

INSPECTION REPORT

**ABBAY MEADOWS COMMUNITY PRIMARY
SCHOOL**

Cambridge

LEA area: Cambridge

Unique reference number: 132127

Headteacher: Mr C J Knight

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 17th – 20th March 2003

Inspection number: 248905

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs C A Garafalo
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Mrs L Brackstone	Registered inspector	The Foundation stage	What sort of school is it? What should the school do to improve further? How well are pupils taught? How high are standards? a) the school's results and pupils' achievements How well is the school led and managed?
9942	Mrs S Stevens	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
22113	Mrs A King	Team inspector	Mathematics History Music	
22990	Mr C Furniss	Team inspector	English Religious education English as an additional language	
15011	Mrs M Wallace	Team inspector	Art and design Design and technology Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
20560	Mr P Adams	Team inspector	Science Information and communication technology Geography Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Abbey Meadows Community Primary School is set in an urban location to the east of Cambridge. It serves East Barnwell, which is an estate with very few privately owned homes. It is an area of high socio-economic deprivation with above average crime rates. In September 2001 the old Priory Infant and Priory Junior Schools, which were two schools that were deemed to have serious weaknesses, were officially closed. The new school was relaunched under the name of Abbey Meadows. It is a large school with 326 children on roll; it is organised as a two-form entry primary. The vast majority of pupils who attend Abbey Meadows are of white UK heritage. The proportion of pupils claiming free school meals is 43 per cent, but with many more eligible if they applied. The school has the highest level of free school meals in Cambridge City and is very high in comparison to the national average. The proportion of children on the special educational needs register is 54 per cent, which is very high. There are six pupils with statements for special educational needs and this is about average for this size of school. The proportion of pupils who use English as an additional language is seven per cent and this is higher than the national average. A small number of pupils have been identified as gifted and talented. Children's pre-school experiences vary. The majority have attended a nearby local education authority nursery, which is shortly to move to a site adjoining the school. There are a small number who have had no pre-school experience. Children start school with standards of attainment in all areas of learning that are very poor. At the time of the inspection there were 49 children in the Reception Year.

HOW GOOD THE SCHOOL IS

Abbey Meadows school is very effective because of the excellent leadership and management of the school. Pupils start school with very poor skills in all areas of learning. Although standards are still below average when they leave school at the end of Year 6, all pupils, including those with special educational needs and those for whom English is an additional language, are making good progress in this new school. This is because the quality of teaching and learning is very good overall and all pupils are fully involved in the life of the school. The school provides very good value for money.

What the school does well

- The leadership and management of the headteacher, his deputy head and senior teacher are outstanding.
- Provision for the spiritual, moral and social development of the pupils is excellent.
- The pupils are extremely well cared for. Procedures for checking personal and academic development are of a very high quality.
- The overall quality of teaching is very good.
- Provision for pupils with special educational needs is very good.
- Pupils really enjoy coming to school. They show high levels of respect for each other and enjoy extremely positive relationships with pupils and adults alike.
- The quality and range of learning opportunities are good; the community contributes excellently to the pupils' learning, relationships with other school are of very high quality and provision for extra-curricular activities is good.
- Parents are extremely pleased with the school and appreciate the very strong links that have been established with them.

What could be improved

- Overall standards at the end of Years 2 and 6.
- The overall adequacy of learning resources.
- The use of the outdoor area to develop the physical skills of the children in Reception.

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

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	N/a	N/a	E	E
mathematics	N/a	N/a	E	E
science	N/a	N/a	E	E

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

Abbey Meadows opened in September 2001 as a new primary school and the pupils in Years 2 and 6 were the first to take the national tests in English, mathematics and science in 2002. Therefore, there is no evidence of overall trends over a period of time. Standards in the 2002 Year 2 tests in reading, writing and mathematics were well below average. In the teacher assessed tests in science standards were in the lowest five per cent of results nationally. Results in the 2002 Year 6 standardised tests in English, mathematics and science were well below average. Children start school with very poor levels of attainment in all areas of learning. By the start of Year 1 of the National Curriculum the children have made good progress but are still well below those expected for this age group. Inspection findings indicate that by the end of Year 2 standards in reading, writing and mathematics are still below average. Standards in science, history and geography are also below expected levels for this age group. However, in relation to prior attainment all pupils are making good progress. Standards in art, design and technology, information and communication technology, music and physical education are as expected for pupils of this age. Pupils are less dependent on their literacy skills in these subjects and very good progress is made as a result. Standards in the current Year 6 are as expected in music and mathematics. This is because of the very good teaching in mathematics, the high quality expertise and improved opportunities in music. Standards are below national averages in English, mathematics and science. Standards in art, design and technology, information and communication technology, history and geography are below the expected levels. This is because the pupils in this year group have not had a consistent approach to learning when they were in Years 3 and 4. Standards in religious education in Years 2 and 6 do not meet the requirements of the locally agreed syllabus. However, in relation to their prior attainment on entry into school, all pupils, including those with special educational needs and those for whom English is an additional language, make good progress. The school sets realistic targets for improvement and carefully analyses results to check gender and mobility issues. At the time of the inspection no differences were noted between the achievement of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good overall. Pupils love coming to school and enjoy participating in all the activities.
Behaviour, in and out of classrooms	Good overall. Pupils behave well in lessons and around school. Behaviour in assemblies is very good. No anti-social behaviour was observed during the inspection.
Personal development and relationships	Excellent overall. Pupils enjoy outstanding relationships with all adults in school. They really understand that their actions and behaviour affect classmates and teachers. The pupils have considerable respect for the feelings of each other.

Attendance	Good. Pupils come to school regularly and parents clearly understand the importance of consistent attendance.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	very good	very good	very 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 very good and results in a good quality of learning. Learning is no better because of the challenging nature of the pupils and the large proportion of pupils with special educational needs who require teaching of very high quality to enable significant progress to be made. Teachers have very high expectations of both behaviour and achievement and this has a very positive impact on the pace of learning. Basic skills are taught well and this ensures that the pupils acquire knowledge and skills appropriately. Pupil management is also a real strength and a good range of teaching methods are used to maintain the interest of the pupils. Teachers have an excellent understanding of the needs of the pupils. Subject knowledge is good and lessons are planned carefully to enable pupils' intellectual skills to develop. Lessons move at a very good pace and learning support staff are used very well to help the pupils understand what they are learning. Pupils with special educational needs and those for whom English is an additional language are supported very well and this enables them to make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All statutory requirements are met and all pupils are fully involved. The community makes an excellent contribution to the pupils' learning and very good links have been established with other schools. Literacy and numeracy strategies are effective, the extra-curricular activities organised are good and provision for personal education is of high quality.
Provision for pupils with special educational needs	Very good overall. The children are quickly identified on entry into school and individual education plans consist of clear achievable targets.
Provision for pupils with English as an additional language	Good overall. Procedures for identifying pupils who use English as an additional language are very good. Support in class is effective and this ensures that the needs of pupils are met. Teachers check the progress made and reports are detailed and clear.
Provision for pupils' personal development, including their spiritual, moral, social and cultural, development	Excellent overall. Pupils are encouraged to respect each other and to openly show concern and compassion. Adults in school model the principles they wish to promote and this ensures that the pupils understand fairness and integrity. A sense of community is extremely well fostered with pupils fully involved in defusing tensions within school and discussing those issues in the wider world.
How well the school cares for its pupils	Excellent overall. All staff are extremely sensitive to the needs of their pupils and take great care of them. Both their academic and personal development are very effectively checked. The school has carefully considered the new disability act.

The school has worked very hard to establish links with parents and encourages them to be fully involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are excellent. The headteacher and his deputy share a unique blend of professional expertise and humour that is used to inspire pupils and staff. The senior teacher supports them exceptionally well.
How well the governors fulfil their responsibilities	Very good overall. The governors have a very clear idea of the direction in which they want the school to grow. They use their professional expertise very well to support this.
The school's evaluation of its performance	Very good overall. The headteacher, deputy and senior teacher check teaching and learning very closely and ensure that everyone involved in the school is working to their full potential.
The strategic use of resources	Excellent. Finances are tightly linked to the priorities of the school and very good use is made of specific grants. All resources are deployed very effectively to support the pupils' learning. Principles of best value are clearly understood. This is clearly evident through the very good procedures of monitoring, evaluating and comparing all aspects of school life.

There is a very good match of teaching and support staff to meet the needs of the curriculum. The accommodation is very good with attractive teaching areas, a purpose-built information and communication technology suite and numerous halls. Whilst the outdoors is very good for older pupils, the safe and secure area for the youngest children is underdeveloped and lacks large play equipment. The overall quality of learning resources is unsatisfactory across the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable approaching the school with a problem or concern. • Teachers have high expectations. • The quality of teaching is good. • The school is well led and managed. • Their children make good progress. • Their children are encouraged to become mature and responsible. • The school works closely with them. • They feel that behaviour in school is good. • Their children are given the right amount of homework. 	<ul style="list-style-type: none"> • The range of extra-curricular activities.

The inspection team endorses all the positive comments made by the parents. However, they cannot agree with the negative views expressed about the extra-curricular activities because provision is better than that generally found at other primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Although all children achieve well during their time in Reception, by the time they are ready to start Year 1 of the National Curriculum, almost all children are still working well below nationally agreed expectations in the key areas of personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; and creative and physical development. This is because their attainment on entry to Reception is very low; few children receive stimulus outside of school to enrich their learning experiences and many have special educational needs.
2. Abbey Meadows opened in September 2001 as a new primary school and the pupils in Years 2 and 6 were the first to take the national tests in English, mathematics and science in 2002. Therefore, there is no evidence of overall trends over time. Inspection findings indicate that, by the end of Year 2, standards in reading, writing and mathematics are below average. No differences were noted between the achievement of boys and girls. Nevertheless, overall achievement in these core subjects in Years 1 and 2 is good because of the very high quality teaching and good range of learning opportunities available. This represents a good improvement since the national tests of 2002 when standards in these key subjects were well below the national average and when compared to similar schools. Inspection findings indicate that standards in science are below average but good progress is being made in Years 1 and 2. In fact, standards in Year 2 have improved well since the teacher assessments of 2002 when the number of pupils achieving the nationally expected level was in the lowest five per cent of all test results.
3. Overall achievement in English, mathematics and science in Years 3 to 6 is also good. However, current standards in Year 6 in English, mathematics and science are below average. This is a good improvement since the national tests of 2002 when standards in these core subjects were well below the national average and in comparison to similar schools. No differences were noted between boys or girls. This reflects the new school's commitment to raising standards and has resulted in the creation of a climate in which teaching and learning can now take place in Years 3 to 6. A very good range of initiatives has helped the school to achieve this. These include the close checking of pupils' progress, analysis of performance data, the personal development of pupils, in particular their self-esteem and confidence and links with home. The ethos and atmosphere of the school exemplify this and all staff are committed to achieving a learning environment that reflects this.
4. In Years 2 and 6 standards in music and physical education are in line with national expectations. Pupils achieve standards higher than expected in singing. This represents very good achievement in these subjects from a base well below the nationally agreed levels at the start of Year 1 of the National Curriculum. Pupils achieve standards higher than expected in singing. This represents excellent progress, particularly for Years 4, 5 and 6 who had no singing experiences prior to the opening of the new school.
5. Pupils make very good progress in art, design and technology and information and communication technology in Years 1 and 2 as a result of high quality teaching. Consequently, most pupils are attaining the expected levels in these subjects by the end of Year 2. In history and geography pupils are more reliant on the use of their literacy skills and this has a weakening effect on the standards achieved, which are below the expected level. However, in comparison to their very poor prior attainment on entry into school, good progress has still been made. Standards in the Year 6 are below national expectations in art, design and technology, information and communication technology, history and geography. This is because prior to the opening of the new school, there were no programmes of work in place for these subjects and the climate for learning was poor. Standards in religious education in Years 2 and 6 are below the expected levels of the locally agreed syllabus. This is because of the weak literacy skills of the pupils and the lack of programmes of study for pupils in Years 3 to 6 prior to the opening of Abbey Meadows.

