

INSPECTION REPORT

PADDOCKS PRIMARY SCHOOL

Newmarket

LEA area: Suffolk

Unique reference number: 124565

Headteacher: Mr G E Sexton

Reporting inspector: Mr J A Sangster
20010

Dates of inspection: 11th – 14th November 2002

Inspection number: 248598

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	5 – 9
Gender of pupils:	Mixed
School address:	Rochfort Avenue Newmarket Suffolk
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Appropriate authority:	Governing body
Name of chair of governors:	Canon S Pettit
Date of previous inspection:	8 th –10 th May 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20010	Mr John Sangster	Registered inspector	English Science Religious education Art and design Design and technology Educational inclusion	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1112	Mr Peter Oldfield	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? Accommodation
22157	Mr Michael Roussel	Team inspector	Foundation Stage Mathematics Information and communication technology Geography History Music Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils? Assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Paddocks School is a first school, with 110 children aged from four to nine, of whom 15 attend part-time in the early years class. There are no pupils from ethnic minorities, refugees or travellers, and all pupils speak English as their first language. Fourteen pupils have been identified as having special educational needs, of whom two need specific support for their difficulties. This number is below average. The school is on the edge of Newmarket, close to the racecourse. Pupils come from a wide range of backgrounds, some from outside the school's catchment area. The number of pupils receiving free school meals is about average for first schools. For the last two years the attainment of pupils on entry to the school has been above the average, but for the two years before (the pupils who are now in Years 2 and 3) it was average.

HOW GOOD THE SCHOOL IS

Paddocks School gives its pupils a good education. It is led very well by the headteacher, who also teaches a class for part of the week. Children in the Foundation Stage (early years class) are achieving standards above those expected for their age. Older pupils achieve the levels that are expected in writing, science and mathematics, and above average standards in reading. The school promotes good attitudes to learning and very good standards of behaviour. Teaching is good overall, and is very good for children in the early years class. The school has gone through a period when there have been a lot of changes in the staff, but it has now achieved a position from which it is well placed to make further improvement. The school provides good value for money to the community it serves.

What the school does well

- Children achieve good standards in the early years class, in reading throughout the school and in mathematics by the end of Year 2.
- Provision for children in the Foundation Stage is very good.
- Teaching throughout the school is good and teachers are supported well by classroom assistants.
- The school cares very well for its pupils and supports those with special needs well. Relationships throughout the school are very good.
- The school helps pupils to develop as individuals; this results in high standards of behaviour and good attitudes to learning.
- The school works very well with its parents to help their children learn.
- The school is led very well by the headteacher, who gives clear direction to staff and pupils.

What could be improved

- Standards in writing, which are only average and not as high as reading.
- Standards in information and communication technology (ICT), which are below those expected for pupils' ages.
- The level of challenge for more able and gifted pupils.
- The monitoring and evaluation of the school's performance by subject co-ordinators and governors.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 2000, when it was judged to be underachieving. This is no longer the case. The improvement since the last inspection has been good. At that time the standards achieved by pupils at the end of Year 2 were below average in reading, writing and science. They were also below average in writing at the end of Year 4. Standards in mathematics were average throughout the school. Reading is now above average throughout the school and standards in writing and science are as expected for pupils' ages. Standards in mathematics are above average at the end of Year 2. Standards in ICT are still below expectations. The quality of teaching has also improved. It was a key issue at the last inspection to improve the effectiveness of teaching in Years 1 and 2; it is now good. The teaching of pupils in the early years class, satisfactory at the last inspection, is very good. The school now has satisfactory systems in place to assess pupils' progress and identify the next stages in their learning; pupils are also set targets in English and in mathematics. Another area in which great improvement has been made is the way in which the school works with parents

for the benefit of their children. The support for pupils with special educational needs, satisfactory at the last inspection, is now good, enabling these pupils to make good progress. Despite some improvements in provision, such as setting pupils by ability in English and mathematics in Years 3 and 4, more able pupils are still capable of achieving higher standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results. The small numbers in some year groups mean that these comparisons must be treated with caution, as each pupil will constitute a higher percentage of the school's results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	D	A	B	B
Writing	D	A	C	D
Mathematics	C	A	B	B

Key

well above average A

above average B

average C

below average D

well below average E

The trend in the school's results at the end of Year 2 is one of improvement since the last inspection. Results dropped in 2002 from the high standards achieved in 2001, but the overall trend is still upwards. The school has set challenging targets for its pupils and made good progress towards meeting them. Although most pupils achieve the expected standard in writing, none achieve above that level, which is a weakness. Standards of reading are above average throughout the school and remain so in Year 4. Standards in mathematics are above average at the end of Year 2; pupils achieve levels similar to those in most schools at the end of Year 4. Standards in science are as expected for pupils' ages in both Years 2 and 4. Standards in ICT are below those expected, and there are also some weaknesses in religious education. In the Foundation Stage, children achieve well and make good progress towards the early learning goals set for them. Overall, pupils' achievement is satisfactory, taking into account their attainment when they enter the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is very good, both in lessons and in other areas of the school, including the playground.
Personal development and relationships	Relationships between pupils and between teachers and pupils are very good. Pupils take responsibility and are very willing to help.
Attendance	Attendance is above average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
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.

The overall quality of teaching is good. No unsatisfactory teaching was observed during the inspection. Teaching in the Foundation Stage is very good in all the areas of learning, and children are prepared well for work with the National

Curriculum. The teaching of English and mathematics is good. Basic skills of literacy and numeracy are taught well, but teachers do not give pupils sufficient opportunity to develop their writing in other subjects. Also, teachers do not give pupils enough opportunities to develop their computer skills.

Teachers plan lessons well, although they do not always prepare sufficiently challenging tasks for higher attaining pupils. Relationships between teachers and pupils are very good; teachers manage behaviour well. As a result, pupils are enthusiastic, concentrate well and are keen to learn. Sometimes, however, teachers do not pace their lessons well enough, and run out of time before pupils can complete their tasks. Pupils with special educational needs learn well because of the good support they are given.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in the Foundation Stage is good. The school offers a satisfactory range of learning opportunities to other pupils.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They are supported well and make good progress.
Provision for pupils with English as an additional language	There are currently no pupils in the school who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for pupils' personal development is good. Provision for spiritual development is good, moral and social very good and cultural satisfactory.
How well the school cares for its pupils	The school cares very well for its pupils. Procedures for child protection are very good, as are procedures for monitoring attendance and behaviour. The monitoring of academic progress is satisfactory

The school has a very good partnership with its parents, who contribute very well to pupils' learning both at home and at school.

There are insufficient opportunities for pupils to develop their skills in ICT in all subjects, or to use writing skills widely other than in English. Insufficient time is devoted to religious education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has led the school very well through a period of change and improvement. He works closely with the deputy headteacher. Many of the subject co-ordinators are new to their roles and have not developed them fully.
How well the governors fulfil their responsibilities	Many of the governing body are new. They are very supportive of the school but have not yet developed their evaluating role fully.
The school's evaluation of its performance	The school has satisfactory procedures for monitoring and evaluating its performance.
The strategic use of resources	The school uses its resources well, including grants for specific purposes. Financial management is very good.

The school is well provided with teachers and support staff. Accommodation is good. Learning resources are satisfactory.

The school establishes clear priorities for spending, particularly in order to maintain a good ratio of teachers to pupils. Decisions about spending are made in the best interests of the pupils; the principles of best value are applied satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The school helps their children to become responsible. • Behaviour in the school is good. • Teaching is good. • They can approach the school with any questions or problems. • The school is led and managed well. 	<ul style="list-style-type: none"> • A small minority feel they are not kept well informed about how their children are getting on. • Some parents expressed concern about the lack of musical activities.

