

INSPECTION REPORT

NEWNHAM PRIMARY SCHOOL

Newnham

Daventry

LEA area: Northamptonshire

Unique reference number: 121848

Headteacher: Mr. M. Collins

Reporting inspector: Mike Capper
23239

Dates of inspection: March 10th – 13th 2003

Inspection number: 248292

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Hill Newnham Daventry
Postcode:	NN11 3HG
Telephone number:	01327 705053
Fax number:	01327 705053
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. M. Feary
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23239	Mike Capper	Registered inspector	Foundation Stage Mathematics ICT Geography History Physical Education	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
9545	Kevin Greateorex	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?
23609	Alison Cartlidge	Team inspector	English Science Art and Design Design and Technology Music Religious Education Special Educational Needs Educational Inclusion	How well are pupils taught? How good are curricular opportunities?

The inspection contractor was:
Barron Educational Company Limited,
Hendre,
Loudwater Lane,
Rickmansworth,
Hertfordshire.
WD3 4AN

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 33 Kingsway
 London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newnham Primary School is situated in a small village near Daventry in Northamptonshire. Pupils are admitted between the ages of 4 and 11, with most coming from the local or surrounding villages. A significant number of pupils join the school after the reception year. There are 99 pupils on roll, and they are taught in four mixed-age classes. Pupils come from generally favourable home backgrounds and the number eligible for free school meals is well below average. There are 14 pupils on the register of special educational needs. This is broadly average, although the distribution from class to class is not even. The number with statements of special education need (3 pupils) is high for the size of school. These pupils have a range of needs. Test results show that pupils' attainment on entering school is slightly above average. There are no pupils with English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. Members of staff work hard to ensure that there is a friendly and happy atmosphere in school and the quality of teaching is good. Pupils make good progress overall in English, mathematics and science and develop good attitudes towards learning. The headteacher is well respected by parents and pupils and provides good leadership for the work of the school. The school makes good use of available funds and provides good value for money.

What the school does well

- Pupils achieve well in mathematics in Years 1 and 2 and in English throughout the school.
- Pupils' scientific knowledge is good.
- The school is well led by the headteacher who is supported effectively by a hardworking governing body.
- Very good teaching and a good curriculum help children in the reception year to learn well.
- Pupils with special educational needs are fully integrated into school life and are given very good support by teachers and teaching assistants.
- The school has good links with parents and the local community.
- Relationships are very good and pupils behave well.

What could be improved

- There are insufficient opportunities, especially in Years 3 to 6, for pupils to write purposefully, to take the initiative in their learning and to apply their knowledge to practical activities.
- The role of co-ordinators should be developed so that they have more responsibility for the monitoring and evaluation of the school's work.
- In information and communication technology (ICT), history, geography and religious education more able pupils are not always sufficiently challenged and some learning is too superficial.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in 1998. National Curriculum test results vary from year to year, but overall they have improved in line with national trends. Most of the weaknesses identified in the last inspection have been addressed, although the role of co-ordinators continues to be underdeveloped. More able pupils are challenged well in English and mathematics, and school development planning is more focused. There is a strong sense of teamwork amongst members of staff and the school is in a good position to improve further.

STANDARDS

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

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

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

Pupils' attainment varies from year to year due to the small size of year groups and the differing number of pupils with special educational needs in each year group.

Children achieve good standards in their first year in school, and most are on target to exceed expectations for their age in all areas of learning except physical development where they are on target to meet expectations. Standards are very good in personal, social and emotional development, with children concentrating well and having very good levels of independence.

Inspection findings show that pupils' attainment in Year 2 is well above average in writing and reading and above average in science. This is confirmed by the results of National Curriculum tests in 2002. In mathematics, test scores in 2002 show that pupils' attainment was only average when compared with all schools and below average when compared with similar schools. However, the current Year 2 is achieving at higher levels than this, with attainment being above average overall. Good quality mathematics teaching is having a good impact on learning in the current Year 2.

In the current Year 6, pupils' attainment is broadly average in English, mathematics and science, and pupils are achieving well in relation to their ability. The present Year 6 is much weaker than other year groups. There are more pupils with special educational needs and almost half the year group joined the school after Year 2. This means that overall attainment is lower than usual and comparative attainment is higher in Years 3, 4 and 5.

In numeracy, pupils' ability to solve mathematical problems has improved significantly over the last two years, although there continues to be a comparative weakness in the way that pupils apply their mathematical knowledge to practical situations. In science, pupils' factual knowledge is stronger than their ability to carry out investigations. Their written work and ability to carry out their own tests is not as good as it should be.

Pupils' attainment by the end Year 6 is satisfactory overall in other subjects, although in history, geography, ICT and religious education there is not always sufficient challenge for more able pupils. Music standards are very good in Years 1 and 2, with pupils benefiting from very good teaching by a skilled specialist teacher.

The targets set for test results at the end of Year 6 have been revised this year and are very challenging. However, not all pupils are likely to achieve these ambitious targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils sustain good levels of interest and concentration. This is less evident in Year 6 where pupils are not as responsive in lessons and sometimes work too slowly.
Behaviour, in and out of classrooms	Good. Pupils behave well both in school and on the small playground.
Personal development and	Good overall. Older and younger pupils play together happily. Pupils

relationships	take responsibility well outside lessons, although there are too few opportunities for pupils to take the initiative in lessons.
Attendance	Very good. Attendance rates are well above the national average.

TEACHING AND LEARNING

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

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

Throughout the school, there are very good relationships between teachers, teaching assistants and the pupils. Self-esteem is developed successfully as a result of the mutual respect and courtesy shown. Teaching assistants are used very effectively and provide invaluable and sensitive support for lower attaining pupils and for those with special educational needs.

In the reception and Year 1 class, members of staff have a very good knowledge of the early years curriculum and plan a very wide range of interesting and well-organised activities, making learning meaningful and fun. Members of staff have high expectations for the children and plan work that meets their individual needs well. In Years 1 and 2, care is taken to ensure that the differing needs of each age group are successfully met. A good range of practical activities is used to maintain pupils' interest and reinforce learning effectively. In Years 3 to 6, pupils learn particularly well when they have the opportunity to take the initiative in their learning. Teachers are good at reminding pupils how what they have learnt relates to everyday life.

Basic skills are taught well, enabling pupils to learn quickly. Teachers set individual targets for pupils in English and mathematics, and this system is well established and effective. The teaching of numeracy is more effective for younger pupils because planning takes more account of the different ability levels within each mixed age class. The teaching of literacy in English lessons is good. However, teachers' expectations of recorded work in subjects other than English are too low, with too much use being made of worksheets or copy writing.

Throughout the school, teachers mark pupils' work regularly although comments written to help pupils improve their work are not made consistently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced overall, although subjects such as ICT, geography, history and religious education have less time than they need to ensure that topics are covered in sufficient detail. A wide range of clubs enriches the curriculum.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are given very good support and take a full part in school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with the provision for social development being very good. Carefully planned assemblies make a good contribution towards pupils' moral development. Cultural and spiritual development are satisfactory.
How well the school cares for its pupils	Good. The school provides good quality support and guidance for pupils. Assessment procedures are good in English and satisfactory in mathematics and science. However, there are not procedures for monitoring pupils' attainment and progress in all subjects.

There is a good partnership between home and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for the future of the school. However, until very recently, there has been insufficient delegation of responsibility to other members of staff for the monitoring of provision.
How well the governors fulfil their responsibilities	Good. The governing body makes a good contribution to the work of the school, using individual skills very effectively.
The school's evaluation of its performance	Satisfactory. The headteacher has a good understanding of the school's strengths and weaknesses, based on both formal and informal monitoring procedures. However, although subject co-ordinators get a generous amount of release time each week, they do not yet have a clear knowledge of what is happening across the school.
The strategic use of resources	Good. Governors give the headteacher very good support in managing the school's budget. Decisions are carefully made on the basis of <i>'How will this help the school to improve?'</i> meaning that best value principles are applied effectively.

The school is well staffed with a suitable number of teachers and a high number of support staff. Good use is made of teacher specialisms to support learning in subjects such as music, art and design and religious education.

Accommodation is satisfactory. It has been improved significantly since the last inspection, with the building of a new teaching block and hall. There continue to be weaknesses in the lack of a secure play area for children in the reception class. This has been identified as a priority for development.

Resources are satisfactory. However, there are insufficient large play resources for children in the reception year. This weakness has a negative impact on children's physical development. The library is poorly resourced, with insufficient information books. Similarly, there are insufficient resources to support the teaching of history and religious education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school, are expected to work hard and behave well and they learn to become mature and responsible. Teaching is good and the school is well led and managed. Members of staff are caring and approachable. 	<ul style="list-style-type: none"> Information about pupils' progress. Homework provision.