6. Weak standards in literacy and numeracy do have a negative impact on achievement in other subject areas. For instance, weaknesses in their language development affect their ability to use the correct terminology in subjects such as science, history and geography. Numeracy skills are used well in design and technology but their knowledge is weaker than expected for most pupils at this stage of their education. The school is fully aware of the need to develop further the pupils' literacy and numeracy skills to benefit other areas within the curriculum.
7. Over half of the pupils have been identified with special educational needs. These high numbers makes special educational needs a significant feature of school life. There is evidence of pupils with special educational needs making good and often very good progress. In 2002, a third of Year 6 pupils on the special educational needs register achieved the expected level in English. In 2002, a quarter of Year 6 pupils on the special educational needs register achieved the expected level in mathematics. In 2002, almost half of Year 6 pupils on the special educational needs register achieved the expected level in science.
8. Pupils who speak English as an additional language also achieve well in all subjects. The school's analysis of Year 6 test results indicates that pupils who speak English as an additional language attain average standards. All pupils are fully included in every aspect of the school's work, having access to extra-curricular activities and to school visits.
9. The overall trend in standards is an improving picture. This is because of the very good quality teaching and learning and the collection of detailed analysis of pupils' performance. The school identifies gender and mobility issues and then puts into place effective strategies, which deal with any differences in attainment. At the time of the inspection there were no gender issues noted. The school sets realistic targets for further improvement and is making very good progress in achieving them. The teachers carefully look at individual pupils in each cohort and make specific plans to raise attainment.

Pupils' attitudes, values and personal development

10. Children in the Reception classes have very good attitudes and they behave well. Through the very good care and support they receive from staff, children settle quickly into classroom routines and are happy and eager to be involved in a wide range of learning activities.
11. The pupils' very good overall attitudes to the school contribute much to the strong community spirit that characterises Abbey Meadows. The enthusiasm of the pupils to attend school and the responsible behaviour of the majority of pupils, help to sustain an orderly environment that enhances the quality of their learning. Pupils speak with pride of *'their new school'* and how much they enjoy coming, where *'everyone cares'* and *'the teachers listen to you'*. Pupils appear happy, confident and keen to welcome visitors to their school. Parents confirm that their children *'love coming to school now'*; attendance rates show a steady improvement, there is minimal unauthorised absence and most pupils are punctual.
12. This school fully embraces all pupils. The comprehensive nature of its intake is reflected in the attitudes, behaviour and general enthusiasm of the staff and pupils to welcoming visitors and making them feel at home in their school. Pupils, including those with special educational needs and those for whom English is an additional language, settle quickly into their earliest days in the school, learning to be courteous and polite and thoughtful for others. Those pupils who show less enthusiasm for their schooling, or who become distracted and potentially disruptive, are managed very skilfully by staff who use excellent procedures to guide and motivate them towards achieving their potential. Once lessons begin, nearly all pupils respond well to good teaching showing increasing abilities to concentrate and listen. Pupils believe staff handle incidents of poor behaviour fairly and they recognise that this encourages pupils to behave well. This sense of fairness sets the ethos for the very positive attitudes the majority of pupils show to their work and to their school. They try not to *'let their school down'* and the excellent relationship pupils have with their teachers and other staff, underpins their attitudes and behaviour in and out of the classroom.
13. Behaviour is generally considerate, tolerant and respectful. Pupils know what is expected of them and generally respond well to the high expectations of their teachers, enabling teachers to

concentrate on their teaching to the benefit of all pupils. In and around the classrooms, pupils are developing sensible attitudes to the need for self-discipline in their daily routines at school. During assemblies, pupils are quiet, attentive and courteous. The sudden death of a much-loved, long surviving member of the school's cleaning staff the previous afternoon, saw two emotional and sensitive assemblies for both younger and older pupils, in which the headteacher and the local vicar provided a focus for the pupils' grief and a link to the growing concern for the war in Iraq. Pupils understood it was right to feel grief and anxiety, to remember and to move on '*in a circle of love*' that embraced everyone in the hall. Pupils of all ages showed exemplary behaviour and understanding.

14. The excellent personal development of the pupils and the quality of the outstanding relationships they have with adults in the school are strengths of the school. Pupils really do understand that their actions and behaviour affect classmates, teachers and staff. No unkind behaviour was observed and pupils show considerable respect for the feelings of each other. Pupils with special educational needs are supported fully and staff work hard to foster trust and understanding of individual's needs as they place a very high priority on the personal development of all pupils. This emphasis on the support of the pupils forms a foundation for the happy atmosphere in the school and the enthusiasm the pupils show for attending school. Pupils are developing social skills, expressing their views with growing confidence and self-esteem. Pupils are keen to accept responsibility and carry out their class and school jobs conscientiously and with pride. The pupils are friendly and naturally polite; they greet adults with a smile, often addressing them by name and shaking the hand of a visitor as they welcome them to their school. The newly formed junior council is already active in examining ways to improve the environment around the school, with ideas from Reception to Year 6 representatives given equal consideration at the minuted meeting. Meals are a civilised occasion, with pupils conversing happily and helping to keep the dining hall clean and tidy. The excellent relationships across the school are reflected in the strong sense of community that pervades the school. Pupils react well to the good example that is set for them by adult members of staff who work together harmoniously and constructively. When tension occurs amongst a group of pupils, for example, any conflict is used to very good effect by the staff to further pupils' understanding of the impact of their actions on others. A '*chat over a cup of coffee*' with the headteacher was seen to diffuse a potentially difficult situation with two Year 6 boys. Parents speak highly of the manner in which their children learn to become more mature and responsible at the school.
15. In lessons observed, pupils with special educational needs try hard. They consistently show interest and enthusiasm. As a result they make good progress. The school values every pupil and it develops their self-esteem and confidence. Pupils are set and are aware of, targets for their behaviour and social development. They respond well to this approach. As a result, relationships between pupils with special educational needs and their support staff are excellent. Pupils, whose previous disruptive behaviour meant that potential could not be judged, are now fully integrated and able to access learning within the classroom. Pupils who use English as an additional language are very well integrated and they know that they are equally valued.
16. Attendance at the school is good and has seen a steady improvement over the past months. There are minimal unauthorised absences recorded. Pupils are eager to attend school and most arrive punctually. Since the advent of the daily breakfast club, both lateness and absence have shown a reduction in numbers. Observation during the inspection confirms parents' views that their children are very keen to attend. The majority of parents clearly understand the importance of consistent attendance and punctuality. There have been no exclusions since the school opened.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is very good. This is because throughout the inspection almost all of the teaching was good, with much of it being very good or excellent. Evaluation from the scrutiny of work, lesson planning and discussions with pupils reinforced this judgement. However, the overall quality of learning is good. This is because of the challenging nature of the pupils and the large proportion of pupils with special educational needs who require teaching of very high quality to enable significant progress to be made.
18. All teachers show an excellent understanding of the needs of the pupils in their care. They work very hard at establishing positive relationships with their classes and ensure that all children feel valued.

For instance, pupils' opinions are considered and their views are respected. This was evident in an excellent Year 2 English lesson where all the pupils' feelings and emotions were carefully included as they responded to the questions of their teacher, who took on the role of '*Goldilocks in a bad mood*'. Overall teachers' subject knowledge is good and they present lessons in an interesting manner. For example, in a very good design and technology lesson in a Year 5 class, pupils were designing musical instruments to accompany the picture book '*Rosie's walk*'. The teacher motivated the pupils very well because very good technical instruction on the purpose, design and planning elements of the instruments was provided.

19. The basic skills of literacy and numeracy are taught well throughout the school and this has a good impact on the acquisition of specific knowledge and skills. Teachers have a good understanding of the National Literacy and Numeracy Strategies and these are used well to develop skills across the curriculum. For instance, in a good history lesson in a Year 3 class, the pupils were encouraged to develop their use of a glossary and an index when seeking out information on Henry the Eighth and his various wives. During this lesson the teacher stimulated the pupils to be really involved in their own learning by encouraging them to solve the mystery of why Catherine Howard was beheaded. In one Reception class the teacher skilfully helped the children to use their simple knowledge of numbers to check how many drinks were needed for snack time by asking individuals to count the number present. In a good mathematics lesson in a Year 4 class the teacher taught equivalent fractions effectively where partitioned paper was used to show that a half and five-tenths were the same.
20. Lessons are planned well and learning objectives clearly identified. For example, in a very good science lesson in Year 1 the teacher used the learning objectives to introduce a lesson on sound. These objectives were then shared again in the final part of the session to check that the pupils had understood what they had learnt. Detailed planning is linked to the specific needs of all the pupils. This ensures that all pupils are fully involved in the lessons. For example, in a very good history lesson in a Year 2 class that was focusing on the life of Florence Nightingale, the needs of all pupils were met because the teacher helped them understand what a famous person was by discussing well known people today. This helped them to understand this learning concept.
21. Teachers have very high expectations of behaviour and achievement. They use encouragement and praise very well to maintain pupils' interest in their learning. The productivity and pace of lessons is maintained very well through a mixture of individual, group and class sessions. Very good use is made of questioning techniques and pupils' levels of understanding are continually assessed. This was evident in a good Year 4 art lesson where the teacher made good use of questions to encourage the pupils to develop their drawing techniques. Her use of a challenging approach also maintained the concentration levels of the class. Pupils are managed very well and encouraged to be involved in their learning. For example, in an information and communication technology lesson in a Year 1 class, the teacher maintained the pupils' concentration well in the purpose-built suite.
22. Over half of the pupils in school have special educational needs and a significant minority experience behavioural problems. In addition to this, pupils in Years 4 to 6 had negative experiences of school prior to the opening of Abbey Meadows and teachers have to work very hard to establish positive attitudes to learning. For example, in a Year 6 literacy session, although the pupils made very good progress, the input of the teacher outshone the response of the class. Excellent communication and interaction skills were used to motivate his pupils and the quality of teaching was outstanding. However, because of the challenging nature of the pupils, the quality of learning was slightly lower than the input of the teacher.
23. The available resources are used well to stimulate the pupils' learning. For instance, during the inspection the stimulating role-play areas in the Reception classes had been turned into '*baby clinics*'. These were well stocked with dolls, clothes, paper, pencils, keyboards, telephones and various feeding bottles. Support staff were used very well to promote learning by interacting with the children during the role play. However, in a good history lesson in Year 3 the teacher had to use photocopied sheets because there were insufficient resources available to aid the pupils in their learning. Overall, homework is used satisfactorily to support the pupils' learning and encourages pupils' interest and independence.

24. The teaching of special educational needs pupils is successful because teachers, working with support staff, build on the specific and achievable targets of individual education plans and plan lessons to match those needs. Teachers are committed to including special educational needs pupils in their lessons and set demands that promote pupils' learning and progress. For example, in the past six months pupils in Year 5 with special educational needs have moved from printing in an uneven manner, with numerous errors and an uninteresting style, to writing in an even script with few errors and a descriptive content.
25. A specialist teacher provides good teaching for pupils who are learning English as an additional language. Effective strategies are employed to support pupils learning. Teaching is most successful when key words are repeated, correct answers are modelled and clues are given through facial expression and movements.
26. The work of both learning support staff and classroom assistants is of very high quality and this has a significant effect upon the improving standards achieved in school. They work very closely with class teachers to provide high quality support for all pupils, including those with special educational needs and those for whom English is an additional language. All support staff are well trained and the teamwork in classrooms is very good.

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

27. A good curriculum is provided throughout the school. This includes religious education and all required subjects of the National Curriculum for pupils in Years 1 to 6. Children in reception experience a wide and varied curriculum that is based on the recommended Foundation Stage curriculum. Official recommendations and guidelines have been adopted for most subjects and give teachers good support in their planning. The curriculum is enriched by very good provision for personal, social and health education and good opportunities for extra-curricular activities. Visitors and visits to places of interest enhance learning opportunities.
28. Since the school opened 18 months ago it has made very good progress in establishing a broad and balanced curriculum. All subjects have an appropriate allocation of time, although there has been an emphasis on English, mathematics, science and information and communication technology.
29. Strengths of the curriculum include literacy, numeracy, music, physical education and design and technology and information and communication technology. The provision for pupils with special educational needs is very good and is also a strength of the school. A strong emphasis is placed on inclusion and personal development. This is enhanced by very good provision for pupils' personal, social and health education. The contribution of the community to pupils' learning is excellent. Areas for development include geography, history, art and design and design and technology.
30. The school has worked hard to ensure there are policies for all subjects. Aims are clearly stated in policy documents. National recommendations and guidelines have been adopted in all subjects and these show a progression in skills, knowledge and understanding. A suite with a bank of computers ensures pupils receive good access to information and communication technology. The subject is well planned and implemented but is not yet used fully to enhance learning in other subject areas. Planning for religious education follows the locally agreed syllabus satisfactorily. The curriculum for the Foundation Stage is appropriate and follows recommended planning for this age group. The implementation of the National Literacy and Numeracy Strategies is effective and has contributed to good progress in English and mathematics by Year 6. Key vocabulary is identified clearly in daily planning.
31. The curriculum provides very good quality access for all pupils to learn and make progress. There is a broad range of worthwhile opportunities that meets the interests, aptitudes and particular needs of these pupils. All have equal access and opportunity and are fully included in all lessons. For instance, Year 6 pupils describe how they value access to the computer suite.
32. There is good provision for English as an additional language. Effective procedures are in place for identifying and assessing the needs of pupils who arrive with language difficulties and for monitoring

their development. Pupils receive good support from a multicultural support teacher, bilingual support assistants where appropriate, class teachers and learning support assistants. Pupils who use English as an additional language are well integrated into the school and progress at approximately the same rate as other pupils. There are a number of books in other languages and the school values other languages, for example in the display of poems from around the world and using a wide range of different languages.