The inspection team agrees with the positive views of parents. Children make good progress in the Foundation Stage; their progress is satisfactory as they move through the rest of the school. The information provided for parents, including that in reports, is very good. There are some opportunities for pupils to listen to and make music, but they are limited.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, the school was judged to be underachieving. Results in National Curriculum tests for pupils at the end of Year 2 in reading and writing were well below average. At the end of Year 4 standards were satisfactory in English, mathematics and science. In the most recent national tests for pupils at the end of Year 2 in 2002 pupils achieved above average standards in reading and mathematics and broadly average standards in writing, although they were below average when compared with similar schools (those which have a similar proportion of pupils entitled to free school meals). Standards are still broadly average for pupils in Year 4 in English, mathematics and science. The school has raised standards at the end of Year 2 and maintained them at the end of Year 4.
2. The standards achieved in the tests in reading and writing and mathematics in Year 2 improved each year from 1999 to 2001. They dropped in 2002 from the 2001 levels, although they were still better than those in 2000. However, because the number of pupils in a year group is relatively small, and was particularly so in 2001, caution is needed in making comparisons, as the results of a single pupil can make a significant difference. The overall trend remains upwards; this can be attributed to improvements in the overall level of teaching after a period of instability in staffing. The school set challenging targets and made good progress towards meeting them in 2002, except in the number of pupils achieving the higher Level 3 in writing. Over the last two years girls have achieved better results than boys in both reading and writing, when compared with those achieved by boys and girls nationally, but there is no clear explanation why this should be. Pupils with special educational needs make good progress overall, because of the good support they receive both from teachers and classroom assistants.
3. The attainment of pupils on entry to the early years class over the last two years has been above average, and these pupils make good progress. However, previous to that, attainment on entry was broadly average, so pupils now in Year 4 have made satisfactory progress as they have moved through the school.
4. Children in the early years make good progress as they move towards the early learning goals which are set for children to achieve before they enter Year 1, and the majority of them achieve them. They make good progress in their personal, social and emotional development; they feel secure, learn to share and develop good attitudes to learning. They also make good progress in developing their speaking and listening. They also acquire early reading and writing skills well, for instance writing their name as they come into class. They can count from 0 to 20 and, for example, count apples into a basket. They gain a good knowledge and understanding of the world, for instance by sorting objects they have collected outside the classroom into those through which light can shine and those through which it cannot. They develop confidence in physical activity both inside and outside the school building. Children also develop their skills in painting and modelling, and enjoy singing and listening to music.
5. Standards achieved by pupils in Year 2 in English are broadly as expected for their age. Their reading is above average, as it is also in Year 4, where they read a wide range of books with good understanding and are also able to use reference books well. In writing, although all pupils achieve the expected level in Year 2, none has achieved the higher Level 3 in tests for the last two years. The school has put in place strategies to improve this, by concentrating on basic skills but also by giving pupils longer to develop each style of writing, so that they are better prepared. Already in Year 4 pupils are writing more extensively, but they do not yet have sufficient opportunities to develop their writing in other subjects, such as history and geography.

6. Standards in mathematics are good in Year 2. Pupils understand mathematical terms, such as addition and subtraction and are also able to tackle problems involving money. In Year 4 they reach the expected level, but there is not always sufficient challenge in the work for higher attaining pupils. Similarly in science, higher attaining pupils are not challenged by more open-ended investigations, where they have the opportunity to record findings in the way they think most appropriate. Standards in science are broadly as expected in both Years 2 and 4.
7. It was not possible during the inspection to make a judgement on standards in music and design and technology, or on religious education at the end of Year 4, although the school does not allow enough time for this to be taught in accordance with the guidance of the local authority's agreed syllabus, with the result that by the end of Year 2 pupils have not acquired a sufficient understanding of Christianity and another world faith. Standards in other subjects are broadly as would be expected for pupils' ages, except in ICT, where they are below, partly because pupils do not receive sufficient specific teaching of the skills needed but also because they do not have the opportunity to use what they have learned in other subjects of the curriculum. In art, pupils produce good quality drawings and paintings, but work in three dimensions is more limited. Standards in geography at the end of Year 2 have improved since the last inspection, when they were below what is expected at the end of Year 2; pupils now achieve the standards you would expect both at the end of Year 2 and Year 4, as they do also in history, although the opportunities for pupils to write at any length are limited. Standards in physical education also meet expectations both in Year 2 and Year 4.
8. In view of pupils' attainment on entry, the results achieved in the statutory tests and assessments at the end of Year 2, and the standards achieved by the oldest pupils in the school in Year 4, achievement overall is satisfactory. Children now make good progress in the early years class, as do pupils with special needs throughout the school. The progress made by the majority of pupils has been satisfactory but some more able pupils could achieve more.

Pupils' attitudes, values and personal development

9. All pupils show good attitudes to the school and are very involved in all it offers. Parents are aware that their children have these good attitudes and feel that they are happy at the school. Where opportunities for helping in tasks arise, pupils willingly do so. They readily undertake a number of duties, so that the daily life of the school can proceed smoothly; this is shown by the willingness of young pupils to bring in a litter bin after the morning break, at the bidding of a class teacher. Others opened, then closed, doors following morning break so that friends could re-enter the classrooms.
10. There have been no exclusions from the school. During the inspection behaviour was at all times very good, and pupils understand very well the rules of the class and school. The rules displayed in the early years class include 'working hard'. A good method of raising awareness and self-esteem among pupils is a 'praising wall' for pupils, seen in the Year 1 classroom. From a very young age, pupils are expected to show good attitudes to learning, and do so.
11. No oppressive behaviour or bullying was seen during the inspection; evidence suggests that the rare concerns about alleged bullying are dealt with effectively by the headteacher. Sexism and racism are not in evidence at the school, where very strong relationships are formed between adults and pupils, as well as between pupils themselves. Teachers are very good role models.
12. Pupils generally listen carefully to others articulating their views and watch quietly as others contribute to lessons, as was observed for instance in a dance session in physical education. Pupils are very tolerant of each other, thus promoting very harmonious relationships. Whilst there are few opportunities at the school for pupils to become aware of others' cultures, the very good training provided at the school in personal development equips pupils very well to be aware of the needs of others.

13. Attendance levels are good, above the national average in the last reporting year. Registers are marked well. However, not all parents provide satisfactory explanations to support absences.
14. Pupils' attitudes, values and personal development, judged as good at the time of the last inspection, have been maintained well.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching in the school is good. Teaching is very good in the early years class; it is good in Years 1 and 2. This is an improvement on the last inspection, when the teaching of children in the early years was judged to be satisfactory and in Years 1 and 2 'still not good enough'. All the teaching staff apart from the headteacher and his deputy are new to the school since the last inspection, when it was a key issue to improve teaching in Years 1 and 2. This has been achieved. Teaching is also good in Years 3 and 4, after an unsettled period because of unavoidable changes of staff, which have particularly affected the pupils now in Year 4.
16. In the Foundation Stage, teaching is very good, because the teacher plans work carefully to meet the needs of the individuals in the class and to cover all the areas of learning in the Foundation Stage curriculum with activities which are interesting. The teacher and classroom assistant work very well together. The teacher prepares children well for Year 1 by introducing them to elements of the National Literacy and Numeracy Strategies, and children are also given good opportunities to start to use computers.
17. Teachers generally have a good knowledge of the subjects they teach. For instance, in a science lesson in Year 2, the teacher ensured that pupils understood both the benefits and dangers of medicines by drawing pupils' attention to some of the small print on the packaging. In an English lesson in Year 1 the teacher's understanding of basic skills enabled her to reinforce pupils' use of punctuation, which was part of the learning objective displayed and shared with the class. In an art lesson with a class of pupils from Years 3 and 4 the teacher used her own knowledge and understanding of the work of Kandinsky to enthuse and inspire pupils in their work.
18. Teachers teach the basic skills of literacy and numeracy well. A good emphasis is placed on spelling, reading and handwriting in separate short sessions, distinct from the daily literacy lesson. In mathematics teachers plan lessons well, following the National Numeracy Strategy. However, teachers do not plan sufficient opportunities to teach pupils computer skills across the different areas of the curriculum.
19. There are now detailed medium-term plans for all subjects, from which teachers plan individual lessons to meet the needs of their pupils. This is generally done well, although sometimes in the mixed age Years 3 and 4 classes the full range of age and previous learning in the class is not covered, so that some of the potentially higher attaining pupils are not challenged sufficiently, with tasks that are sufficiently open-ended to develop their independent learning skills. Often, for instance in mathematics and history, they complete similar worksheets to others in the class.
20. Because of the very good relationships between adults in the school and pupils, there are few difficulties managing pupils' behaviour, which is very good. However, sometimes the time available is not used well, as for instance in a literacy lesson in Years 3 and 4, when too much time was spent in introduction and preparation for pupils to have time to complete the task they were set, although time was made available in a subsequent session to complete this task. Classroom assistants are used well in lessons, both to support individual pupils as well as groups. The resources available to teachers are also used well, often supplemented by the teacher's own. For instance, in a Year 1 science lesson the teacher brought in a shopping bag full of different items of food, so that the class could sort those which come from plants from those which do not.

21. Teachers generally have a good understanding of how well pupils are tackling the task set during a lesson and modify their plans accordingly, either for that lesson or for the following one. Teachers' marking of pupils' written work varies in quality. Sometimes it is very perceptive and offers the pupil a clear strategy to improve his or her work; sometimes it is merely congratulatory, even when the work is unfinished or not of good quality, so that there is no indication to the pupil of how he or she can improve. Teachers set pupils appropriate homework, including regular reading and spelling; parents also agree that the amount of homework is right.
22. As a result of the good teaching, pupils enjoy lessons and learn well. They maintain their interest during lessons so that they acquire the skills and knowledge that is being imparted to them. Because of the good support they receive, pupils with special educational needs also learn well.