The inspection team agrees with parents' positive views. Inspection findings are that the school gives parents good information about children's progress. Annual reports are detailed and there are regular opportunities for parents to meet with teachers. The school has satisfactory arrangements for homework, although the use of homework diaries is inconsistent from class to class.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment varies from year to year due to the small size of year groups and the impact of the differing number of pupils with special educational needs in each year group. This means that National Curriculum test results are unreliable indicators of overall standards in a subject or of trends over time. Nevertheless, there has been a general rise in standards in English, mathematics and science since the last inspection, with test scores now higher than they were at that time in both key stages. This rise in attainment is in line with national trends overall.
2. Provision for children in the reception year (the Foundation Stage) is good and children make good progress. Overall, children achieve good standards in their first year in school, and most are on target to exceed expectations for their age in all areas of learning except physical development, where they are on target to meet national expectations. Standards are very good in personal, social and emotional development, with children concentrating well and having very good levels of independence. Physical development is the weakest element of early years' provision because of the lack of an outdoor area and the paucity of resources.
3. Inspection findings show that pupils' attainment in Year 2 is well above average in writing and reading, and above average in mathematics and science. Pupils achieve well, reaching good standards in relation to their prior attainment, with most pupils on target to achieve at least the expected level (Level 2) and many on target to achieve the higher Level 3 in English, mathematics and science.
4. National Curriculum test scores at the end of Year 2 in 2002 show that pupils' attainment was well above average in reading and writing when compared with all schools and with similar schools. In mathematics, test scores show that pupils' attainment was only average when compared with all schools and below average when compared with similar schools. The current Year 2 is achieving at higher levels than this, with good quality teaching that meets the needs of all pupils having a good impact on learning. In science, teacher assessments show that the number of pupils achieving the expected Level 2 was in the top 5 per cent nationally when compared with all and similar schools. In addition, the number of pupils achieving the higher Level 3 was well above average when compared with all schools and above average compared with similar schools.
5. In the current Year 6, pupils' attainment is broadly average in English, mathematics and science. The results in National Curriculum tests at the end of Year 6 are likely to be lower in 2003 than they were in 2002. However, the current Year 6 is not typical of the school as it includes more pupils than usual with special educational needs, as well as a very high percentage of pupils (42%) who joined the school since the end of Year 2. This means that overall attainment is lower than usual and comparative attainment is higher in Years 3, 4 and 5.
6. In National Curriculum tests at the end of Year 6 in 2002, pupils' attainment was well above average in English and science and above average in mathematics when compared with all schools. When compared with similar schools, pupils' attainment was well above average in English, above average in science and average in mathematics. However, pupils' levels of achievement varied from subject to subject. A comparison of National Curriculum test results for these pupils at the end of Year 2 and the end of Year 6 shows that, whilst progress was good in English and satisfactory in science, it was unsatisfactory in mathematics over that 4 year period. In mathematics, pupils' achievement was not as good as it should have been, given their prior attainment and previous learning. This is no longer the case. Pupils continue to achieve well in relation to their prior attainment in English and science. In mathematics, the needs of more able pupils are being met well in class, and teachers and teaching assistants give less able pupils or those identified as having special educational needs good quality

support. As a result, pupils are now achieving at least as well as they should given their ability, with many now making good progress.

7. In numeracy, pupils' ability to solve mathematical problems has improved significantly over the last two years because teachers are placing a far greater emphasis in lessons on the development of these skills. However, there continues to be a comparative weakness in the way that pupils apply their mathematical knowledge to practical situations. Pupils still find it difficult to solve problems or apply their mathematical skills when the problem does not signpost clearly what calculation is required.
8. In literacy, boys do not achieve as well as girls in writing and they work less carefully in lessons, although their test results are above the national average for boys. Nevertheless, most aspects of pupils' writing are strong, for example, spelling, punctuation and the use of adventurous vocabulary. Throughout the school, pupils have a good awareness of the need to make writing interesting.
9. In science, pupils' factual knowledge is stronger than their ability to carry out investigations. Their written work and ability to carry out their own tests are of a lower standard than they should be.
10. By the end of Year 2, pupils' attainment is well above average in music, with pupils making very good progress thanks to the skilled teaching of a specialist teacher. Pupils in Year 6 are making good progress and their attainment in music is in line with national expectations.
11. Pupils' attainment by the end of Year 2 and Year 6 is in line with national expectations in art and design, design and technology, geography, history, information and communication technology. There are examples of good work in design and technology in Years 3 and 4, where the teacher is especially knowledgeable. In physical education, it was not possible to make judgements on all aspects of the curriculum, but pupils have appropriate games skills. In religious education, pupils' attainment is in line with the expectations of the agreed syllabus by the end of Year 2 and Year 6. However, there is not always sufficient challenge for more able pupils in history, geography, ICT and religious education. In these subjects, pupils often complete the same piece of work whatever their ability or age. As a result, although overall attainment in these subjects is satisfactory, achievement is not as high as it should be, with more able pupils' knowledge and understanding not sufficiently extended, leading to some learning being too superficial.
12. Pupils who have been identified as having special educational needs receive very good quality support from teaching assistants, and they make very good progress overall. The school does not yet have a policy for identifying and supporting gifted or talented pupils, although more able pupils are supported well in English and mathematics. More able pupils are also able to take part in a variety of extension activities outside the classroom, such as planning and taking part in a hill-walking trip, under the supervision of the headteacher.

Pupils' attitudes, values and personal development

13. The positive attitudes to learning, the high standards of behaviour and the very good relationships throughout the school are important strengths and have a positive effect on the quality of teaching and learning.
14. Virtually all pupils have positive attitudes to the school and their work. In most classes, they show enthusiasm for what they are asked to do and apply themselves well to their activities. Pupils sustain good levels of interest and concentration, particularly when teachers organise activities that challenge and motivate them, as shown in a mathematics lesson in Years 3 and 4 when they took part in a multiplication table competition. Pupils take great pride and enjoyment in producing high quality work and are keen to share their results with others and adults. However, pupils in Year 6 have not gelled as well as a group and do not always display the same positive attitudes to learning seen in the rest of the school. They take less care with their

work and are often slow to get started. This sometimes slows the pace of their learning.

15. Behaviour is consistently good and this confirms the views of parents. Virtually all pupils show very high standards of behaviour when they come to school, in assemblies, at lunchtimes and at playtimes. They move around the school in an orderly manner, particularly in the confined playground area, and have a clear understanding of the standards expected of them. In lessons, behaviour is consistently good and all pupils conform to the high expectations even when not closely supervised. There are no exclusions at the school. During the inspection, there was no evidence of bullying or lack of respect for school property.
16. Relationships in the school are very good. Pupils form extremely constructive relationships with each other and with adults. They work and play co-operatively, demonstrating that they will listen to each other and will try to understand the other person's point of view. The warm relationships are evident as pupils show genuine pleasure in the achievements of others. Virtually all pupils act in a mature and responsible way. Throughout the inspection, they were constantly noted as showing respect and courtesy to each other, to staff and to other adults including the inspection team. They consistently demonstrate patience, tolerance and understanding for others.
17. Pupils' personal development is satisfactory. The school provides a good range of opportunities for the pupils to show initiative and take responsibility, and they demonstrate that the trust is well placed. From the earliest stages of their time in school, children make good progress in their personal, social and emotional development as they perform jobs within the classroom. As they progress through the school, more opportunities are provided. Year 6 pupils organise various competitions and act as team leaders. Whilst there are many opportunities for pupils to take the initiative outside lessons, opportunities to take the initiative and show independence in their work are much more limited. This is an important area for development. Pupils are involved with fund raising for various charities.
18. Attendance is consistently very good. However, although the total figures for attendance and absence are correct, small numbers of unjustified absence are not included as unauthorised absence in the published figures. Virtually all pupils are punctual and many arrive early. They come happily to school ready to learn, enabling the school to make a prompt and efficient start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is good overall with no unsatisfactory teaching. Teaching has improved since the time of the last inspection, with more good teaching than at that time.
20. As at the time of the last inspection, the quality of teaching of the reception children is very good. In the reception and Year 1 class, members of staff have a very good knowledge of the early years curriculum and plan a very wide range of interesting and well-organised activities making learning meaningful and fun. For example, children enjoyed learning about different coins by buying objects with real coins in the role-play post office. Children enjoy lessons, concentrate well and persevere with tasks. Members of staff work hard to ensure that children feel secure and happy at school. They have high expectations for the children and plan work that meets their individual needs well. Basic skills in literacy, numeracy and personal, social and emotional development are promoted effectively.
21. In Years 1 and 2, care is taken to ensure that the differing needs of each age group are met well. A good range of practical activities is used to maintain pupils' interest and reinforce learning effectively. In one science lesson, pupils modelled clay and made fabric pictures at the same time as learning about the properties of materials. ICT is integrated into other subjects effectively. For example, pupils in Year 1 used a computer paint programme when drawing self-portraits in an art lesson.
22. In Years 3 to 6, pupils learn particularly well when they have the opportunity to take the initiative

in their learning, as was seen in a science lesson in Years 3 and 4 where pupils were devising their own investigations. Teachers are good at reminding pupils how what they have learnt relates to everyday life. For example, when learning which materials were the best insulators, pupils discussed how insulation is used in homes.

23. Throughout the school, there are very good relationships between teachers, teaching assistants and the pupils, and behaviour is managed effectively. Self-esteem is developed successfully as a result of the mutual respect and courtesy shown. Teaching assistants are used very effectively and provide invaluable and sensitive support for lower attaining pupils and for those with special educational needs. The very good support given to pupils with special educational needs enables them to make very good progress towards the targets set in their individual education plans.
24. Basic skills are taught well, enabling pupils to learn quickly. Teachers set individual targets for pupils in English and mathematics, and this system is well established and effective. However, teachers are less confident in teaching numeracy than literacy and opportunities are missed for older pupils to extend their numeracy skills in science lessons by drawing graphs and taking measurements. The teaching of numeracy is better for younger pupils because planning takes more account of the differing ability levels within each mixed age class. The teaching of literacy in English lessons is good, although there are too few opportunities for pupils to follow up lessons by using their writing skills to extend learning in other subjects, such as science, ICT, history, geography and religious education. Teachers explain the purpose of each lesson clearly and use questioning effectively to consolidate and extend pupils' learning.
25. As at the time of the last inspection, effective use is made of the specific skills and good subject knowledge of members of staff to teach subjects such as music, physical education, art and design and religious education. In music, the quality of teaching has been improved since the last inspection by the appointment of a visiting specialist teacher, and this is now very good.
26. Whilst all lessons are never less than satisfactory, teachers do not always provide sufficient challenge for all pupils in their written work in science, geography, history and religious education. In these subjects, teachers' expectations of recorded work are too low and pupils complete simple worksheets or copy writing from the board. In addition, the pace of some discussions is too slow, limiting time available for pupils to carry out other activities in sufficient depth or use their initiative. In Years 3 to 6, there are too few opportunities for pupils to use ICT to support their learning.
27. Throughout the school, teachers mark pupils' work regularly, although comments written to help pupils improve their work are not made consistently.
28. Some parents would like more information about their children's homework. Inspection findings are that a suitable quantity of homework supports pupils' learning well. Most parents are happy with the quality of teaching, find teachers to be approachable and believe that pupils are expected to work hard.

