, as the natural flow of teaching and learning is constantly interrupted. The teachers work hard to ensure that there are good levels of continuity in the children's learning, but inevitably there is some disruption when the teachers change over at midday.
17. The Reception teachers have created a very pleasant working environment for the children, and are very supportive, friendly, and calm in their dealings with them. They have a good knowledge of the Foundation Stage curriculum, and are particularly effective in the way in which they teach physical and creative activities and in the way in which they promote the children's personal, social and emotional development. Although the teachers have a good knowledge of teaching this age group, the pace of teaching is sometimes too slow and some reading and writing activities are not sufficiently challenging for the highest attaining children. Teachers generally use an appropriate range of teaching methods but occasionally the joint part of the lesson, where the Reception children work with the Year 1 pupils, is not sufficiently geared to the needs of the youngest children. Learning support assistants make a valuable

contribution to the children's learning and contribute well to the happy atmosphere, and to the smooth running of the classroom. The classteachers brief support staff well so that they understand the purpose of the individual activities, but sometimes the learning support assistants need more guidance as to how to challenge the children further.

18. The quality of teaching and learning in English in Key Stage 1 and Key Stage 2 is satisfactory overall, and has some good features. There are good opportunities for pupils to practise and extend their speaking and listening skills, and this ensures good progress. Teachers share their love of reading with the pupils, and in Key Stage 1, regular practice helps the pupils to make good progress in this aspect of their learning. Although writing skills are satisfactorily taught in literacy lessons, there are not enough writing opportunities across the curriculum, and pupils are not sufficiently disciplined in terms of the amount of writing they produce. Teachers encourage pupils to use computers effectively to support their learning and this is a strength.
19. Teaching and learning in mathematics are satisfactory overall, with good features. Mental mathematics is taught well, especially in Key Stage 2, and this means that most pupils have immediate recall of number bonds and multiplication facts, which in turn helps them to make accurate and fast calculations. Good emphasis is placed on pupils learning how to solve problems, and they do so with very good levels of confidence. Teachers present mathematical activities with good levels of enthusiasm, and pupils respond with high levels of motivation. However, pupils do not always complete enough written work. There are currently too few opportunities for pupils to record their ideas on paper, and teachers do not always allow enough time in lessons for recording to take place. Although pupils respond very well in practical sessions, and in end of session discussions, the pace at which they complete their written work is sometimes too leisurely. Teachers encourage pupils to use computers to support their learning, and pupils do so with good levels of confidence and expertise.
20. The quality of teaching and learning in science is satisfactory overall, and there are good features. A particular strength of science teaching is the way in which the teachers promote pupils' investigative skills. Pupils take part in a wide range of interesting and stimulating practical tasks which enable them to solve problems and to find things out for themselves. Teachers successfully develop the pupils' scientific vocabulary, enabling pupils to explain their ideas clearly and concisely. Good opportunities are provided for pupils to share their ideas with one another. A weakness in teaching is the lack of opportunity for pupils to explain their ideas on paper. Although pupils are confident when verbally explaining their work, they have difficulty in recording their ideas in written form. Pupils make good use of information and communication technology to support their learning in science.
21. The teaching of art and design, design and technology and history is satisfactory overall in both key stages. Teaching is good in information and communication technology across the school. In geography and physical education, teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Throughout the school, teachers have a secure grasp of all of the subjects they teach, although naturally there is some variation in terms of their level of expertise in individual subjects. Teachers' planning is satisfactory overall, although there are times when the skills for the individual subjects are not always taught in the right order, because of the way in which the rolling programme of topics is organised. The school has recognised the need to refine its long-term planning so that skills are taught in a systematic way as pupils move through the school.

22. A strength of teaching is the way in which teachers manage the pupils. Teachers have very high expectations of behaviour and deal very patiently but firmly with the small number of pupils who have difficulty in managing their own behaviour. Relationships between teachers and pupils are very good, and there is often an undercurrent of gentle humour in lessons, to which older pupils especially respond well. Pupils feel very confident about expressing their thoughts and ideas, and know that their views will be valued, both by their teachers and their classmates. Where the best teaching occurs, pupils are encouraged to evaluate the work of others, and know that their remarks must be constructive and positive. However, this good practice is not a consistent feature of teaching throughout the school, and there are some missed opportunities for pupils to refine their work through an ongoing process of evaluation and revision.
23. Teachers in all classes use questions well to extend the pupils' learning and to check that they have understood the concepts that are being taught. Questions vary in complexity to meet the needs of the lowest and highest attaining pupils, and teachers are conscious of the need to ensure that both girls and boys are equally involved during discussion sessions. In a good mental mathematics session seen in the Year 5/Year 6 class, quick-fire questions provided good levels of challenge for all ability groups, and the pupils responded well to the element of competition as they sought to be the first to give the correct answer.
24. Throughout the school teachers value the pupils' creativity, and encourage them to be independent and original in their work. Pupils of all ages feel confident about trying new approaches, and often show good levels of imagination in their work. For example, in a Year 1/Year 2 design and technology lesson seen during the inspection, pupils came up with a wide variety of imaginative ideas for their collages, and the outcomes were all quite different. Displays of pupils' art work, such as the pendants in Year 3/Year 4 show a similar high level of originality.
25. Teachers have given a great deal of thought as to how the pupils' learning might best be enhanced, and many activities have a practical element which helps the pupils to gain a good understanding of new concepts. However, there are times when practical activities have too much prominence in a lesson, and this means that there is too little time for the pupils to put their thoughts on paper. This disadvantages the pupils, as although they are often very successful in expressing their ideas verbally, their written work does not reflect their true potential, and in test situations they often do not do themselves justice.
26. Teachers and learning support assistants provide very good support for pupils who have a statement of special educational needs and this enables them to be fully included in all activities. However, although pupils with less severe special educational needs are supported well in English and mathematics, and are very well supported in terms of raising their self-esteem and confidence they do not always receive enough practical support in other subjects. For example, when writing accounts in science, some older Key Stage 2 pupils with language difficulties would benefit from using a 'word-bank' to speed up their recording. Higher attaining pupils are often well challenged by the open-ended practical activities which allow them to go beyond the expected parameters, and teachers skilfully direct complex questions to these pupils in discussion sessions so that they are fully challenged. Currently only one pupil in the Reception/Year 1 class has English as an additional language, and this pupil receives satisfactory levels of support.
27. Throughout the school homework is used effectively to support pupils' learning in English, mathematics and science, although even more could be done to use

homework to help pupils to practise writing within a given timescale. Some use is made of homework in other subjects, but more imaginative tasks across the curriculum could usefully extend pupils' learning further. The marking of pupils' work is very variable. Where the best marking occurs, teachers enter into dialogue with the pupils and show them how they could improve their work. However, this good practice is not consistent across the school.

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

28. The curriculum provision for pupils in Key Stage 1 and Key Stage 2 is satisfactory overall. The school fully meets statutory requirements in terms of the delivery of the National Curriculum and the Locally Agreed Syllabus for religious education. The curriculum for the children in the Reception class is satisfactory and reflects the recommendations of the national guidance for children in the Foundation Stage. The school has made satisfactory progress in developing the curriculum since the last inspection, and has successfully implemented the National Numeracy Strategy and the National Literacy Strategy.
29. The Reception children benefit from taking part in a variety of activities that successfully promote their learning. However, they are taught in a mixed age class with Year 1 pupils, and whilst the classteachers are largely successful in ensuring that activities match the needs of the Reception children, there are times when the work is geared too much towards the needs of the Year 1 pupils. There is a good combination of activities which the Reception children choose themselves and those which an adult directs, and structured play activities provide a good context for much of the Reception children's learning. Opportunities for the children to extend their knowledge and understanding of the world and to promote their personal, social and emotional development are good, but there is not always enough rigour in some of the reading and writing tasks, and the curriculum provision needs to be more structured in these areas of learning.
30. Pupils in Key Stage 1 and Key Stage 2 enjoy a wide range of curriculum experiences that effectively promotes their physical, intellectual and emotional development. The statutory curriculum is very effectively enhanced by additional activities in the upper part of Key Stage 2, such as Latin and French, although care needs to be taken to ensure that these activities do not take up too much of the available teaching time. The school has a satisfactory system of long-term planning which takes account of the mixed age groups which run throughout the school. However, on occasions, planned activities for the different year groups are taught out of sequence, and this means that pupils sometimes are working at a lower or higher level than they should for their age, and are sometimes learning advanced skills without having first learned the basic skills. The school has recognised that more needs to be done to 'fine-tune' curriculum planning so that pupils' learning always builds on what has gone before. In general a good amount of time is given to each subject, although currently the time given to music is minimal and needs to be extended, especially for Key Stage 2 pupils.
31. The school offers a good range of extra-curricular activities. The after-school and lunchtime activities cater for all age groups, and effectively enhance and extend the pupils' learning and have a positive impact on their personal and social development. The football, gymnastics, chess, 'pink ladies', art and craft, and writing clubs are very popular and are thoroughly enjoyed by pupils. The school also organises holiday clubs, and these too are well attended. In Year 5 and Year 6 pupils are encouraged to take part in residential visits, and they benefit significantly from these opportunities.

which develop their ability to work co-operatively together in groups and pairs, and positively promote their confidence and independence.

32. The school has strong and good links with the community, and is seen very much as the focal point of village life. Many outside organisations use the school on a regular basis and members of the community in general provide good levels of support for all of the school's special events. Visitors are very warmly welcomed, and pupils enjoy listening to parents and grandparents talk about their interesting work and their life's experiences. During a recent visit from a local grandparent, who is also a historian, pupils were fascinated to hear stories of their village as it was in times past. The school has developed good working links with the main receiving secondary school. Staff make reciprocal visits and pupils spend time prior to transfer getting to know their new teachers, and familiarising themselves with the school's routines and procedures. Reception children are gently and thoughtfully introduced into their new learning environment, and this means that they are happy and confident about starting school. Links with the playgroup are very strong, and pre-school children are regular visitors to the school. They are invited to the school's special events and are welcome to use the school playground. The school currently has a very good system, whereby some of the school and the playgroup staff work in both learning environments, and this helps the pre-school children greatly when they transfer to the main school. The school has well developed links with initial teacher training institutions and secondary schools and regularly accepts student teachers and work experience students on placements. Pupils of all ages benefit from the additional input of these students, many of whom are past pupils of the school.
33. The percentage of pupils with special educational needs is well above the national average. The school's provision for these pupils is satisfactory overall, and in some respects it is very good. Individual education plans are in place for all pupils with special educational needs, and these are appropriately drawn up by the classteacher with the support of the special educational needs co-ordinator. However, although the needs of pupils with special educational needs are appropriately met in most literacy and numeracy sessions, even more could be done to support these pupils in lessons such as science, history and geography, where they sometimes struggle to organise and record their work. The school caters particularly well for pupils who have statements of special educational needs, and their requirements are very well met by the learning support assistants with whom they are linked. The school currently only has one pupil who has English as an additional language, and this pupil's needs are fully met.
34. The school has a very well developed inclusion policy which is fully reflected in the life and work of the school. Pupils are treated very much as individuals, and the school works hard to ensure that all pupils have full and equal access to the curriculum. There is no discrimination of any kind, and the school makes every effort to recognise and remove barriers to pupils' learning.
35. The school makes very good use of outside expertise to help in the teaching of health and sex education and in raising pupils' awareness about issues relating to their health and safety. They are given clear guidance and information regarding the dangers of drug misuse, which enables them to move on to the secondary phase of their education with the ability to make the right choices. Pupils' questions about matters to do with personal and health education are answered in a sensitive manner, with staff taking full consideration of the age and maturity of the child.

