

INSPECTION REPORT

HAMPTON HARGATE PRIMARY SCHOOL

Hampton Hargate, Peterborough

LEA area: Peterborough

Unique reference number: 132763

Headteacher: Mr J Holmes

Reporting inspector: Mr A C Matthews
19410

Dates of inspection: 10th – 13th February 2003

Inspection number: 248989

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hargate Way Hampton Hargate Peterborough
Postcode:	PE7 8BZ
Telephone number:	01733 296780
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr C Mitchell
Date of previous inspection:	This is the first inspection for this new school.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19410	Mr A Matthews	Registered inspector	Information and communication technology	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31753	Mrs D Thomas	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
31807	Mr D Carpenter	Team inspector	English Design and technology History English as an additional language	
22556	Mr E Morgan	Team inspector	Science Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
29688	Mr M Brammer	Team inspector	Mathematics Geography Music Special educational needs	
21750	Mrs S Hall	Team inspector	Art Religious education Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hampton Hargate Primary School opened in September 2000 and is situated in the new township of Hampton Hargate, in the south ward of Peterborough. The community comprises predominantly private housing, with a small percentage of social housing. The great majority of pupils come from the new town. The school has been through a period of rapid growth and is now bigger than most other primary schools, with 233 full time pupils – 129 boys and 104 girls aged between four and 11 and taught in eleven classes. The school roll is predicted to reach 420 in the next two years. There is an above average proportion of pupils from different ethnic backgrounds. Three per cent of pupils have English as an additional language but a small number of these pupils are at an early stage of English acquisition. The proportion of pupils eligible for free school meals is well below average. There are 37 pupils on the special needs register which is 17 per cent and around the national average. A below average proportion of pupils have a statement of special educational needs. Pupils join the Reception class in the September of the year in which they are five. The pupil mobility rate is very high at 44 per cent, with 44 pupils joining and 11 leaving the school at other than the normal times. Much of this high mobility is due to the growth of the town. Pupils' attainment on entry to the school is average overall. This is the first inspection of the school.

HOW GOOD THE SCHOOL IS

Hampton Hargate Primary is a good school with some very good features. The headteacher and subject co-ordinators provide good leadership and have worked hard to create a successful and popular new school. They are well supported by governors and a hardworking staff. The quality of teaching is good and leads directly to pupils attaining well above average standards in English and above average standards in mathematics and science by the end of Year 6. The school gives satisfactory value for money.

What the school does well

- The school is well led and promotes its aims successfully.
- Pupils achieve high standards because of good teaching and curricular provision.
- Pupils have very good attitudes to school, work hard, behave well and have very good relationships with each other.
- The school is highly valued by parents who play a very active part in the life and work of the school.
- The school is a harmonious community where pupils feel valued and well supported.

What could be improved

- The monitoring of the provision and management of pupils with special educational needs.
- The way the school monitors the quality of some aspects of its work.

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			Key
	all schools		similar schools	
	2001	2002	2002	
English	A	A*	A*	very high A*
Mathematics	C	A*	A*	well above average A
Science	A*	A*	A*	above average B
				average C
				below average D
				well below average E