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

29. The range of learning opportunities provided is good overall and the curriculum meets statutory requirements, including the provision for religious education. The curriculum is broad and balanced overall, although not enough time is given to geography, history, ICT and religious education to ensure full coverage of the required programmes of study. In Years 3 to 6, limited use is made of ICT to support learning in other subjects. There are satisfactory schemes of work for all subjects. However, as at the time of the last inspection, insufficient use is made of information on pupils' progress in subjects such as geography, history and religious education to plan sufficiently challenging work.
30. The curriculum for children in the reception class is good overall, with many well-planned and

interesting activities to develop the children's knowledge and skills. However, the provision for outdoor work is underdeveloped because there is no designated fenced area. Despite this difficulty, children work outside when supported by an adult and experience a wide range of interesting activities at these times.

31. The school's strategy for literacy is sound overall. Whilst pupils have good opportunities to increase skills in English lessons, there are insufficient opportunities for pupils to develop their writing skills in other subjects such as history, geography, science and religious education. The school's strategy for teaching numeracy is satisfactory overall. However, older pupils are given too few opportunities to develop these skills in science lessons, and the needs of all pupils are not met consistently in some lessons.
32. The provision for pupils with special educational needs is very good throughout the school, and pupils with learning difficulties are given equal access to all parts of school life. Teaching assistants are very successful in providing unobtrusive support during lessons. The quality of individual education plans is good, with clear targets that are easy to measure for success. Parents are very pleased with the way pupils with special educational needs are integrated into school life. Provision for such pupils was also a strength of the school at the time of the last inspection.
33. Links with the local community are good, and visits and visitors make a significant contribution to pupils' learning. For example, there are a number of exciting residential visits and night walks enabling pupils to take part in adventurous activities and to observe the local wildlife. Parents are pleased with the school's provision for activities outside lessons. Girls and boys have good opportunities to take part in sporting competitions with other schools, and the school provides a good range of additional activities for its size. Significant numbers of pupils attend clubs for music and sports. All these activities enable pupils to develop very good social skills. Good links have been made with the local special school and the two schools work together effectively to meet the needs of one of the stated pupils.
34. The provision for pupils' personal development including spiritual, moral, social and cultural development is good overall, with very good provision for social development. This aspect of the curriculum was also well catered for at the time of the last inspection. Carefully planned assemblies make a good contribution towards pupils' moral development, and prayers are chosen carefully to link with the topics being considered. Topics such as 'sharing' and 'helping others' have a good impact on pupils' attitudes towards each other.
35. Personal, social and health education lessons provide appropriate opportunities for pupils to learn about the dangers of drug misuse and sex education. Members of staff are good role models and set high standards for moral values. Parents are pleased with the attitudes and values promoted by the school.
36. Procedures for managing pupils' behaviour are successful and pupils are kind and polite. The inclusive nature of the school means that pupils learn to appreciate the differing needs of individuals. There are good opportunities for pupils to take responsibility for a wide range of tasks around the school, such as being monitors and helping to lead assemblies. Pupils share their ideas and views during lessons.
37. The provision for cultural and for spiritual development is satisfactory. There are good opportunities for pupils to enjoy culture by taking part in musical activities and by visiting art galleries. There are some opportunities for pupils to appreciate other cultures in stories selected for literacy sessions and in religious education lessons, and there are some attractive displays around the school. However, pupils' knowledge is sometimes rather superficial when the topic has been covered in insufficient depth. Parents are happy with the opportunities their children are given to learn about other faiths and countries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides good quality support and guidance and effectively promotes the welfare, health and safety of its pupils in a warm and caring environment. This atmosphere encourages pupils to learn and develop as individuals and promotes their awareness of the outside world. In this small school, members of staff know their pupils well and have a very clear idea of their personal strengths and weaknesses thus enabling them to offer effective support. All members of staff show great concern for the well-being of pupils and a range of measures exists to promote their development. Updated information is shared regularly between all members of staff to ensure that there is a consistent approach to all pupils throughout the school. Teachers are sensitive to the needs of the pupils and consistently monitor well their personal development and their ability to cope on a day-to-day basis.
39. Overall, the systems for monitoring and promoting attendance are satisfactory, although there are some minor inconsistencies in the recording and counting of unauthorised absence. Registers are marked speedily and efficiently at the start of the school day and after lunch. Attendance figures are aggregated and emerging patterns of absence are noted for follow up. However, although the totals for attendance and absence are correct, small numbers of unjustified absence are not correctly included as unauthorised absence in the published figures. The school continues to achieve very high levels of attendance.
40. Members of staff provide very good role models in promoting high standards of good behaviour. Procedures for monitoring and promoting discipline and good behaviour are effective. The school's rules are clearly understood by all pupils. The consequences of unacceptable behaviour have been made clear and are readily accepted. The behaviour policy is consistently applied by all members of staff who were seen to pre-empt incidents of possible misbehaviour with firm, calm intervention maintaining good control.
41. Child protection issues are handled well. All members of staff understand their roles and responsibilities and are aware of the need for vigilance and the steps to take if suspicions are aroused. Health and safety issues are handled effectively in the school. Regular inspections are carried out to identify and remedy potential hazards. All members of staff are safety conscious and watch for the health and safety of the children. They work hard to maintain an environment in which the well-being of pupils is promoted effectively.
42. The school has improved its assessment procedures since the last inspection, and they are now satisfactory overall, with good procedures in English. Good use is made of test data to track pupils' attainment and progress over time in reading, writing and mathematics. The analysis of this data is in the early stages of development. Teachers also set useful targets in literacy and numeracy to help pupils understand how they can improve their work. This helps to keep pupils involved in their learning. Teachers keep their own records of pupils' progress in other subjects, and evaluate learning at the end of each lesson to identify what needs to be taught next. Reports to parents at the end of each academic year show a good knowledge of individual pupils' learning over the year. However, the school has no formal procedure for recording progress over time in subjects other than English, mathematics and science. At the end of each topic, in subjects such as history and geography, teachers sometimes use various sorts of tests to assess what pupils have learnt. These arrangements provide useful information, but this is not always sufficient to help teachers identify clearly what needs to be taught next. This is a weakness in assessment procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. At 60 per cent, the response of parents to the questionnaire is high. A high proportion of them is highly supportive of the school and confirms that it has many strong features. All parents feel comfortable about approaching the school with a question or problem. Virtually all those responding to the questionnaire agree that their children like school and that behaviour is good. They believe that the teaching is good, the school expects their children to work hard and they make good progress. They feel that the school is well led and managed, works closely with parents and is helping the children to become mature and responsible. Inspection evidence

confirms these positive opinions.

44. A few parents attending the meeting were concerned about the amount of work that the children do at home, the information provided about how their children are getting on and the range of activities outside lessons. Inspection evidence does not support these concerns. Homework is properly set and is appropriate for the ages of the children especially to prepare them for secondary school. There are a number of clubs and other activities, many of which take place during the school day. In addition, regular study trips and educational visits supplement the opportunities available to enhance the children's learning.
45. The contribution of parents to their children's learning at home and at school is good. Parents and other adults are encouraged to involve themselves in the life of the school and many respond very positively. They help in the classroom and around the school as well as on the school trips. In addition, parents are very supportive of the work that their children are expected to do at home. There is an active Friends of Newnham School organisation that raises substantial amounts of finance and social activities in support of the school. The school values highly the contributions made by parents to enhance the children's learning and personal development.
46. Information to parents is good. Parents continue to have very good access to teachers. As well as the day-to-day opportunities when delivering or collecting their children, regular newsletters are sent to parents each term to advise them of curriculum activities. The school prospectus and the governors' annual report to parents are informative and meet statutory requirements. Reports to parents are good. Many contain much good information about what the pupils know and can do and the progress that they are making. Reports also contain targets, although in some cases they are too general to be of immediate benefit. There are regular parent/teacher consultation meetings, although the inspection team agrees that it would be beneficial to open the autumn meeting to all parents, rather than just those of children who have moved to a new class.
47. The partnership with parents is a strength of the school and greatly assists the children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The school is well led and managed by the headteacher and governing body. This is similar to the findings of the last inspection. The headteacher is well respected by parents and pupils and provides good pastoral care for all members of the school community. There is a strong sense of teamwork amongst members of staff and this means that the school is in a good position to improve further.
49. The headteacher has a clear vision of what sort of school he wants and how to achieve it. The impact of recent improvements in provision is already evident in improved test results. For example, the headteacher has worked hard with members of staff to ensure that there is greater challenge provided for more able pupils, and this has been achieved in English and mathematics. Similarly the comparative weakness in test results in mathematics has been identified and addressed, with achievement now being much higher.
50. There is a strong commitment to achieving high standards and to extending the curriculum so that it places a greater emphasis on learning through practical activities. The headteacher and governing body have a good understanding of the school's strengths and weaknesses, based on formal strategies such as analysing test data and observing teaching, as well as informal monitoring on a daily basis of children at work in the classroom. The headteacher is beginning to make good use of test data. An analysis of test results is carried out each year, and governors are given a detailed report on standards. Whilst standards of attainment vary from year to year, both the headteacher and governing body have a good understanding of why this is, based on a clear knowledge of the potential of different year groups. The headteacher has started a computer-based tracking system to show the progress of individual pupils from year to

year. He has a good understanding of how this can be used to set targets for groups and individuals, although this is not yet fully developed.