36. The school makes very good overall provision for the pupils' personal, spiritual, moral, social and cultural development. There has been good improvement in this aspect of the school's work since the last inspection.
37. The provision for pupils' spiritual development is very good and has significantly improved since the previous inspection. The school is a happy caring environment where pupils know that they are valued and respected as individuals. Pupils of all ages are encouraged to explore their innermost thoughts and feelings and are frequently provided with time in lessons to ask questions, share their concerns and to share their ideas, opinions and beliefs. Opportunities to make learning interesting and enjoyable are rarely wasted by teachers, and they are adept at seizing upon incidental opportunities for fostering spirituality by engendering a sense of awe and wonder. A good example of this was seen during the inspection in a Year 3/Year 4 science lesson when the pupils looked on in amazement and anticipation as the teacher sprinkled talcum powder along a beam of light to show that light travels in a straight line. They were spellbound as they watched the dust motes appear 'as if by magic'. In assemblies, there are frequent moments of contemplation and reflection which give pupils opportunities to think about their lives and those of others.
38. The provision for pupils' moral development is very good and has improved well since the school was last inspected. The school's behaviour policy and code of conduct is consistently implemented and sends out a clear message to all pupils of the school's high expectations for behaviour. Pupils of all ages are taught to understand the impact of their behaviour on others and they understand that there are consequences to their actions. From an early age pupils are encouraged to be sensitive to the needs of others and to have respect for people and their property. The headteacher and staff are very good role models and do much to reinforce the school's strong anti-bullying ethos through regular class discussions, 'Circle Time' sessions and assemblies. The school has adopted the LEA policy for racial equality, and is very successful in the way in which it encourages pupils to have respect for the views and opinions of others. Pupils of all ages know that harassment or bullying of any kind will not be tolerated. Older pupils have a good sense of wider moral issues such as pollution and the destruction of rainforests, and through their learning in science, have a good grasp of the moral implications of drug abuse.
39. The provision for pupils' social development is very good, and has improved since the school was last inspected. Pupils of all ages and ability are encouraged to work together co-operatively in groups and pairs and to value the friendship of their peers. In the dining hall they are encouraged to sit in friendship and family groups and in the playground to share and to take turns. Educational visits and visitors to school effectively promote pupils' social development through shared experiences. The residential visits organised for the older pupils provide valuable opportunities for pupils to learn to meet and interact with their peers and adults and to share enjoyable learning experiences outside the classroom. Through taking part in team games, the pupils understand the importance of observing agreed rules, and of accepting the decision of the referee.
40. The provision for pupils' cultural development is satisfactory overall, and has improved since the time of the last inspection when it was found to be unsatisfactory. Additional activities, such as the visit to the 'Bookstore', provide good opportunities for pupils to talk to famous authors, and visits to art galleries and museums, and the input of the country dance team which visited the school, all make a positive contribution to pupils' cultural development. Adults from different cultural backgrounds have raised the pupils' knowledge of contrasting ways of life by bringing the different foods of their countries to the school's 'Food Day', and have delighted children by talking to them

about their interesting experiences. Pupils also have opportunities to talk to people of different religious beliefs, for example Muslims Buddhists, and Hindus, and these opportunities serve to promote high levels of respect for cultures and customs other than their own. The school has made good progress in developing its cultural provision, and is aware of the need to continue to provide a systematic range of activities and experiences for the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school's procedures for child protection and for ensuring the pupils' welfare are very good, as they were at the time of the last inspection. The headteacher and staff offer very good levels of pastoral support and guidance based on their personal knowledge of the pupils in their care.
42. Child protection procedures are very good. The headteacher has overall responsibility for dealing with all child protection issues and she has received recent, relevant training. Staff are vigilant and closely monitor pupils' work and behaviour for signs of a worrying nature taking prompt, appropriate and effective action when necessary. Pupils who become sick or injured are well cared for until their parents can be contacted. Parents appreciate the prompt way in which they are informed if a child has suffered an injury for example the 'ouch' sticker which is given to pupils who have suffered a bump to the head. The health and safety of pupils is a joint concern of the staff and governors and much is done by the headteacher and staff to ensure that the procedures contained in the health and safety policy are adhered to.
43. The procedures for monitoring and promoting good behaviour, and for promoting the pupils' personal development and behaviour are good, but largely informal. 'Circle time' sessions are used effectively to address issues such as relationships, care of the environment and behaviour, with an emphasis being placed on the importance of truth and honesty. The 'Star Writer' and 'Gold Leaf' awards are much sought after incentives, and pupils strive hard to win the 'gingerbread man' that is given to the class that is the most orderly when entering and leaving the hall for assemblies and lunch. Teachers have very high expectations of the pupils' behaviour and encourage the pupils to work and play harmoniously together. Older pupils are encouraged to sit with the younger ones in the dining hall and to help them during the day in small but significant ways, for example, by watching out for them in the playground, and there are frequent opportunities provided during the school day for pupils of all ages to accept responsibility. The dining hall code of conduct serves as a useful reminder to pupils as to how they are expected to behave and what they are required to do to ensure that lunchtimes are pleasant social occasions. The school does not have a 'School Council', but pupils feel that, because of the approachable manner of the headteacher and staff, they are able to fully express their views, make suggestions and offer their opinions.
44. The school's procedures for monitoring attendance are satisfactory, but even more could be done to promote better attendance, and to reduce absenteeism caused by parents taking holidays in term time. Registration is carried out promptly and efficiently, and pupils are able to benefit from an immediate start to lessons. Teachers and administration staff analyse registers regularly in order to identify any emerging patterns of regular absence. Persistent or unexplained absenteeism is referred to the educational welfare services, and swift action is taken where necessary.
45. The school's provision for pupils with special educational needs is satisfactory overall and has good features. Very good links have been established with outside agencies

to ensure that the provision outlined in statements of special educational needs is fully implemented. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools and these duties are undertaken diligently, as is the organisation of annual review meetings. The school implements suitable assessment procedures to identify pupils with special educational needs. However, not enough use is made of assessment information when making decisions about when pupils can be taken off the school's special educational needs list. All statements and reviews are up to date and specified provision is implemented effectively, including access to additional staffing. Learning support staff are very well used to work with pupils who have statements of special educational needs, and make a significant contribution to their progress, but those pupils with less severe special educational needs sometimes need more individual support.

46. Assessment systems in the Foundation Stage are well established and are used well to build up a picture of the children's progress and attainment during the Reception year. However, assessment information is not always used sufficiently to identify and target the higher attaining children.
47. With the exception of information and communication technology, where assessment is very good, the school's assessment systems for Key Stage 1 and Key Stage 2 pupils are unsatisfactory. The school has made some progress since the last inspection in devising a system of tracking the pupils' progress and attainment in English, mathematics and science, but has not done enough in terms of interpreting the information, or in using assessment information to inform the next stage of the pupils' learning. There is some basic analysis of national and other standardised test results, but the school does not rigorously analyse the results so that a clear picture emerges about the strengths and weaknesses in teaching, learning and curriculum provision. Not enough use is made of assessment to track the progress of different groups of pupils to ensure that all groups are learning at a similar rate. The model the school is using for assessing pupils' progress and attainment in information and communication technology is extremely manageable, and is very effective in highlighting what the pupils know and can do. There is a strong element of self-evaluation which enables the pupils to have a good understanding of their own learning, and it is apparent that the assessment information feeds into the planning for subsequent activities.
48. The pupils' personal development is effectively, but informally, monitored through a regular exchange of information between staff. Teachers know their pupils exceptionally well and report regularly to parents about how their child is developing personally, as well as academically. In addition to annual reports of pupils' progress, the headteacher also writes termly reports for all pupils in the school which are discussed with both the parents and the pupils.
49. A significant strength of the school is the way in which it include all pupils in its life and work. Teachers do their best to identify and remove barriers to learning for individual pupils, and to offer good levels of support when the pupils are experiencing difficulties. The school has adopted the LEA's racial equality policy and ensures that there is no discrimination of any kind. Pupils with special educational needs and those with English as an additional language are fully integrated into the life and work of the school and pupils of all ages and abilities have full and equal access to all activities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has a very good partnership with parents and carers and has worked very hard and successfully to address the concerns raised in the previous inspection report. There has been very good continued improvement in this aspect of the school's work since the last inspection.
51. Parents speak extremely highly of the headteacher, and readily acknowledge the considerable influence she has on the ethos of the school. Parents are particularly pleased with the way in which all staff make themselves available to discuss any worries and concerns they may have about their child's education. Parents are warmly welcomed into school, and are encouraged to play an active part in its daily life by helping in classrooms with various activities and on educational visits. The parents' support in lessons and their presence in the school have a positive impact on the pupils' learning and add to the overall quality of school life. There are justifiably very high levels of parental satisfaction with almost all areas of the school's work, and the inspection findings support many of the parents very positive views. However, a few parents would like more extra-curricular activities. The inspection findings indicate that the school provides a good range of additional activities, and that it would not be reasonable for parents to expect more.
52. The headteacher ensures that parents are kept fully informed and regularly updated about all aspects of the life and work of the school. The quality of information that the school provides is very good, although there are some minor omissions from the prospectus, which the school is aware of and is addressing. Newsletters are interesting, and contain a diary of forthcoming events. Parents are particularly pleased with the termly personal reports which the headteacher writes for all pupils, and the useful booklet given to the parents of children entering the Reception class. Parents are provided with many opportunities to discuss their child's progress both informally, through end of day discussions, and formally during parents' meetings. Annual reports give parents a clear picture of their child's strengths and weaknesses and areas for improvement. They also contain thoughtful and meaningful comments on the pupil's personal development.
53. Parents of pupils with statements of special educational needs are very involved in annual review meetings. They are invited to contribute both in writing and verbally to the discussions about the continuing needs of their children, and the progress they have made since the previous review. The school is also very efficient and effective in consulting with parents of pupils who have individual education plans so as to involve them in identifying their child's needs and in contributing to setting targets and working to achieve these both at school and at home. Parents of pupils with special educational needs praise the school for its sensitive and caring approach, and appreciate the up to date information they receive about their children's progress.
54. Parents are provided with valuable opportunities to gain an insight into the work their children do and are actively encouraged to attend the various curriculum evenings about aspects such as literacy and numeracy and to ask questions in order to clear up any misunderstandings. Suggestions from parents are welcomed by the headteacher and staff, and opportunities are provided for parents to formally convey their ideas. The Parent School Association works hard to support the school financially through fund-raising and social events and the money raised is put to good use by the school to support various areas of the curriculum.