33. The extra-curricular provision is good. There is an appropriate range of extra-curricular clubs for physical education and music, including football, netball, athletics, gymnastics and recorder clubs. A 'safer cycling' course is held during the summer term. Chess club is held during the lunchtime and is well attended. For example, 14 pupils from Years 3 to 6 regularly attend and take part in local chess competitions. This club was initiated and is organised by a Year 6 pupil. The breakfast club is very popular and well organised with as many as 30 pupils attending daily. Lunchtime is enhanced by activities organised and led by the 'Reccy Rangers'. All clubs are very well organised and generally well attended; for example 25 pupils regularly attend football club. Clubs make a good contribution to extending pupils' knowledge, understanding and experience. The school football, netball and athletics teams take part in regular inter-school tournaments and the football team are local champions. All pupils in Year 6 have the opportunity to attend an outdoor residential centre and during this visit most areas of the curriculum are enhanced. The school provides regular opportunities for pupils to perform in end of term concerts.
34. The school makes very good provision for pupils' personal, social and health education and this is often reinforced through assemblies and in religious education lessons. Most lessons provide very good opportunities for pupils to develop an understanding of important issues such as caring for others and the exploration of personal feelings. One pupil wrote 'We can all be happy by helping others.' The local nurse and policeman teach relevant aspects of health education, such as sex education and drugs awareness. The school council meets regularly to discuss issues and work towards improving their school. Teaching of personal, social and health education is very good. Pupils in Year 3 discuss feelings and emotions and they develop their ability to make moral judgements in a dilemma. They discuss the importance of making choices. In Year 1 pupils learn social skills through circle time and this contributes to their personal development.
35. There are excellent links with the local community and the progress the school has made in establishing links with the community in a relatively short time is remarkable. Regular visits from the local church and police enhance learning opportunities. The residents of the community are informed and invited to events in the school and the choir sings at the local home for the elderly. Members of the local community are invited to the school for a 'Mingle Munchies' session where community members mingle over lunch and build up a relationship with the school. The school has its own community wing, offering a programme of community activities such as 'Sure Start', 'Home Start', and 'Positive Parenting'. Both halls within the school are timetabled for community events during the evenings and holidays. The school runs free courses for members of the community such as 'DIY', 'Build a bicycle' and 'Making the most of your money'. The school is developing links with local business. The headteacher has excellent vision to develop community links still further. Cambridge United Football Club has adopted the school and regularly collects Tesco computer vouchers from the spectators. Football players frequently visit the school for lunch and to work with the pupils. Members of the school visit football matches and perform 'Pompom' dances. The team support the school on sports day. The school has excellent links with local churches such as the Leper Chapel.
36. There are very good links with the local partner institutions. Members of the secondary school help with school events such as sports day. Specialist teachers from the secondary school support subject co-ordinators in the school. The very good links with the local secondary schools ensure pupils in Year 6 make a smooth transfer to the next stage of their learning.
37. The provision for pupils' spiritual, moral, and social development is excellent overall. Cultural development is satisfactory. Spiritual development is sensitively advanced through collective worship, when pupils are asked to join in a reflective prayer, if they wish to do so, during assembly and religious education. Broadly Christian beliefs are promoted effectively throughout the school, encouraging pupils to explore and develop awareness and understanding of their own and others' beliefs. Very good opportunities are provided by teaching styles which value pupils' questions and

give them space for their own ideas and concerns. The ethos of the school, which is promoted by all staff, provides an atmosphere within which all pupils can grow and flourish, feel valued and develop respect for themselves and others. The use of singing enriches the experience of the school assemblies and the impact of creative work in art and design, music, literacy and science, gives good support to the spiritual development of the pupils.

38. The generally good behaviour in class and around the school indicates that pupils have a well-developed sense of right and wrong. They are encouraged to respect each other and to show concern and compassion openly. Many show an ability to think through the consequences of their own actions. All adults in the school model the principles they wish to promote and this ensures that the pupils understand fairness and integrity. Staff show friendly tolerance and humour when behaviour is unacceptable; pupils know when they *'let their school down'*. In their work on personal, social and health education, the pupils are encouraged to discuss personal codes of behaviour for their own lives and to engage in discussion about the morality of particular actions.
39. The excellent social development of pupils is enhanced by the way in which adults and pupils relate to each other. There is a vein of mutual respect running through the school, reflected in the role models of the staff and responded to by pupils of all ages. The school promotes the pupils' care and concern for others and for the impact actions might have on others. A sense of community is extremely well fostered with pupils fully involved in helping to resolve tensions between themselves, being willing to discuss differences within a group or the wider society within the school and community. Staff make full use of praise and encouragement, helping to raise the pupils' self-esteem and assisting them to develop personal qualities recognised by the majority of their parents as 'encouraging their children to become more mature and responsible'. Pupils are encouraged to take on responsibilities, for example returning the class registers to the office and tidying up their desks and classrooms. Older pupils escort the very young children to classes by taking their hand as they leave assembly and generally being watchful of their happiness and welfare during the school break times. The school works hard to maintain an ethos of sharing and co-operation amongst all pupils, encouraging them to recognise social differences and to work in harmony.
40. There are a number of pupils from the local ethnic community with a diverse range of cultures, which add to the pupils' cultural awareness. There is a sense of personal enrichment with the traditions from a range of cultures explored during religious education lessons, the Harambee multicultural project and subjects such as geography. Pupils develop a very good sense of their own community through the extensive use of the school facilities by, for example, the use of the playing field by three local football teams at the weekend, weekly community assemblies, Harvest and Advent festivals and close links with the local senior citizens. However, the links with other cultural communities are not well developed. The school is aware of this and is taking appropriate steps to strengthen this area of its work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The pastoral care provided for pupils is very good and enables them to feel valued, to develop confidence and to be happy in concentrating on their learning. Teachers and all staff are very sensitive to the needs of those in their charge; they know the pupils well and work hard to care for their welfare. Parents support this view. The excellent relationships between class teachers, support staff and pupils are an important element in the quality of care and guidance provided. Pupils' personal development is fostered carefully by the building of self-esteem and self-discipline in an atmosphere free from tension and disharmony.
42. Children in the Reception Year are helped to settle into the routines of the classroom with praise and support in learning what is expected of them. Teachers and support staff work with the children in the context of their family. They are sensitive to the pupils with their many and varied pastoral needs. Teachers make themselves available to parents daily and discuss any concerns that arise and, during the year, provide many structured and informal opportunities to share information about children's work or personal development. Pupils particularly value the kindness and the willingness of staff to listen to them and the warmth and understanding that all members of the school community show them. The school fully involves all pupils and integrates those with special educational needs and those for whom English is an additional language into all school activities. These pupils receive very

good targeted and supportive intervention to aid their learning and to ensure they develop an understanding of good work and behaviour ethics.

43. Procedures for ensuring health and safety and for child protection are excellent. Policy documents are in place, including those for the new disability act and all staff ensure that the school is a healthy and safe environment. The site manager, supported by cleaning staff, maintains a very high level of cleanliness. First aid provision is good and trained staff keep appropriate records. Fire evacuation is carried out regularly and equipment checked. The designated members of staff, who have received the required training, maintain staff awareness of child protection issues. Staff are vigilant in their approach to this aspect of care. Supervision in the playground is very good and midday supervisors are kind and good humoured, assisting with a grazed knee or a stray football with equal proficiency. All pupils receive appropriate information about diet, good hygiene, relationships and drugs in a personal, social and health education programme, which spans all areas of the curriculum.
44. The school has developed very good procedures for encouraging attendance, punctuality and following up absence. This has been effective in raising the overall level of attendance and maintaining a minimal number of unauthorised absences. Twice daily registration complies with legal requirements and parents generally support for the efforts of the school in raising individual achievement by regular attendance. The formation of the daily breakfast club has resulted in a sharp drop in the number of late pupils and is very popular with its regulars.
45. The school has consistently excellent procedures for recording, monitoring and promoting good behaviour. Across the school, teachers and support staff place much verbal emphasis on good, respectful behaviour, both in lessons and at play. Pupils know what is expected of them and are well aware that bullying and any form of oppressive behaviour are not tolerated. Pupils are given special tasks, such as setting up the overhead projector for assembly, to encourage self-confidence and reward effort. Pupils with emotional and behavioural problems are supported very ably by staff, who are sensitive and knowledgeable and set high standards and expectations of these pupils. The very warm and respectful relationships between staff and pupils promote a consistent level of communication and trust. Pupils know the staff will try to help them and value them as members of the school community. Pupils appreciate the role models set by the teachers and staff, enjoy moments of humour, such as the banter between the headteacher and deputy during an assembly and strive not to 'let down' their teachers' expectations of them. This informal support for the pupils' personal development is excellent and is a strength of the school.
46. The procedures for assessing and monitoring pupils' attainment and progress are satisfactory overall. There are very good procedures in mathematics and English, where end-of-year tests are given to pupils in Years 3 to 5, along with national testing at the end of Years 2 and 6. This information is used to monitor how well pupils are progressing. Procedures are good for the reception children and for pupils with special educational needs and pupils for whom English is an additional language. In science, design and technology, history, information and communication technology and music procedures are satisfactory with some useful assessments starting to be made at the end of units of study in science. In other subjects there are no effective procedures for assessing and recording how well pupils have achieved key learning objectives and this makes it more difficult for staff to monitor and support their progress. However, marking lacks consistency through the school and is too vague in several subjects where ticks and a general '*well done*' type of comment are the norm and pupils are given little or no guidance on how to improve.
47. The use of assessment data to help teachers plan for the future is good. Assessment data is used very well in English, mathematics, under fives, special educational needs and those for whom English is an additional language, to monitor pupils' progress and to identify where further support is needed. For example, extra support is given to groups of pupils as a result of assessment in literacy and numeracy in the form of booster classes and early literacy support. Pupils are set targets to achieve. Other subjects of the curriculum are not as consistent. Some use end of unit assessments but these are not always recorded in a way that makes it easy for staff to analyse and use them in planning.
48. There is effective assessment and monitoring of the performance and progress of pupils with special educational needs. This support and guidance is raising achievement and these pupils make good progress. All statutory requirements for pupils with statements of special educational needs are very well met. These pupils are very well supported in the classroom and make good progress. There is

very good analysis of all pupils' achievement, in particular the quality of information about pupils with special educational needs. This is evident in samples of work retained so that teaching can be better planned. For instance, pupils in Year 2 were assessed in September, being only able to recognise, count and order numbers from 0 – 20. This information was used to set targets and to plan the teaching. By January they had progressed to adding coins to ten pence, counting on from larger numbers and using the correct mathematical language. Similarly, pupils are encouraged and supported by effective marking, when it is detailed, evaluative and challenging. The arrangements for identifying and assessing pupils with special educational needs are strong because staff are aware of procedures. There are school referral forms readily available for them to use at any time. The work of learning support assistants contributes to the progress of pupils with special educational needs. Teachers and learning support assistants build on individual education plans that have clear and achievable targets. All teaching and support staff are involved in the special educational needs pupils' development; this commitment includes the parents and the child itself. There is very good use of external services with teachers from behaviour support and primary support, an attached speech and language therapist and allocated time for educational psychology.