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

23. The quality and range of learning opportunities for pupils are good in the Foundation Stage and satisfactory in the rest of the school. The curriculum for the school is broad and balanced, based upon national guidance, and meets the requirements of the National Curriculum. Religious education is planned for with regard to the local authority's agreed syllabus, but the school does not currently devote sufficient time to it as a subject distinct from personal, social and health education. The key issues from the last inspection have been addressed with the exception of ICT, where the issue was to give pupils more opportunities to use computers. The software is now in place, but with the limited numbers of computers in the school and the lack of focus in planning for ICT, the opportunities for pupils to use computers regularly are unsatisfactory.
24. There is appropriate education about the misuse of drugs through science and personal, social and health education. It is the agreed policy that sex education is taught in the middle schools, but that teachers will respond to any questions raised by the children as and when necessary.
25. Equality of opportunity is written into every policy; all pupils, regardless of gender, can take part in all activities and no pupil is denied the opportunity to take part in clubs or visits because of cost because the school has created a fund to meet such needs. The curriculum for pupils with special educational needs is good and they are well supported. A new policy is being drawn up in line with the Code of Practice for special educational needs.
26. The National Literacy and Numeracy Strategies have been introduced; the teaching of literacy skills is satisfactory and teaching of numeracy skills is good. This is because the opportunities for writing across the curriculum are more limited. The school has adopted national guidance for schemes of work and these are in place for science and the non-core subjects. The school provides a very good range of extra-curricular activities for the pupils, including clubs for football, short tennis, tag rugby, singing and signing club, computer, drama, and French clubs. There are strong links with the middle schools for athletics, rounders and cross-country. There is a good series of planned trips for each year out of the school, to visit sites of historical, geographical or scientific interest, including Colchester Castle museum and West Stow Anglo-Saxon Village.
27. The community makes a good contribution to the life of the school. Good relationships have been developed with the local clergy, who visit the school regularly. The funding from the Small School Initiative enables the school to invite speakers. Parents visit regularly and on one visit a mother bathed her baby in front of pupils. Other visitors to the school have included the police, grandparents to talk about their experiences in World War II, a 'Roman soldier' and the local Member of Parliament. The headteacher of the upper school has visited to show a film and talk about his own experiences in Kenya as part of the pupils' study of the country. However, there have been few visitors representative of other cultures.

28. Relationships with other educational institutions are very good and include visits to the computer suite and day visits to the middle schools by pupils who will be transferring to the next phase in their education. Good links are also maintained with the middle school through sporting events. In addition, the school is involved in initial teacher training with Homerton College, providing a good environment for students to learn.
29. The school makes good provision for pupils' personal development. This is a similar judgement to the last inspection. Staff value each individual and help them understand school rules and acceptable ways of conducting themselves; this has a positive impact upon behaviour in the school. Parents are pleased with the way the school is helping their children become mature and responsible.
30. The opportunities for pupils to gain insight into values and beliefs in order to further their spiritual awareness are good. The collective acts of worship are regularly led by visiting clergy and school staff. For example, in the week of the inspection the curate visited to take one assembly. The theme of the assembly was 'Remembering' and highlighted Remembrance Day. There was a period of reflection when the candle was lit. Children were invited to close their eyes and think of friends and memories. Other visitors to the school promote pupils' spiritual awareness, including representatives from Christian charities. Pupils also have opportunities to appreciate the exciting nature of the world around them through their own school environment and the wider world. Examples of this are seen in artwork and displays around the school, which also promote the pupils' self-esteem by showing that their work is valued.
31. The school's approach to pupils' moral development is very good. Teachers are good role models and this combines with a focus on clear values to which pupils respond positively. This approach leads to pupils developing a clear awareness of the difference between right and wrong. Pupils are generally well disciplined and, by their actions, help to create an orderly school. This is enhanced by a Code of Conduct and class rules, displayed in the classrooms. There is a praising assembly every week when pupils are chosen by their teachers to stand up in assembly and show and talk about what they have done. They receive a 'smiley' sticker for this and the applause of the other children enhances their feelings of pride in themselves.
32. The provision for encouraging the social development of the pupils is very good. The school values its members and encourages pupils to integrate well both at work and at play. For example, older pupils write stories for younger pupils which they read to them as well as other stories. Pupils take on specific responsibilities, such as collecting and delivering dinner registers to and from the school office. In the classroom there are opportunities for pupils to work together in pairs or groups. Pupils are encouraged to take a pride in seeing their classroom is tidy and to undertake various tasks such as giving resources out and putting them away at the end of the lesson. A residential visit is undertaken to Kingswood Activity Centre which helps pupils gain valuable experience of learning to live in a social environment other than their home. Pupils raise money for charity; during the week of the inspection shoeboxes were being filled with toys and sweets for children in other countries.
33. The provision for pupils' cultural development is satisfactory. Pupils start to understand their own cultural background from nursery rhymes, poetry, stories, music and historical studies. Learning about painting helps them to develop a greater awareness of beautiful things. This can be seen in pupils' studies of artists such as Kandinsky and Van Gogh. Pupils visit museums and art galleries. There are opportunities for them to experience the rhythms and music from various cultures as well as their own through the wide range of recorded music and school instruments. In historical and geographical studies pupils gain knowledge and understanding of other cultures, past and present. Pupils learn about Christianity, but apart from some work in the Foundation Stage, an assembly about the Hindu festival of Diwali and a limited amount of work on Judaism in religious education, there are few opportunities for pupils to gain an understanding of other cultures, celebrations and festivals. The school has recognised

that this is an area that needs further development, especially in enabling pupils to gain a knowledge and understanding of the diversity of British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has a very high regard for most aspects of care and particularly has good methods of procedure for child protection and health and safety. This is a caring school where pupils of whatever need are valued and supported.
35. Appropriate signage and fire drills have raised awareness of health and safety requirements, and there have been regular checks of fire fighting and portable electrical apparatus. Of concern at the last inspection were steps in the playground. A handrail is now provided and the edges of steps painted white. This has been done with due regard to sensible practice. There are no serious health and safety issues although the policy is now due for renewal.
36. There is an appropriate number of qualified first aiders in the school and very good procedures are in place for treating and recording minor accidents. The procedures for child protection are very good. The headteacher has had appropriate training and is fully conversant with the requirements.
37. The procedures for monitoring and improving attendance are very good. Parents are expected to telephone the school on the first day of a pupil's absence. Leave of absence forms for holidays are approved by the head. Good attendance levels show the success of this supervision. The monitoring of attendance was judged satisfactory in the last inspection; this has improved, with good liaison with the educational welfare services. Generally pupils are now very punctual for school.
38. The procedures for monitoring and promoting behaviour are very good. There are plenty of adults within the school, who provide a good level of supervision; this, together with teachers' high expectations of pupils, is very effective in promoting very good behaviour. There are many instances of very good relationships between pupils.
39. Procedures for the assessment of pupils' academic progress are satisfactory overall. Effective procedures are in place for the assessment and recording of progress in English, mathematics and science, and the analysis of these assessments leads to appropriate targets being set. Assessment in other subjects is not as well developed. The use of the information from assessment to guide planning is also satisfactory. This has addressed the key issue in the last inspection of implementing whole school assessment, and using the results to monitor progress and set targets in the core subjects for all pupils. Furthermore, assessment portfolios for individual pupils in the early years and Years 1 and 2 have been started and are appreciated by parents. Baseline assessment is undertaken in the first eight weeks of school. The school also undertakes the optional national tests for Years 3 and 4, although because of staffing difficulties this did not happen last year. The analysis of these results is used in setting targets.
40. There is an effective tracking system that monitors pupils' progress in English, mathematics and science and also monitors the individual achievement of boys and girls. There is an efficient method of ensuring that assessment and target setting are undertaken with the guidelines issued to each teacher, and also that the information needed is available for the receiving class or school as pupils move each year. Early Literacy Support and Additional Literacy Support, undertaken by classroom assistants, are in place for pupils who need extra support.
41. The school's procedures for identifying and supporting pupils with special educational needs are good. Thorough procedures are in place for the drawing up of the individual education plans. Learning support assistants are very effective in their work with pupils with special educational needs and good relationships have been built up with the pupils so that they want to do their best.