51. Until very recently, there has been insufficient delegation of responsibility to subject co-ordinators for the monitoring of provision. This is an important weakness in the overall effectiveness of management. Although co-ordinators get a generous amount of release time each week, there is little evidence of this time being used to monitor teaching or learning in the different subject areas. In many subjects, co-ordinators do not yet have a clear understanding of what is happening across the school and they are not yet responsible for managing a budget for their subject. As a result, they are not well placed to ensure improvement where it is necessary. A new monitoring and evaluation programme is being implemented, but the pace of change has been too slow, especially as the role of co-ordinators was identified as an area for development at the time of the last inspection.
52. Since the last inspection, the headteacher and governors have developed the school's long-term planning. This is reflected in the school development plan, which is satisfactory. It sets a clear agenda for school improvement but contains too many areas of development for a school of this size, meaning that it is not clear which are the most important priorities at any given time.
53. The governing body makes a good contribution to the work of the school and successfully fulfils all of its statutory duties. The very good relationship that exists between the chair of governors and headteacher means that improvement can be carefully and sensitively planned. Governors utilise their individual skills very effectively to help the school, for example by monitoring building work.
54. A very knowledgeable chair of the finance committee gives the headteacher very good support in managing the school's budget. As a result, the quality of financial planning is good. The school has built up a higher than average surplus budget over the last two years, with the intention of further improving accommodation and maintaining small class sizes. Spending is very clearly targeted on raising standards and great care is taken to ensure that funding is used effectively. A good example is the very detailed discussions that have taken place on planned improvements to the accommodation. The potential impact of these improvements has been carefully considered. Governors work hard to ensure that the principles of best value are achieved in all of their spending. They have been largely successful in this aim, although more consideration needs to be given to the impact of teacher release time on the work of the school. At the moment, this does not provide good value for money.
55. The school uses specific grants appropriately. For example, the element of the budget allocated to special needs is used very effectively to provide additional staffing. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation.
56. The school is well staffed with a suitable number of teachers and a high number of support staff. Teaching assistants make a very good contribution to pupils' learning, particularly when working with pupils with special educational needs. Good use is made of teacher specialisms to support learning in subjects such as music, art and design and religious education.
57. Accommodation is satisfactory. It has been improved significantly since the last inspection, with the building of a new teaching block and hall. There continue to be weaknesses in the lack of a secure play area for children in the reception class. This has been identified as a priority for development. Although the playground is small, inspection findings show that this has little impact. Pupils play together very sensibly despite the lack of space. Good use is made of a nearby playing field for some physical education lessons.
58. Resources are satisfactory overall. There have been some good improvements since the last inspection, especially in provision for ICT and music. However, there remain some important weaknesses. There are insufficient large play resources for children in the reception year. This weakness, which was also evident at the time of the last inspection, has a negative impact on

children's physical development. The library is poorly resourced, with insufficient information books. Similarly, there are too few resources to support the teaching of history and religious education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. To improve the school further the governors, headteacher and staff should:

- Improve the curriculum, especially in Years 3 to 6 by:
 - Giving pupils more opportunities to write purposefully, with less use of worksheets;
 - Planning greater opportunity for pupils to take the initiative in their learning;
 - Ensuring that pupils learn how to apply their knowledge to practical activities in subjects such as science, mathematics and ICT.

(Paragraphs 7, 9, 17, 24, 26, 49, 97, 105, 113, 115, 116, 135, 138, 146)

- Develop the role of co-ordinators so that they have more responsibility for the monitoring and evaluation of the school's work.

(Paragraphs 51, 96, 110, 118, 125)

- Raise achievement in history, ICT, geography and religious education by:
 - Planning more challenging work for more able pupils and raising teachers' expectations of what these pupils should achieve;
 - Reviewing the amount of time allowed for the teaching of these subjects so that topics can be studied in more detail;
 - Developing a more practical approach to learning;
 - Developing assessment procedures so that planning can be adjusted to meet individual needs.

(Paragraphs 11, 24, 26, 29, 37, 127, 131, 132, 134, 135, 138, 143, 147, 158, 160)

60. In addition, the following areas for improvement should be considered for inclusion in the action plan:

- Improve the quality of teachers' marking so that it refers to what has been taught in lessons and helps pupils understand how they can make their work better. (Paragraph 27, 94, 108, 115)
- Improve the range of information books in the library and for the teaching of history, and provide more resources to help children's physical development in the reception year. (Paragraphs 2, 30, 58, 83, 98, 139)
- Introduce systematic systems for assessing and recording pupils' attainment and progress in subjects where they do not already exist. (Paragraphs 29, 40, 122, 125, 132, 140, 150, 132)
- Ensure that unauthorised absences are recorded accurately. (Paragraph 39)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	15	11	0	0	0
Percentage	0	19	47	34	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	99
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	14
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	11	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	18	18	17
Percentage of pupils at NC level 2 or above	School	95 (92)	95 (92)	89 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	18	16	19
Percentage of pupils at NC level 2 or above	School	95 (100)	84 (100)	100 (92)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	14	13	15
Percentage of pupils at NC level 4 or above	School	88 (80)	81 (80)	94 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	12	12	14
Percentage of pupils at NC level 4 or above	School	75 (73)	75 (73)	88 (100)
	National	73 (72)	74 (74)	82 (82)

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

Test results have not been broken down by gender because of the small number of pupils taking the tests.

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	97	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.09
Number of pupils per qualified teacher	19.5
Average class size	24.8

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	87

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	2
Number of teachers appointed to the school during the last two years	2.29

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

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	259552
Total expenditure	244750
Expenditure per pupil	2287
Balance brought forward from previous year	14802
Balance carried forward to next year	38752

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	99
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	5	0	0
My child is making good progress in school.	51	40	7	0	2
Behaviour in the school is good.	68	29	3	0	0
My child gets the right amount of work to do at home.	44	39	14	0	3
The teaching is good.	61	34	0	0	5
I am kept well informed about how my child is getting on.	47	34	14	5	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	54	37	5	0	3
The school works closely with parents.	59	31	11	0	0
The school is well led and managed.	81	15	0	2	2
The school is helping my child become mature and responsible.	69	26	3	0	2
The school provides an interesting range of activities outside lessons.	31	41	7	5	16

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

61. Children in the reception year (the foundation stage of their education) are taught in a mixed reception/Year 1 class. Provision in the reception year is good, and the very good teaching seen during the inspection has a very positive impact on children's learning. As a result, they make good and often very good progress. This is similar to the findings of the last inspection.
62. Children's attainment on starting school in the reception year varies from year to year but it is slightly above average overall. This is confirmed by teacher assessments made in the children's first few weeks at school. Overall, children achieve good standards in their first year in school, and most are on target to exceed expectations for their age in all areas of learning except physical development where they are on target to meet these expectations. Standards are very good in personal, social and emotional development, with children concentrating well and having very good levels of independence.
63. The curriculum for children in the reception class is good. It is very carefully planned and takes full account of the needs of all children. The teacher works hard to ensure that all have access to the full range of the foundation stage curriculum even though there are two age groups in the class. Planning is based on the recommended 'Early Learning Goals' and, where appropriate, the expectations of the National Curriculum. A good balance is achieved between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. In the mornings, children work for most of the time on literacy and numeracy activities. In the afternoon, they work on a range of activities covering all areas of the curriculum. These sessions are very well planned and organised, and help children to develop a range of skills.
64. Children do not have access to a secure outdoor area, although they are taken outside regularly and also have physical education lessons in the hall. This is a comparative weakness in provision and has been identified by the headteacher and governors as a priority for development. Plans are in place to provide a secure outdoor area so that the children are able to work outside more often.
65. Children with special educational needs are very well supported by the teacher and teaching assistant and are able to make very good progress, particularly in the area of language and social development.
66. Assessment of children's attainment and progress is good. Assessments are made when they start school, and this information is used effectively to identify what individuals need to learn next. The teacher keeps detailed records of children's progress, and uses this information effectively in order to ensure that activities build on their previous learning.
67. There is good liaison between the school and home. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. Homework is well planned and makes a sound contribution to learning. Parents give particularly good support to children in the development of reading skills.

Personal, social and emotional development

68. The quality of teaching in this area of learning is very good, with the very high expectations of the teacher and teaching assistant having a very good impact on learning. Children are not 'spoon fed'. They are expected to think for themselves and to work without adult support when necessary.
69. The teacher and teaching assistant are calm, caring and patient, and have a good knowledge of both the social and educational needs of individual children. Very good use is made of praise to

develop self-esteem, especially of children who are less able or have special educational needs. Whole class discussions are used effectively to encourage children to think about things that affect them and to talk about the needs of others. For example, one of the children was given good opportunities to talk to the rest of the class about seeds that he had been growing at home.

70. Children are enthusiastic about school and try hard in all their activities. They show respect for property, as well as care and concern for each other, and develop a good understanding of the difference between right and wrong.
71. Children's levels of independence in the reception year are good and very good classroom organisation helps to extend this. Throughout all areas of the curriculum, the teacher and teaching assistant ensures that children are encouraged to become independent, to relate well to each other and to behave sensibly. When children make choices, they are expected to 'take a ticket' for that activity. They understand clearly the class rule that if there is no ticket they cannot go on that activity. When this happens, they generally wait patiently for a ticket to be returned so that they can have their turn.

Communication, language and literacy

72. There is a good emphasis on developing children's language skills in all activities. Speaking and listening skills are taught well. Children are given many opportunities to take part in discussions and talk about what they are doing, so that they become confident in talking to large or small groups as well as to individuals.
73. Reading skills are taught effectively, with elements of the literacy hour used appropriately to ensure that there is sufficient challenge for higher attaining children. Children are given good opportunities to read to an adult in a small group. This helps members of staff to meet individual needs well. A good range of strategies is used to teach letter sounds. There is a very strong emphasis on learning being fun. For example, children have been taught different 'mimes' for the various letter sounds. They 'perform' these actions as they sound out different words. This is very effective, with children showing high levels of motivation and already being able to use their knowledge of letter sounds to make words.
74. Children are heard to read regularly and there is a clear structure to the teaching of reading. The teacher and teaching assistant have high expectations of what children should achieve. Stories are read well, and children enjoy listening to them. They respond appropriately, joining in with the teacher when they recognise a text. They successfully identify the different parts of a book and they all know that text carries meaning. More able children confidently read simple texts and can talk accurately about the events in the story.
75. The teaching of writing is good. Children are enthusiastic and always willing to record their ideas on paper, often using recognisable words or letters. The teacher gives children good opportunities to write in many different areas of learning. This helps to ensure that work is purposeful and leads to their developing good levels of confidence and skill for their ability. Higher attaining children begin to write in short sentences, often attempting to spell common words. Lower attaining children copy-write under the teacher's own writing and also make some limited attempts to write down their own ideas. They are not afraid of making mistakes and this helps to develop a positive '*I can achieve*' attitude to writing. Handwriting is generally accurate and children present work neatly for their age.