49. Pupils for whom English is an additional language are assessed promptly when they join the school to determine and record their stages of English acquisition. The additional provision is then targeted on the pupils within focus groups. The school has good procedures to monitor and track these pupils' progress. All assessment data, including results in the National Curriculum tests, are analysed and the information gained is used to improve standards and implement strategies to target any underachievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents have very positive views about the school, which has the confidence of the communities that it serves, including those of ethnic minorities. Their children make a happy and successful start to their schooling, because of the quality of the teaching and the high expectations of the staff. Parents are confident that their children are making good progress and they are encouraged to become mature and responsible.
51. Parents are very well informed about the school through the prospectus, the governors' annual report, regular newsletters and other appropriate correspondence. Information about the curriculum is very good and includes meetings and termly details of work to be covered. The very good format of the pupils' annual reports fully meets statutory requirements, setting targets and giving areas for greater endeavour. Parents confirm that they find the reports clear and informative. The school has worked very hard to establish good communication links with parents and carers and encourages them to be fully involved in their children's learning. The school works closely with parents and outside agencies in its provision for pupils with special educational needs. Parents have opportunities for an informal chat with teachers on a daily basis and a more formal meeting each term to discuss any problems or to discuss progress. In general, the school communicates very well with parents over pastoral and educational matters. Parents feel comfortable approaching the school with any problems and value the ease of access to staff and the headteacher. As a result, a positive and productive partnership is established and staff are always willing to discuss a child's progress or to share in family celebration, such as the impending arrival of a new baby.
52. Parents' contribution to their children's learning at school and at home is generally satisfactory. The majority support their children with any homework set and their attendance at parents' evenings and other events demonstrates to their children the importance they place on education. Parents speak of the high expectations for their children that their teachers set and the beneficial impact this has on behaviour. Parents are appropriately involved in the school's decision making. Their views are sought through questionnaires and taken into account when deciding needs and priorities. Parents speak highly of the efforts of the headteacher and the staff, many newly appointed, to seek their views and to identify needs of pupils and share in any parental concerns they may have. Those families from the local ethnic community are fully embraced in all aspects of this genuinely inclusive community school.
53. Parents are well informed about their children's special needs and are aware of their child's inclusion on the special educational needs register. Where individual education plans are prepared, there are

consultation opportunities and regular reviews of progress. Detailed assessments inform these reviews so that targets can be revised appropriately. The school has worked hard at improving parental confidence and partnership; this is especially so with children with special educational needs. Parents are consulted each term and the school encourages attendance to discuss provision, progress and future intentions. The provision of positive parenting sessions by the special educational needs co-ordinator is a very good practice. Parents appreciate this opportunity. The breakfast club promotes links with social services, the church, the police and the community. This initiative has improved relations with parents and some children's punctuality.

54. The school does not have any difficulty in reaching its non-English speaking parents. When needed, important information can be translated in home languages, using a translation service.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school aims to *'create opportunities for children and to develop a critical facility in each child to interpret the world around them. This need is supported by a unique climate of relationships, attitudes, expected behaviour and quality of school life, which is seen in the staff teamwork, pupil/staff relationships, the family atmosphere in school and the relationships of staff with parents'*. Despite being open only 18 months, these aims are being fully met. This is because the leadership and management of the school are inspirational. The headteacher and his deputy head share a remarkable blend of professional expertise and humour that is used extremely effectively to promote high standards and positive attitudes to learning. The senior teacher also provides excellent support and uses her expertise extraordinarily well to lead by example at the lower end of the school. A team of enthusiastic and dedicated staff support the headteacher, his deputy and senior teacher very well. As the school is new, subject co-ordinators are still at different stages of developing their roles to monitor and evaluate the quality of teaching and learning. However, they carry out their challenging roles and responsibilities with vigour. Throughout the school there is an excellent commitment to improvement and an outstanding capacity to succeed.
56. The special educational needs co-ordinator is energetic and persuasive. She has high expectations and a clear view of the way the provision should develop. There are very effective systems to ensure assessment, monitoring and target setting. Records are retained centrally and securely. It has been a huge task this year to integrate records from the old infant and junior schools. The co-ordinator has had a major role in achieving school development plan priorities and consults effectively with the headteacher and governing body. The school meets fully the revised Code of Practice in its policies and procedures. They have shown understanding and initiative in setting their own *'Teacher Action'* stage to support the transition from the old code. The co-ordinator uses her time effectively allowing opportunities for direct involvement with individual pupils, liaison with other agencies and parents, dealing with reviews, reports, individual education plans and other administration.
57. The leadership and management of the provision for pupils for whom English is an additional language are also very good. The co-ordinator and other staff are aware of the needs of all pupils. She attends in-service training regularly and passes on the information to the rest of the staff. The co-ordinator effectively supports teachers in assessing and recording pupils' progress and attainment.
58. At the time of the launch of this new school the governors were very clear that they needed a headteacher who could re-establish the place of the school within the community and develop positive relationships with the parents. They have achieved this very successfully by appointing an outstanding management team and a dedicated staff who all work very closely with them to shape the direction of the school. Governors have a very good knowledge of day-to-day life in school. For instance, the chair of governors is fully aware that during the school day it is *'wonderfully calm but buzzing with excitement'*. Governors keep up to date with issues in school by visiting regularly and their professional expertise is used very well in governors' meetings. For example, the special educational needs governor, who is also a school inspector, has particular expertise in welfare issues. Another governor has an interest in human resources and provides the school with her high quality experiences in personnel issues. This was extremely helpful when the school had to make a significant number of learning support assistants redundant earlier this year. Governors also have a good knowledge of the curriculum and the major developments in the school improvement plan are underpinned by their extremely powerful vision for the school. They have a wide involvement in

community matters and are keen to include local individuals in their plans to benefit the school. The governing body fulfils the vast majority of its statutory duties as defined by the 1998 School Standards and Framework Act. Additionally, policies are in place to meet the latest requirements such as the Disability Act of 2002. However, there are a small number of minor omissions in the annual report to parents.

59. Everything the school does is geared to raising standards and ensuring that all pupils are fully included into the life of the school. A highly effective school development plan systematically focuses on improvements in attitudes and behaviour, welfare systems, personal development, the quality of teaching, the curriculum and the procedures for checking progress, partnerships with parents and the community, leadership issues, buildings and learning resources. It provides an extremely detailed strategic management plan for the future that has been agreed by both staff and governors. This enables all involved in the school to have a clear view of what needs to be done. It addresses the appropriate areas for development excellently and fully reflects the governors' vision of '*growing together to improve*' all aspects of the school.
60. The monitoring, evaluation and development of teaching is very good. There are rigorous systems in place for monitoring lessons, which are very effectively carried out by the headteacher, his deputy, the senior teacher and local education authority advisor. For instance, through monitoring procedures it was quickly identified that several staff had not received training in the teaching of literacy and numeracy. This was carefully rectified through targeted training programmes. The analysis of pupil performance throughout the school is also of the very highest standard and staff work very closely together to evaluate the quality of learning. Senior management have developed outstanding monitoring procedures and make the very best possible use of information gained from test results. For example, they have successfully analysed weaknesses in pupil performance in English, mathematics and science and then established procedures to rectify the areas where they underperform in the tests.
61. Financial planning is very closely linked to the educational priorities that are identified on the school development plan and have been agreed by both staff and governors. Very good use is made of all available resources. All funds, including specific grants, are carefully matched to the priorities that have been identified in the school development plan. For example, monies for pupils with special educational needs and those for whom English is an additional language are used very well to support their various learning difficulties. The school has also successfully bid for additional funding to support weaknesses in language development in Year 6. In addition to this bids have been made to help with sports such as netball and hockey that will benefit the local community. Day-to-day financial management and administration of the school are very good because of very efficient administration procedures and effective use of new technology.
62. Staffing of the school is good, with a sensitive deployment of teachers to cover the teaching of the curriculum. Job descriptions reflect the current roles and responsibilities across subjects of the curriculum. The role of the co-ordinators in monitoring pupils' work is developing and careful planning enables teachers to develop the pupils' intellectual skills. There is a very good number of well-trained learning support staff who work closely with teachers and have a very effective impact on the quality of the pupils' learning. Arrangements for the professional development of staff are good. All teachers have undertaken recent training to extend their expertise. Support staff attend training where appropriate, including midday supervisory staff. Induction and mentoring arrangements are good and newly qualified staff feel well supported; teachers are allocated to classes appropriate to their qualifications.
63. The quality of accommodation is very good and is maintained to a high standard of cleanliness. Classrooms are airy, spacious and well lit with natural daylight. There are three good quality halls, one of which is a dedicated dining hall. All have good flooring enabling physical education to be taught effectively in both the small and large hall. A good-sized computer suite, medical room and a number of other rooms, such as that used for special educational needs and booster classes, enable the school to function well both as a school and for numerous lettings to the local community. The adjoining community suite is used very well daily by such groups as the '*Positive Parenting Group*', organised by the school's special educational needs co-ordinator. Outdoor provision is very good for Years 1 to 6 with large hard play areas for the pupils to play. There is a very spacious playing field

used by several local football clubs in out-of-school hours. Shade trees and seating provide quiet areas for pupils and the well-stocked shrubberies and borders around the buildings are treated with pride and respect.

64. The overall quality and quantity of the learning resources are unsatisfactory across the curriculum. In the Foundation Stage there is insufficient large play equipment and the safe play area is underdeveloped. For example, there are no large climbing frames or adventure equipment in the grounds. However, resources for information and communication technology are satisfactory. The school is aware of these shortcomings and has plans to tackle the problem of inadequate resources across the school. The strategic use of resources, however, is excellent and all available resources are deployed very effectively to support pupils' learning.

WHAT THE SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve the quality of education, the governing body, headteacher and staff should:

i. Help raise attainment at the end of the Foundation Stage in all areas of learning by:

- developing the outdoor area as an integral part of the learning environment;* and
(paragraph 77)
- establishing links with the Nursery to ensure that the children receive their full curriculum entitlement.

(paragraphs 66, 69, 70, 72, 74, 77, 80)

ii. Improve standards at the end of Years 2 and 6 in the core subjects of English, mathematics and science and all foundation subjects that are below national expectations by:

- improving the quality and quantity of learning resources;*
(paragraphs 64, 111, 118, 122, 141, 145)
- further developing the role of the new co-ordinators with responsibilities for checking the quality of teaching in their subjects; * and

(paragraphs 55, 106, 118, 141, 145)

- extending assessment procedures to all subjects.*

(paragraphs 46, 47, 104)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Prepare the pupils to live and work in a multi-cultural society by developing links with other cultural communities.*

(paragraph 40)

- Ensure that marking procedures are consistent throughout the school.

(paragraph 46)

* The school has already identified these areas for improvement in their development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

59

Number of discussions with staff, governors, other adults and pupils

30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	17	27	12	0	0	0
Percentage	5	29	46	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR - Y6

Number of pupils on the school's roll (FTE for part-time pupils)	326
Number of full-time pupils known to be eligible for free school meals	140

FTE means full-time equivalent.

Special educational needs

YR - Y6

Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	175

English as an additional language

No of pupils

Number of pupils with English as an additional language	23
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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	24	22	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	19
	Girls	16	16	18
	Total	32	31	37
Percentage of pupils at NC level 2 or above	School	70 (n/a)	67 (n/a)	80 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	16
	Girls	15	16	15
	Total	30	34	31
Percentage of pupils at NC level 2 or above	School	65 (n/a)	74 (n/a)	67 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	28	19	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	19
	Girls	11	10	15
	Total	25	24	34
Percentage of pupils at NC level 4 or above	School	53 (n/a)	51 (n/a)	72 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils	School	n/a (n/a)	n/a (n/a)	n/a (n/a)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
284	0	0
0	0	0
3	0	0
7	0	0
0	0	0
1	0	0
5	0	0
1	0	0
0	0	0
3	0	0
0	0	0
5	0	0
3	0	0
1	0	0
0	0	0
13	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	16:4
Number of pupils per qualified teacher	20
Average class size	23

Education support staff: YR - Y6

Total number of education support staff	13
Total aggregate hours worked per week	275

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	875,000
Total expenditure	934,586
Expenditure per pupil	2,995
Balance brought forward from previous year	195,246
Balance carried forward to next year	135,660

Recruitment of teachers

Number of teachers who left the school during the last two years	11*
Number of teachers appointed to the school during the last two years	11*

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

* NB: These high numbers reflect the relaunch of the previous Priory Infant and Junior Schools as Abbey Meadows Primary.

Results of the survey of parents and carers

Number of questionnaires sent out	326
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	17	7	0	2
My child is making good progress in school.	79	19	0	0	0
Behaviour in the school is good.	52	45	0	0	2
My child gets the right amount of work to do at home.	50	48	0	0	2
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	62	31	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	93	7	0	0	0
The school expects my child to work hard and achieve his or her best.	86	12	0	0	2
The school works closely with parents.	69	29	0	0	2
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	43	31	14	5	7

Thirteen parents met with the registered inspector prior to the inspection. Parents were particularly impressed with the leadership and management of this new school and praised the teachers for their care and professionalism.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. Children are admitted into one of two Reception classes at the start of the academic year in which they will be five. The reception children follow the Foundation Stage curriculum, which is a step in education prior to starting the National Curriculum in Year 1. Most have attended a nursery before they start school. Attainment on entry into school is very poor in relation to the recommended levels for children of this age.
67. The school follows closely the Early Learning Goals, the nationally recommended Foundation Stage curriculum in Reception. This consists of six areas of learning: personal, social and emotional development, communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or '*stepping stones*', from which both progress and standards can be measured. Although a significant minority experience speech difficulties, most children start school with standards in all areas of learning that are very poor. During their first term in the Reception class the vast majority of children confidently work within the first stage or '*stepping stone*'. By the time they are ready to start Year 1 of the National Curriculum they have made good progress but are still working within the second or third stage or '*stepping stone*' of all areas of learning in the Foundation Stage curriculum.
68. Children make good and often very good progress because of the very good teaching and learning. They quickly settle into the routines of the class because very good procedures ensure that quality links are firmly established with home and enable them to be well prepared to start school. The information collated from baseline assessment is used very effectively to provide appropriate support. This includes children with special educational needs who are identified on entry into school and those for whom English is an additional language. The learning support assistants interact very closely with the teachers and they work effectively as a team. Work is planned with a very clear focus on children's individual learning needs and a wide range of stimulating activities in all areas of learning. All adults give very clear instructions and encourage children to listen carefully. High quality use of praise motivates the children, encourages engagement in learning and promotes their self-esteem. The indoor areas provide a stimulating learning environment where there is a good range of learning resources available for the children. This has a positive impact on their learning.