55. The very good and genuine partnership between home and school has a very positive impact on the pupils' learning and well-being and ensures that all pupils feel secure and happy about coming to school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The quality of the leadership and management of the school is satisfactory overall, with good features. This picture is broadly the same as it was at the time of the last inspection. The headteacher's leadership is good in many respects, and she has the full and loyal support of the Governing Body and the parents. She is very effective in promoting the well-being of the pupils and has ensured that the school provides a positive learning environment where all pupils are highly valued as individuals. On a daily basis she leads the school well, maintaining a calm presence, and boosting the self-esteem of both pupils and staff. However, because of her very high teaching commitment, and her additional management roles in the school, she is unable to effectively carry out some important duties such as the rigorous monitoring and evaluation of teaching and learning.
57. The school's management structure is currently very fragile and this is an aspect that needs addressing with some urgency. The headteacher has almost exclusive responsibility for the day to day running of the school, and there are no key personnel in place to deputise, or to share the workload. The situation is exacerbated by the headteacher's high teaching commitment which means that she is often not available during the day to deal with routine management issues. Typically for a small school there is no deputy headteacher. However, the school needs to nominate a member of staff who could take over the running of the school in the event that the headteacher was absent.
58. The school has worked hard since the last inspection to improve and extend the role of the curriculum co-ordinators, but this is an area where more development is required. The model of simply sharing subject co-ordinating responsibilities amongst the staff is not ideal for a school of this size, especially as there are several part-time teachers on the staff. The school is now looking at alternative ways of co-ordinating the curriculum which take account of the expertise of teachers, and which will not be adversely affected by future staff changes.
59. The management of special educational needs has improved since the time of the last inspection and is now satisfactory overall. The headteacher is exceptionally well supported by a colleague in undertaking the duties of the special educational needs co-ordinator, and this support reduces the burden of some of the paperwork. The special educational needs co-ordinator has a very good knowledge and understanding of each pupil's individual needs and knows how these are being met. However, there has been no formal monitoring or evaluation of the work of colleagues or the use made of individual education plans throughout all subjects of the curriculum. There is a named governor with responsibility for special educational needs, and governors are kept fully up to date about the school's provision. The school provides a good level of resources and staffing to meet the needs of pupils with special educational needs by frequently enhancing the designated budget.
60. The Governing Body fulfils its statutory duties satisfactorily, and is very supportive of the school's life and work. Governors regularly visit the school so that they have a good idea of the day to day routines, and an understanding of how the school works, and write regular reports about their visits. They work closely with the staff and headteacher in identifying issues for school development, but the resulting School

Development Plan it is too ambitious and cumbersome for a school of this size. Some of the targets are not costed, and this makes it difficult for the Governing Body and staff to see exactly what the cost implication is of achieving individual targets. Targets are not always prioritised, and some of the timescales are not realistic. Through regular discussions, the Governing Body maintains a good overview of progress towards targets on the School Development Plan. The school has appropriate policies in place for important aspects of the school's work, including racial equality, but is still in the process of updating the special educational needs policy to reflect the recommendations of the new Code of Practice.

61. A weakness in the leadership and management of the school is the lack of rigour in monitoring and evaluating the school's performance and taking effective action. Although some monitoring of lessons and pupils' work has been undertaken by the headteacher and a colleague, it does not provide enough information about the strengths and weaknesses in teaching, learning and standards, and the information that is gathered is not used sufficiently to guide whole-school development. The analysis of end of key stage national test results is not sufficiently rigorous and again this information is not used sufficiently to highlight relative whole-school strengths and weaknesses.
62. The financial management of the school budget is satisfactory overall. The Governing Body is committed to maintaining high staffing levels, and as a result class sizes are small, and the school benefits from the input of a generous number of learning support assistants. The budget is prudently managed, and a suitable budget surplus is maintained. All income to the school is used for its correct delegated purposes. The finance committee of the Governing Body works closely with the headteacher to produce a draft budget that is agreed by the whole Governing Body. However, this is not closely enough linked to the School Development Plan. Day-to-day finances are managed effectively by the school secretary. All of the recommendations of the most recent auditor's report have been implemented. The Governing Body and the headteacher make sure that spending is directed to benefit the pupils and there are satisfactory procedures for checking that the school achieves best value in its spending.
63. Teaching and non-teaching staff are appropriately qualified and there is a good mix of expertise. There are two 'job-share' arrangements in place, and this works very well in the Year 5/Year 6 class. However, it is not ideal for the Reception/Year 1 pupils. In the Year 5/Year 6 class, the main classteacher works with the class for three full days, and the part-time teacher works with the class for the remaining two days of the week. However, in the Reception/Year 1 class, the teachers change over each day at lunchtime and this disrupts the continuity of these young children's learning. Good arrangements are in place for the professional development of all staff, and courses are chosen to reflect the needs of the individual and also to reflect the needs of the whole school as identified in the School Development Plan. The school is very supportive of teachers who are new to the school and they quickly feel part of the staff team. Learning support staff are effective, especially when they are working with individual pupils in whole-class lessons.
64. The accommodation is satisfactory overall, although the semi open-plan nature of the school means that teachers and pupils have to be aware and considerate of the needs of others. The school benefits from access to pleasant outside grounds, and has a good sized hall which is well used for whole-school gatherings such as assemblies and lunch. There are enough learning resources to support teaching and learning across the curriculum, with the exception of art and design where resources are limited.

65. In the light of the standards the pupils attain, the progress they make and the quality of teaching, learning, leadership and management, the school is giving satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should improve the standard of pupils' written work throughout the school by:-

- placing slightly more emphasis on writing and recording in the Reception class;
- providing more opportunities for Key Stage 1 and Key Stage 2 pupils to record their ideas in all subjects;
- ensuring that there is enough time in lessons for pupils to record their work;
- using homework to encourage pupils to work within given timescales;
- introducing books with lines so that pupils find it more easy to record their work neatly.

(paragraphs 8, 19, 20, 26, 76, 77, 103, 104, 106, 107, 111, 119, 120, 126)

The school should improve assessment by:-

- devising and implementing effective systems and procedures for assessing pupils' progress and attainment in all subjects;
- continuing to make use of performance data to track pupils' performance and to monitor the quality of teaching and learning in English, mathematics and science;
- using assessment information when planning the next stage of pupils' learning.

(paragraphs 47, 104, 112, 117, 122, 127, 140, 145)

The school should introduce an effective system for monitoring and evaluating the school's performance.

(paragraph 61)

The Governing Body should implement a clear management structure.

(paragraph 57)

In addition to the main issues, the school should consider the following minor issues, and should:-

- fine-tune long-term planning so that pupils' skills are systematically developed from year to year in all subjects *(paragraphs 21, 30, 112, 122, 127)*;
- review and monitor the job-share arrangement in the Reception/Year 1 class *(paragraph 60)*;
- ensure that more practical support is given to all pupils with special educational needs in all subjects *(paragraph 26)*;
- make more imaginative use of homework to support pupils' learning across the curriculum *(paragraph 27)*;
- ensure that there is consistency in marking across the school *(paragraph 27)*;
- improve the rate of attendance *(paragraph 44)*.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		3	10	12			
Percentage		12	40	48			

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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	83
Number of full-time pupils known to be eligible for free school meals	N/A	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	0
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)

This table has been omitted as the number of pupils taking the tests in this cohort was fewer than 10

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	9	3	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	3	11
Percentage of pupils at NC level 4 or above	School	83 (64)	25 (43)	92 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	8	8	9
Percentage of pupils at NC level 4 or above	School	80 (71)	67 (50)	75 (71)
	National	73 (72)	74 (74)	82 (82)

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

Figures given are total figures only as the number of boys or girls in the cohort is fewer than 10.

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	77	2	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	1		
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background	1		
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			
Any other ethnic group			
No ethnic group recorded			

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)	4.4
Number of pupils per qualified teacher	19
Average class size	21

Education support staff: YR– Y6

Total number of education support staff	9
Total aggregate hours worked per week	146.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	270677
Total expenditure	274301
Expenditure per pupil	3082
Balance brought forward from previous year	8196
Balance carried forward to next year	4572

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	83
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	50	48	2	0	0
Behaviour in the school is good.	57	41	0	0	2
My child gets the right amount of work to do at home.	50	36	7	2	5
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	62	29	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	21	2	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	64	31	5	0	0
The school is well led and managed.	64	31	3	0	2
The school is helping my child become mature and responsible.	66	29	5	0	0
The school provides an interesting range of activities outside lessons.	38	36	18	5	3

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

66. The provision for children in the Foundation Stage is satisfactory overall, and has some good features. The provision is broadly the same as it was at the time of the last inspection. The children's attainment when they join school varies from year to year, but is generally below the expected level overall. There are fewer children working at a higher level than might be expected, and a higher than average proportion of children who come to school with underdeveloped language, mathematical and social skills.
67. The vast majority of children, including those with special educational needs and English as an additional language, make satisfactory progress during the Reception year. By the time they transfer to Year 1, most attain the Early Learning Goals in personal social and emotional education, creative development and physical development. Their attainment is below the nationally expected level in communication, language and literacy, mathematical development, and knowledge and understanding of the world.
68. Teaching is satisfactory overall and some very good teaching was seen during the inspection. However, although satisfactory, the current arrangement of two teachers sharing the teaching of the Reception children is not ideal. The changeover is managed well and there is liaison between the two teachers as they exchange the class at midday, but despite the teachers' best efforts there is a lack of flow to the rhythm of the day. The Reception children are taught with the Year 1 children in a mixed age class, and there are times when their specific needs are not fully met because of the need for teachers to cater for the Year 1 pupils. This problem has been overcome well on two mornings each week when the school employs a part-time teacher to work exclusively with Year 1 pupils, enabling the Reception children to be taught as a single age group during these times. The Reception teachers are effective in the way in which they promote the children's personal, social and emotional development, and in the way in which they encourage the children to learn through structured play activities. Relationships between the children and their teachers are very good and this means that the children have a happy and secure start to their education. Parents are very pleased with the links between the school and home which serve to reassure both the children and the parents, and which ensure that the children are happy and willing to come to school.
69. Good assessment and record keeping systems are in place for the Foundation Stage. These are appropriately linked to the curriculum for this age group. Staff assess children within the first few weeks of the year. These assessments are then used effectively to identify the children's different starting points. Through ongoing observations, staff regularly update their records, and use the information satisfactorily as the basis for providing children with the correct level of challenge in their day-to-day tasks. Even more use could be made of this information to challenge the higher attaining children, especially in communication, language and literacy and mathematics.