Mathematical development

76. Children make good progress in developing mathematical skills. Most children recognise numbers to ten. Higher attaining children recognise higher numbers and sequence numbers from 10 to 20. Children can work out 'one more than' a given number and enjoy playing simple number games on the computer. They confidently use appropriate mathematical language, such as 'bigger than' and 'smaller than'.

77. Careful planning means that the needs of all children are met, and work is well matched to individual needs. Members of staff make good use of questioning to make sure that everyone has understood what has been taught. This means that the next lesson can be planned on the basis of what children need to learn next. There is a good level of challenge for higher attaining children, some of whom are already working at Level 1 of the National Curriculum and are learning, for example how to record simple addition sums.
78. The good teaching of the subject ensures that all children are well motivated and interested. The teacher ensures that learning is made purposeful and successfully builds on the children's own ideas. For example, they measure the growth of an amaryllis that one has brought in. New mathematical concepts are normally taught in a practical way that involves the children and promotes good learning. This was seen to good effect when the concepts of simple addition and subtraction were successfully introduced by the good use of a game where children guessed what the next number in the pack of cards was going to be. Children were engaged in this activity and the effective use of questioning by the teacher ensured that they began to think as mathematicians.

Knowledge and understanding of the world

79. Children make good progress in this area of learning, developing a wide range of skills and knowledge. The good quality teaching and the wide and varied curriculum help to ensure that they children quickly acquire new skills. Children know how things change over time and that plants will die if they are not looked after carefully. They have looked at different materials and understand that they do not all have the same properties. For example, they can explain which materials are likely to be magnetic.
80. Children show good skills when using the computer. They read simple text on the computer and confidently use the keyboard and 'mouse' to write out words or draw pictures. Higher attaining children print and save work without adult support. The teacher encourages this effectively by making sure that the computer is readily available for everyday use in the classroom.
81. The teacher plans a wide range of exciting and practical activities. Role-play is used effectively, with the 'Newnham Clothes Shop' including a range of different garments from the past. Good use is made of visitors and the local community to widen children's experience. For example, a local resident came into school to talk about how to look after owls.
82. When developing scientific skills, children are given good opportunities to test things out. When thinking about how air can be used to move an object, children worked on several different activities, all of which enabled them to see the idea in action. This practical approach to learning meant that new ideas are quickly assimilated.

Physical development

83. Children develop a satisfactory range of physical skills. However, physical development is the weakest element of early years' provision because of the lack of an outdoor area and the paucity of resources. As at the time of the last inspection, there are few sit and ride toys or large construction kits to promote physical development. This has a negative impact on learning, especially for less able children who would benefit from opportunities to work with larger apparatus in order to develop their self-confidence and improve their co-ordination.
84. Nevertheless, children are given suitable opportunities to work outside, and their learning is also enhanced by regularly timetabled physical education lessons. The quality of teaching in these lessons is very good. There is a good pace to learning, with children showing appropriate physical skills. For example, working either individually or in small groups, children successfully developed a 'balloon dance'. The lesson was very well resourced, with very good use made of music to stimulate the children's imagination. Most children find space well and

respond with enthusiasm to the high expectations of the teacher and teaching assistant. They give children good opportunities to experiment with their own ideas as well as to share their work with the rest of the class. This means that children are well motivated and that new skills develop quickly.

Creative development

85. Teaching in this area of learning is good and children make good progress. An imaginative range of resources is used to stimulate interest and promote good learning. Members of staff successfully encourage children to work independently. Children produce interesting pictures using various techniques or materials, such as paint, sand, paper or fabric. They make good quality models using clay and they colour pictures carefully using crayons. The quality of children's role-play is good, and they show good levels of co-operation and imagination when playing. For example, three girls worked for a long period of time playing a shopping game that they had made up, using the 'class post office' as a starting point.
86. Music is taught especially well. A specialist teacher takes music lessons and he plans a range of exciting activities that grab the children's attention and lead to very good progress being made. In these lessons, very good links are made between what is being taught and the children's own experiences. This helps to make learning purposeful.

ENGLISH

87. Pupils' attainment in all aspects of English is well above average by the end of Year 2 and average by the end of Year 6. The present Year 6 is much weaker than other year groups, with almost half these pupils having joined the school after Year 2. In addition, this year group has a higher than usual proportion of pupils with special educational needs. Throughout the school, pupils make good progress, with pupils with special educational needs making very good progress towards the targets set in their individual education plans.
88. Overall, standards of attainment have improved since the time of the last inspection when no pupils were achieving the higher Level 5 at the end of Year 6. Pupils of differing abilities are now being challenged well in English lessons.
89. National Curriculum test results at the end of Year 2 and Year 6 vary from year to year depending on the number of pupils with special educational needs in each year group. In 2002, pupils in Year 2 were well above the national averages in reading and writing when compared with all and similar schools. Similarly, at the end of Year 6, attainment was well above average overall, with reading being stronger than writing. The trend in tests at the end of Year 2 and Year 6 has been rising over the last three years. Boys do not achieve as well as girls in writing and work less carefully in lessons, although their test results are above the national average for boys.
90. Pupils in Year 6 are keen to share their own ideas with the rest of the class when planning stories but are not always attentive when listening to the ideas of others. They are often slow to answer the teacher's questions and lack self-confidence. In other year groups, pupils listen very well to the teachers and each other and collaborate effectively when discussing various topics. For example, pupils in Years 1 and 2 suggested good words to describe the main character in the shared story, such as 'considerate', 'talented', 'loyal' and 'persuades people'. They asked each other very good questions when pretending to be a character from the book and spoke clearly. Pupils in Years 3 and 4 used dramatic voices effectively when retelling a traditional story in assembly.
91. Pupils in Year 2 are confident, fluent readers who observe punctuation and use good expression when reading aloud. Lower attaining pupils are beginning to use their knowledge of the sounds different groups of letters make when tackling unfamiliar words. Higher attaining pupils talk in depth about the characters and events in a book and make sensible predictions about what might happen later in the story. All pupils choose their own books and have distinct

preferences. In Year 6, higher attaining pupils have developed a love of books and all pupils know how to use the school library. Most read texts aloud clearly and expressively and settle to silent reading quickly. Lower attaining pupils are more hesitant when reading aloud and have less interest in reading for enjoyment. Pupils' knowledge of how to use the library has improved since the last inspection.

92. Most aspects of pupils' writing are strong, for example, spelling, punctuation and the use of adventurous vocabulary. For example, higher attaining pupils in Year 6 use some interesting language, such as 'a cluster of photographers' and 'silky, brown hair', in their story writing. When inspired, they produce some very good quality writing such as their modern day versions of Greek myths. Throughout the school, pupils have a good awareness of the need to make writing interesting. Girls tend to take more care over the presentation of their work than the boys. The correct use of grammar is not as strong as other aspects of pupils' work, with a number of pupils changing tense in the middle of a piece of work. Pupils in Year 2 are good at spelling and use simple punctuation correctly. Lower attaining pupils write simpler sentences and sometimes have difficulties sequencing a story.
93. The targets set for test results in English have been revised this year and are very challenging. Members of staff are determined that all pupils will achieve their best. Individual targets for all pupils, including those with special educational needs, are appropriate.
94. The quality of teaching is good overall. Teachers share the purpose of work with pupils at the start of the lesson, explain tasks clearly and ensure that resources are prepared well. They have high expectations for behaviour and very good relationships with the class, helping pupils to respond well. New vocabulary is discussed effectively and questioning is used well to involve pupils in their learning. Teachers have a good knowledge of the subject. Teaching assistants make a very good contribution to lessons, supporting lower attaining pupils and those with special educational needs very effectively. A voluntary helper provides frequent, valuable support for a small group of pupils who have difficulties in reading. However, in some lessons, teachers spend too long talking to the whole class at the start of the session, limiting the time available for pupils to work independently. Whilst teachers mark pupils' work regularly, they do not provide consistent guidance on how pupils could improve their work. Teachers provide a suitable quantity of homework and parents support their children effectively at home.
95. Whilst most pupils show good attitudes towards learning in lessons, several pupils in Year 6 are slow to get started with their written tasks and do not respond enthusiastically during discussions. Pupils in the Years 1 and 2 class lack independence and work best when supported by an adult.
96. The subject co-ordinator has a good understanding of general weaknesses in attainment based on an analysis of test data and a scrutiny of a sample of pupils' work. Members of staff have been successful in improving the quality of pupils' writing since the time of the last inspection. However, there has been little opportunity to share all the information gathered and to monitor teaching and learning so that good practice can be shared and individual weaknesses tackled.
97. The curriculum for English and the school's literacy strategy is good overall. Pupils of differing abilities are challenged well during English lessons. However, there are insufficient opportunities for pupils to develop their writing skills in subjects such as science, history, geography and religious education. Effective use is made of stories from other countries and civilisations, and these make a good contribution towards pupils' cultural development. For example, the teacher in Years 1 and 2 shared a version of 'Puss in Boots' set in Bengal, pupils in Years 3 and 4 wrote about the rain forest, and pupils in Years 5 and 6 write their own Greek myths. In addition, a storyteller visited each class sharing stories from around the world.
98. There are good procedures for monitoring pupils' progress and this information is used appropriately to determine where additional support is needed. The school has satisfactory resources for the subject overall, with a number of good quality fiction books having been purchased since the last inspection. However, the library has a shortage of non-fiction books.

There are some opportunities for pupils to use their ICT skills to support learning in the subject by word processing.