42. There are very good systems in place for monitoring and supporting pupils' personal development, an improvement since the last inspection. Teachers do know their pupils very well; children start life at school by completing an 'all about me' booklet which gives good information upon which to build as the pupil proceeds through the school. Teachers have good opportunities to talk about concerns at regular staff meetings, and the very appropriate personal and social education lessons contribute very well to this knowledge. This is a school with a high regard for the care and support of all its pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The partnership between the school and parents, judged satisfactory at the time of the last inspection, has since been very well developed. The new style of annual reports gives an in-depth statement about the work the pupils can do, with test results shown where appropriate. A section about personal and social development is also included. These reports are of good quality and welcomed by parents. Parents are very supportive of the school and of its work, evidenced by the complete return of home-school agreements. A good number of parents help regularly in the school.
44. Parents feel that they are welcomed at the school and that their children are happy. Parents are encouraged to attend the termly meetings to discuss their child's progress, and do so in very high numbers.
45. The very active Parents Support Association provides a good programme of social and fund-raising events. Parents are very supportive of the school and this group. A very high proportion of parents believe that the amount of homework set, upon a regular basis, is about right.
46. Teachers have created a welcoming environment and parents feel very confident in approaching them with any concerns. The school welcomes the strong partnership with parents and provides them with a regular supply of very good information, including at coffee mornings, where class teachers can inform parents of developments in what their children are learning. The letters regularly sent to parents are of good quality and full of information about school life.
47. This very strong partnership between the school and parents contributes very well to all aspects of pupils' learning and support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. At the time of the last inspection the headteacher had been in post for only a short time. However, he was already having an impact on the school, and this has been maintained. He has played a very important part in the raising of standards by the emphasis he has given to this and to improving teaching, both through his own example, sometimes teaching full time to maintain continuity for pupils when staff were absent, and also by the strategic deployment of other teachers where they will be most effective. After a period of changes of staff and some staff sickness, he has now established a team with a great commitment to the aims of the school. The school has made good improvement since the last inspection, and the potential for further improvement is also good.
49. The headteacher works closely with the deputy headteacher, but she has only recently returned from a long-term absence. Because of the turnover of staff, many of the subject co-ordinators are new to their roles, and so have not had the opportunity to develop the ability to monitor and evaluate what is happening in their subjects. The headteacher has now been able to delegate some of the responsibilities for subjects, which he carried himself. Subject co-ordinators show a good understanding of the needs of their subjects and are ready to take on a more active role. The monitoring of teaching and learning is part of the co-ordinators' action plans.

50. Similarly many of the governing body are new to the role. They have in place a clear structure for committees and for the main governing body, as well as individual responsibilities for particular subjects or aspects of the school's life. They have all undertaken appropriate training, know the school well and have a good awareness of the school's strengths and weaknesses. However, they have not yet begun to pursue these roles actively in a way which will enable them to evaluate and question what the school is doing, as well as providing the valuable support which they already give.
51. The management of special educational needs is good. The special needs co-ordinator has only recently taken over the post and in that time has undertaken an audit and written an action plan identifying areas which need development. A good start has been made on bringing procedures in line with the new Code of Practice for special educational needs. The two governors with responsibility for special needs are very supportive.
52. With the turnover of staff, the school's system of performance management was disrupted, but it is now in place, and targets are being set for all teaching staff to meet, as well as the headteacher. Apart from formal lesson observations, the headteacher is also able to monitor informally what is going on in the open-plan classrooms.
53. The school's development plan is comprehensive and clearly focused on the raising of standards. The headteacher plays the biggest role in its formulation but other staff and governors are also involved. The school uses the financial resources available to it well. Over recent years it has maintained a relatively large contingency to enable it to meet the cost of an additional teacher to keep the numbers in classes below the average for first schools, in order to help to maintain standards of teaching and learning. Grants made available for specific purposes, such as to support pupils with special educational needs, are used well for the purpose for which they are intended. The day-to-day administration of finance by the school secretary is very efficient, and governors on the finance committee also monitor spending carefully.
54. The number of teachers and classroom assistants is good for a school of this size. It ensures that pupils are well known to staff and receive individual attention when they need it. The school has in place good systems for introducing new staff to the school and is also able to provide a good base for student teachers to gain teaching experience. Classroom assistants are very effective in the work they do to support pupils with special educational needs.
55. The school's accommodation is good, as it was at the time of the last inspection. The spacious hall is well used for physical education, assemblies and meals. Although the open-plan nature of the classrooms can create some minor distractions, it contributes to the very good supervision of pupils, as adults are handily placed throughout the school. The playground has a large field and adequate hard play area, and the school has an open-air swimming pool which is used well in the summer. The lack of a fenced outside play area for early years children is an issue of which the school is aware. The school provides a good environment and attractive main entrance, where visitors are monitored and welcomed.
56. The school's resources for learning are satisfactory overall. There are particularly good resources for mathematics, which are used well, and for music. Although the number of pupils per computer is about average, there are not sufficient computers available to enable teachers to teach the appropriate skills to all pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To continue the improvement already made, the headteacher, staff and governors should:

- (1) raise further standards of pupils' writing by:
 - giving pupils more opportunities to write in a range of styles in other subjects, such as history, geography, religious education and science, as well as in English;
 - making less use of worksheets which restrict pupils' writing;
 - continuing to give pupils opportunities to write more extensively.(Paragraphs 5, 74, 100)
- (2) raise standards in ICT by:
 - more specific and regular teaching of computer skills;
 - giving pupils more opportunities to use these skills independently in all curriculum subjects.(Paragraphs 7, 18, 75, 102-105)
- (3) develop the provision for potentially higher attaining and gifted pupils by providing tasks which challenge them fully and give them more opportunities for independent learning.
(Paragraphs 8, 74, 76, 84)
- (4) continue to develop the monitoring and evaluation of the school's performance by:
 - implementing plans for subject co-ordinators to monitor teaching and learning;
 - involving governors more fully in the evaluation of the school's work.(Paragraphs 49, 50, 93, 116)

In addition to these key issues, the school should also consider for inclusion in its action plan how it might:

- implement plans for a secure outside learning and play area for children in the early years class (paragraphs 55, 61, 69);
- provide sufficient time for religious education to be taught, in a way that is distinct from personal, social and health education (paragraphs 7, 114);
- increase pupils' awareness of the diversity of cultures in society today (paragraphs 27, 33, 116).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	9	7	0	0	0
Percentage	4	32	36	28	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	102
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
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	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.9	School data	0.7
National comparative data	5.4	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	17	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	17
	Girls	9	12	12
	Total	22	25	29
Percentage of pupils at NC level 2 or above	School	76 (93)	86 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	12	9	12
	Total	27	24	29
Percentage of pupils at NC level 2 or above	School	93 (93)	83 (100)	100 (93)
	National	85 (85)	89 (89)	89 (89)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	87	0	0
White – Irish	0	0	0
White – any other White background	0	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	1	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 – Y4

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	19.6
Average class size	22

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	68.5

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	3.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	2001-2
	£
Total income	289385
Total expenditure	276111
Expenditure per pupil	2580
Balance brought forward from previous year	20944
Balance carried forward to next year	34218

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	110
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	60	36	2	0	2
Behaviour in the school is good.	51	42	2	0	5
My child gets the right amount of work to do at home.	40	49	4	0	7
The teaching is good.	60	35	2	0	4
I am kept well informed about how my child is getting on.	42	47	7	2	2
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	62	33	2	0	4
The school works closely with parents.	56	33	4	2	5
The school is well led and managed.	67	27	0	0	5
The school is helping my child become mature and responsible.	56	38	2	0	4
The school provides an interesting range of activities outside lessons.	35	49	4	0	13

Other issues raised by parents

Some parents expressed concern about the lack of musical activities.

Parents praised the help and support they received from the school secretary.

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

58. At the time of the last inspection children made satisfactory progress in the early years class. This has improved and their progress is now good. There are at present 22 children in the Foundation Stage, with seven attending full-time and 15 children attending part-time. 'Rising 5s' are admitted full-time in September; others are admitted part-time in September and become full-time at the beginning of the term in which they are five. Induction procedures are good. In the term before children start school, parents are invited to a coffee morning, when the teacher explains what their children will be doing during their time in the early years class. They are given good information about how they can help their child at home. There are three opportunities for the children to spend time in their new class, which helps them to feel secure in their new environment. Parents can stay with their child on these occasions if they wish. The teacher has started visits to a local nursery and hopes to extend this to local playgroups to get to know the children and for them to get to know her, thus making their transfer to the school smoother.
59. The attainment on entry is now above that found nationally and, as a result of the very good teaching and the support of parents, children make good progress during their time in the early years. By the time they transfer to Year 1 most children are likely to attain the nationally recommended early learning goals for children of their age or exceed them.
60. Teaching in the Foundation Stage is consistently very good in all the areas of learning. The teacher and classroom assistant work well together. They provide a calm and welcoming environment in which children quickly become happy and settled. This close teamwork is a strength that has a direct impact on the quality of learning and development of all children in the Foundation Stage. All staff in the Foundation Stage have very good relationships with children and manage them well. During the inspection, in addition to the full-time staff, a student teacher was attached to the class and another student was in the unit on Thursday and Friday. Observation of their work demonstrated a high quality of involvement and support for the children in the early years, which made a positive contribution to the children's progress. The curriculum is planned well to promote children's development in the six areas of learning. In addition, the National Literacy Strategy and National Numeracy Strategy are taken into account in planning in order to prepare children for entry to Year 1. Assessment is undertaken consistently; all adults make notes on individual children's progress in each activity.
61. The indoor provision is very good, providing a secure, caring and calm environment. The playground is used for wheeled toys and outside play. This area is not a secure area because it is not fenced off to allow children free access between the classroom and the outside learning area. There are no climbing apparatus or safety surfaces. Nevertheless, the children have good opportunities to use a range of outside learning equipment organised by the teacher and stored in the classroom. However, the outdoor area is a current priority for further development.