Personal, social and emotional development

70. The quality of teaching for this area of the curriculum is good. Children of all abilities make good progress and most are on course to attain the level that is expected for their age group by the time they join Year 1.
71. The school provides a very caring and supportive environment. Teachers successfully emphasise the importance of the children learning social conventions which enable them to relate well to adults and their classmates. Both teaching and support staff have a happy and relaxed manner and have formed very good relationships with the children. They are very good role models and provide the children with very positive models of behaviour and attitudes. With occasional prompting and suggestions from adults, the children share and play together well for their age, and share resources well. Because of the very positive learning environment, the children feel able to contribute well in whole group sessions. For example, during the inspection, they talked with excitement about the toys they had brought from home as part of their 'story box'. Most children are confident about making choices and decisions, and select resources and activities with confidence. Although most children show good levels of concentration, a small number do not sustain interest for very long in any one activity, and sometimes, despite being cajoled by adults, refuse to join in. Children mostly treat their own property and that of others with great care, and most are willing to tidy resources away at the end of an activity session.
72. Teachers are very effective in the way in which they promote the children's understanding of right and wrong. The vast majority of children respond very well to the teachers' very high expectations of behaviour, and generally they behave very well both in class and at playtimes. Teachers actively promote good behaviour through planned discussion sessions, and gentle reminders throughout the day. During the inspection, very good use was made of pictures of playtime scenes to encourage the children to make suggestions as to what they might do to help a child who had no-one to play with. This activity was well followed up when the children drew pictures of their solutions to the problem.
73. Teachers very successfully encourage the children to be independent and to take responsibility for selecting and completing some aspects of their work. For example, when children have worked on the computer, they are expected to complete a 'tick list' to show they have completed the set task, and most do so conscientiously. Teachers use praise well to raise the children's self-esteem and to ensure that they become increasingly more confident about their work and their learning. The children are treated with high levels of respect by all adults, and are valued as individuals.

Communication, language and literacy

74. The children's attainment in communication, language and literacy when they start school is below the expected level overall, with few children working at a higher than average level, and more children than expected working at the lower levels. The children make good progress in terms of their speaking and listening, and satisfactory progress in their reading and writing. Teaching is satisfactory overall. Although a small number of children are on course to attain the Early Learning Goals by the end of the Reception year, the overall picture is below the expected level.
75. Teachers promote speaking and listening well, and there are many good opportunities for the children to take part in whole-class discussions. The children are taught to listen attentively in large and small groups, and to take turns when sharing their ideas and answering questions. Most of the Reception children are good listeners for their

age, and are able to recall the main sequence of events and characters in a story. Teachers promote spoken language well and wait patiently for children to respond, giving them time to formulate their answers. Adults are effective in the way in which they extend the children's vocabulary, and children with English as an additional language benefit particularly from these opportunities. Discussions and speaking activities are often very relevant to the children's needs and successfully capture their interest and attention. For example, during the inspection, the children enthusiastically acted out the story of the 'Gingerbread Man', and recalled in some detail how to make gingerbread. Social occasions throughout the school day, such as 'snack-time', are used well to encourage informal conversation.

76. Reading skills are satisfactorily promoted, but even more could be done to increase the children's progress in this aspect of their work. Teachers and other adults in the classroom are successful in teaching the children how to hold books carefully and how to turn the pages correctly. Reading is promoted as an enjoyable whole-class activity and the children understand, through listening to class stories, that print conveys information. Teachers use an appropriate system for teaching initial letter sounds, but this learning is not sufficiently reinforced and many children have difficulty in recalling the sounds they have learned. The school is too slow in starting children on a structured reading scheme, and this means that they have too few opportunities in the early stage of their education to practise reading individual words, short phrases and sentences, and in developing the discipline of practising reading on a regular basis.
77. The teaching of writing is satisfactory, but like reading, even more could be done to improve the children's progress in this area of their learning. The children have positive attitudes to creative writing activities, and some good opportunities are provided for children to write for a variety of purposes. For example, the children write their names when they first come into the classroom in the morning. Supplies of paper, pens, crayons and pencils are readily available, and children are encouraged to use them. During the inspection, some good examples were seen of the children making 'tickets' for the role play theatre which is currently set up in the classroom. However, when the children become involved in more structured writing activities, their progress is sometimes too slow, and they lack concentration. Handwriting is in the very early stages of development, and the children do not have enough time to correct recurring errors, and to practise their handwriting skills.

Mathematical development

78. By the end of the Reception year, the children's overall attainment is below the expected level for their age, and most children do not attain the Early Learning Goals in this area of their learning. Most children come to school with few mathematical skills, and they make satisfactory progress in this aspect of their learning from a low starting point. Teaching is satisfactory overall, and there are regular 'fun' opportunities for the children to practise counting. However, the Reception children sometimes become over-awed by the mathematical content of the activity when it is geared too much towards the needs of the Year 1 pupils.
79. Number activities feature regularly as part of the classroom routines. The Reception children sing a range of appropriate songs with numbers in them, and take an active part when clapping and counting with the Year 1 children, and estimating and counting objects in a box. When counting out loud as a group, the Reception children confidently count up to twelve, and some can go beyond. However, few children successfully transfer this knowledge when they are asked to independently count a given number of objects, and most have difficulty with this. Very few children know

how to perform the operations of 'one more', or 'one less', and most children have difficulty in ordering written numbers.

80. Teachers help children to learn how to use mathematical language to describe the shape and position of objects. During the inspection, a good example of this was seen when the children enacted the story of 'Chicken Licken', and developed positional vocabulary such as 'in front', and 'behind'. Teachers encourage the children to sort out objects and to find particular shapes or sizes, but more could be done to extend the higher attainers in this aspect of their mathematics work.

Knowledge and understanding of the world

81. When they start school, the children often have only a very limited experience and knowledge of the world in which they live, and although they make satisfactory progress, most do not attain the Early Learning Goals by the end of the Reception year. The teaching of this area of the curriculum is satisfactory overall, and has some good and very good features.
82. The children quickly learn about their immediate surroundings and talk with enthusiasm about their school and surroundings. They are keen to share their knowledge of their out-of-school lives as they play with the roadway and toy cars. The regular routines of the day, such as assembly and lunchtime, help their understanding of the passage of time. There are some good opportunities for the children to explore the village in which they live, and for them to take part in a variety of exciting activities such as blowing bubbles outdoors, and picking blackberries and making jam with them. These interesting and stimulating activities help the children to develop good levels of curiosity, and to observe and describe objects, events and change. There are however, some missed opportunities for enhancing this learning through classroom activities. For example, the photographs taken of blackberry picking are not displayed at the children's level for them to look at and there are no displays of natural objects for the children to handle or look at closely through lenses.
83. Information and communication technology is used well to raise standards in literacy and numeracy, and children are effectively introduced to the skills of using the computer. Many children operate the mouse well, and are able to play simple games with very little adult support.

Physical development

84. By the end of the Reception year, most children attain the Early Learning Goals in terms of their physical development. From a lower than average starting point, children of all abilities make good progress, particularly in developing and controlling large body movements. Their fine motor skills, such as handwriting and brush control are not as well developed.
85. The teaching of physical development is good overall. The school places a high emphasis on physical development and the children regularly have physical education lessons as well as many opportunities to play outside on bikes and big play equipment. In the classroom the children move confidently and with care. Teachers give children many suitable activities to develop hand-eye co-ordination skills through handling appropriate objects and tools. The children show a range of developing skills as they manipulate toys, paint and crayons, and during the inspection, they used scissors and glue with some success when they stuck materials on paper to make circular patterns. Too little is done however to promote good handwriting skills. In the hall the Reception children use the space well and move with a good awareness of one another. During

the inspection, the teacher's calm, cheerful manner encouraged the children to join in confidently with their drama lesson, and they were all keen to represent the animals in the "Chicken Licken" story, demonstrating their skills and ideas to others.

Creative development

86. Most children are on course to achieve the Early Learning Goals in this area of learning by the end of the Reception year. From a low starting point children make good progress in their creative development. This is due to good teaching through the wide and plentiful range of activities provided for them, coupled with the teachers' good subject knowledge and suitably high expectations for this area of the curriculum.
87. The Reception children enjoy making choices and working with the very wide range of materials provided for them. They show good levels of curiosity as they explore and experiment with materials, crayon, glue, wool, fabric, card and paper. They have enjoyed contributing to a display of a cheerful group of penguins, all having chosen a different medium to represent them, with each one clearly an individual's work rather than a copy of another. The children sing songs and rhymes with enthusiasm and act out a wide range of stories in their role-play theatre and puppet theatre, such as 'Sleeping Beauty' and the 'Gingerbread Boy'. The children's creative development is well supported through displays of their work and classroom books.

ENGLISH

88. On the basis of the 2002 end of Key Stage 1 national tests in reading and writing, pupils' attainment is in line with the national average in reading, and well above average in writing. This is the same picture when the results are compared with those of similar schools. The results of the 2002 national end of Key Stage 2 tests show that pupils' attainment in English is in line with the national average and above average in comparison with similar schools. The test results over the past few years show that the pupils' attainment has been variable, because of high levels of pupil mobility and fluctuations in terms of the number of pupils with special educational needs. However, standards have risen overall since the time of the last inspection.
89. The inspection findings indicate that standards are in line with national expectations at the end of both key stages. Slight discrepancies between the test results and the inspection findings at the end of Key Stage 1, are because of differences between the natural ability of the groups of pupils entered for the tests and those currently in Year 2. Overall, pupils of all abilities make satisfactory progress as they move through the school, but even more could be done to raise standards by increasing the amount of written work that pupils produce, both in literacy lessons and also in their work in other subjects. Pupils with special educational needs make similar progress to their classmates, and those with statements benefit from very good additional support from their learning support assistants. Currently there are no pupils in Key Stage 1 or Key Stage 2 who have English as an additional language.
90. Standards in speaking and listening are good at the end of both key stages, and pupils of all ages and abilities enjoy taking part in class and group discussions. Pupils make good progress in this aspect of their learning, and are comfortable about voicing their opinions and feelings. Teachers often use questions well to extend the pupils' speaking skills and to ensure that they give extended answers. There are also good opportunities for the pupils to formulate their own questions for their classmates, as seen during a Year 1 lesson when pupils were asking the 'Wolf' why he wanted to trick 'Little Red Riding Hood'. As pupils move through Key Stage 2, there are effectively

planned opportunities for extending the pupils' speaking and listening skills in lessons, and through debate, discussion and role play.