Personal, social and emotional development

69. On entry into school, skills in personal, social and emotional development are very poor. However, very good progress is made because the quality of teaching is very high. The school plans a wide range of activities to ensure that children have many opportunities to improve their self-confidence and self-esteem. The children settle quickly into school and start to form positive relationships with their classmates and all adults involved in the learning process. Staff are skilled in encouraging less confident children to join in, so that they gain a sense of belonging. At first, many of the children find conforming to rules for behaviour difficult. However, they have started to understand what is expected of them and are developing self-control. This is as a consequence of the teachers' high expectations of behaviour, which steadily develop children's awareness of how to behave in school with others. They are developing an understanding of rules in class and most children respect them. The children are encouraged to work and play harmoniously in the small world of their classroom and in the larger school community. More capable children manage their own personal hygiene such as washing their hands after a visit to the toilet. They are given opportunities to develop their responsibility. For example, the children were observed bathing their dolls using special baby soap and lotion. Timely intervention from adults encourages the children to treat each other with respect and share the resources thoughtfully. Children are encouraged to tidy away after work with increasing success and efficiency. However, despite the very good quality of teaching, by the start Year 1 of the National Curriculum, they are still only working within the third stage or '*stepping stone*' in this area of learning.

Communication, language and literacy

70. Children start Reception with very poorly developed communication, language and literacy skills. At first they are working within the first stage or '*stepping stone*' using single words and gestures to communicate with each other and the adults around them. They start to respond to very simple instructions and enjoy joining in with nursery rhymes. The children progress onto the second stage or '*stepping stone*' and listen carefully to stories. More capable children respond to the pictures in these books and show sustained attention. Most children are happy to communicate but their use of vocabulary is limited and words are not clearly spoken. However, they confidently use their talk in imaginary situations. For instance, the children pretend to be nurses, doctors and receptionists in their '*baby clinic*'. They ask each other if they would like to make appointments and happily discuss with each other the problems that their babies have! The children played their roles with real enthusiasm and concentration levels are very high. However, enunciation is poor, diction is weak and sentence structures are disjointed. All the children draw pictures to illustrate their feelings. They are able to identify the initial sounds of many words when helped by adults but only the more capable independently make attempts at writing. Most children are working within the third stage or stepping stone and have started to form recognisable letter shapes. However, only a small number of children correctly form letter shapes.
71. The quality of teaching and learning in this area of learning is very good. The teacher has very good subject knowledge and activities are very well planned so that the interest of the children is maintained. High quality learning methods are used to promote learning and a very good use of resources deployed to ensure that sessions are productive. Very good use is made of adults to ensure that groups are small and all children have immediate access to adult support. This very high quality teaching and learning ensures that the children make very good progress. However, because of their very poor skills when they start school, by Year 1 of the National Curriculum attainment is still well below expected levels.

Mathematical development

72. The children come into school with very poor skills in mathematical development. They make good progress in their learning because of the good and, sometimes, very good teaching they receive. They are still working through the second or third stage or '*stepping stones*' of the Early Learning Goals. Consequently, their skills at the end of their year in the Reception class are still well below those expected for children of their age. The children are learning to count using numbers from one to ten. For instance, they count backwards with help from an adult. However, their weak skills in hand control mean that they are still at the early stages in learning how to write and form numerals correctly. Number songs and rhymes are used very well to reinforce their learning. The children who learn quickly know that numbers added together make larger numbers and complete these calculations with support from adults. Their skills in recognising and understanding two and three-dimensional shapes are well below what might be expected for this age group.
73. Teaching is very good; staff plan learning objectives very well and deploy staff to support children in their learning, especially those children identified as having special educational needs. The staff use resources very well and present activities to the children in a very interesting way. This helps the children to be motivated and they respond very well to the learning opportunities. Very good relationships are established and this helps the children to feel more confident and secure.

Knowledge and understanding of the world

74. Children start school with a very limited knowledge and understanding of the world around them. The skilled teachers provide high quality learning opportunities and a very stimulating environment where many activities for exploration and investigation are planned. Consequently, all children, including those with special educational needs, make good progress. Most children are working within the second stage or '*stepping stone*' within this area of learning. They have begun to show an interest in the lives of people familiar to them. For example, they enjoy looking at pictures of their teachers when they were little and ask questions about the people in old photographs. Most of the children understand that they have changed significantly since they were babies and know that they have grown and now wear different types of clothes. The more capable children are familiar with the days

of the week and understand the use of words such as 'today' and 'yesterday'. However, the majority of children need adult help to recall the days in correct sequence.

75. Children are developing an interest in their local environment. For instance, they have walked along Barnwell Road and visited the local chemist, library and post office. Adults encourage the development of their language skills by helping the children to plant bulbs and then encouraging them to watch the plants as they slowly grow. More capable children have started to notice change. For example, they have helped to make jelly to eat at their snack time and carefully observed how it set firm as it cooled. Children are gaining an awareness of significant events and special occasions. They have celebrated the Chinese New Year and have taken part in Christmas performances.
76. The children are given very good opportunities to investigate a wide range of suitable learning resources and this enables them to experience such techniques as 'pushing and pulling' and joining different types of materials together such as wooden and plastic bricks. Tape recorders and computer keyboards are used with growing confidence. Despite the high quality of teaching and the good progress made by all children, skills are still well below those expected by the time that they start Year 1 of the National Curriculum.

Physical development

77. Overall standards are well below average by the time the children enter Year 1 and the children are working within the third stage or 'stepping stone' of the Early Learning Goals. Despite this it is evident that the children do make good progress in their learning because they start school with very poor levels of skills. However, standards are not as good as they could be because the outdoor provision is unsatisfactory and resources are limited. For instance, there are no bikes or wheeled toys for children to develop their co-ordination, control and motor skills. During the informal break times bats, balls, hoops and skipping ropes are available to help children develop their physical skills but there is no climbing equipment or opportunities for children to develop their balancing skills. During these sessions the small equipment is well used and children are developing their ability to kick, bounce and throw balls. A few more capable children are learning to skip with ropes. Classes are timetabled for physical education lessons in the hall. In these lessons the children make satisfactory progress developing the basic skills of jumping, stepping, hopping and skipping. Most children are at the early stages of skill acquisition in these skills. They bounce and jump around the room but resilience and children's awareness of their body is not well developed. Awareness of space is developing but many children still bump into each other when travelling around the room. More capable children balance along an upturned bar, pull themselves along a bench and jump and land with developing control. Average and below average children need adult support to complete these skills. Many children still need help to get dressed and undressed for their physical education lesson.
78. The development of fine motor skills is good; children develop and improve their manipulative and fine motor skills with a range of appropriate activities. Children achieve well because they are encouraged to improve these skills. They use pencils, crayons and scissors and paint brushes effectively and with confidence. Hand eye co-ordination is well developed, for example more able children independently use the hole-punch and use sticky tape. Less capable children need help to cut out the shapes.
79. Teaching is satisfactory and not as good as in other areas of learning. Questions are used well to encourage children to think about what they are doing. However, progress in lessons is limited because a lot of time is spent sitting listening to instructions. Children do not have the opportunity to learn safe lifting, carrying and placement of equipment because adults put it out for them. The arrangement of the apparatus means children spend a lot of time in queues waiting for a turn. They are told which way to travel on the apparatus and, consequently, do not explore for themselves and find ways to travel under, around and over the apparatus.

Creative development

80. Standards are still well below average by the time the children enter Year 1. Most children will not achieve the expected level by the end of Reception and are still working within the third stage or

'stepping stone' of the Early Learning Goals. Scrutiny of work reveals that children have opportunities over the year to work with a range of materials and experience different methods. They mix paint, explore colour, use pencils and crayons and complete simple collages. Opportunities to use collage creatively are good. For example, in their 'cold colours' picture children select a range of colours and materials and arrange them. Children make good progress in their drawing skills and enjoy looking in the mirror and drawing their own faces. More capable children describe their face as oval or describe their mouth as looking like the moon. The teacher extends their awareness of vocabulary by suggesting that their mouth is crescent shaped. More capable children draw their own faces with appropriate attention to detail. Average and less able children need adult help and guidance to identify facial features. Children make good progress learning to sing and play percussion instruments. There are appropriate opportunities for children to explore and handle a range of musical instruments. Children are beginning to learn songs and accompany them by clapping and simple movement actions. More capable children sing them from memory and name some percussion instruments. They sing and clap the rhythm 'Heads, shoulders, knees and toes'. Average children do not know all the words and the less capable do not really join in. The role-play area provides appropriate opportunities for children to use their imagination and develop their cooperative skills. In the *baby clinic* one child said to another 'You hold the baby and I will dry her.' Children enjoy caring for the babies.

81. Teaching is good overall. Teachers are well organised and plan interesting lessons which the children enjoy. There are appropriate opportunities for children to use their imagination. Opportunities for children to select their own materials are good. Teachers and learning support assistants use questions well to extend awareness, knowledge and vocabulary.

ENGLISH

82. Standards at the end of Years 2 and 6 are below the national average. However, when compared to their very poor attainment on entry into school, both boys and girls make good progress. This includes those with special educational needs and those for whom English is an additional language.
83. By Year 2, speaking and listening skills are below the expected level. Most pupils are able to communicate reasonably effectively and have made significant improvement in their vocabulary. Their listening skills are improving but they still lack fluency and need encouragement to speak in more than single words or short phrases. In Years 1 and 2, teachers and learning support assistants are skilled at encouraging pupils to speak and use a range of skills, including targeting questions at individual pupils, use of poetry and some excellent stimulation through role play. By Year 6 all pupils communicate with confidence. The vocabulary of many is still limited and standards remain below the expected level when compared with schools nationally. However, they are using standard and non-standard English with increasing understanding. Throughout the school there is a consistent emphasis upon the development of good listening skills and the encouragement of speaking and expressing ideas, through whole class discussions, group discussions and paired discussions. This ensures good progress throughout the school.
84. Reading and writing skills of most pupils are well below average when they enter Year 1. Although the reading ability of most pupils is still below the expected level for their age, all Year 2 pupils spoken to during the inspection love books and have made good progress in developing their reading skills. They talk about using contents pages to help them find information and even the least confident reader is able to show an adult how to use an index. The more capable have secure phonic skills and are developing a range of skills to help them read and understand, such as looking at the context and pictures. The better readers talk about the story with understanding, making predictions about what might happen next and why. Many pupils have little opportunity to read or talk about books outside school but they read regularly at school and programmes such as the Early Literacy Strategy are valuable in giving pupils a broader experience of reading. Progress in reading development continues to be good through Years 3 to 6. By Year 6 most pupils use books and the Internet effectively to research ideas. They visit the school library regularly and read with fluency and understanding, though most with less insight and expression than would be expected at that age. More capable pupils explain how variations in text layout are used for emphasis and discuss characters and plot with insight. The less capable occasionally choose books at the wrong level and

this hinders their development. Additional support for pupils who have difficulty with literacy skills is being used to help the pupils develop their reading skills.