Personal, social and emotional development

62. Teachers make good provision for children's personal, social and emotional development. This is evident in how well children work together and in their friendliness with each other and with adults. The way children take part in independent or group activities is very impressive, demonstrating how well their confidence has been built up. For example, in activities such as role-play in 'The Rainbow Café', they take on willingly the roles of cook, waitresses and customers. They load the listening centre with a story tape, put on the earphones, control the start/stop buttons and volume control, listen to the story and then

take the tape out of the machine and put it back in its case. In addition, they show care for their classroom and can be seen tidying up and putting equipment away quietly and sensibly.

63. Good strategies are used to encourage children to take turns, for instance when they sit in a circle to talk about a time when they shared something and to think of something they might share that day. Opportunities are planned for children to talk about and show what they have done to other children; children who had been sketching a fish showed their sketches and the writing they had done. Some of these children are able to show their work to the rest of the school in the praising assembly and receive their 'smiley' star. As they mature and grow in confidence, they develop their social skills and by the time they are ready to leave the early years class, they play happily together and begin to form friendships. Children enjoy the range of activities provided and show good levels of concentration for their age. They develop good attitudes to learning. They try hard with the activities offered and are developing very good levels of concentration. They are becoming sociable and co-operative.

Communication, language and literacy

64. Children are very keen to stand at the front of the class and talk about what they have done, while the others listen excitedly, wanting to share their own ideas. Good use is also made of the puppet theatre, for instance for children to retell the story of the Rainbow Fish. Adults spend a lot of time speaking to children, modelling language for them, and children respond very positively to this stimulus.
65. Children enjoy looking at books and listening to stories, especially recorded story tapes. Stories feature significantly in themes that the children develop. Children also know a number of popular rhymes and they enjoy having stories read to them. To support the development of reading, there is a reading area, where the children practise reading words with the support of an adult. Children are able to recognise their own names and choose their name cards as they arrive in the morning; they match them to their printed names and photographs and then 'sign' in.
66. Children make their own marks as early attempts at writing their names, and some even write their names in a clear well-formed print script. They are keen to write other words called out by the teacher. Children's writing is neat, with letters well-formed and of an appropriate size. There is a high priority given to teaching children the names and sounds of letters through the use of 'Jolly Phonics'; this has an impressive impact on children's reading. They enjoy their guided reading time and are keen to talk about these stories, especially stories they have read as a whole class. Children make very good progress in this aspect of learning.

Mathematical development

67. Children make very good progress in this area. They show an interest in numbers and quickly learn some simple number songs and rhymes. Staff plan activities that focus on mathematical language, such as 'add one more' and 'equals.' Further work with a number line encourages children to recognise numbers and their position on a number line. They can recognise numerals to 5 and children were seen recording numerals to 4. They develop their counting skills through counting games and songs, such as *1,2,3,4,5 once I caught a fish alive*. They count from 0 to 10 backwards and 0 to 20 forwards. Children learn to count sets of objects, for instance counting the number of apples into a basket in sets of five. Good links with mathematical development were made in a music session, where children were clapping the number of syllables in their names and counting them. For example, one child insisted on including all his names and this brought up the calculation of 4+1+3 syllables. To reinforce number concepts there are displays around the classroom that include a hanging number line from 1 to 20 and a number square from 1 to 100. Children use a good range of mathematical equipment. Children are encouraged, for instance, to investigate who is the tallest in the class. Children confidently use the computer for number work, for instance to count the number of vegetables in a basket, recognise the number and match the number in another basket. All children using the computer in their number work

were confidently using the mouse to manipulate objects on the screen and could clearly explain what they were doing and what they were learning.

Knowledge and understanding of the world

68. Children are introduced to the world about them, both in the school environment and by visits into their locality. Children are interested in their surroundings and enjoy exploring the new experiences offered. The class environment is colourful, stimulating and exciting, which arouses their curiosity. For example, in a wall display, children were encouraged to investigate colours, experiment with kaleidoscopes and look at information books about colour. They listen to a range of music and enjoy rhythmical music. Visitors who have impressed the children included 'Desmond', who played African drums. Children greatly enjoy going outside, collecting different objects such as leaves and twigs, and then using torches to investigate and sort them into things that light will or will not shine through. Other activities have included making and eating vegetable soup, a visit by a policeman and a police van, making stir-fry and eating with chopsticks, looking at things that are old and new, and a visit to a deer park. Children's awareness of other cultures is heightened by their celebration of the Chinese New Year, when they made a dragon's head and performed a dragon dance in the school assembly. There is also a very good display on the festival of Diwali, when the children made divas out of clay, and designed Mendhi and Rangoli patterns. Children make good progress in ICT and can be seen regularly involved in working on computers, either independently or with a partner. All the children enjoy using the computer and are developing good control. They have many opportunities to take part in construction using building blocks and a range of tools. Children make good progress in this area of learning.

Physical development

69. The school's outside area is not as secure for the children as the school would wish. For that reason, outside activities are limited and children do not have full access during the teaching day. The staff are fully aware of this and make every effort to ensure that children get regular access to the outside area with wheeled toys and with the support of planned outside activity boxes. However, the school has made a good start in developing the outdoor provision. There is a good range of wheeled toys which children use confidently and enthusiastically. Children also develop confidence in physical activities in the school hall, learning to be aware of their own and others' space, as they move and jump in and out of hoops. Children also learn to move imaginatively, for instance pretending to be a 'big' or 'small' fish to sea music. In class they use pencils, brushes, scissors and other small tools with increasing confidence and skill. Most are likely to meet the early learning goal for this aspect of physical development by the end of the reception year.

Creative development

70. Children make good progress in this area of learning. The classroom is an environment rich in the colourful displays and interesting and stimulating areas for children to work and learn in. The art gallery is constantly changing with examples of children's art. For example, in the inspection week the firework 'splash' pictures were replaced by bubble paint pictures. This demonstrates the value that is placed on children's work. Opportunities are available for children to make three-dimensional models, moulding play dough and clay. There are good examples of clay divas that the children had made and decorated for the Diwali display. Children enjoy singing and listening to familiar songs and rhymes and enjoy using the role-play area to play games and act out stories. They enjoy singing to a CD recorded by the teacher's husband, who also visits to sing with the children. This adds a very special touch to their experiences of music.

ENGLISH

71. Pupils are now achieving standards in English which similar to most schools. This is an improvement on the last inspection, when standards were below average at the end of Year 2, although they had reached the expected level by the end of Year 4. In the national tests for seven year olds in 2002, results in reading were above average both compared with all schools nationally and with schools of a similar type. This was because the number achieving the higher Level 3 was well above average, even though the total number achieving the expected Level 2 or above was well below average. Results in writing were average when compared nationally but below average when compared with similar schools. This is largely because, although a normal proportion of pupils achieved the expected Level 2, no pupils achieved the higher Level 3 in writing, and the same was true in 2001. Over the last few years girls have achieved better results than boys in both reading and writing, but there is no clear explanation why this should be, as the school provides equally well for both.
72. Standards of speaking and listening throughout the school are as expected for pupils' ages. In individual conversation the majority of pupils are able to express themselves clearly. In group situations, such as assemblies or lessons where they are being taught as a whole class, they listen well, but they are less able to express themselves clearly in these situations, often needing the help of an adult.
73. Pupils in both Years 2 and 4 achieve above average standards in reading. They enjoy reading and are able to talk with enthusiasm about favourite authors, such as Dick King-Smith. All pupils read regularly at home and to an adult in school, during sessions specifically devoted to reading. Lower achieving pupils in Years 1 and 2 receive good support from classroom assistants, while the higher attainers are already reading fluently. By the time they reach Year 4 pupils are reading both fiction and non-fiction accurately, and most with good expression when they read aloud. They are able to locate books in the school library using the classification system and know how to find information using the contents and index pages of a reference book.
74. Standards in writing are as expected for pupils' ages. Higher attaining pupils in Year 1 are able, for instance, to write a list of instructions for making jelly, using full stops but not always capital letters. In Year 2 they use full stops and for the most part capital letters accurately, for instance when compiling their journal. Handwriting is often irregular and a minority of pupils in Year 1 still find difficulty forming letters accurately. There are few opportunities for pupils to develop their writing skills in other subjects, such as history or geography, where most writing consists of filling in words or phrases on worksheets. By the time they reach Year 4 pupils are writing more extensively, as, for example, when they retell the story of *Sleeping Beauty*. Higher attaining pupils use a range of punctuation including speech marks, exclamation marks and commas well, and also use quite complex sentences. The majority of pupils have a more limited range of punctuation and style, and their handwriting is not yet joined. As in Years 1 and 2, much of the writing undertaken in history and geography is on worksheets, which give limited scope for pupils to develop their writing, but during the inspection pupils did write a paragraph about being an evacuee, and some wrote with good empathy, with sentences like "Saying goodbye to my mum was hard". In other subjects, such as religious education, there were few opportunities to write at any length, and in science, investigations are usually written up using a framework provided by the teacher. Because of this, writing skills have not yet been developed as well as they could be, although the school has already introduced a number of strategies to raise standards, particularly in Year 2.
75. Overall the quality of teaching is good. Teachers provide a good range of opportunities, both in the daily literacy lesson and short sessions devoted to reading, handwriting and spelling, and sometimes to the completion of writing tasks. Usually teachers' written comments on pupils' work tell them clearly what they should do to improve, but sometimes they are purely congratulatory (for instance "Super!"), even when what pupils write is incorrect or incomplete. Teachers set appropriate targets for each group within the class. In a very good lesson with Year 2, the teacher explained the individual groups' tasks clearly and at a good pace, but in some other lessons, for instance with Years 3 and 4, the introduction is slow and as a result there is not sufficient time for pupils to complete writing tasks. Teachers make good links with other subjects in their choice of texts, for instance looking at the situation of evacuees in World War II in Years 3 and 4. Pupils have very positive attitudes, and, as a consequence, learn well,