91. At the end of Key Stage 1, pupils' attainment in reading is in line with national expectations, and this shows an overall improvement. The school has made good progress in helping pupils to learn to read, and uses a good range of strategies and approaches. Pupils are encouraged to take books home regularly, and the school provides good guidance for parents so that they can support their children's development of reading at home. The school has a regular programme of teaching sounds and sound blends as part of the literacy strategy, and this has had a positive impact upon raising standards. Daily reading sessions in the Year 1/Year 2 class have a positive impact on pupils' progress and attainment, and pupils of all abilities read with good levels of enthusiasm. Higher attaining pupils read with good levels of fluency and expression, and enjoy describing characters and predicting what might happen next in a story. However, the lower attaining pupils do not have enough strategies for dealing with unfamiliar words, and this leads to a lack of fluency in their reading. Pupils of all abilities particularly enjoy reading plays in groups, and are very keen to take on the leading roles.
92. Key Stage 2 pupils continue an appropriate programme of reading development and make steady progress in developing basic reading skills. They have good opportunities to cultivate their own love of reading through regular time spent exploring the work of a good range of authors, poets and dramatists. More able pupils engage in thoughtful discussions about literature although some need prompting before they will commit themselves, for example, to an idea of a possible outcome to the story. By the end of Year 6 standards in reading are at the expected level. Most pupils read with confidence, accuracy and elements of flair. The higher attaining pupils use expression to add interest to their reading. These pupils express great interest in reading for pleasure and are keen to develop their higher order reading skills through following their own interests and extending their personal knowledge through independent research. As a result these pupils achieve very good standards. However, as in Key Stage 1, a number of pupils are working at a level that is lower than the nationally expected standard, and their reading is often hesitant and lacking in expression.
93. Pupils' writing at the end of Key Stage 1 is at the expected level overall, and some of the best written pieces show good levels of imagination and flair. Higher attainers present their ideas logically and use punctuation well, including speech marks and exclamation marks. Lower attainers work slowly, and need support to organise their ideas. Their spelling, although usually phonetically plausible, is often inaccurate, and they are not always consistent in their use of grammar. Most pupils retell stories well, with good levels of detail. Handwriting is taught regularly throughout the key stage, but pupils do not always transfer this knowledge to their writing in other subjects. Currently there are not enough opportunities for pupils to practise their writing skills in other subjects, although some good opportunities are provided for pupils to use computers to draft and edit their written work.
94. By the end of Key Stage 2, pupils' basic writing skills are at the expected level overall, and span the full ability range. The school has a good range of approaches in place to support the lowest attaining pupils in their work, such as 'Booster' classes, and intervention strategies that are linked to the National Literacy Strategy, and higher attainers are appropriately challenged. However, as in Key Stage 1, there are currently too few opportunities for the pupils to use their writing skills in other subjects, and this means that pupils do not have enough practice of writing in realistic and meaningful contexts. Key Stage 2 pupils develop a clear understanding of punctuation, which they use accurately, and the school provides an appropriate range of opportunities for

writing in English lessons. In literacy lessons opportunities for writing include written instructions, narrative poetry, biography and autobiography book reviews and reports, as well as play scripts and pieces of creative writing. Higher attaining pupils develop their ideas well, sustain arguments, and write imaginative descriptions of characters and situations, sometimes using their reading experience to draw on for ideas. However, the lowest attaining pupils struggle to structure their work and to sequence their ideas. Pupils throughout Key Stage 2 have some good opportunities to use computers to edit and draft their writing, and make good use of 'spell-checkers' to check their work for errors.

95. The overall quality of teaching throughout the school is satisfactory and some very good lessons were seen during the inspection. The National Literacy Strategy has been fully implemented across the school, and literacy lessons follow the suggested format. However, there are not enough additional writing opportunities across the curriculum and this slows down the pupils' progress. Speaking and listening are taught well in all classes, and pupils of all ages and abilities benefit from regular opportunities to express their ideas and opinions. Teachers promote a love of reading in the pupils, and in Key Stage 1 especially, regular reading practice ensures that the pupils make good progress in this aspect of their learning. There are good opportunities for pupils to work in pairs and in small groups, and this practice promotes good social development as the pupils learn to share ideas and to compromise. For example, during the inspection, Year 1/Year 2 pupils worked together in small groups to retell a traditional tale. When each group then presented their contributions, the other pupils listened very attentively and respectfully, showing kindness towards those pupils who found the task difficult. Pupils' work is marked regularly, but comments are not always sufficiently helpful in showing the pupils how they can improve their work further. The current practice of pupils writing in unlined books does not help the pupils in the presentation of their written work which is sometimes untidy and not well organised. Homework is used well to extend the pupils' learning, and older pupils especially benefit from the discipline of regularly completing short tasks at home. Throughout the school, good use is made of computers to enhance the pupils' learning, and this enables the pupils to become increasingly aware of the potential of word-processing programs for editing, drafting and creatively presenting pieces of text.
96. There are some weaknesses in the overall leadership and management of the subject, linked to the lack of a rigorous monitoring programme which would highlight relative strengths and weaknesses in teaching, learning and standards. The subject leader has only recently been appointed, and she has devised a comprehensive subject action plan which shows how the subject can move forward. She recognises the need to implement systems to monitor the quality of teaching and learning throughout the school. The school has started to make use of test data to track pupils' attainment as they move through the school, but this is in the early stages, and does not yet give a full enough picture of pupils' progress. The school is also in the early stages of developing a target system for pupils which would enable them to have a clearer insight into their own learning. Resources for the subject are satisfactory overall. The subject is effective in promoting aspects of pupils' spiritual, moral, social and cultural development, and there are some good opportunities for pupils to explore moral issues that arise in the books they read, or to share their feelings. The leadership of the subject is now secure and the school is well placed for continued development.

MATHEMATICS

97. On the basis of the 2002 end of Key Stage 1 test results, pupils' attainment in mathematics is well above the national average, and very high in comparison with similar schools. This picture shows a marked improvement on the previous year when attainment was well below the national average. The 2002 end of Key Stage 2 test results indicate that pupils' attainment is well below the national average and well below average in comparison with similar schools. This picture is marginally better than in recent years when attainment was sometimes very low indeed.
98. The inspection findings show that the current groups of Year 2 and Year 6 pupils are attaining the nationally expected level in their work. The discrepancy between the inspection findings and the 2002 test results is the result of natural differences in the ability of the groups of pupils entered for the tests. The small number of pupils in some year groups, and the fluctuating numbers of pupils with special educational needs are significant factors which account for the variation in pupils' attainment from year to year on the basis of the end of key stage national test results. Pupils of all ages and abilities, including those with special educational needs, make satisfactory progress overall. The picture of attainment and progress is broadly the same as it was at the time of the last inspection.
99. By the end of Key Stage 1, pupils have a satisfactory grasp of number, and a strength of their work is their ability to solve word problems. Pupils have mastered the concepts of addition and subtraction, and know a variety of ways to make accurate and reliable calculations, both mentally and on paper. There are some good opportunities for pupils to make generalisations about their learning, which help them to clarify their thinking. For example, having made calculations where some aspects of the outcomes are predictable, such as the unit digit remaining unchanged when ten is added, pupils are asked if they 'can make a rule'. Higher attaining pupils are confident about the notion of infinity, although they have some difficulty in explaining this, and they enjoy making larger and larger numbers by repeatedly adding on ten, one hundred, and one thousand. Although most pupils confidently count on in twos, fives and tens, not all pupils can do this, and some pupils also struggle with the idea of doubling numbers. Few pupils use their knowledge about odd and even numbers, and pattern in numbers, to check whether their answers are reasonable or not, and this means that even the highest attaining pupils make some careless mistakes.
100. Pupils' attainment at the end of Key Stage 1 in the aspect of shape, space and measure is in line with national expectations overall, and there are some good features to the pupils' learning. Pupils have some good opportunities to explore patterns and shapes, and there are some good links with number work when pupils look at the pattern of 'triangular' numbers. Most pupils measure length and weight accurately, using both standard and non-standard units of measure, but their knowledge of capacity is a weaker area of their learning. Pupils' ability to tell the time is generally secure, although most pupils have some difficulty in solving problems involving time. By the end of Year 2, most pupils have a good grasp of the properties of two and three dimensional shapes, and this learning is effectively reinforced when the pupils use the programmable floor robot which turns through ninety or forty five degrees.
101. By the end of Key Stage 2, most pupils have a satisfactory grasp of number overall, and their ability to carry out mental calculations is a strength. Pupils respond very well to the 'mental starter' which is the initial part of the numeracy lesson, and are very keen to answer mathematical questions. Year 5/Year 6 pupils thoroughly enjoy the 'aerobic tables' session where they recite multiplication tables as they carry out a gentle aerobic routine. This really helps the pupils to develop instant recall as they

keep to a strict rhythm which is often set at a very fast and demanding rate. Pupils answer quickly, and when there is an element of competition, pupils of all abilities respond very enthusiastically. Pupils verbally explain their methods of working well, and this practice is useful in helping pupils to clarify their thinking. By the end of the key stage, pupils have a good understanding of how to add, subtract, multiply and divide, and most pupils understand the relationship between decimals, fractions and percentages. Although some pupils use their knowledge well to check the reasonableness of their calculations, not all pupils check their work for mistakes.

102. Pupils' attainment is at the expected level in shape, space and measure by the end of Key Stage 2. Pupils know how to calculate the area and perimeter of both regular and irregular shapes, and have a good understanding of when these skills could be useful in real life contexts. Pupils describe the properties of two and three dimensional shapes, and understand the notion of symmetry. Pupils have a good understanding of scale, through their practical mathematical work and their work in geography, and know how to plot co-ordinates. As in Key Stage 1, pupils are confident about estimating and measuring length and weight, but are less secure in their understanding of capacity. Pupils have regular opportunities to collect, collate, present and interpret data, and make good use of computers to support this aspect of their learning.
103. The teaching of mathematics is satisfactory overall, and there are some good features. Mathematics is presented as an exciting activity, and pupils of all abilities throughout the school respond with high levels of motivation and enthusiasm to practical activities and in discussions. However, there are too few opportunities for pupils to record their work in written form, especially in Key Stage 2, and pupils' written work does not reflect their true potential. Older Key Stage 2 pupils have many very good opportunities to carry out mental calculations, but do not have the regular discipline of completing intensive, independent and challenging written calculations, and this disadvantages them when working under test conditions. Although pupils respond very positively when asked to explain their ideas verbally, they are less inclined to put pen to paper. Pupils do not have enough opportunities to complete written work within a given timescale and are sometimes too slow in their recording. Homework, which is set regularly, could be usefully used to enhance this aspect of pupils' learning. The National Numeracy Strategy is firmly established, and most teachers follow the suggested plan for individual lessons. End of session discussions are used well to pull the threads together, and to check that pupils have achieved the aims of the lesson. There are some good examples of marking in pupils' books which help the pupils to see how they could improve their work further, but this practice is not consistent through the school. Learning support assistants make a valuable contribution to the pupils' learning in mathematics, especially when they are working on a one-to-one basis with pupils who are experiencing difficulties.
104. The subject is satisfactorily led by the co-ordinator, but there are weaknesses in the monitoring of teaching, learning and standards which mean that whole-school areas for development are sometimes not identified. Some progress has been made since the last inspection in terms of developing assessment systems and procedures, and the data from tests is now used satisfactorily to track pupils' progress and attainment as they move through the school. However, this practice is in the early stages of development, and an even more rigorous approach to assessment would help the school to more easily identify relative strengths and weaknesses in teaching and learning. Currently all pupils in the school use large plain paper to record their mathematical work, and this prevents the pupils from setting their work out neatly, and leads to them making unnecessary mistakes when they misalign digits in their calculations. Resources are satisfactory, and are used appropriately to support pupils

in their learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and there are some very good opportunities for them to share in the discoveries of others, and to work on shared tasks.