MATHEMATICS

99. Standards of pupils' attainment vary from year to year due to the relatively small size of year groups and the varying number of pupils with special educational needs in each year group. This means that National Curriculum test results are unreliable indicators of overall standards, although an analysis of trends over time indicates that there has been a steady improvement in results, especially at the end of Year 6, over the last four years.
100. Inspection findings confirm that this improvement is being maintained in the current academic year. The needs of more able pupils are being met well in class, and teachers and teaching assistants give good quality support to less able pupils or those identified as having special educational needs. This is leading to an improvement in the achievement of pupils, with attainment now above average in Year 2 and broadly average in Year 6.
101. In the current Year 2, most pupils are on target to achieve the expected Level 2 in the National Curriculum tests, and a good percentage are on target to achieve the higher Level 3. This represents an improvement on National Curriculum test results in 2002, when pupils' attainment was broadly average when compared with all schools but below average when compared with similar schools. Pupils are benefiting from the good quality teaching that is now evident in Years 1 and 2.
102. In Year 2, pupils are developing a good understanding of basic number concepts. They count forwards and back in ones and twos and add and subtract using small numbers. When handling money, most pupils add together small sums using pence and solve simple shopping problems. Pupils can halve shapes and numbers, and sort objects into sets according to colour, shape and size. They successfully identify the line of symmetry in a shape and can halve and quarter numbers. They measure accurately using everyday objects, and are developing an awareness of the need for 'standardised' units of measure.
103. Test results at the end of Year 6 are likely to be lower in 2003 than they were in 2002, when they showed that pupils' attainment was above average when compared with all schools and average when compared with similar schools. This is because the current Year 6 is not typical of the school. It includes a higher than average number of pupils who have been identified as having special educational needs, as well as a very high percentage of pupils (42 per cent) who joined the school since the end of Year 2. This means that overall attainment is lower than usual, being in line with national averages overall, with about 75 per cent of pupils on target to achieve the expected Level 4, and about 25 per cent on target to achieve the higher Level 5. However, pupils are achieving better in relation to their ability than in previous years, with the acquisition of skills and knowledge more secure. Test data showed that in 2002, despite the good levels of attainment, progress from Year 2 to the end of Year 6 had been unsatisfactory, with pupils' achievement not as good as it should have been given their prior attainment and previous learning. This is no longer the case. Throughout the school, pupils are now achieving at least as well as they should, given their ability, with many pupils now making good progress.
104. In Year 6, pupils have begun to work confidently with larger numbers. They have a sound understanding of multiplication and division, and estimate accurately with numbers up to 1000. Higher attaining pupils accurately identify the value of different digits in large numbers over 1000. Pupils recognise equivalence in fractions and tell the time accurately. They correctly identify different 3-D shapes, as well as understanding different types of symmetry.
105. Throughout the school, pupils' ability to solve mathematical problems has improved significantly over the last two years, with teachers giving a far greater emphasis to the development of these skills in lessons. However, there continues to be a comparative weakness in the way that pupils apply their mathematical knowledge to practical situations. Pupils still find it difficult to solve problems or apply their mathematical skills when the problem does not signpost clearly

what calculation is required. This weakness was seen clearly in a Years 5 and 6 lesson, where although pupils knew how to carry out a subtraction involving tens and units, they did not realise that the problems required this skill, leading to their struggling to arrive at the correct solution. This weakness particularly affects pupils of average ability. More able pupils confidently solve this sort of problem using a good range of strategies, and less able pupils are given good one-to-one support from teachers or teaching assistants to help them identify the correct mathematical strategy.

106. The quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6, with examples of good teaching in Years 3 and 4. Teaching is better for younger pupils because planning takes more account of the different ability levels within each mixed age class. In Years 3 to 6, planning is not always varied sufficiently to meet differing needs. Nevertheless, throughout the school, teachers prepare well for lessons, with strengths in the way that tasks are explained. Learning is made interesting and purposeful and this helps to motivate the pupils. For example, in a good lesson in Years 1 and 2, the teacher provided an interesting range of games to help pupils learn how to give change. Similarly in a good lesson in Years 3 and 4, the work was made exciting and relevant by linking numeracy and science work. Pupils were taught to understand positive and negative numbers by carrying out an experiment involving measuring the temperature of different bowls of water. By doing this, pupils experienced a negative number in a real context, helping them to appreciate the need for such numbers.
107. A good feature of teaching is the very effective way that group targets have been set to help raise achievement. These targets are shared with pupils and parents. Discussions with pupils show that they are aware of their targets and are keen to achieve them. This helps to involve pupils in their learning and is a key factor in the recent rise in achievement.
108. There are satisfactory procedures for monitoring pupils' attainment, showing pupils' progress at each stage of the numeracy strategy. The school makes effective use of National Curriculum tests and other assessments to measure progress throughout the school and to group pupils. Work is regularly marked, and this is most effective where teachers add written comments to identify how pupils could improve. This practice is not consistent across the school.
109. The mathematics curriculum is reasonably broad and balanced. The numeracy strategy is now firmly embedded in school practice and is having a good impact on standards, although some year groups do not have a daily numeracy lesson. Furthermore, pupils have only limited opportunities to use their numeracy skills in subjects other than mathematics. This is an aspect of numeracy work that needs to be developed further. Pupils are given some opportunities to use ICT to support their learning, for example, by using data-handling programmes to present their findings in different ways, but again this could be extended further.
110. Management of the subject is satisfactory. Until very recently the headteacher had responsibility for co-ordinating provision and his work has had a good impact on the quality of teaching and learning. The role of subject leadership has now been passed to another teacher. She is still developing an understanding of standards across the school and understandably has thus far had little impact on provision in the subject. The headteacher has identified that the monitoring of teaching and learning by the subject co-ordinator is now a priority for school development. Inspection findings support this view, especially as this was also identified as a priority at the time of the last inspection.

SCIENCE

111. Pupils' attainment is above the national averages at the end of Year 2 and average at the end of Year 6. The present Year 6 is much weaker than other year groups. In addition, this year group has a higher than usual proportion of pupils with special educational needs. All pupils, including those with special educational needs, make good progress overall. Attainment and progress have remained broadly the same as at the time of the last inspection. Pupils' factual knowledge is stronger than their ability to carry out investigations.

112. In the National Curriculum assessments at the end of Year 2 in 2002, the number of pupils achieving the expected Level 2 was in the top 5 per cent nationally when compared with all and similar schools. In addition, the number of pupils achieving the higher Level 3 was well above average when compared with all schools and above average compared with similar schools. At the end of Year 6, attainment was well above average compared with all schools at the expected Level 4 and the higher Level 5, and above average and well above average respectively when compared with all schools. Test results have been rising overall over the last few years.
113. Pupils have good subject knowledge, use scientific terms correctly and give logical reasons for findings during whole class investigations. Despite this, their written work and ability to carry out their own tests are of a lower standard than they should be. In Years 5 and 6, much of the pupils' work has been copied and this means that they have not had enough opportunity to take the initiative in their learning. When pupils are given the opportunity to carry out practical investigations, they work sensibly and have a good awareness of how their findings can be affected when the test is not carried out carefully. For example, lower attaining pupils in Year 6 knew that their test was unreliable because some of the substances they were pouring went over the top of the filter. Pupils in Years 3 and 4 are developing a good understanding of the need for fair testing, are starting to plan their own tests and make some careful observations. For example, they took measurements to show how much different materials can stretch. However, they do not consider sufficiently what their findings show. In Years 1 and 2, pupils have many opportunities for practical work. However, when carrying out tests they do not always keep a record of predictions made at the start of an investigation so that results can be compared.
114. The quality of teaching is good overall with an example of very good teaching during a scientific investigation in Years 3 and 4. In the very good lesson, very clear teaching about how insulation is used to keep substances hot or cold provided pupils with the knowledge to set up their own investigation into which material from a range provided was the best insulator. The quality of teaching has improved since the last inspection when it was satisfactory overall.
115. Throughout the school, teachers prepare well for lessons, explain tasks clearly and are good at asking questions to encourage pupils to think about how science is used in everyday life. For example, pupils in Years 5 and 6 were encouraged to talk about their own experiences of separating liquids and solids in the kitchen when straining vegetables in a colander or sieve. Pupils in Years 1 and 2 talked about their experience of chocolate melting in the sun. In the same lesson in Years 5 and 6, the correct vocabulary was promoted effectively when the teacher discussed terms such as reversible and irreversible when revising what pupils had learnt in the previous lesson. However, a weakness is the lack of opportunities for pupils in Years 5 and 6 to devise their own investigations and for all pupils to consider ways of recording their findings for themselves. In some lessons, whilst teachers manage behaviour effectively and have very good relationships with their pupils, they provide too much direction, stifling pupils' own ideas and limiting progress in writing and other forms of presentation. Pupils enjoy science lessons and are particularly keen to take part in practical activities. They enjoy talking about what they have observed but teachers do not ask them to explain their findings in scientific terms. The quality of teachers' marking is variable and does not show clearly how pupils can improve.
116. The curriculum is satisfactory overall. Whilst the scheme of work provides helpful support with teachers' lesson planning, similar tasks are often planned for pupils of differing ages and abilities and this means that at times there is insufficient challenge for the older and more able pupils. Overall, there are insufficient opportunities for older pupils to extend their numeracy skills by taking measurements and extracting information from graphs. However, in Years 3 and 4, pupils read thermometers when investigating the change of temperature when ice is added to water, and they measure how far elastic stretches.
117. There are satisfactory procedures for collecting information on pupils' progress, but this information is not being used effectively to plan more difficult work for older and higher attaining pupils. The use of general topic books for work in Years 1 and 2 makes it difficult for teachers

and pupils to see at a glance how well pupils are progressing in science.

118. The subject co-ordinator is new to the role and has had little opportunity to monitor teaching and learning. The subject has not been an area for development recently but members of staff are aware of the need to improve the opportunities for investigative work.
119. Resources for the subject are satisfactory. However, problems with ensuring storage is kept dry has resulted in some equipment suffering damage due to damp. ICT is not used enough to support learning.