85. Writing skills of most Year 2 pupils are below average but good progress has been made. Almost all pupils are forming letters well and produce pieces of extended writing, such as writing a sequel to the story of Goldilocks, with varying amounts of help. An early additional support scheme has done much to consolidate pupils' writing skills. Superb use of role play in Year 2, where the class teacher takes on the character of, for example, Goldilocks, does a great deal to stimulate pupils. This encourages them to really want to write. By Year 6 pupils are writing for a range of different audiences and people, including some biographical writing on, for example Dick King-Smith. There are examples of some thoughtful poetry work, where pupils are expressing the 'colour', 'taste' and 'smell' etc of emotions. Stories, descriptions, reports and newspaper type articles extend pupils' use of writing skills. Most pupils are regularly drafting and redrafting their work and so are developing a sense of improving their own work and that 'quality' matters. Many are becoming familiar with standard and non-standard English and show some understanding of figures of speech and techniques such as simile, metaphor and alliteration. Progress is good and the majority of pupils are likely to achieve the nationally expected level in English in the standard attainment tests. However, only a few are on line to achieve a higher level.
86. Pupils have very positive attitudes to learning English. These are the result of very good relationships in class and teachers' high expectations of behaviour. Pupils usually work well independently or in groups and most are well focused on their lessons whether discussing in the whole class or working individually or in groups. Because of these very good attitudes, the high quality of teaching, the sensible strategies the school has put in place, well targeted work aimed at their needs and the very good support given by teachers, learning support assistants and others who come into the school to help, all pupils make good progress. This includes those with special educational needs and those for whom English is an additional language.
87. The overall quality of teaching and learning is very good and some excellent teaching was observed. Effective teaching includes good planning with clear learning objectives, which give pupils a target for learning during lessons. Teachers engage pupils very well in discussions, making sure that all are involved by asking appropriate questions of individual pupils. A particularly good example of this was seen in a Year 6 lesson where pupils were developing the ability to recognise and use balanced arguments. The teacher stated to the class, humorously, that he was 'working his socks off', using a wide range of skills to get everyone taking part. He succeeded in stimulating even the most passive. The teaching of basic skills is very good. There is generally a brisk pace to teaching although there were a couple of occasions where it was steady rather than stimulating. Teachers manage the pupils very well and relationships in class are very good. This is as a result of the excellent examples set by staff as role models. Teachers know the pupils well and ongoing assessment is good. This allows teachers to plan work aimed at the needs of different pupils so that they all, including the more capable pupils, those with special educational needs and those for whom English is an additional language, are generally suitably challenged by their work. However, marking is not consistent through the school because not all teachers habitually give pupils guidance on how their work can be improved. In a couple of lessons observed there was not enough variety in the work. Consequently, the more capable pupils begin to lose concentration because they are not always extended as much as they could be.
88. Pupils' spiritual, moral, social and cultural development is well supported in lessons. They are encouraged to explore their feelings, emotions and relationships. A range of books that reflect different cultures is well used by staff. Teachers are beginning to use computers increasingly to support pupils in their learning. The literacy strategy has been implemented well in the school and there are good examples of links with other subjects being used to develop English skills. One very good example of this was seen in a Year 5 design and technology lesson, which linked science, music and literacy and where pupils were designing musical instruments suitable for being used as sound effects for reading stories to younger pupils. Good literacy links were also noted in geography, history and physical education.
89. The recently appointed subject co-ordinator is well organised and has a good grasp of what the needs of the subject are. In conjunction with the headteacher, she checks the teachers' planning to ensure

that the National Curriculum for English is effectively covered. Some lessons have been observed and the co-ordinator occasionally looks at pupils' work across the school to ensure that skills are taught progressively. However, as yet, this is not done on a regular basis to make sure progress is consistent through the school. Assessment procedures are very good and various test results are well analysed to help teachers with planning for pupils' needs and provide extra support where necessary. Although resources are no more than satisfactory they are well kept and well used. Accommodation is good and attractive displays of pupils' work help to make the learning environment more stimulating.

MATHEMATICS

90. Overall standards in mathematics are below average in Years 2 and 6. There is some, but not a significant difference between the standards achieved by boys and girls. Few pupils achieve higher levels of attainment. However, in relation to when they first start school with very poor mathematical skills, achievement is good. This includes those pupils identified as having special educational needs or learning English as an additional language because they receive a good level of support in lessons. The pupils' spiritual, moral, social and cultural development is promoted well through mathematics.
91. In Years 1 and 2, although they make good progress from when they first start school, attainment is below what is expected for these age groups. However, in Year 1 the pupils are learning to order and sequence numbers. In Year 2, they are learning to understand the meaning of different mathematical symbols, to add two digit numbers together, using the strategy of partitioning numbers into tens and units. In Year 3, the pupils, although their attainment is below average, are learning to recognise division as the inverse of multiplication and halving as the inverse of doubling. Standards in Year 4 are still below expectations but the pupils are beginning to understand equivalent fractions and identify halves and a whole. In Year 5, whilst standards are still below average, the pupils are learning to use addition and subtraction to calculate and check their answers; they also employ a range of strategies to manipulate numbers, work out calculations and use three-digit numbers. The pupils in Year 6 have a good amount of practice in basic number operations, of adding, subtracting, multiplying and dividing. They also study the expected aspects of problem solving, two- and three-dimensional shapes and handling data. The school has spent some time analysing the levels of attainment the pupils achieve; from this data it has been ascertained that the main barrier to the pupils' learning at a good rate is their lack of specific mathematical vocabulary and, sometimes, limited skills in literacy. This means that the pupils have difficulty understanding mathematical problems, how to tackle them and also how to identify the correct strategy to find a solution. The staff work very diligently with the pupils to ensure they have a good degree of practice in this type of work and encourage them to explain and share their methods.
92. The quality of teaching and learning in mathematics is good overall, with some examples of very good teaching. For instance in a particularly high quality lesson in a Year 6 class, the teaching was extremely effective because the session had been planned very well and the tasks set matched the range of abilities in the class. In addition to this, a very good pace was established during the lesson. In Year 5 very good teaching helped the pupils to understand how to add and subtract three digit numbers. In this lesson a brisk pace was set and there was a well-organised plan to help the pupils with their learning. In both cases the teaching was positive but barriers to the pupils' learning, such as weak skills in language and poor concentration, did impede their progress. In Year 2 a good lesson on adding two-digit numbers was well matched to the different levels of abilities in the class. In Years 3 and 4, although teaching is good overall, information and communication technology is not used sufficiently well to benefit the pupils' learning and help them consolidate what they have just learned, especially for more capable pupils.
93. All staff have good subject knowledge and a very good understanding of the specific needs of their pupils. They know how best to motivate, challenge and inspire them to do their best. This expertise in releasing the pupils' full potential is consistently very good, despite the difficulties and problems created by the pupils' challenging or negative responses. The staff teach the basic skills in mathematics well through well-planned and organised lessons, with a good match of suitable tasks to the range of abilities in classes. There are high expectations for learning and very high standards are

set for behaviour, teaching methods are good and the staff manage the pupils' behaviour very well indeed. Lessons are generally well paced and resources, although just adequate, are used well. The staff know the pupils in their care well and successfully build on what they already know and can do.

94. The procedures for assessing the pupils' attainment and progress are good overall and the staff use this information effectively to inform future teaching and match tasks well to the range of abilities in each class. However, although learning support assistants offer good support and are generally deployed effectively, opportunities for them to note observations to inform the assessment of progress are occasionally missed. The national strategy for the teaching of numeracy has been well established and implemented in the school. Leadership and management of mathematics are good overall, with very good monitoring of how the subject is being taught. Resources are adequate; an audit has been completed and the budget is due to be allocated to purchase new equipment.

SCIENCE

95. Standards are below average in Years 2 and 6. However, in relation to prior attainment, all pupils, including those with special educational needs and those for whom English is an additional language, make good progress. Inspection evidence indicates that there is little significant difference between the standards achieved by boys and girls.
96. In Year 1, the pupils satisfactorily develop their knowledge of the human body as they draw and describe themselves. They confidently investigate individual differences as the pupils predict and estimate hand sizes. This develops their scientific enquiry and provides good links with numeracy when they measure their hands in spans and estimate how many cubes they can hold. By Year 2 the pupils accurately describe what happens to materials when they melt. They try very hard to remember the correct terminology such as '*liquid*' and observe their teachers with concentration and enthusiasm. In discussion with inspectors, pupils explain that in order for plants to grow they need soil, water and sunshine. They are also able to link this with the fact that humans need food and water to survive. Pupils in Years 1 and 2 concentrate well and enjoy the learning. For example, in a good Year 2 lesson that involved the investigation of the effects of heat on materials, the pupils concentrated well, observed carefully and hypothesised accurately as to how the use of cold or hot water might make a difference.
97. In Years 3 to 6, the pupils continue to develop their knowledge and understanding and apply this to their work. In Year 4, pupils use thermometers accurately to measure temperatures over time and make judgements about their results. Year 4 pupils also use various dry materials and investigate ways of separating them. In Year 5 this is extended to consider the density and permanence of a wide range of materials and, by Year 6, they are developing a satisfactory understanding of solubility and insolubility. The pupils understand that '*fizz*' in liquids is caused by gas but are unclear of the chemical reaction involved to create this. Pupils in Year 6 are also developing an understanding of life processes. They accurately describe how and why an animal adapts to its environment. However, their discussions lack depth, limited scientific vocabulary is used and few are able to write presentable pieces of work. This is because their literacy skills are weak. There are also weaknesses in their use of tables and graphs to present results because the pupils' lack of numeracy skills hinders their ability to make accurate and careful recordings of their findings.
98. The overall quality of teaching is good, with some examples of very good teaching. This is reflected in open-ended challenging questioning and lessons with pace. For example, in a very good lesson in Year 6 that focused on the properties of materials, the teacher showed good scientific knowledge. By careful questioning the teacher led the pupils towards improved scientific enquiry. The activity offered pupils the opportunity to carry out an investigation encouraging them to observe and think about science as well as develop their own ideas. This session also had a positive impact on the pupils' spiritual development because a sense of awe and enjoyment was created as the chemical reactions of acid on different materials were observed. Despite the excitement engendered by this activity, the children retained a co-operative and collaborative manner, which allowed the lesson to move at a very good pace. Planning is thorough and effective, with teachers ensuring that learning objectives are clear. This ensures that all pupils are aware of what is expected of them and understand how the present lesson is linked to previous work. Pupils are managed well; their interest and motivation is maintained by careful questioning and comment. Teachers introduce new scientific vocabulary and

concepts, continually taking opportunities to reinforce them in the lesson. Work is differentiated with support and extension to match individual needs. For instance, a good lesson in Year 5, involving work on sound, led to the effective learning of the majority of pupils, including those with special educational needs. This was because the teacher made good use of support staff and the limited resources to encourage the use of scientific language and to predict outcomes. As a result, the pupils were able to predict that pitch is changed by the length of an object because it affects the vibration of air. Particularly good learning took place when a boy suggested adding different levels of water to similar sized bottles.

99. The checking of pupil progress is satisfactory but is generally informal. Teachers use questioning effectively to identify understanding and to analyse further teaching. Marking, whilst satisfactory, is just used to encourage and praise and is not yet used to identify weaknesses and promote new learning. Teachers satisfactorily report on science in the annual report to parents and there is some science homework. However, this is variable, providing little opportunity for reinforcement of learning or research into the subject.
100. Leadership and management of the subject are effective. The co-ordinator and senior managers have reviewed prior achievement from Year 2 and Year 5 and related this to Year 6 performance in 2002. This shows increased progress between Year 5 and Year 6. A detailed science curriculum plan has been produced and lessons provide a broad range of worthwhile opportunities. This ensures satisfactory coverage and progression of skills, as well as equality of access and opportunity. Teacher's planning is monitored appropriately but there is no programme to monitor classroom practice. However, the science co-ordinator is planning an initiative to approach this issue through working alongside colleagues in planning investigations. Learning resources are satisfactory. They are often used to provide practical activities within the classroom to practise and reinforce skills. However, insufficient use is made of information and communication technology.

ART AND DESIGN

101. Standards are in line with those expected nationally at the end of Year 2 but are below average by the end of Year 6. From a very low base when children enter the Reception class, progress is very good by the age of seven and good by the age of 11. Pupils with special educational needs and those who have English as an additional language make the same progress as their peers. Skills have not been developed in Years 3 to 6 and therefore standards are not as good as in Year 2. There are no differences in the attainment between boys and girls.
102. By Year 2, pupils have appropriate opportunities to work with a range of materials. Painting skills are well developed, pupils in Year 2 paint attractive pictures of book characters from traditional tales, such as Red Riding Hood, the Big Bad Wolf and The Grandmother. Pupils have learnt to fill the whole page with colour and show confidence mixing and using paint. They make good progress developing their ability to draw and are beginning to use shading well. They have sketchbooks and draw still life objects such as plants and flowers. Pupils in Year 1 make observational drawings of their visit to the Leper Chapel. They make very good progress exploring different ways to mark paper to make a pattern. Pupils in Year 1 complete self-portraits showing appropriate awareness of facial features. They use mirrors to observe their own physical features. More capable pupils manage to show characteristic style such as curly hair glasses and plaits. Three-dimensional and pattern work is developing well. Pupils create their own clay tiles decorating them with their own designs. Pupils are encouraged to talk about their work and suggest improvements.
103. As pupils move through the school, scrutiny of work shows a clear progression in drawing skills but progression in painting, printmaking, textiles and three-dimensional work is less well developed. Pupils do not build progressively on the skills learnt in Year 2. Drawing skills are appropriately developed through the school. Pupils in Year 3 draw people in different postures and relationships with others. Year 4 pupils complete drawings copied from Holbein. They also use shading and smudging well to create pictures of St Thomas Moore and John Moore. The school displays these and this has a beneficial effect on the pupils' self-esteem. Year 6 pupils have created large paintings, copied from professional artists' work and Year 4 paint Tudor portraits but their progression in painting skills has been less well developed. Pupils evaluate different materials but opportunities to evaluate their work and suggest improvements are less well developed. Pupils in Year 5 make Greek pots and

decorate them in the characteristic style. This links well with their history work and provides good opportunities for cultural development. However, the use of professional artists' work to stimulate and identify different styles of artwork is less well developed. Discussion with Year 6 pupils indicates an awareness of professional artists but knowledge of different artistic styles is limited. The school is aware of the need to develop this aspect and there are plans to work with professional artists.