SCIENCE

105. The results of the 2002 end of Key Stage 2 tests indicate that pupils' attainment is below the national average, but average in comparison with similar schools. The teachers' assessments at the end of Key Stage 1 show that pupils' attainment is average. On the basis of the Key Stage 2 test results, standards have risen steadily but slowly over the last few years. The percentage of pupils in the school with special educational needs is well above the national average, and this causes some fluctuation from year to year in terms of the overall performance of different groups of pupils. In addition, the groups of pupils entered for the tests are sometimes very small, and the performance of an individual pupil can significantly affect the overall average.
106. The inspection findings indicate that standards are in line with national expectations at the end of both key stages, as they were at the time of the last inspection. Pupils of all abilities make satisfactory progress as they move through the school. A strength throughout the school is the way in which pupils tackle practical tasks, and carry out investigations. However, the pupils' written work often does not do full justice to their knowledge and understanding. Verbally, pupils explain their ideas well, and use an appropriate scientific vocabulary, but not enough emphasis is placed on pupils recording their work on paper. As a result, pupils do not have enough practice in expressing their ideas clearly and comprehensively in writing, and this places them at a disadvantage when working under test conditions.
107. By the end of both key stages, pupils demonstrate good skills of investigation. Key Stage 1 pupils show a lively curiosity in their work, and observe carefully. Higher attainers make sensible predictions about what they think will happen next, and are beginning to understand the notion of a 'fair-test'. By the end of Key Stage 2, pupils of all abilities are confident about conducting investigations and experiments, and show very high levels of enthusiasm and interest as they set about finding things out for themselves. Higher attaining pupils confidently draw generalisations from their findings, and start to make further investigations which challenge or confirm their emerging hypotheses. Lower attainers have good levels of self-esteem, and also investigate with high levels of enthusiasm, but do not have the understanding to take their learning beyond the parameters set by the teachers. Although pupils in both key stages use scientific vocabulary well to explain their ideas verbally, their ability to record their ideas in writing is weak, and this means that on paper, the real extent of the pupils' knowledge and understanding is not evident.
108. Pupils' knowledge of living things is at the expected level by the end of Key Stage 1. Pupils make a clear distinction between things that have been alive but are now dead, and those which have never had life. They understand that living things need to be cared for if they are to grow, and most pupils recognise that all living things have common characteristics. Most Key Stage 1 pupils understand that living things change as they grow, and they describe the changes they observe in themselves since they were babies. Pupils make satisfactory progress in their learning as they move through Key Stage 2, and their knowledge and understanding of life processes and living things are satisfactory by the end of Key Stage 2. Pupils give good explanations about how the food chain works, and in discussion use scientific vocabulary such as 'consumer', 'predator' and 'prey' to explain their ideas clearly. They have a secure grasp of the common characteristics of all living things, such as movement,

reproduction and growth, and know that substances such as drugs and alcohol can be harmful to humans. Pupils' knowledge of the main systems in their bodies is less secure. For example, they need some prompting when explaining how blood is pumped around the body, and how the digestive system works.

109. By the end of Key Stage 1, pupils have a secure knowledge and understanding of materials and their properties. They describe the main characteristics of a variety of materials, and higher attainers fully understand why some materials are better suited to a given purpose than others. Most pupils know that materials can be changed by heating or cooling, although not all pupils understand that some of these changes are reversible whilst others are permanent. During the inspection, some of the highest attaining pupils quickly started to draw simple conclusions when they investigated which materials were attracted to a magnet, and recognised that their initial prediction, that 'magnets attract all metal objects', was not strictly accurate. By the end of Key Stage 2, pupils' knowledge of materials and their properties is satisfactory. Pupils know how to separate solids, although they are less secure about how to separate solutions. They make sensible predictions, based on their existing knowledge, about which solids will dissolve, but some pupils lack the necessary vocabulary to explain processes such as condensation and evaporation.
110. By the end of Key Stage 1, most pupils have a satisfactory grasp of physical processes and know how to construct a simple circuit using wires, batteries and bulbs. They explain well that a circuit must be complete if it is to work, and higher attainers are beginning to understand that if more batteries are used, the bulb will shine more brightly. Pupils' knowledge of light is satisfactory, and most pupils explain that the sun is an important and natural source of light. Pupils explain forces in terms of 'pushes' and 'pulls', but although higher attainers know that force can cause an object to change direction, speed and shape, some of the lower attainers have difficulty in explaining this idea. By the end of Key Stage 2, pupils have a good understanding and knowledge of physical processes, and their knowledge of the earth and beyond is particularly secure. Older pupils confidently explain the relationship between the earth and the sun, and describe clearly how the earth spins on its own axis as it moves around the sun. During the inspection, Year 3/Year 4 pupils carried out an experiment to find out whether light travels in a straight line, and higher attaining pupils quickly realised that a straight line is the shortest distance between two points. Pupils know that light and sound travel at very high speeds. Pupils' understanding of forces is good, and they talk with confidence about the impact of forces such as air resistance and gravity on objects. Pupils know that balance is achieved if two equal forces meet. Pupils' understanding of electricity is a relatively weaker area of their learning, as they know little more about circuits than they did in Key Stage 1. Pupils have the capacity to extend their knowledge of electricity further.
111. The teaching of science, is satisfactory overall and has good features. A strength throughout the school is the emphasis teachers place on pupils' learning through investigation and experimentation. Teachers encourage pupils to go beyond the given parameters if they are able, and this means that higher attaining pupils are often fully challenged by the set tasks. Pupils of all ages and abilities respond very well to practical activities, and set about their work with real enthusiasm and excitement. Pupils show good levels of independence and work well with partners and in small groups. Teachers are good facilitators, and encourage the pupils to find things out for themselves. In all classes, teachers make good use of introductory sessions to introduce new scientific vocabulary, which pupils are encouraged to use to explain their ideas. Explanations are clear, enabling pupils to know exactly what is expected of them. Good opportunities are provided for pupils to share their findings and thoughts with others, and these opportunities are especially valuable in helping lower attaining

pupils to clarify their thinking, and in developing vocabulary. The shortcoming in teaching is the lack of opportunities and time for the pupils to record their ideas on paper. Pupils' written work does not reflect the full extent of their knowledge and understanding. Key Stage 2 pupils are disadvantaged when working under test conditions, as they have real difficulty in explaining their ideas on paper, and in producing enough work in a given timescale. Pupils' exercise books are of a good size, but contain plain paper which makes it more difficult for pupils to write neatly and to present their work to its best advantage. Good use is made of homework to extend pupils' knowledge, and would provide a good vehicle for helping pupils to develop their recording skills.

112. The leadership and management of the subject are unsatisfactory overall. The subject is led by an enthusiastic co-ordinator, but she has only recently taken on the role. There are some inherited weaknesses which the co-ordinator has recognised and is taking steps to address. There has been little monitoring of teaching and learning over recent years, and as a result, the school has not identified the issue of pupils repeating some work at the same level as they move through the school. Currently not enough use is made of the information provided by the national end of Key Stage 2 test results to highlight areas of strength and weakness in pupils' learning, and the school does not have a sufficiently rigorous assessment system in place. Although the school uses a scheme of work to guide the planning of science, and a cycle of topics ensures that coverage of the curriculum is broad and balanced, not enough thought is given to how the pupils' skills will be systematically developed as they move through the school. Resources for the subject are satisfactory overall, but need to be audited regularly so that consumables can be replaced. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development as they work together and enjoy the element of discovery in their practical work. Good use is made of information and communication technology to support pupils' learning, and the school is building up a good range of resources, including data loggers which enable pupils to monitor and record temperature, light and sound.

ART AND DESIGN

113. Pupils' attainment is in line with national expectations at the end of both key stages. In the last inspection standards were slightly higher. The dip in progress is accounted for by the natural differences in the ability of the pupils and the fact that at the time of the last inspection the school employed a specialist art and design teacher whose input impacted significantly on pupils' attainment and progress. Pupils of all ages and abilities make satisfactory progress as they move through the school. There are currently some shortages in resources for the subject. Whilst there are enough basic resources, such as paints, brushes, paper and pastels, the range is narrow. This means that although pupils carry out routine art and design activities, they are unable to be more adventurous in their choice of materials.
114. By the end of Key Stage 1, pupils confidently mix colours to achieve various shades and tones of both primary and secondary colours. In their observational drawing work, pupils show satisfactory attention to detail, and use different grades of pencil and crayon well to achieve different effects. In a lesson seen during the inspection, Year 2 pupils concentrated well, and continued a given pattern of lines, matching the colour and width of their strokes to the stimulus pattern. Linked to their work in science, pupils have used wax crayons to complete prints of autumn leaves, and have recently made rubbings of different materials. This work was of a good standard and the pupils took good levels of care with their work. Although pupils have had the opportunity of studying the work of some well-known artists, their knowledge and recall of the work

of famous artists are weak. Pupils have some recall of the artist Henri Matisse, but have difficulty in explaining his distinctive style or choice of subject matter. As they move through Key Stage 1, pupils have some experience of working in three dimensions, and their model butterflies, made from wire and tissue paper, show good levels of imagination. Good use is made of sketch books for the pupils to make preparatory sketches and to record some of the design ideas. However, pupils have difficulty in recalling and contextualising the activities that are recorded in their sketch books as they are untitled and not annotated.