The above table shows that in 2002, pupils' attainment in the National Curriculum tests at the end of Year 6 was very high, being in the top five per cent in the country when compared to all schools nationally, and when compared to those who draw their pupils from a similar background. The proportion of pupils achieving the higher levels was also very high. The school's targets for 2002 were exceeded, both in English and mathematics. A clear attainment trend has not yet been established, because of the short time the school has been open. Evidence from the inspection shows that the present Year 6 group of pupils are achieving well and their attainment is well above average in English and above average in mathematics and science. The principal reason for the fall in standards over the previous year is because of the higher proportion of pupils with special educational needs and the lower proportion of higher-attaining pupils. There is no difference between the attainment of boys and girls. Higher-attaining pupils are well challenged and pupils with special educational needs and those with English as an additional language make good progress. The present Year 6 pupils are on course to meet the targets set for them in English and mathematics. In all other subjects pupils' attainment is in line with national expectations except for design and technology, physical education and history, where attainment is above expectations. In the 2002 National Curriculum tests, Year 2 pupils' attainment was well above average in English, above average in writing and average in mathematics. Whilst the proportion of pupils gaining the higher levels in writing was well above average, the proportion gaining the higher levels in mathematics was below average. Evidence from the inspection shows that pupils are making good progress in Year 2, with attainment that is above average in reading, writing and mathematics. In history, physical education and design and technology, pupils' attainment is higher than national expectations and in all other subjects it is in line. As in Year 6, there is no significant difference between the attainment of boys and girls. Children in the Reception classes make overall satisfactory progress and enter Year 1 with attainment that is in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a great enthusiasm for school and extremely positive attitudes to their work.
Behaviour, in and out of classrooms	Good at all times.
Personal development and relationships	Good. Pupils have very good relationships with each other and take their responsibilities seriously.
Attendance	Well above average. Pupils arrive promptly for the start of the school day.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory in the Reception classes and good in Year 1 to Year 6. Pupils make good overall progress as they move through the school. A significant proportion of lessons observed during the inspection was very good and excellent. The teaching of numeracy and literacy is consistently good through the school. The overall quality of learning is satisfactory, although there are differences in the quality of teaching in the two Reception classes. Teachers know their pupils well and teach basic skills effectively, ensuring all pupils are appropriately challenged. Teachers have good subject knowledge, explain things clearly and create a positive learning environment where pupils feel valued and want to do their best. Teachers use questioning well to challenge pupils' thinking and deepen their understanding. Pupils also benefit from teacher expertise in subjects such as swimming, music and physical education. Grouping by ability in Year 3 and Year 4 for English and mathematics is helping to ensure that the wide spread of ability in these two years is appropriately met. Whilst the teaching of information and communication technology is good, teachers do not plan consistently for pupils to use computers to support their learning in other subjects. Teachers' marking is supportive but they do not consistently identify how pupils can improve their work or meet their personal targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well supplemented by a very good range of extra-curricular activities. Although the curriculum for the Reception classes is satisfactory, there are weaknesses in the planning of their physical development.
Provision for pupils with special educational needs	Satisfactory overall. Pupils benefit from being taught in smaller than average size classes, where good use is made of support staff to work with these pupils. A small minority of targets on pupils' individual education plans is not specific enough and this makes it difficult to judge how successfully they have been achieved.
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language are given good support and, as a result, are able to take a full part in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes very good provision for pupils' social development, good provision for their moral development and satisfactory provision for their spiritual and cultural development. The recently introduced school council is becoming an established part of school life and provides a valuable insight into pupils' thinking, whilst giving them an idea of how society functions.
How well the school cares for its pupils	Satisfactory. Child protection procedures are in place and the school has appropriate regard for pupils' health and safety. Teachers work hard to ensure that pupils new to the school quickly settle and their individual needs are met. The school regularly assesses pupils' attainment but this information is not yet used by the school to track their progress towards their end of year targets.

Parents give very good support to their children in the homework that is set and some give valuable help in the classroom, accompanying school trips and with extra-curricular activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and subject co-ordinators provide good leadership and their vision and careful planning has helped to create a successful school. The headteacher has built a hardworking team which is committed to improving the school further. The school could make greater use of subject co-ordinators' management skills, particularly in the area of observing teaching and learning in the classrooms.
How well the governors fulfil their responsibilities	Satisfactory. The governing body has worked very hard since the school opened. They are committed to fulfilling their specific roles and ensuring that statutory requirements are met. They have good individual skills and even more use could be made of these skills to help the school evaluate planned developments.
The school's evaluation of its performance	Satisfactory. The headteacher and literacy and numeracy co-ordinators carry out good quality monitoring of teaching. Test results are carefully analysed for strengths and weaknesses and this information is used to inform teachers' planning. The school carries out a thorough evaluation of its developments before a new improvement plan is drawn up. The school does not yet have a sufficiently rigorous process for tracking pupils' progress towards their end of year targets.
The strategic use of resources	Satisfactory. The school uses its budget most carefully to develop high class learning resources and applies the principles of best value well in all areas.

The school has very good procedures for the induction of new teachers to the school. The school is carrying forward a significant amount of 'new school' money and this is designated for extra teachers and resources as the school expands. The use of support staff needs to be reviewed as the school grows to ensure that pupils of all abilities receive appropriate support. The accommodation is high quality and very good overall. However, the Reception classes are cramped and do not benefit from a covered outside area. The new covered area that is planned to be built during the next year will considerably enhance the facilities for the children's physical development and for their structured play. Most classes are of an open design and sometimes noise from some classes disturbs learning in adjacent classrooms. Resources are very good overall and are used effectively to support pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is well led and very approachable.• Children thoroughly enjoy school and behave well.• The teaching is good and helps pupils make good progress.• The school promotes good attitudes and values.• The school has close relationships with parents and works closely with them in the education of their children.	<ul style="list-style-type: none">• Homework.