104. Teaching is good and lessons are well organised. Pupils enjoy their art because teachers plan interesting lessons. Teachers use questions well to encourage pupils to comment on their work. Relationships are very good and this contributes to pupils' developing confidence in their skills, knowledge and understanding. Teachers follow national guidelines for their planning and this ensures that there is the required coverage of each strand of the subject. Art has an appropriate focus around the school and pupils' work is valued and appreciated in the attractive frames. This contributes to the attractive school environment and the social development of all pupils. Assessment has not yet been developed.
105. Appropriate links are made with literacy and numeracy in the older classes and very good links are made in Year 2. However, the use of computers to enhance skills, knowledge and understanding has not yet been developed.
106. Management of the subject is satisfactory. The co-ordinator has not, as yet, had an opportunity to develop art, as the main focus has been on the core subjects. Resources are satisfactory but there is no central resource area. There is a clear action plan for the development of art. The co-ordinator monitors work by observation but has not had the opportunity to monitor teaching and learning. However, the teachers are fully committed to developing art further within the school.

DESIGN AND TECHNOLOGY

107. Standards are in line with those expected nationally at the end of Year 2 but are below average by the end of Year 6. From a very low base when children enter the Reception class, progress is very good by the age of seven. In Years 3 to 6, progress is good but not as good as in Year 2 because not all skills have been developed consistently. Both boys and girls, including those with special educational needs and who use English as an additional language, make the same progress as their peers.
108. No lessons were observed in Year 2 but scrutiny of photographic evidence, pupils' work and discussion with pupils and teachers indicates a very rich curriculum. Pupils in Years 1 and 2 have very good opportunities to develop their design and technology skills because they experience a wide and interesting range of activities. Pupils in Year 1 visit the local park and design their own playground activities. They draw their plan and make models from plastic building kits. They use paper and card to make simple models of swings, roundabouts, swimming pools and slides. The very good progress continues into Year 2; their ability to design, make and evaluate their work is very well developed. For example, pupils draw their own design for a hand puppet. They make their own template and paper pattern and write about how it could be better. Pupils make very good progress learning to join materials. Very good teaching ensures pupils develop the necessary basic skills. For example, all pupils have learnt to use running stitches to join and decorate fabric. The quality of the more capable pupils' stitching is above average for pupils of this age. Pupils with special educational needs decorate their own photograph frame with the stitching. The range of work pupils experience in Year 2 is impressive. Pupils design and make their own lorries and vehicles. The teacher links the work well with science and pupils have the opportunity to add lights to their models when they make circuits. Photographic evidence shows how pupils are encouraged to use their imagination to design a machine to help the zookeeper clean the giraffe's ears. Opportunities for pupils to select their own tools and materials are very good. There are very good links with mathematics, science and literacy and key words such as fabric, fold and seam are evident in the pupils' working drawings.
109. The very good progress pupils make in Year 2 slows down as they pass through the school because basic making skills are not systematically developed. There are appropriate opportunities for pupils to design and evaluate their work. Year 4 pupils design and make a paper template for a purse. Year 5 pupils show a clear understanding of the principles and need for planning when they design a musical instrument. They identify how the instruments could be improved. In Year 6 knowledge of a

range of structures is limited. Pupils discuss and identify design features of commercial products. More capable pupils write about the function of the structural parts. Average and less capable pupils describe the structures and parts of the structure but need adult guidance to identify their functions.

110. The quality of teaching is good overall. Teachers are well organised and have a very good relationship with pupils. They plan well and give clear instructions. Pupils are well motivated by the task and have appropriate opportunities to discuss and write about a range of commercial designs and products. However, in the older classes pupils are not always given adequate opportunities to consider making their own designs. Assessment is currently linked to the units of work and is satisfactory, but does not assess the progress of individual pupils. Appropriate links are made with literacy and numeracy in the older classes and very good links are made in Year 2. The use of computers to enhance skills, knowledge and understanding has not yet been developed.
111. Both co-ordinators are members of the senior management team. They are very enthusiastic and eager to see design and technology develop within the school. The co-ordinators have monitored skills and progression throughout the school. Resources are satisfactory for Years 1 and 2 but unsatisfactory for the older pupils. The school has already identified the need to develop resources and teaching and learning. There is a clear development plan and design and technology has an appropriate focus within the school.

GEOGRAPHY

112. By the end of Years 2 and 6 standards attained are below national expectations. However, in relation to their prior attainment, both boys and girls, including those with special educational needs and those for whom English is an additional language, make good progress.
113. In Year 1, teachers use the pupils' own knowledge of their own locality appropriately. For example, they have carefully looked at the physical and human features of East Barnwell. Lessons are used to identify and name features such as field, ditch, road, river and airport. The knowledge gained is then further extended to make simple judgements about the quality of the environment around school. An analysis of children's work in Year 2 and discussions with pupils showed that they have studied and are aware of, what it might be like to live on a fictional Scottish island. They identify similarities and differences between life on the island and their own life. For example, they have compared the shops of the island with those in their locality. They are able to give a qualitative judgement about each environment in respect of size, accessibility and cleanliness. However, their geographical vocabulary is generally less well developed than expected. Consequently, they find it hard to explain their views on features of the island's environment in depth.
114. In Years 3 and 4, pupils investigate the local environment in greater detail, examining the effectiveness of public services such as the library, post office, church and chemist. They study a village in India and then make comparisons between Cambridge and India. In Years 5 and 6 the pupils learn about mountain environments and investigate different types of settlements. They successfully use maps to work out the geographical features of the different areas. For example, pupils identify mountains on maps and use keys to establish their height. They are also developing a satisfactory knowledge of the distinctive features of both rural and urban settlements. However, discussions with pupils and analysis of their work reveal weaknesses in geographical knowledge and skills. For instance, many pupils in a Year 5 class did not know what the term 'quarry' meant. They are also unable to use their knowledge and understanding to make judgements on the size of settlements, the quality of life there and its economy.
115. The overall quality of teaching is good. This is reflected in the high quality use of open-ended and challenging questioning. Teachers use questioning effectively to identify understanding and to plan further activities. Lessons are taught at a good pace and this encourages the pupils to show interest and enthusiasm in their work. Planning is thorough and effective, with teachers ensuring that learning objectives are clear. The planning of a consistent framework ensures that geographical skills are taught consistently. Work is differentiated with support and extension to meet the varied needs of pupils. However, evidence over time from the analysis of work indicates that whilst the marking of work is satisfactory and is used well to encourage the pupils, it is not always used to best effect to identify areas of weakness. Homework is satisfactory overall but is variable through the school. For

example, in a Year 4 class the homework was planned well to extend pupils' understanding and knowledge of rivers, the water cycle and river features, work on co-ordinates, plotting and route making. However, in another class some of the activities set provide little opportunity for reinforcement of learning or research into the subject.

116. Despite this good teaching, learning is only satisfactory. One reason for this is the limited literacy skills of the pupils, which hinder their ability to make accurate and careful recording of their findings. Their learning is also held back by the poor background experiences and limited basic skills of these pupils. Pupils in Years 4, 5 and 6 have had limited experiences in the past because of insufficient resources available and inadequate programmes of study in place. As a result, teachers have to work hard to develop basic geographical skills and understanding. For example, pupils in Year 6 cannot reliably use maps and atlases and have limited understanding of keys and scales. Consequently, pupils do not apply the knowledge gained to make judgements or generalisations in relation to their studies.
117. Good links are made with literacy and numeracy to reinforce the pupils' geographical skills. This was evident in Year 2 where pupils wrote letters to a child on a Scottish island and used a three-dimensional map of the island to create stories. In Year 1 a street display supported the ordering of numbers and odds and evens, alongside extending language about direction and position. Further cross-curricular links are made with information and communication technology and history. For instance, Year 6 pupils created a multi-media presentation about mountain ranges. Good opportunities for pupils' cultural development are provided through the study of different places, such as settlements on mountains and by comparing life in countries such as India to their own. For example, in a Year 4 lesson where pupils were discussing life in the Indian town of Chembakoli, they were taught how to say '*thank-you*' in Hindi. This had a positive impact on their cultural development.
118. The school has developed an appropriate curriculum that is planned within a nationally agreed programme of work. This ensures that there is satisfactory coverage and progression of skills. It indicates the use of fieldwork, but at this time the use of the environment or other localities is underdeveloped. The subject co-ordinator has established a satisfactory base from which to extend this subject. As yet, there has been no checking of standards and establishing of levels to be expected across years and within units of work. Geographical resources are limited and this has a negative impact on the development of geographical skills. The school is aware of this and has plans to enhance the provision of maps, atlases, photographs, a wider selection of CD ROMs and access to the Internet.

HISTORY

119. The standards the pupils attain in Years 2 and 6 are below the expected level. However, in relation to their attainment on entry into school, achievement is good. There are no significant differences between the progress of girls or boys and those learning English as an additional language or identified as having special educational needs.
120. In Year 1, they satisfactorily discuss the difference between toys played with now and those in the past. They also look at the differences between homes and buildings. In Year 2, the pupils recall the details of the Great Fire of London and understand that it burned for four days. They also know about a small number of famous people, such as Florence Nightingale and have learnt about how people enjoyed their holidays at the seaside long ago. Themes of work in Years 3 to 6 are organised into a two-year programme of study. Therefore, in Years 3 and 4 the pupils are learning about the Tudors and Henry VIII and his six wives. They study the differences between the rich and poor during the Tudor period and have covered work on invaders and settlers to Britain, such as the Vikings. In Year 6, they satisfactorily learn about ancient Greece and the influence the Greeks have had on modern, everyday living. For example, they are studying Greek architecture and how this has influenced architects and style of buildings. Other topics covered in Years 5 and 6 also include the Victorians and the Indus valley civilisation. However, the pupils, as yet, have only limited skills in discussing how life in past times was different and are impeded by their limited literacy skills to use a range of source materials. For instance, weaknesses in language development result in an inability to explore arguments for and against aspects of history. However, pupils in Years 4, 5 and 6 are now starting to

have a clear understanding of how history is interpreted because their skills are now being developed consistently through the school.

121. Teaching and learning in history is sound overall, with some examples of very good teaching in Year 2. Lessons are generally well planned and organised and teachers inform pupils about what they intend to teach. The pupils identified as having special educational needs and those learning English as an additional language make appropriate progress in their history lessons due to the level of support they receive. Links to literacy and numeracy are used well and, with support, the pupils, particularly in Year 2, produce interesting and accurate recollections of what they have learned. The pupils' spiritual, moral, social and cultural development is well supported in lessons and when information and communication technology is used, this is beneficial to the pupils' learning.
122. Resources in history are inadequate with too few artefacts and eye-catching pictures and posters to support learning in history. The procedures for assessment in history are satisfactory overall and work is compared to levels in the National Curriculum. Information and communication technology is used in the teaching of history, but this tends to be underdeveloped as yet. The leadership and management of history are satisfactory overall, with plans being monitored regularly. However, there have been no observations of history lessons as yet. There is an effective policy for teaching the subject in the school and programmes of study are in place to ensure an appropriate coverage of the curriculum for history.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Standards at the end of Year 6 are below national expectations. However, attainment at the end of Year 2 is in line with national expectations. Pupils in Year 2 make very good progress. This very good achievement at Year 2 is because of very effective teaching, good resources in the computer suite and the subject being less dependent on basic skills. Throughout the rest of the school progress is good, including for those with special educational needs and those for whom English is an additional language. Inspection evidence indicates that there are no significant differences between the attainment of boys and girls.
124. By Year 2, pupils speak with confidence about loading, saving and using a variety of programs. They have detailed knowledge of the sequences of operations and are using technical vocabulary, such as wallpaper, drag and highlight. They show very good understanding of how to use font variations to add emphasis to written text. These pupils also know that if all lettering is in capitals then you press the '*caps lock*'. They can open speech bubbles through call-outs, change font sizes and add text. Access to the computer suite is a feature in these pupils' achievement, as it engenders and sustains interest. Throughout the school pupils develop their skills and begin to apply them in their work. In Year 6, they are able to talk about using word processing, spreadsheets and multimedia programs. They combine this knowledge and create presentations about mountains, making use of text, photographs and art programs. They select information and use data in a spreadsheet with a formula to produce and repeat calculations. However, limited opportunities for use of the Internet, e-mailing and control programs, particularly in Years 3 to 6, mean that some key skills are underdeveloped.
125. The new computer suite has been positive in developing pupils' confidence and sense of pride. The equality of access throughout the school is in keeping with the school's policy of including all groups of pupils. They respond to this opportunity and responsibility well. In lessons observed pupils shared skills and co-operated, yet worked independently well. Despite pupils often having a limited concentration span, there is good organisation and management of pupils by teachers.
126. The overall quality of teaching and learning is very good. This effective teaching means that all pupils make very good progress throughout the school. Teachers have comprehensive and detailed plans, ensuring that learning objectives are clear. This preparation makes for confident exposition, good questioning and lessons with pace. In a good lesson in a Year 1 class the teaching and learning was good because the teacher made it fun. This lesson was planned to meet the needs of all the different ability groups. Consequently, all pupils were fully included and were both interested and motivated. Teachers have very good knowledge and understanding. This was observed in a Year 2 lesson where the teacher used and reinforced the correct terminology when teaching her class how to move between lines and create a list, using incidental references to capital letters and the caps lock key. A very effective feature of the teaching observed is the way good routines in respect of computer

management are taught almost incidentally. In a Year 6 lesson the pupils moved well to their workstations, logged on and were all in the correct program within two minutes. Pupils of all ages are familiar with the correct terminology, such as *'standby and log-in'*. Teachers and assistants constantly reinforce this. In a good lesson in a Year 6 class, the pupils were encouraged to add fields to a spreadsheet and enter information. They were then challenged by the teacher to highlight and drag, then apply the correct icon to the total, or enter a formula to total. This lesson had good links with numeracy as pupils tried to spend a set amount of money. The open-ended approach enabled a degree of interested competition as well as showing that data could be used in a flexible way.