ART AND DESIGN

120. Pupils' attainment is broadly in line with national expectations at the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make at least satisfactory progress. Pupils make good progress in improving their painting and drawing skills and they use a range of techniques effectively. For example, pupils in Years 5 and 6 produce good still life pictures of fruit, showing effective use of tone and composition when using watercolours and good use of shading in their pencil drawings. They make good observations when looking at details in the work of famous artists such as David Hockney's painting of 'Mr. and Mrs. Clark and Percy'. They are less careful when drawing self-portraits and do not always get the proportions right when drawing faces. There is some good quality clay-work in Years 1 and 2 when pupils use various tools to make impressions in their clay plaques. Pupils' progress is similar to that made at the time of the last inspection.
121. The quality of teaching is good overall. Effective use is made of the specific skills of the subject co-ordinator to work with all pupils in Years 3 to 6, and this teacher has very good subject knowledge. Throughout the school, effective use is made of sketchbooks to help pupils try out ideas and gain confidence in their skills. Pupils have good opportunities to use a wide range of media. Most pupils enjoy art lessons and persevere with the tasks they have been given. Pupils in Year 6 are less responsive, find it difficult to concentrate and work more slowly than other pupils.
122. The curriculum is broad and balanced and pupils learn a good range of techniques during their time at the school. There are good opportunities for pupils to extend their cultural development by studying the work of famous artists during lessons and when visiting art galleries. In addition, there are some good links with other subjects. For example, pupils in Years 3 and 4 make pictures depicting Greek artefacts as part of a history topic, and pupils in Years 1 and 2 experiment with clay as part of a science topic about the properties of materials. Good use is made of visitors to make the subject meaningful. For example, an artist recently demonstrated how to make felt and turn it into pictures. Pupils' progress is monitored informally and limited use is made of information on pupils' prior attainment when planning work. Whilst ICT is under-utilised, effective use is made of a paint programme to make colourful pictures in Years 1 and 2.

DESIGN AND TECHNOLOGY

123. There were no lessons on the timetable during the inspection. Judgements have been made by scrutinising samples of pupils' work and examining teachers' planning.
124. Pupils' attainment is in line with national expectations at the end of Year 2 and Year 6, with some good quality work in Years 3 and 4. All pupils, including those with special educational needs, make satisfactory progress overall. In Years 5 and 6, pupils have a good awareness of what might attract a buyer of commercially produced biscuits. Pupils in Years 3 and 4 make good quality frames for photographs from card, clay or fabric. Their work is finished effectively with neat stitching and carefully made decorations. They use imaginative ideas and solve their own problems when trying to make the frames stand up on their own. Pupils in Years 1 and 2 make fun pop-up mechanisms to animate pictures of nursery rhymes, such as 'Incy Wincy Spider' or 'The Cat and the Fiddle'. Pupils' attainment and progress are similar to those found at the time of the last inspection.

125. The curriculum for design and technology is broad and balanced and a new scheme of work supports teachers successfully in their lesson planning. There are insufficient procedures for monitoring pupils' progress.

GEOGRAPHY

126. Only one geography lesson was timetabled during the inspection. Judgements on attainment and progress have been made by looking at pupils' previous work and by examining teachers' planning. These show that pupils' attainment is in line with national expectations by the end of Year 2 and Year 6.
127. Pupils make satisfactory progress overall but standards of attainment are lower by the end of Year 6 than at the time of the last inspection. The school acknowledges that geography has been given a lower profile over the last few years and that important weaknesses in the quality of teaching and the curriculum are limiting pupils' overall achievement. The time allowed for teaching the subject is low, and this means that some topics are not covered in sufficient detail, leading to superficial learning. In addition, the needs of more able pupils are not always successfully met because they often do the same work as less able pupils. This means that the work that they are given is not always sufficiently challenging and, as a result, the achievement of these pupils could be higher. There is little evidence of these pupils working at higher levels than others in their class. Pupils as a whole have too few opportunities to write independently; too much work consists of copying out or completing worksheets or answering closed questions. This means that pupils get very few opportunities to develop their writing skills through geography lessons.
128. In Years 1 and 2, pupils develop a sound knowledge of the local area and begin to understand that not all places are the same. They draw simple maps of their village and can talk about the features of where they live. By the end of Year 6, pupils have increased their knowledge of their own and other countries. They understand some of the factors that influence the life of someone living in Peru, and can describe the impact of climate on housing, agriculture and clothing. They describe the different sorts of land-use in their own village and compare this with land-use in a village in Peru. Pupils successfully interpret a map of a Peruvian village and locate Peru on a map of the world. In a study of 'Rivers' in Years 5 and 6, pupils produce little written work. They know what is meant by the water cycle and can explain some of the features of a river valley. However, their knowledge is very superficial, reflecting the small amount of time allowed for teaching the topic.
129. Only one lesson was timetabled during the inspection. The quality of teaching in this lesson in Years 3 and 4 was good. The teacher made good use of resources and related activities closely to the pupils' own experiences. This made learning purposeful and ensured that pupils were engaged and worked hard. Pupils collected data on their own holidays before using this information to match their own holiday needs to different locations. In this lesson, the task was explained very clearly and activities were carefully organised so that the pupils could help each other.
130. Pupils with special educational needs are well supported by teachers and teaching assistants, enabling them to participate fully in the activity and to make the same progress as the rest of the class.
131. Overall the curriculum is satisfactory, although there are some important weaknesses. The headteacher has identified geography as an aspect of the school's work that could be improved, through a clear focus on planning a greater range of practical activities to bring the subject alive and making it more interesting and relevant to the pupils. Inspection findings support that view.
132. Nevertheless, the curriculum is carefully planned to ensure full coverage of the National Curriculum using a nationally recommended scheme of work. However, teachers do not make sufficient use of their knowledge of what pupils already know when planning work. There are no

assessment procedures and, as a result, the needs of more able pupils are not always met in lessons. A scrutiny of pupils' previous work shows that pupils often do exactly the same pieces of work whatever their prior attainment. This hinders the progress of the most able in particular.

133. Weaknesses in the curriculum limit the impact of geography lessons on pupils' cultural development. Nevertheless, pupils extend their knowledge of their own culture and begin to appreciate how life differs in other parts of the world.

HISTORY

134. Only one history lesson was timetabled during the inspection. Inspection judgements on attainment and progress have been made by looking at pupils' previous work and by examining teachers' planning. These show that pupils' attainment is broadly in line with national expectations by the end of Year 2 and Year 6. This is similar to the findings of the last inspection. All pupils, including those with special educational needs, develop a sound factual knowledge and are beginning to carry out their own research into topics that they are studying. However, historical skills are not as good as they should be.
135. Standards of attainment are similar to those found at the time of the last inspection, although there are some important weaknesses in current provision for the subject, which have a negative impact on pupils' learning. Pupils get few opportunities to use their literacy skills in their work, with too many written tasks involving merely copying out information or putting in missing words on a worksheet. This is a significant weakness in both teaching and the curriculum. In addition, pupils are taught in mixed age and ability classes but generally complete the same piece of work, whatever their age or prior attainment. This means that the needs of differing pupils are not always met. There is often insufficient challenge for more able pupils. This limits their progress.
136. Nevertheless, by the end of Year 2 and Year 6, pupils are developing a satisfactory understanding of how life has changed over time. In Years 1 and 2, pupils know about the lives of famous people such as Guy Fawkes and they compare modern toys with toys from the past. In Years 3 to 6, pupils study historical topics such as 'Ancient Egypt' in more detail. At the time of the inspection, pupils in Years 3 and 4 were learning about Ancient Greece. They accurately placed important events onto a timeline, showing an appropriate awareness of the passage of time. They know that in Ancient Greece there were many different gods and they understand how archaeologists use artefacts to find out about the past. In Years 5 and 6, pupils are able to describe key features of life in Ancient Egypt. They produce their own messages in hieroglyphics and explain why the River Nile was so important to Ancient Egyptian culture. In their current work on the local area, pupils carry out research using artefacts and historical sources provided by the teacher. Pupils make general conclusions from these sources but their historical skills are not well developed or totally secure. For example, the conclusions they draw from looking at photographs tend to lack a historical focus, merely observing what they can see rather than explaining it in historical terms.
137. Only one lesson was timetabled during the inspection. The quality of teaching in this lesson in Years 5 and 6 was good. The work was made relevant and purposeful because it involved studying Newnham. In this lesson, the teacher made good use of a range of historical resources to bring the subject alive. Good use was made of ICT to support learning, with pupils carrying out research on the internet to find the location of war graves for residents of the village. Pupils worked enthusiastically and handled resources carefully. They successfully compared old and new photographs of locations around the village and recorded their work accurately.
138. Overall the curriculum is satisfactory, although weaknesses in provision mean that pupils' achievement is lower than it could be, with too little time spent on developing historical skills. The headteacher and co-ordinator have identified that more could be done to bring the subject alive. Inspection findings support that view, with major priorities being the need to use fewer worksheets and to provide more opportunities to develop and use historical skills.