115. By the age of 11 pupils' attainment is at the expected level overall and some of their work is of a good standard. Pupils' observational skills develop at a satisfactory rate, and they produce a range of observational drawings of still life arrangements, including books, glass, plants, jars and bottles, using pencils and pencil crayons. The pupils' drawings vary in terms of the overall quality, but most pupils show good skills of observation in their work, and they make an effort to convey the idea of perspective. Pupils make good use of sketchbooks to practise their skills, and for recording their initial ideas. Most pupils have a satisfactory appreciation of colour as they create colour palettes and examine the use of colour in modern art. Pupils have some opportunity to examine the work of various artists and adapt the styles for use in their own work. Most pupils recall the distinctive features of the work of Mondrian, whose work they are currently studying, but are less secure in naming well known works by other artists. Some good links are made with other subjects which give a meaningful context to the pupils' learning. For example, Year 3/Year 4 pupils have recently made clay pendants, as part of their history work, which they have decorated imaginatively and attractively. Pupils' experience of working with textiles and natural objects is limited, and there are too few opportunities for them to create sculptures.
116. Overall the quality of teaching is satisfactory. Teachers present activities with good levels of enthusiasm, and are very successful in the way in which they promote creativity and individuality. In lessons, individual support helps the pupils to make progress and pupils respond well to suggestions for improvement. Although coverage of the National Curriculum programmes of study is satisfactory, the limited range of resources constrains the range of opportunities that can be offered, and this places a ceiling on the standards that pupils can attain. For example, there are no resources for more imaginative activities such as batik or silk-screen printing, and only limited resources to support work using textiles and sculpture. Teachers provide some good opportunities for pupils to evaluate their own work and that of others, but this practice is not consistent through the school. The work of well-known artists is shared with pupils, but there are few opportunities for this learning to be reinforced through visits to art galleries, for example. Sketch books are used well in both key stages for pupils to carry out preparatory work and to practise skills such as mark-making and colour mixing, and the function of the sketch books as a learning resource would be enhanced even further if the work was annotated. Teachers use the subject well to promote the pupils' spiritual, moral, social and cultural development, as they encourage them to reflect on the feelings a picture conjures up, or work on a shared project. Currently little use is made of art and design homework to support and extend the pupils' learning.
117. The leadership and management of the subject are unsatisfactory overall. The school has not yet come up with a practical way of ensuring the co-ordination of the subject in this small school. There has been no rigorous monitoring of teaching and learning to identify where the relative areas of strength and weakness are in the school's provision, and the school has not yet developed a manageable and practical method of assessing the pupils' progress and attainment as they move through the school. Although a good quality long-term curriculum plan is in place to guide the teaching of

the subject, the current organisation is unsatisfactory. Not enough attention is given to ensuring that pupils are working at the correct level for their age in terms of the skills and knowledge that are to be acquired, and there are times when skills are not taught in the correct sequence.

DESIGN AND TECHNOLOGY

118. Pupils' attainment is in line with national expectations at the end of both key stages. Standards are broadly the same as they were at the time of the last inspection. Pupils of all abilities, including those with special educational needs, make satisfactory progress as they move through the school.
119. By the end of Key Stage 1, pupils' skills of making are at a good level. Pupils know how to join different types of materials together and talk heatedly about whether ordinary glue is strong enough to stick wood firmly. In their making of photograph frames from wood, the pupils learned how to strengthen corners by using triangular shaped supports, and describe other ways of ensuring the stability of structures such as towers built from building blocks. In a lesson seen during the inspection, pupils confidently set about making the inserts for the picture frames, making imaginative use of a wide range of collage materials. The pupils showed very good levels of imagination as they twisted and knotted fabric pieces to create different textures, and twirled pieces of string into coils. Pupils' skills of cutting are satisfactory, but there are times when the bluntness of the scissors prevents them from cutting accurately. The pupils' ability to design and evaluate their work is a relatively weaker area of their learning. Although they plan their work verbally, either in small groups or as a class, they have few written records to show their initial ideas, the materials they will use, and the expected outcome. Likewise, although there are some opportunities for pupils to evaluate their work in general terms, the lack of an initial plan makes it difficult for the pupils to compare the finished product with their initial design, and to evaluate any changes that have occurred during the making process.
120. By the end of Key Stage 2, pupils attain satisfactory standards in their work, and develop satisfactory skills of designing, making and evaluating. Pupils respond to design and technology activities with high levels of interest and enthusiasm. Older Key Stage 2 pupils talk with animation about a recent project, entitled 'The Oakington Cereal Company' which involved them in researching, designing and making their own brand of breakfast cereal. Some very good links were drawn here with both mathematics and information and communication technology as the pupils produced a computer generated spread sheet to show the cost of each item in the cereal. They also looked at a database to find the nutritional values of cereal ingredients before making their own. By the end of the key stage, pupils confidently and realistically evaluate their work against the initial design, and discuss how their ideas changed during the making process, giving reasons for any modifications they make. However, pupils are reluctant to put the same amount of effort into recording these evaluations in written form, and their written records do not fully reflect their actual knowledge and understanding.
121. Teaching is satisfactory overall, and the subject is taught regularly and for an appropriate amount of time in all classes. Teachers generally have a secure subject knowledge and provide a suitably broad range of learning experiences. However, the skills in the long-term curriculum plan are not always taught in the right order, and this leads to some lack of continuity in the pupils' learning. Good attention is paid to matters of health and safety, and teachers are conscious of the need to provide scissors that will cater for those pupils who are left-handed. Teachers provide good

instructions for the pupils, enabling them to get on independently with the set tasks, but take care that they do not prescribe the outcomes of the activity too tightly, thereby constraining pupils' creativity. Learning support assistants work well with individual pupils and groups of pupils offering additional support to those pupils who are struggling. This input is invaluable in ensuring that all pupils in the mixed age classes can take a full and active role. Where pupils are given the opportunity to evaluate the outcomes of their work against an initial plan, this is effective in advancing their learning, but this practice is not consistent across the school. Not enough use is made of homework to enhance and extend pupils' learning in design and technology.

122. The co-ordination of the subject is currently unsatisfactory. The school has not yet devised a manageable programme of monitoring teaching, learning and standards in design and technology, and this is a weakness. There is more work to be done in ensuring that the long-term curriculum planning takes full account of the mixed age classes, and ensures that skills are taught in a progressive way throughout the school. Although teachers know their pupils well, and assess their progress informally, there is no whole-school approach to assessing pupils' progress and attainment in design and technology, and therefore no mechanism for tracking pupils' progress, and highlighting relative strengths in teaching and learning. Resources are satisfactory overall, although some need replacing. Good use is made of information and communication technology in both key stages to enhance the pupils' learning, and pupils have a good appreciation of how advances in technology have impacted on the design process in commercial contexts.

GEOGRAPHY

123. Pupils' attainment in geography is in line with national expectations at the end of Key Stage 1, and above national expectations at the end of Key Stage 2. Pupils of all abilities, including those with special educational needs, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. There has been an overall improvement since the time of the last inspection. Some good links are made between geography and other subjects, such as mathematics, history and information and communication technology, and these links help to contextualise the pupils' learning and bring it to life.
124. By the end of Year 2, pupils have a satisfactory grasp of the basic skills of geography. They are interested in their local area, and know some facts about, and describe some of the geographical features of, the village in which they live. Following visits to Oakington and to the City of Cambridge, most pupils have been able to make real comparisons about the two locations. They understand the purpose and usefulness of maps in finding unknown places, and are beginning to read them with some confidence. For instance, most pupils can find England on a world map. On larger scale maps pupils identify features such as bridges, and during their visit to Cambridge, counted the bridges they saw and compared them to the information they had gleaned from studying the map. Pupils have good recall of first-hand experiences, such as visits, and draw on them well to recall important information. Most pupils understand how the weather alters the environment, and know that the weather is different at different times of the year.
125. As pupils move through Key Stage 2, they continue to build upon the skills and knowledge they acquire in Key Stage 1. By the end of Year 6, the majority of pupils have a good understanding of geographical terms and features. They use subject specific vocabulary well to explain their ideas. Through good teaching and learning of river systems, pupils explain why places are like they are, and are able to offer

reasons for their views and judgements. Pupils have a secure knowledge of a wide variety of places and areas based around the rivers they have explored such as the Cam, the Wear and the Orinoco. Their development of geographical skills is good. Pupils' map reading skills are well developed, and in a lesson seen during the inspection, good links were made with history when the Year 3/Year 4 pupils used local Ordnance Survey maps to find Anglo-Saxon place names, and to identify the physical features of those places. There have been some good opportunities for pupils to consider the moral implications of such issues as pollution, and they respond maturely when discussing such topics.

126. The quality of teaching is good at Key Stage 2 and satisfactory at Key Stage 1. A strength of teaching in both key stages is the use made of visits to reinforce the pupils' learning and to bring it to life. Planning is generally effective and lessons are taught regularly in both key stages. In Key Stage 2, high levels of challenge often take the pupils beyond the expected level in their practical work. A relative weakness in both key stages is the lack of opportunities for the pupils to comprehensively record their ideas and findings in written form. Individual lessons are often well paced, and teachers are enthusiastic in the way in which they present information. Pupils respond well, and are keen to take part in discussion sessions and practical tasks. Some good use is made of information and communication technology to support the pupils' learning, such as when they use CD ROMs for research. Currently little use is made of homework to extend and enhance the pupils' learning.
127. The school has not devised a workable way of co-ordinating the subject, and the monitoring of teaching, learning and standards is unsatisfactory overall. The long-term curriculum planning is satisfactory, but there are times when skills are taught out of sequence because of the two year rolling programme the school has put in place to cater for the mixed age classes. There is no school-wide system for assessment and record keeping, and this makes it difficult for teachers to track the progress and attainment of individuals and groups of pupils. Resources are satisfactory.

HISTORY

128. Pupils' attainment is at the expected level at the end of both key stages. This is a similar picture to the time of the last inspection. Pupils of all ages and abilities make satisfactory progress.
129. By the end of Key Stage 1, pupils have a clear understanding of chronology and know how things change over time. For example, pupils have compared pictures of homes long ago with their own, and note the differences and similarities. Past events in British history have captured the pupils' imagination, and they talk enthusiastically about the plague, Samuel Pepys, and the Great Fire of London. Some good opportunities are provided for the pupils to use books and artefacts for research, and this helps them to develop historical enquiry skills. They are also encouraged to find information from home, and have recently found out how modern household appliances differ from those used by their parents, grandparents and even great grandparents. Many Key Stage 1 pupils recall their learning of how their school has changed since Victorian times. Good opportunities for role-play help them to recall the layout of a classroom, the location of the outside toilets, and children being punished with the cane or having to wear a 'dunce's hat'.
130. By the end of Key Stage 2, pupils have a secure knowledge about key dates, events and periods of British history. Their level and range of knowledge are adequately developed so that they have the confidence to explore arguments about a wide range

of past events. Pupils' experience of the history of other eras and cultures such as the Ancient Egyptians, Victorians, Vikings and Tudors is satisfactory. Pupils are given a range of opportunities to develop historical enquiry skills when they are encouraged to examine different perspectives and aspects they find of particular interest. For example, when studying the Ancient Egyptians, pupils in Year 3 and Year 4 were keen to find out more about the process of mummification, and used reference materials well to find additional information. However, a relative weakness in pupils' learning is their uncertainty about the difference between primary and secondary source of historical evidence. Good use is made of information and communication technology to support pupils' learning, and pupils have good experience of using computers to find information.