although a minority lose concentration when the pace of a lesson is too slow. Higher attaining pupils are able to work independently when the task is sufficiently open-ended, as in a lesson in Year 1, where other groups received good support from the teacher and classroom assistants with worksheets, but more able pupils were able to write an opening paragraph for a story on their own. Teachers make some use of computers to help individual pupils with reading, when they listen to 'talking books', and pupils occasionally word-process finished pieces of work, but they do not use computers sufficiently, for instance to draft and improve their written work. More opportunities could also be provided for pupils to develop their speaking and listening in more formal settings such as through role-play.

76. The school analyses the results of national tests at the end of Year 2 to highlight areas for improvement. The standards achieved have improved since the last inspection, as the quality of teaching has become more consistent. The school acknowledges in its own development plan the need to ensure that opportunities for extended writing are identified and developed. There is a good range of books for reading, but more use could be made of the school library for pupils, particularly the more able, to develop their independent research skills. The subject co-ordinator has unavoidably been absent, but since her return a literacy action plan has been completed and, with the good standard of teaching throughout the school, building on the very good foundation pupils receive in the early years class, the school is well placed to make further improvement.

MATHEMATICS

77. National test results for 2002 show that the percentage of pupils achieving the expected Level 2 at the end of Year 2 was above the national average. The percentage of pupils reaching the higher Level 3 at the end of Year 2 was the same as the national average. Inspection evidence indicates that the present Year 2 pupils are still achieving above what would be expected nationally. This is an improvement since the last inspection, when standards by the age of seven were judged in line with national expectations. By the time pupils leave the school at the age of nine they are achieving the standards expected for their age. This is a similar judgement to that of the last inspection. However, more able pupils are not making as good progress because their work is not sufficiently challenging. Pupils with special educational needs make good progress overall.
78. The school has recognised that the areas for development include planning for mathematical activities to take place regularly to develop and apply thinking skills. There are more opportunities for pupils to develop flexible approaches to problem-solving or make decisions about whether to add, take away, divide or multiply to find answers to questions. Progress in data handling throughout the school is limited. Although there were some displays around the school where pupils had collected data and then represented their findings in a range of graphs, little evidence of this was seen in pupils' work. In the Year 2 class pupils had undertaken class surveys of the favourite fruit or snack. These were reproduced as bar graphs and a pie chart. There is little opportunity for pupils to use computers regularly for this.
79. In Year 1 pupils are engaged in number work which includes counting to 20 and back and learning the mathematical language of 'one more' and 'one less.' They learn to read number words and then to write the numbers in sequence from 1 to 50 and then in tens to 100. In addition, they have learned the place value of tens and units. During the inspection, the teacher had planned a very focused lesson on 'adding ten' and had a large 100 square carpet where pupils, for example, started with 6 and had to add 10. For this they paced out 10 from the given number 6 and placed a bean-bag on 16. This reinforced in their minds the concept of counting on ten from any given number. Pupils are beginning to use standard and non-standard units to measure length. For example, to measure objects in the classroom, pupils use unifix cubes and hand-spans. Some pupils investigated two-dimensional shapes, including the square, circle, triangle, oval, hexagon and pentagon. Pupils in Year 2 write number sentences using three given numbers. For example 36 26 10 they complete as $10 + 26 = 36$. In money problems pupils practise with coins to 80p to make totals and to work out pocket money. Pupils have a 'Shapes and Measures' folder

where they learn the mathematical terms of 'shorter', 'longer' and 'same.' Good emphasis is placed on reading the mathematical vocabulary for addition and subtraction in Year 2 where the teacher uses a very effective method of counting on and back with a 'jumping frog' using a counting stick. In this way she introduces the terms 'addition', 'subtraction', 'minus' and 'difference'.

80. Numeracy lessons in Years 3 and 4 are set for higher and lower ability with work matched for each ability grouping. In addition, a part-time teacher takes the higher ability pupils in Year 4 on a Friday. This is a recent development and has not yet had an impact upon standards. Much of the work set for all pupils is similar, regardless of ability. However, in a lesson observed during the inspection the higher ability set was investigating money and real-life problems. The teacher had prepared a very useful prompt sheet on the stages of problem-solving. Pupils were given similar activities but matched to the teachers' assessment of the Years 3 and 4 pupils. During the group work the teacher recognised that pupils had not fully understood the procedure and took them all through it again. Within the class there were pupils who were capable of investigating and devising their own methods of solving the problem, but did not have the opportunity to do so and did not fully understand the format of the worksheet.
81. The quality of teaching overall is good, with some very good teaching in Years 1 and 2, supported by teachers' good planning to the National Numeracy Strategy. In the best lessons, teachers use good questioning at a range of different levels, backed up by the use of resources, such as practical equipment and number lines, to develop pupils' mental and oral skills and their understanding of number. The good start to lessons sets a brisk learning pace and high expectations, which the pupils respond to during their follow-up work. Where teaching is less effective, the pace of learning is often too slow and there is a lack of challenge, particularly for the higher attaining pupils. A common feature in lessons is the good provision for those pupils with special needs, who are often well supported by classroom assistants. Planning is generally satisfactory. Where it is best, it identifies different learning intentions for groups of pupils in the class. The final, whole-class, part of lessons is not always used sufficiently to recapitulate the learning that has taken place and to set out objectives for future learning. A good feature in the majority of lessons is the management of pupils' behaviour. Classroom assistants are well deployed and make a good contribution to pupils' learning. The very good teamwork between the teacher and classroom assistant has a positive impact on the attitudes of pupils to their learning.
82. Pupils' attitudes to learning are generally good and they want to learn. They show interest in the work and are keen to communicate what they understand. Pupils generally behave with courteousness to each other and towards the teacher. Pupils contribute well when asked to answer questions or explain their ideas. There are insufficient opportunities for higher ability pupils to develop the capacity for personal study, solve problems requiring decisions to be made and hence take responsibility for their own learning.
83. The curriculum follows the guidance of the National Numeracy Strategy and is supported by the Suffolk Mathematics Strategy. The co-ordinator has only taken over the post since September, but in that time has worked very hard. She has already enlisted the support of the local education authority adviser in the writing of the draft policy, which has just been completed. The school has targeted reviewing progress in mathematics in the school improvement plan.

SCIENCE

84. The standards achieved by pupils are as expected for their age at the end of Year 2 and of Year 4. This is an improvement on the last inspection, when a key issue was to raise standards in Year 2. This has been done successfully, with the result that in the teacher assessments in 2002 all pupils achieved the expected level, although the number achieving above this was well below the national average. These levels of achievement are maintained at the end of Year 4. The last inspection criticised the lack of opportunity for investigative work in Years 1 and 2. The school has begun to develop this aspect of pupils' work, but it has not yet had a sufficient impact to enable higher attaining pupils in Years 3 and 4

to undertake independent enquiries and record them in the way they think most appropriate. Overall, improvement since the last inspection has been satisfactory.