139. Resources for teaching the subject are limited. Although the school is able to borrow artefacts, some of the books in school are out of date and do not support teachers effectively when they are planning work.
140. Procedures for assessing pupils' attainment and progress are unsatisfactory. Teachers assess learning in lessons, but there are no other procedures for monitoring pupils' progress over time. The information gained from day-to-day assessments of pupils' work is not used sufficiently to ensure that differing needs are fully met. Although teachers know their pupils well and have a good understanding of their varying ability levels, this knowledge is not always reflected in the work provided.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. During the inspection, the school's ICT resources were used on only a small number of occasions in lessons in Years 3 to 6. Judgements on attainment in these years have been made by observing available ICT activities, looking at previous work and scrutinising teachers' planning.
142. Pupils' attainment is broadly in line with national expectations by the end of Year 2 and Year 6. Pupils with special educational needs achieve standards appropriate to their prior attainment and make sound progress in developing basic skills.
143. Standards of attainment are similar to those found at the time of the last inspection although there have been some improvements since then. The school has improved resources, developed teacher confidence and introduced a suitable scheme of work to support pupils' learning. Nevertheless, the headteacher has identified provision in ICT as a priority for school development. Inspection findings support that view. Many pupils have computers at home and this means that they have well developed skills in many aspects of the subject. However, there are important weaknesses in the curriculum for Years 3 to 6, which mean that progress is not always as good as it, should be. The time allowed for the teaching of specific skills is too short and teachers do not make enough use of ICT to support pupils' learning in different subjects. This means that pupils acquire new skills too slowly and are not given enough opportunity to apply these skills to practical applications.
144. These weaknesses do not apply to Years 1 and 2, where teachers make more use of ICT in lessons and resources are used more effectively. By the end of Year 2, pupils are becoming familiar with the layout of a keyboard and can type simple texts. They produce block graphs and pie charts showing the various eye-colours in the class and draw simple pictures using an art programme. By the end of Year 6, pupils have a wider range of skills. When word-processing, they change font-type, colour and size of their text, and present their work in a way that is attractive to an audience. They understand how computers can be used to present information in different ways. Pupils successfully use clip-art to make their writing interesting or to produce greeting cards and invitations.
145. Throughout the school, pupils have a sound knowledge of the many applications of ICT and understand that it involves more than just working on the computer. They understand that the internet can be used to find information, and they do this confidently. For example, pupils in Years 5 and 6 used the internet to find information about residents of Newnham who died during the First World War. Pupils are beginning to use e-mail as an everyday form of communication, for example sending e-mails to friends and, as part of a project, to members of staff.
146. The quality of teaching is satisfactory, with an example of good teaching in Years 1 and 2. A strength of teaching in these year groups class is the way that ICT is successfully integrated into the curriculum so that pupils are given good opportunities to practise skills that they have been taught in an ICT lesson. For example, in the good lesson, the teacher carefully explained to the pupils how they could use a CD-ROM to access information and then planned opportunities during the rest of the week for pupils to apply these skills to a practical activity. This meant that skills taught in the ICT lesson were successfully reinforced through practice. In

these year groups, computers are also used extensively in a range of subjects, such as history, literacy, art and design and mathematics. This helps to make learning purposeful and ensures that pupils develop an understanding of the various applications of ICT. In contrast, in Years 3 to 6 computers were used only infrequently during the inspection to support learning. Although teaching in ICT lessons in Years 3 to 6 is satisfactory, with the teacher showing good subject knowledge, the time allowed for introducing new skills is too short. As a result, pupils get too few opportunities to practice new skills both during the ICT lesson and also throughout the rest of the week.

147. The school has a satisfactory range of resources, with an appropriate number of computers in each classroom. The purchase of new hardware and software has considerably improved the profile of the subject throughout the school, and pupils are beginning to benefit from these new resources. However, the curriculum lacks sufficient breadth due to the small amount of time allocated to the teaching of the subject. This has a significant impact on learning. In addition, although pupils in Years 1 and 2 complete useful self assessment sheets identifying what they can do, in the rest of the school there are insufficient assessment procedures to inform planning. This is especially important because of the good skills that many pupils bring from home. The school does not have secure procedures to identify prior learning and, as a result, pupils who have good skills are not always sufficiently challenged. This means that achievement is sometimes lower than it should be, especially for more able pupils who spend too much time consolidating skills rather than extending them further.

MUSIC

148. Pupils' attainment is well above national expectations by the end of Year 2 and in line with national expectations by the end of Year 6. All pupils, including those with special educational needs, make good progress overall, with very good progress being made in Years 1 and 2. Throughout the school, pupils listen carefully to music played in lessons and during assemblies. By the end of Year 6, higher attaining pupils play simple tunes following musical notation and most pupils sing or play instruments using the pentatonic scale and keep together well. By the end of Year 2, pupils keep a steady beat, copy rhythms accurately and vary the dynamics in their playing and singing. They sing tunefully and follow symbols drawn to represent different sounds. Standards in attainment are rising in the school, and by the end of Year 2, they are now higher than at the time of the last inspection.
149. The quality of teaching is very good overall. Effective use is made of a music specialist to teach lessons throughout the school. The teacher has good relationships with each class and manages behaviour effectively, encouraging pupils to join in enthusiastically with all activities. Teaching is particularly effective in Years 1 and 2 where pupils are most responsive. Subject specific vocabulary is taught effectively and very good resources are made available during lessons. A good variety of activities makes lessons interesting and the purpose of tasks is explained clearly. Pupils with special educational needs are successfully encouraged to take part in all activities. The quality of teaching has improved since the last inspection when it was good.
150. The school has been developing the subject since the specialist teacher joined the staff two years ago. There is a good scheme of work to support lesson planning. The pupils are now given opportunities to develop their composition skills, which were weak at the time of the last inspection. For example, pupils in Years 5 and 6 used grids and their own symbols to make up jingles promoting a chocolate bar. There are popular clubs for learning to play the guitar, recorder and hand-chimes, and a large number of older pupils take additional lessons in the violin. There are several concerts and productions each year. These activities enable pupils to perform together and are much appreciated by the parents. The 'Friends' of the school have helped purchase new instruments. There are no formal procedures for assessing pupils' progress although the teacher knows the pupils' strengths and weaknesses well.

PHYSICAL EDUCATION

151. During the inspection, only games' lessons were timetabled. This means that it is not possible to judge attainment in all aspects of the physical education curriculum. In games, pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. All pupils, including those with special educational needs, make sound progress throughout the school. Standards are similar to those found at the time of the last inspection.
152. By the end of Year 2, pupils move confidently in various ways, showing an appropriate awareness of space. They follow instructions carefully by changing direction and are beginning to show an awareness of the impact of exercise on their bodies. They throw and catch confidently and are quickly improving their ability to dribble a ball with their feet. By the end of Year 6, pupils are able to sustain exercise over a reasonable period of time. They encourage each other well when completing a skills' training circuit, showing appropriate levels of fitness. They catch and throw with accuracy and successfully carry out a range of fitness exercises, for example completing press-ups and step-ups, crunches and timed runs.
153. The quality of teaching is satisfactory. Most lessons are taken by the headteacher who is very enthusiastic, has good subject knowledge and works hard to make learning fun. As a result, pupils are engaged in their work and behave well. Older pupils respond particularly well when there is a competitive edge to their work. This was seen to good effect in a lesson where they worked hard to improve their performance on a fitness training circuit. They recorded their levels of achievement on a worksheet, looking to see if they had been more successful than in the previous lesson. In this lesson, pupils supported each other very well, with both boys and girls trying hard to improve their 'scores'. A good feature of this lesson was the way that the teacher had linked the activity with work in ICT, with pupils recording their findings on to a spreadsheet. This helps to make learning purposeful.
154. Teaching assistants give good support to pupils with special educational needs. This enables them to take a full part in all activities as far as they are able.
155. The curriculum is carefully planned to include all aspects of the National Curriculum, with a suitable scheme of work to guide teachers' lesson planning. Older pupils have the opportunity to extend their skills on residential trips. Pupils in Years 3 to 6 are able to learn to swim at a local leisure centre and the school reports that by the end of Year 6 most are able to swim at least 25 metres. Teachers assess learning in lessons, and report overall attainment at the end of each year on annual reports to parents. These arrangements are satisfactory.
156. There have been good improvements in accommodation since the last inspection, with a new hall used effectively for learning. Although outside space continues to be limited, teachers ensure that this does not have a negative impact on learning, with good use made of a local playing field for many lessons.
157. A good range of extra-curricular provision enriches learning opportunities. Pupils are able to take part in football and netball clubs. Occasional use is made of visits by coaches from various sports, such as football, basketball and rugby, to introduce pupils to new activities and supplement learning that takes place in the classroom. Pupils are able to compete against each other in lessons and on sports days, and there are good opportunities to compete against other local schools in football, cross-country, rounders and netball.

RELIGIOUS EDUCATION

158. Pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. Satisfactory standards have been maintained since the last inspection. However, there is limited recorded work and this means that whilst pupils can discuss recent work, they have limited recall of what they have learnt in the past, suggesting that some topics are not covered in sufficient depth. Pupils in Years 5 and 6 understand the key aspects of Sikhism and write their own prayers in the style of the Lord's prayer. Pupils in Year 2 relate to the story of Joseph and his brothers well by talking about occasions when they felt jealous

towards their siblings. They write good accounts about the first Christmas.

159. The quality of teaching is satisfactory overall, with examples of good teaching in Years 1, 3 and 4. The expertise of the subject co-ordinator is used effectively to teach pupils from Year 3 to Year 6. Teachers have very good relationships with the pupils and use questioning effectively when encouraging them to share their own experiences. For example, in Year 1 the teacher made good use of a discussion at the end of the lesson to share pupils' examples of how they had been a 'good neighbour' and contributions were respected by the teacher and pupils as they were hung on the 'helping' tree. Occasionally teachers spend too long talking to the whole class and often provide pupils with insufficient opportunity to write independently. The quality of teaching is broadly the same as at the time of the last inspection.
160. The curriculum is satisfactory overall. Pupils learn about the beliefs and celebrations of major world faiths and have good opportunities to express their own thoughts and feelings. For example, pupils in Years 5 and 6 enjoyed sharing their own ideas when writing mantras, and pupils in Years 3 and 4 made sensible suggestions when considering in small groups whether or not certain actions were fair. However, limited use is made of pupils' writing skills to support learning in the subject and much work is copied or in the form of work sheets. The time allocated to the subject in Years 1 and 2 is shorter than national recommendations and this means that lessons are rather hurried.
161. The subject makes a good contribution towards pupils' moral development and a satisfactory contribution to their knowledge of other cultures. The school borrows a selection of artefacts from the local education authority to support teaching and pupils visit the parish church twice a year. There are no visits to other places of worship and the school has few resources such as books and videos to help pupils see what these are like. A visit from a Hindu has been planned for later in the term and the school acknowledges the need to increase the opportunities for visiting places of worship.
162. There are satisfactory procedures for assessing what pupils have learnt, with teachers setting their own tests at the end of a topic. However, information on pupils' progress is not used effectively to plan work. There is little evidence of ICT being used to support learning.