131. Teaching is satisfactory overall, and some good lessons were seen during the inspection. A strength of teaching is the way in which teachers bring the subject to life for the pupils. Topics are often enhanced by the input of a visiting speaker, often dressed as a 'Viking', or a 'Roman', and by opportunities for the pupils to dress up themselves, and to take part in activities of the time. For example, as part of a Viking topic, pupils took part in a 'Viking Day', where they made a bonfire, ate 'Viking' stew, and dyed wool. Teachers also enhance learning by using a variety of artefacts, videos and pictures so that pupils can more readily visualise the everyday existence of people of the time. Opportunities for pupils to develop their research skills and then write extended accounts about what they have discovered are effective, and develop literacy skills, but they are too infrequent. As a result, pupils' written work does not always reflect the full extent of their knowledge. Pupils of all ages and abilities have very positive attitudes to history and are keen to talk about visits they have made to places of local interest. The teaching of local history is often a strength as teachers draw effectively on their own knowledge of the area, enhancing the teaching by real-life anecdotes. Homework is often used well to extend the pupils' learning, especially in Key Stage 2.
132. The leadership and management of the subject are unsatisfactory as there is no plan for the co-ordination of the subject, and there has been insufficient rigorous monitoring of teaching, learning and the school's provision. Assessment procedures have yet to be developed so that teachers can monitor pupils' performance more rigorously and highlight relative strengths and weaknesses in teaching and learning. Resources are satisfactory and enable the National Curriculum programmes of study to be delivered. There are some good opportunities for the promotion of pupils' spiritual, moral, social and cultural development as they consider the moral implications of poverty, war and other issues arising from their studies.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. By the end of both Key Stage 1 and Key Stage 2, pupils' attainment is above national expectations. Pupils of all ages and abilities make very good progress across all strands of the information and communication technology curriculum. There has been very good improvement since the last inspection when standards were below national expectations. The school has worked very hard to improve the range of resources so that the ratio of computers to pupils is now very good. This means that pupils have regular access to computers, and regular opportunities to practise newly acquired skills. The co-ordinator has taken a very good lead in developing the subject, and especially in increasing the confidence and expertise of staff. She has introduced very good assessment procedures which show clearly what the pupils know and can do, and which highlight strengths and relative weaknesses in teaching and learning.

134. By the end of Key Stage 1, pupils confidently use word-processing programs to write their own text. They know the function of the 'return' and 'delete' keys, and use the arrow keys well to move around the page. Although some pupils are slow to find the letters of the alphabet, with regular practice they are becoming faster and more adept in terms of their typing skills. Key Stage 1 pupils have made good use of a variety of painting programs which have enabled them to draw 'freehand', and have also used computer graphics imaginatively to illustrate their written work, and to make patterns. For example, in a very good session seen during the inspection, Year 2 pupils used a painting program very well to construct a simple repeating pattern based on geometrical shapes. With adult support the pupils selected their own shapes and colours to make the initial pattern, and then 'cut and pasted' the pattern to create a repeating sequence. As a further level of challenge, the pupils were then asked to rotate the shapes. This they did with good levels of competence. Older Key Stage 1 pupils have good experience of using CD ROMs for research, and understand that computers are a very good source of information. Pupils use computers well to support their learning across the curriculum. For example they have used word-processing programs to write poetry, and most know how to import a graphic to enhance and decorate their written pieces. Good use is made of computer generated graphs and charts in mathematics, and by the end of Key Stage 1, most pupils understand that computers can be used to sort information quickly. Pupils have regular experience of controlling and programming the floor robot, and this work has supported their mathematical development as they learn how to turn the robot through forty five or ninety degrees.
135. By the end of Key Stage 2, pupils are confident users of the computer, and see computers as tools for supporting their learning across the curriculum. They use computers well for word-processing, changing the size and style of font easily, and confidently moving text around the page and from one application to another. Pupils have systematically developed these and other basic skills through a series of carefully graded exercises which give them practice in correcting mistakes, using the 'spell-checker', highlighting phrases and changing the font from 'bold' to 'italic', inserting heading in the centre of the page, and increasing the spaces between lines. Some of the Year 6 pupils have very good 'typing' skills and this enables them to work quickly and to produce good amounts of work. Pupils use a combination of text and graphics well to produce neatly and attractively pieces. For example, as part of their history work, pupils researched information about a historical character of their choice, collated the information, and decorated the page with a border typical of the period of history they were studying. Pupils have made good use of a range of painting programmes to support their work in art and design and design and technology. They are familiar with the tools of the paint program, and select brushes and pencils of different thickness, and use effects such as spraying and 'fill-in' to produce their pictures, patterns and designs. Good use is made of information and communication technology to support pupils' work in mathematics as they use spreadsheets and a range of graphs and charts to present information. For example, Year 5/Year 6 pupils produced a spreadsheet to show the ratio of space in the hall to pupils. Pupils confidently explore the Internet and understand and observe the school's code of practice in relation to this. The area of control technology is one where there is ongoing development. The school has just purchased data-logging equipment which will enable the pupils to sense and record changes in temperature, light and sound, but currently this aspect of pupils' learning is in the early stages of development. Pupils have had good experience however, of using screen control programs where they are able to practise programming a sequence of instructions to draw predetermined shapes.

136. The teaching of information and communication technology is good overall. Skills are taught to small groups by teachers or learning support assistants, and there are regular opportunities for pupils to practise these skills in real and meaningful contexts. For example, following their residential trip to Yorkshire, Key Stage 2 pupils produced a multi-media presentation for subsequent groups of pupils and their families, which gave them very good information about the visit, and successfully combined text with digital photographs. One of the main strengths of teaching is the systematic way in which the National Curriculum programmes of study are taught. Year by year pupils' skills, knowledge and understanding are extended and this ensures that pupils of all ages and abilities make good progress. Teachers and learning support assistants have benefited from good training, and have secure knowledge of the subject which enables them to be confident. Planning is good, and shows how the information and communication technology tasks will link in with other areas of the curriculum. Pupils respond very positively and show very good levels of independence when working on computers.
137. The subject is very well led and managed by the co-ordinator. Her enthusiasm and expertise have helped the school to make very good progress over the last few years, and have helped to raise standards in the subject to the current high level. Assessment procedures are very good. They not only enable the school to track pupils' progress and attainment, they also help the pupils to evaluate their own learning. Very good care has been taken to ensure that the pupils use computers safely, and pupils and their parents have received very good levels of information about the school's code of conduct with regard to Internet use. The level of resources is very good, and this means that pupils have regular and frequent access to the computers.

MUSIC

138. No music lessons took place during the inspection, and it is therefore not possible to judge the standards that pupils attain, or the progress they make. The situation was the same at the time of the last inspection. Pupils are taught by a part-time specialist teacher who works with each class on a weekly basis. Over the course of a year, pupils in both key stages cover all strands of the National Curriculum programmes of study, including elements of performing, composing, listening and appraising. However, the time given to the teaching of music is minimal, and activities that are introduced by the part-time specialist are not followed up or extended by classteachers. The school recognises that there is a need, especially in Key Stage 2, to supplement the input of the music specialist with additional activities.
139. Pupils have very positive attitudes to music and speak with confidence and enthusiasm about the activities in which they have participated. Pupils in both key stages are confident performers who enjoy taking part in end of term/year concerts. A number of older Key Stage 2 pupils receive instrumental lessons, and they practise conscientiously and enjoy opportunities to perform to their classmates. Pupils know a wide range of songs, most of which they sing in unison. In both key stages, there are opportunities for pupils to compose their own music, and Key Stage 2 pupils are familiar with the idea of recording their ideas using graphical and pictorial notation. Pupils listen regularly to recorded music, and are invited to share their ideas and feelings. In Key Stage 1, there have been some good opportunities in the past for pupils to listen to music and to record the emotions it provoked through their art work. Pupils are sometimes asked about the music they listen to as they leave and enter the hall for assemblies, but they have little recall of the music they have heard, or the composers who have written it.

140. The leadership and management of the subject are unsatisfactory overall. The school has not established a programme for the co-ordination of music, and there has been no monitoring of provision, or of the quality of teaching and learning. As a result, relative strengths and weaknesses have not been identified. Although teachers know the pupils well and make regular informal assessments of their progress, there are no formal systems for assessing the pupils' attainment in music or tracking their progress as they move through the school. Resources are satisfactory overall.

PHYSICAL EDUCATION

141. By the end of Key Stage 1, standards in physical education are in line with national expectations and pupils of all ages and abilities make satisfactory progress. By the end of Key Stage 2, pupils attain standards that are above national expectations and all pupils, including those with special educational needs, make good progress. Standards are similar to what they were at the time of the last inspection. Swimming is a strength in both key stages. Pupils' attainment and progress are similar to what they were at the time of the last inspection. During the course of the year, all areas of the physical education curriculum are covered, but at the time of the inspection it was only possible to see dance, gymnastics and games activities.
142. The school has its own shallow water swimming pool which pupils use in the summer term and for part of the autumn term. In addition to this facility, all Key Stage 2 pupils are taken each week to a larger swimming baths at a local High School. As a result of the high emphasis that is placed on swimming, no pupil leaves the school unable to swim, and the vast majority swim further than the recommended twenty five metres.
143. By the end of Key Stage 1, pupils attain the expected level in dance and games activities and make satisfactory progress. In a dance lesson seen during the inspection, good links were made with literacy as the pupils danced the story of 'Chicken Licken' altering their movements to reflect the different characters. As a result of the very good choice of South American music for the swaggering fox, and the good opportunities pupils were given to explore, make decisions, and evaluate, they produced a good dance which showed good levels of imagination and individuality. A small number of pupils do not attain the expected level, and rely on others for ideas. These pupils tend to pay insufficient attention to the music and to the teacher's instructions. In games, pupils roll a ball over an appropriate distance, although few pupils go beyond this. Higher attainers have good levels of control, but the gap between the highest and lowest attaining pupils is wide. Pupils understand the need for warm-up and cool-down activities, and the impact they have on their bodies.
144. Pupils make good progress as they move through Key Stage 2. They work with great enjoyment and energy, and are keen to improve their own performance, as seen in a Year 3/Year 4 dance lesson. Pupils are very confident and willing to demonstrate the dances they have invented, planned and refined in small groups. They perform to a good standard for their age. In the upper part of Key Stage 2, pupils benefit from daily, brisk, early morning aerobic sessions. They move with good levels of energy and co-ordination and work with good levels of effort to improve their work. As a result of these regular sessions, together with weekly physical education lessons, the pupils' level of general fitness is high, and they are very aware of why physical activity is good for their health.
145. The quality of teaching is good at Key Stage 2, and satisfactory at Key Stage 1 with some good features. Across the school, a strength of teaching is the way in which teachers improve the pupils' performance through a wide and challenging range of

activities, and suggestions for improvement. Teachers make good use of pupils' demonstration of aspects that make an effective performance, and pupils respond well, celebrating good effort and achievement. Teachers pay good attention to health and safety aspects, such as warming up at the start of a lesson. In the upper part of Key Stage 2, teachers give pupils good opportunities to develop social skills as they learn to evaluate and comment on their own performances and those of their classmates. However, this good practice is not consistent through the school. There are weaknesses in the way in which the subject is co-ordinated and especially in the way in which teaching, learning and standards are monitored and evaluated. The school has good accommodation for physical education, and benefits from the 'starter' pool. Resources are good. There is a good system of record keeping for assessment of swimming, but systems for assessing pupils' progress and attainment in other aspects of the physical education curriculum have not been developed. Extra-curricular activities make a good contribution to pupils' games skills and to their spiritual and social development.