127. The timetable for the computer suite ensures weekly individual access to reliable equipment. The computers in classrooms are older and less reliable; they limit the opportunities for class-based work. Good links have been developed with literacy. For example, in Year 2 extremely effective links with literacy were made in identifying the spoken word from a passage, by highlighting in bold or with colour. Later, pupils made use of speech bubbles to record conversations.
128. The co-ordinator has a clearly defined role and has put in place a very effective range of planning, monitoring and assessment. The use of the computer suite means that the co-ordinator can more readily evaluate pupils' attainment and progress. All work is saved through a server in folders and files that are available for pupils, teachers and the co-ordinator.
129. Information about provision and progress is satisfactorily made through annual reports to parents and to governors. A *'Parents' Information and Communication Technology'* group meets regularly in the computer suite and a draft website has been prepared. The computer suite is an excellent resource, which has promoted information and communication technology as a subject and raised the morale of all.
130. The very effective co-ordinator has a clear development plan. Access to the Internet is filtered and monitored but there are only limited opportunities for e-mail and Internet activity. The school is yet to develop a policy that clarifies Internet use. The school is aware of certain resource issues relating to cabling, improved classroom computer provision and a wider range of software, particularly for control. The majority of teachers are involved in national training schemes to develop their skills further.

MUSIC

131. Standards in Years 2 and 6 are in line with national expectations. The pupils achieve well, with no significant differences between boys and girls. All pupils, including those learning English as an additional language or identified as having special educational needs, achieve well over time. Singing in the school is good overall, especially in assemblies, when the pupils sing enthusiastically, to a piano accompaniment.
132. From Year 1, when the pupils learn to explore sound, pulse and pitch, they make good progress overall in Year 2 and learn to use musical instruments to create sound effects to illustrate a story line. They also study the duration of notes, the use of musical symbols and the effects of timbre, tempo and dynamics. By Year 3, the pupils are learning to use the pentatonic scale to compose their own tunes and have studied rhythmic patterns. They explore sound and singing games; the pupils in Year 4 also study a similar range of topics. In Year 5 topics include rhythm and pulse, singing in rounds and identifying the sources of sound and in Year 6 pupils study lyrics and melody. For instance, through the study of a Scottish folk song about the railways, entitled *'The Iron Horse'*, they consider musical processes and are involved in performing.
133. The overall quality of teaching and learning is satisfactory. However, there is some very good teaching expertise in Year 2. Teaching is very good when staff have very good musical knowledge and impart this very well to their pupils. This sets a very good pace for the pupils to create music and explore sound. Good teaching reflects the good planning, organisation and use of appropriate methods to help the pupils develop their musical skills. Also, the staff are very skilled in recognising and meeting the particular needs of their pupils, they set and generally achieve high expectations for behaviour and the pupils respond well, with positive attitudes to their learning in music. They enjoy music sessions and usually sing with enthusiasm and due regard to the tone and mood of the piece.

They are also beginning to recognise that certain pieces of music have been written and composed to reflect particular moods and circumstances. When the teaching is satisfactory it lacks pace because staff are not sufficiently secure in their own skills and musicianship and lack confidence in their abilities.

134. Resources in music are adequate, but the co-ordinator has already identified the lack of a wide variety of musical instruments, especially in reflecting a range of cultures and backgrounds. Assessment procedures in music are satisfactory overall. There is some good use of information and communication technology in the teaching of music. For example, taped songs and music are used to accompany the pupils' singing. However, opportunities for the pupils to use tape players to record and evaluate their work are sometimes missed. The leadership and management of music in the school are satisfactory. Planning is monitored regularly, but as yet observations of the teaching of music have not been undertaken. There are plans to seek support and additional training for staff in music. Very good opportunities for spiritual, moral, social and cultural development are provided for pupils. For example in assemblies, songs are chosen carefully to reflect the tone and dignity of the occasion. Also, in a Year 2 lesson, very good use was made of Asian music as a background and also to demonstrate '*Hickory, Dickory Dock*', recited in Urdu.

PHYSICAL EDUCATION

135. Standards are average by the end of Year 2 and Year 6 in all aspects of physical education except in swimming where standards are below what would be expected for pupils of this age. From a very low attainment on entry both boys and girls, including those with special educational needs and pupils who speak English as an additional language, make very good progress in their learning. During the inspection lessons were observed in games, dance and swimming. No gymnastics was observed but observation of planning and discussion with pupils enabled judgements to be made.
136. By the end of Year 2 pupils are developing their ability to perform movements and skills. Pupils hop, march, skip and change direction when travelling around the room and resilience is well developed. All the pupils are able to use space well and are aware of their own movement in space. Pupils have developed an awareness of the effect of exercise on the body and more capable pupils know the heart works faster during exercise. They make good progress linking movements and create a dance with a partner. There are appropriate opportunities to explore movements and pupils select four movements for their dance. Pupils confidently link the movements together such as a spin, march, step and skip. There are also appropriate opportunities for pupils to practise their dance but they do not remember and repeat what they have done in the same order. There are good opportunities for pupils to evaluate their own and others' work. They observe the work of others and identify what they like. For example, one pupil said she liked the part of the dance when the couple were jumping like rabbits.
137. Pupils make good progress during their swimming session at the local pool but standards by the end of Year 6 are below what would be expected. All pupils in Years 3 to 6 have swimming lessons for six weeks each year, but this is not enough as most pupils are unable to swim in Year 3. A few more capable pupils will achieve the expected level of attainment but the majority are unlikely to do so. More capable pupils swim confidently using a front crawl and breaststroke style. They also make good progress swimming on their backs. Pupils are still in the process of trying to refine their strokes. Average and less capable pupils swim a few strokes and are confident in water. Pupils with statements of special educational needs make good progress, learning to move their legs in a back crawl style. There are good opportunities for pupils to evaluate their strokes and suggest ways to improve. All pupils submerge and more capable pupils perform water skills such as a mushroom float.
138. By the age of 11, pupils make very good progress developing their games skills. In Year 6, pupils develop their throwing and catching skills. During these sessions pupils are given clear guidance on the technique of throwing and catching and there are very good opportunities for pupils to apply their skills in small competitive games situations. More capable pupils vary the speed and height that they throw the ball. Pupils work with enthusiasm and determination in a small-sided competitive game. Most pupils have sound knowledge of how to gain and regain possession of the ball. Their ability to dodge, move into a space and signal for the ball is developing well. Pupils have sound knowledge of

the effect of exercise on their body and pupils lead their classmates in a stretching warm up. Pupils with special educational needs and English as a second language do not need support in physical education. Discussion with pupils indicates appropriate opportunities to create dance and gymnastic sequences.

139. Teaching is very good overall with instances of excellent teaching being observed. In the very high quality lessons, teachers maintain a brisk pace and teach from observation. Subject knowledge is very good and pupils are given positive feedbacks to help them develop their skills and understanding and help them improve. For example, in an outstanding games lesson in Year 6, the pupils made excellent progress as they learnt to move to the side to receive a pass. This was because the teacher gave all pupils ongoing feedback as they developed the specific skills required to enable them to do this successfully. All teachers have very good control and organisation. In the better lessons teachers use counting skills and language effectively. When teaching is only satisfactory, teachers sometimes spend too much time talking and questioning pupils at the expense of learning to consolidate physical skills. The pace of activity slows down as pupils stop and answer questions. Specific assessment activities are still to be formalised.
140. The use of literacy and numeracy skills to enhance learning in physical education is satisfactory but there is no evidence that information and communication technology contributes to the subject.
141. The co-ordinator has recently been appointed and is making a satisfactory contribution to the development of the subject. There has been no monitoring of teaching and learning and the co-ordinator is not aware of standards in each year group. Resources are unsatisfactory for older pupils. The number and range of games resources is unsatisfactory for a school of this size. The gymnastic equipment is old and unsafe for older pupils. There are no resources to promote the development of dance. The football club is well attended and school football teams are very successful in local sporting competitions. This has a positive impact on their moral and social development.

RELIGIOUS EDUCATION

142. Lessons observed during the inspection week, a review of pupils' books and discussions with pupils indicate that standards overall are below the level expected of the locally agreed syllabus for pupils in Years 2 and 6. This overall lack of knowledge and understanding is reflected in discussions with pupils and in the amount and level of work seen in pupils' books. Much of the work done in religious education involves discussion, which is one of the reasons why the amount of written work is limited. However, both boys and girls, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in relation to their prior attainment on entry into school.
143. Year 1 pupils talk about what Christian children do when they go to church and understand the modern day version of the parable of the Good Samaritan. Although many pupils are able to explain who was the *'good stranger'*, their vocabulary and speaking skills are limited. Year 3 and 4 pupils know when Easter is and are able to retell parts of the story. For example, in a good Year 3 lesson effective questioning posed some challenging questions, such as, *'...for whom was it a triumphant entry, for Jesus or the people?'* One or two showed thoughtful insight, such as the girl who replied, *'I think it was both...Jesus because he had all those people shouting for him and all the people had been waiting for him for a long time so they were really happy.'* However, the general level of knowledge and understanding was below expectation in this class. Year 5 pupils learn that Buddhists follow the *'Eightfold Path'*. A well-organised lesson engaged all pupils in actually taking part in meditation, which expanded their understanding of the Buddhist point of view. The general level of understanding though was not good and once again underdeveloped language skills meant that most pupils found it hard to express themselves clearly. Year 6 pupils study Sikhism and were observed in a very short lesson where pupils were thinking about this faith, in particular what it meant for a Sikh to be *'khal'sa'*. This was part of a lesson looking at ceremonies. However, the general level of recall and understanding was not high. For example, in reviewing a recent lesson on Jewish ceremonies only a few pupils showed a general recollection and none were able to name the *'Bar Mitzvah'*.

144. In the lessons observed, the overall standard of teaching was good and none was less than satisfactory. However, the work scrutiny indicates that teaching over time is satisfactory. There is not much evidence of consistent planning for progression through the school and there is some repetition. For example, Years 3 and 4 were observed studying the same topic although that is not how it appears in the longer-term planning. Marking is done but is generally limited to ticks and fairly bland comments, which do not give the pupils any guidance on what they need to do to improve, except for spelling and punctuation corrections. There is no consistent way of checking and recording pupils' development in religious education through the school. Teachers have very good relationships with pupils and manage them very well so that all are involved in and enjoy their learning. Pupils enjoy their lessons and have positive attitudes to the subject.
145. The subject co-ordinator gives satisfactory leadership and has a clear vision of how the subject needs to be developed. A scheme of work has been developed which links with both the locally agreed syllabus and nationally recommended guidance. A great deal of work has gone into ensuring that on paper the programme of work enables skills to be developed progressively through the school. The wide range of opportunities for pupils to discuss other religions supports them very well in their learning and richly enhances their spiritual and cultural development. However, the school's resources are insufficient to meet the requirements of this scheme of work. For instance, there are very few artefacts or research materials, which could be used to promote independent learning.