85. In Year 1 pupils are able to identify different parts of the human body. Higher attaining pupils write more extensively about what makes plants grow, while lower attaining pupils can identify orally the different parts of a plant. In a lesson observed during the inspection pupils were able to identify successfully food which comes from plants and food which does not. In Year 2 pupils are able to distinguish between materials which are natural and those which are not. They understand some of the changes which take place when materials are heated, and higher attaining pupils record their observations, for example writing “the heat has changed it for ever” when describing a salt-dough mix. Most pupils are able to communicate their findings in a simple way, for instance making posters to illustrate the safe use of medicines.
86. In Years 3 and 4 pupils develop their understanding of the effects of heat in an investigation to find which material is the best insulator for a baked potato. They showed an awareness of the need to keep the test fair. Their previous work shows an understanding of some of the effects of acid on teeth. They have predicted the outcome of an investigation into temperature and displayed the results in a bar graph, which have then been reproduced on a computer. However, the use of ICT to help pupils learn is limited.
87. The overall quality of teaching is good. Teachers use the resources available to them well, and good use is made of classroom assistants to support less able pupils. Teachers ensure that pupils understand clearly the objective of a lesson, usually by writing it on the board, sometimes accompanied by the key words pupils will need. This helps them learn more effectively as well as contributing to their literacy by developing their vocabulary. However, in one lesson which was observed, pupils began their investigation before they had had an opportunity to record their prediction of its outcome. Younger pupils in Years 1 and 2 work hard at the tasks they are set, and older pupils in Years 3 and 4 work well together in pairs or groups; this contributes well to their social development as well as their understanding of investigative method.
88. The subject is led well by the headteacher, who has produced a good policy for his colleagues. The school has adapted the national guidelines to its own needs, adopting appropriately a two-year cycle because of the occurrence of mixed age classes. There is good potential for further improvement.

ART AND DESIGN and DESIGN AND TECHNOLOGY

89. Because of the way the school organises its timetable, there were few opportunities to observe these subjects being taught during the inspection.
90. As the school has retained few examples of pupils’ previous work, it was not possible to make a judgement on standards in design and technology or on the quality of teaching and learning. The school’s planning indicates that a varied programme of activities is followed, which gives pupils sufficient opportunity to develop the skills of designing, making and evaluating. For instance, pupils in Years 1 and 2 had identified which foods were healthy in planning a party meal. Pupils in Years 3 and 4 were able to talk with understanding about the processes followed in their earlier work on making photograph frames and their current project of making a bag for a calculator. They were aware of the intended use of the product and they had also evaluated their design for the photograph frame. In the one lesson observed, pupils in Years 3 and 4 were making good progress in sewing together their calculator bags, supported well by the teacher and a posse of parents (and a grandparent). They enjoyed the activity and were very keen to complete it. The headteacher manages the subject; it has not been a priority in the school’s development plan but is now under review. There has been an improvement since the last inspection, when there was no planning for the subject.

91. Although only one art lesson was observed, there was a good quantity of pupils' work on display and some photographic records of previous work; these show good standards in drawing and painting but very little evidence of work in three dimensions. Pupils in Years 1 and 2 have drawn some good self-portraits and also portraits of others. Some of these have been painted on to paper plates. They also produced some effective polystyrene printing to illustrate their work on Mexican Hallowe'en. Pupils in Years 3 and 4 have developed their observational drawing further in leaf studies, which also show a good use of colour. They have produced work in the style of Van Gogh's 'Sunflowers', and completed their own paintings of flowers for the 'Newmarket in Bloom' competition. They have also done some very effective work in the style of Kandinsky, using paper collages as well as the fabric designs observed in the lesson. Pupils do now work in clay, which they did not at the time of the last inspection, but there was no opportunity to see the results of this work.
92. There was not sufficient evidence to make a judgement on the overall quality of teaching and learning in art and design, but in the lesson observed it was very good. The teacher, who is also the subject co-ordinator, has a very good understanding of the subject, and the lesson was planned carefully to ensure that all pupils were actively engaged in one of a range of activities based on the work of Kandinsky. As in design and technology, the support given by parents, as well as a classroom assistant, was an important ingredient in the success of the lesson, ensuring that pupils' concentration and interest were maintained throughout.
93. The subject co-ordinator has not had the opportunity to monitor what is happening in other classes in the school. The teaching of art and design makes a good contribution to pupils' cultural development by introducing them to a range of artists, including work from an African culture. Pupils also have the opportunity to see original works of art when they visit the Fitzwilliam Museum in Cambridge. Some use is made of ICT; for instance, during the lesson on Kandinsky, some pupils had the opportunity to create their own designs using a computer program. However, there is no formal system to check on the progress pupils are making in the development of their skills and knowledge in the subject. Overall, standards have been maintained since the last inspection, when they were described as "broadly typical of what would be expected for pupils of seven and nine but ...strongest in two-dimensional work."

GEOGRAPHY

94. The last time the school was inspected, standards in geography in Years 1 and 2 were below those expected of pupils of this age; standards in Years 3 and 4 were as expected. This has improved: standards in geography are now as expected throughout the school. This is largely because the planned scheme of work is now being taught consistently throughout the school. It is not possible to judge the quality of teaching in Years 3 and 4 as no teaching was seen. However, in the two lessons observed in Years 1 and 2 teaching was satisfactory overall. Pupils with special educational needs make good progress.
95. Pupils in Years 1 and 2 were engaged on a study of 'Welcome to Planet Earth' and, as a link to literacy, were looking at our planet through the eyes of the storybook alien 'Martin'. In a lesson which was observed the teacher made good use of the strategy of looking from space through the alien's eyes, starting with the globe and moving in to look closer at the Earth, then the United Kingdom and Suffolk, finally identifying Newmarket. The focus of the lesson was to find deserts on a map and think about the human and physical features of hot climates. This was well supported by having an atlas that was suitable for younger children because the maps only focused on high ground, deserts and rivers, which made it much easier for the younger pupils to find the deserts. Other planned work focuses on the locality, starting with the local estate; pupils think how they can make the local area safer. This study gives them the opportunity to look at aerial photographs and street plans to identify and draw a plan of their route to and from school. This helps the early development of mapping skills.

96. By the time they leave school at the end of Year 4 pupils will have learned about the United Kingdom and studied another region in the world through a study of a village in India. They also study Kenya as a developing country; good links have been created with the headteacher of the upper school, who shows a film and talks about his experiences in Kenya. Pupils in Years 3 and 4 have recently been studying Europe and have identified countries that make up the European Community. They have also been learning about coastlines and what it means if a country is 'landlocked'. Years 3 and 4 pupils demonstrate a sound knowledge of geographical terms and they confidently identify some countries in the world. For example, they are able to name the continents, and the Atlantic and Pacific oceans; in connection with the United Kingdom, they are able to name England, Ireland, Scotland and Wales, identifying these areas on a map, and name the Irish and North Seas and the English Channel. They have secure skills in map reading and know how to use a key to maps; they understand the points of the compass.
97. At the moment there is not a regular subject co-ordinator, but a teacher oversees the subject until a co-ordinator is appointed. Overall, the curriculum meets the requirements of the National Curriculum for geography and is supported by national guidance for the subject. Pupils make visits to the locality for fieldwork studies, which enrich their learning.

HISTORY

98. Standards in Years 2 and 4 are as expected for pupils of those ages. This is a similar judgement to the last inspection. The curriculum is planned in line with national guidance. However, there are few examples of pupils' own recorded work in history, and there is an overuse of worksheets, a judgement made in the last inspection. This delay in developing pupils' writing skills has an impact upon standards of attainment as pupils progress through the school. Pupils with special educational needs make good progress because of the support they receive.
99. By the end of Year 2, pupils develop their knowledge and understanding of the lives of people in the past, for example by looking at the differences between a range of old and new toys and what homes were like in the past compared with today. They gain experience by looking at old photographs, videos and artefacts and by visits such as to the House on the Hill Toy Museum and Bury St Edmunds museum. Work seen in their books for this term was about people from the past such as George Stephenson, Grace Darling and Mary Seacole.
100. By the end of Year 4 pupils have learned that the past can be divided into periods. They have learned about Invaders and Settlers, such as the Romans and Anglo-Saxons, and have visited Colchester museum and West Stow Anglo-Saxon village. Pupils are able to explain clearly what 'invade' and 'settle' mean and about the model Anglo-Saxon houses they have made. They are also very keen to talk about their visit to the Imperial War Museum at Duxford in connection with their present study of 'Children in World War II'. For example, pupils in a Years 3 and 4 class were discussing evacuation and how they thought evacuees felt when they had to leave home. They said they thought children would have been frightened, unhappy and feeling insecure; one child summed up the feelings of the class with a very poignant comment, "...nobody there to give you a hug." Other historical studies link closely with geography when pupils compare seaside holidays from the past and today. However, pupils' learning is not reinforced through written notes, reports and research undertaken by the pupils; worksheets are used in which all the information is given and little demand is made of pupils in filling in these sheets.
101. No teaching was seen in Years 1 and 2, and in the only lesson observed in Years 3 and 4 the quality of teaching was satisfactory. Pupils' attitudes to history are ones of interest and enthusiasm, especially about the visits they make. The subject does not have a co-ordinator but a teacher has started to oversee the subject until a permanent co-ordinator is appointed. The subject makes a good contribution to pupils' cultural development, with visitors such as a 'Roman soldier' and visits to museums and historical sites.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

102. Standards are below those expected of pupils by the end of Year 2 and the end of Year 4. This is a similar judgement to that of the last inspection. During the inspection, although computers were generally turned on, very few pupils were seen working on them, with the exception of Year 1 pupils who regularly use a 'talking books' program. In their classroom there are also examples of computer art where pupils have drawn themselves using the *Paintbrush* program. There was no evidence of work in the use of control technology in Years 1 to 4, although there is some photographic evidence from previous years of children's involvement in the early years class.
103. It is not possible to make a judgement on the quality of teaching because no lessons were seen, but there was no consistent evidence of planning for ICT in lessons, which is a weakness. Furthermore, as few pupils were seen using computers, it is not possible to judge their computer skills. However, discussions with older pupils highlighted that since September most pupils have had only limited access to computers in the school, but had developed some of their present skills on their home computers, with parents' help. A limited amount of word-processing was seen on display with some examples of poems,

and data-handling comprising bar graphs following the Year 2 class survey of favourite snacks and fruit. In addition, a small display of data-handling was seen in Years 3 and 4, with examples of bar charts and pictograms and word-processing of information about children's authors.