Inspectors fully endorse all the parents' positive comments. However, inspectors do not support parents' concerns about homework. Homework is set regularly, with pupils having a clear understanding of its importance and how it helps their learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results for Year 6 pupils since the school opened, have been well above average in English, mathematics and science. No attainment trend has been established in the short time that the school has been open. Results for the 2002 National Curriculum tests were extremely high, being in the top five per cent of all schools in the country and of schools whose pupils come from a similar background. The proportion of pupils gaining the higher levels was also extremely high. The attainment of both boys and girls was very high, although girls out performed boys in English. The exceedingly high targets were met both in mathematics and English. The present Year 6 group of pupils has a higher proportion of pupils with special educational needs and a lower proportion of higher-achieving pupils than last year's Year 6 group. Inspection evidence indicates that these pupils are making good progress and have attainment that is well above average in English and above average in mathematics and science. It is likely that the targets set for this group will be exceeded in both English and mathematics. In the present Year 6 class, there is no significant difference between the attainment of boys and girls. The high number of new pupils to the school is not having a marked impact on general attainment through the school.
2. Pupils' attainment in the National Curriculum tests in Year 2 has been above average for the last two years. In the 2002 tests, pupils' attainment was well above average in reading, above average in writing and average in mathematics. When the results were compared to similar schools, pupils' attainment in reading was above average, average in writing but below average in mathematics. The principal reason for the comparative weakness in mathematics was the below average proportion of pupils who were working at the higher levels. Both boys and girls achieved above average standards but girls' attainment in both reading and writing was higher than boys. The teacher assessment of science, showed that a very high proportion reached the expected level and an average proportion achieved the higher level. Evidence from the inspection shows that the present Year 2 pupils are making good progress and achieving above average standards in reading, writing, mathematics and science. There is no significant difference between the attainment of boys and girls.
3. Children enter the Reception classes with attainment that is in line with national expectations. The great majority of children make satisfactory progress in the Foundation Stage and, by the time they enter Year 1, their attainment is above average in communication, language and literacy and average in the other five areas of learning¹. Children show good confidence in their relationships with their classmates, teachers and other adults but opportunities to develop these skills further are restricted by the limited use of the role-play area. Children make good progress in developing their speaking and listening skills, and most are confident and happy when speaking to their friends. A minority of children lack the confidence to join in discussions and, as a result, their language development is sometimes restricted. Children's reading and

¹ Six areas of learning for the Foundation Stage

In the curriculum for the Foundation Stage there are six areas of learning: these are communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical development and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

writing skills are well developed and an above average proportion of children exceed the expected standard. Whilst children make satisfactory progress in mathematics, a lack of space is limiting the opportunities for structured play and this is slowing pupils' knowledge and understanding of shape, numbers and measure. Lack of planned opportunities to use the large outdoor play equipment is limiting the development of children's physical skills. Children's creative development is satisfactory but is sometimes limited when they choose from a limited number of materials to complete a task.