104. The headteacher has run a computer club in the summer term and intends to start again in the new year. In this club he is able to give maximum attention to the development of the club members' ICT skills, when, for example, they engage in activities such as writing and editing a newspaper front page and using an electronic microscope, which includes printing out pictures of mini-beasts seen through the microscope. However, this has not yet had an impact on other pupils' development in ICT skills through club members sharing their newly learned skills. Good links have been created with the middle school. Pupils in Year 4, prior to transfer, have one session per term in the middle school's computer suite. There is one computer in the school that has an Internet link, but limited use has been made of it.
105. The management of the subject is undertaken by the headteacher, who has worked hard to develop ICT across the school. However, success has been limited because there are not sufficient computers to enable all pupils to have regular access, and although the teachers have just completed national training in ICT, there has not been enough time for this to have had an impact upon standards of attainment across the school. The school has recognised that ICT is one of the subjects that has made least improvement, although the interest of the pupils in developing their computer skills is good. There is a good range of software for use and the local education authority has provided a very simple system that helps teachers to access programs that are suitable for each teaching year, but at the moment this support for teachers is underused. The school has a digital camera and evidence of its use was seen in displays around the school.

MUSIC

106. Because there was insufficient evidence, it was not possible to make a judgement on the standards pupils achieve in music. No lessons were seen and no judgement on the quality of teaching can be made. It was not possible to make a judgement on other musical activities, such as recorders, as there was no teaching of them during the week of inspection, but it was possible to observe the 'singing and signing to music' group who were practising for an engagement at the weekend. This was a very visual singing activity that demonstrated the good skills that pupils had acquired in signing to music. In assembly, where they sing to a recorded tape, it was possible to hear the words of the songs clearly, demonstrating the clarity of diction produced by the pupils. No instrumental lessons are taught by visiting music teachers, with the exception of the recorder teacher. However, the subject co-ordinator is arranging for a piano accompanist to play for the school Christmas concert.
107. Pupils enjoy listening to music and have completed some artwork in response to music by the trumpeter Miles Davis that was played to stimulate their imagination. An art display in the school hall exemplified a similar activity which pupils had undertaken on a visit to the middle school. Pupils in Years 3 and 4 learn songs from World War II as a link to their studies of children in that war. Musicians visit the school; a visit which pupils were keen to talk about was when Desmond Carty played African drums and told stories to the children. Another visit where pupils were able to hear a range of instruments played live was by the group 'Travelling by Tuba'. Pupils have had opportunities to develop their awareness of pitch, rhythm, duration and pulse through their music-making and singing. Teachers' planning shows that pupils use tuned and un-tuned percussion to make simple songs and compositions, using simple notation. However, only one example of pupils' composition was seen and this was not matched effectively to the level expected of pupils of that age.
108. Pupils have opportunities to appreciate music at the start and end of assembly. In the week of the inspection the music played was *Jupiter* from Gustav Holst's Planet Suite. However, this was not played at every assembly, which was a missed opportunity for pupils to get to know the music well.

109. The curriculum is planned to the requirements of the National Curriculum, further supported by a published scheme of work and national guidance for the teaching of music. The music co-ordinator took the role on recently and at the moment is undertaking an audit of music throughout the school. Strengths identified are pupils' attitudes and interest, and areas for development include building up the range of recorded music and arranging school-based training in the teaching and learning of music for the staff. Resources are good.

PHYSICAL EDUCATION

110. By the Year 2 and Year 4 standards are in line with those expected of pupils of a similar age. All pupils make satisfactory progress in the development of physical skills and achieve appropriately for their age. This is a similar judgement to the last inspection. Provision for swimming is made for every class in the school's own outdoor, heated swimming pool in the summer term. Pupils with special educational needs make good progress over time. Only two lessons were seen, one in Year 2 and one in Years 3 and 4; the quality of teaching in both lessons was good. Other judgements are made through the scrutiny of planning, photographic evidence and successes in sporting activities, and by talking to the subject co-ordinator and to pupils.
111. In the dance session observed in Year 2, pupils were developing a skeleton dance. They demonstrated very imaginative and creative movements, keeping very closely to the tempo of the music. They evaluated each other's performance and suggested ways for improvement. Pupils are managed carefully and safely. In the lesson observed in Years 3 and 4, pupils were travelling across the floor in different positions and directions. They were very conscious of their own space and that of pupils around them. Pupils feel confident enough to experiment and this enhances progress. Lessons are planned satisfactorily, although the monitoring of the teaching and learning is as yet underdeveloped. Relationships are good and teachers set a good example by joining in with the activity. This was particularly evident in the dance session, where the teacher enthused her pupils by demonstrating her interpretation of a skeleton dance. This adds to the sense of enjoyment, ensuring that pupils think physical exercise is worthwhile. Teachers expect good standards of work and behaviour and are rarely disappointed. However, use of floor and wall apparatus is limited.
112. The subject co-ordinator has been responsible for physical education only since September. The school has adopted the local education authority scheme of work, which is a very useful resource. Pupils have the opportunity to go to a residential activity centre at Kingswood, where they undertake outdoor and adventurous activities; this also contributes well to pupils' social development. Extra-curricular sporting activities include football training with Cambridge City Football Club. Pupils also take part tournaments in football, short tennis and netball. The school has forged important links with the middle schools, where pupils are invited to take part in cross-country, rounders and athletic events. A parent who is a keen runner helps out in the summer term with athletic training. A high profile is given to sports day, which is very popular with parents and children alike. Resources are sufficient to teach the subject. Although the subject co-ordinator has recognised the good attitudes and developing skills pupils bring to the subject, she is also aware of the need to make more use of apparatus in lessons and also to focus on ball skills with the younger pupils.

RELIGIOUS EDUCATION

113. Because of the way the school organises its timetable, there were limited opportunities to observe religious education being taught during the inspection. There is also little recorded work by pupils. From discussion with pupils in Years 3 and 4, it is clear that they can recall stories from the Old Testament, such as Noah's Flood or Joseph and his multi-coloured coat, and some of the parables of Jesus, such as the Lost Sheep and the Good Samaritan, but they have little knowledge of religious traditions other than Christianity. Some pupils could recall that the Jewish Sabbath is on Saturday and they could remember the story surrounding the festival of Diwali, but could not identify with which religion it was associated. This is a similar situation to that found at the last inspection, when the expectations of the local

authority's agreed syllabus for religious education were not being met at the end of Year 2. There was not sufficient evidence in this inspection to make a judgement on whether they would be met at the end of Year 4.

114. The school plans its religious education in tandem with its personal, social and health education programme. This has some advantages, but it has the result that insufficient time is devoted to religious education as such, and the significance of stories within their religious tradition can be lost. For instance, some Years 3 and 4 pupils misunderstood the parable of the Lost Sheep as a warning to be careful with your possessions, and the parable of the Good Samaritan as being about bullying. They had no understanding of the significance of the stories to a follower of the Christian faith.
115. As only one lesson was observed, it was not possible to make a judgement on the quality of teaching in religious education. In this lesson, with a Year 2 class, the teacher made the link well between discussing celebrations such as a birthday or bonfire night with religious occasions such as Christmas or a christening. The teacher also used the opportunity well to introduce references to Diwali and the symbolism of a candle.
116. The subject co-ordinator is new to the role, and has had no opportunity yet to monitor how the subject is being taught throughout the school. There are also no procedures in place to check on the progress pupils are making. Pupils are able to visit local churches but do not have the opportunity to visit the places of worship of other faiths to extend their understanding or to develop their appreciation of the diversity of the society in which they live.