4. Standards in English are above average at the end of Year 2 and well above average at the end of Year 6. Pupils' listening skills are well above average through the school because they are encouraged to take a full part in discussions and to use correct subject vocabulary. Standards in reading are above average at the end of Year 2 and well above average at the end of year 6. All pupils read with confidence and enjoy books. Pupils make very good use of the well-stocked library and use their reading skills successfully in other subjects, particularly in research and the use of the Internet. Pupils' writing is above average by the end of Year 2, with many pupils having good skills in punctuation and higher-achieving pupils using complex sentences. Year 6 pupils have high standards in writing because very good teaching ensures that pupils regularly revisit different styles. By the end of year 6 pupils are developing the ability to use techniques associated with professional writers and successfully replicate strategies used by their favourite authors to engage the reader. Pupils also develop their writing skills well across the curriculum in subjects such as history.
5. Pupils' attainment is above average in mathematics at the end of Year 2 and Year 6, with pupils making consistently good progress through the years. Pupils in Year 2 have an above average ability in manipulating numbers and have a good understanding of place value. They measure accurately using centimetres and have a good understanding of quarter and half turns, which they use confidently to program a roamer. Year 6 pupils work quickly and accurately when carrying out mental calculations, with higher-achieving pupils applying their knowledge well to solve problems. Pupils have a good knowledge of fractions, with a significant proportion working securely with negative numbers. Although Year 6 pupils have a satisfactory understanding of probability, their understanding of data handling is less well developed.
6. Pupils' attainment is above average in science at the end of Year 2 and Year 6. Year 2 pupils have a secure knowledge and understanding of basic scientific principles, observe carefully and record their work neatly and accurately. Most have a satisfactory understanding of a fair test, with higher-achieving pupils making realistic predictions before starting an investigation. These skills are well developed in Year 3 to Year 6, with Year 6 pupils having good experimental techniques, although the older, more able pupils have insufficient opportunities to undertake investigative work to further develop their skills of scientific enquiry.
7. Pupils' attainment in information and communication technology is in line with national expectations through the school, with pupils making good progress. Pupils have good skills in using computers to present their work. Younger pupils import pictures to enhance their writing. Year 2 pupils' data handling skills are less well developed than other aspects of the subject. By the end of Year 6, pupils make increasing use of computers to support their learning in other subjects. They are confident in their use of the Internet and can narrow a field of search. They have above average word processing skills and use these well to enhance the quality of the presentation of their work. Confident use of multi-media programs results in Year 6 pupils making high quality presentations. Older pupils' skills in control and external monitoring, are

comparatively weaker than other areas because this aspect of the curriculum is less well developed.

8. Pupils make good progress through the school in religious education and standards at the end of Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus. Pupils are interested in different religions because this aspect of the subject is well taught and brought to life by good quality artefacts. Year 2 pupils know about some of the main Christian festivals and are able to retell their favourite Bible stories. By the end of Year 6, pupils have a sound understanding of major world religions, including Jewish and Muslim beliefs, recognising the basic similarities and differences between these religions. Higher-achieving pupils do not always make the progress they are capable of because teachers do not consistently plan activities which are challenging for the different ability groups in the class.
9. In Year 1 and Year 2, pupils make good progress in all other subjects. Pupils' attainment is above national expectations in design and technology, physical education and history, and in line with national expectations in the other subjects. Pupils make good progress in design and technology, using their good knowledge of materials to make moving vehicles and puppets. Pupils have a good knowledge of the past, understand that artefacts are a good source of evidence and appreciate the impact that famous people in the past had on the lives of others.
10. In Year 3 to Year 6, pupils make good progress in all other subjects, and by the end of Year 6 have achieved above average standards in physical education, design and technology and history. In all other subjects, standards are in line with national expectations. History attainment is above average because the subject is brought alive by the teachers. Visits by the staff of the Leicester Space Centre enabled pupils to compare the exploration of the great navigators of old with those of the present day astronauts. Pupils have a good understanding of the importance of design and have above average making skills because teachers' planning enables pupils to practise and revisit skills from earlier work. Older pupils benefit from very good evaluations of their work by their peers and this is the principal reason why pupils' control and co-ordination in physical education is above expectations.
11. Pupils' literacy skills are developed well through the curriculum. There are good opportunities for them to develop their skills in subjects such as science and history and older pupils are using advanced reading skills to search for relevant information on the Internet. Pupils' numeracy skills are developed satisfactorily through the curriculum in subjects such as science, design and technology and history.
12. Pupils with special educational needs achieve well and make good progress because they are well supported by their teachers and teaching assistants and benefit from smaller than average class sizes. They make good overall progress towards their targets in their individual education plans although some of the targets on some plans are not sufficiently sharply focused. Pupils are identified at an early stage and the register is active with pupils moving appropriately both up and down through the different stages. A very small proportion of pupils who have English as an additional language are in the early stages of English acquisition. These pupils make good progress in developing their early literacy skills and this enables them to take an increasingly active part in the learning of the class.

Pupils' attitudes, values and personal development

13. The great majority of pupils, of all ages and abilities, have very positive attitudes to school and are very keen to learn and participate in all aspects of school life. In the Reception classes, children quickly settle and develop good attitudes to their learning. In lessons, pupils listen attentively to explanations and instructions from their teachers and this ensures that they approach their work confidently, being fully aware of what they are required to do. The very good level of commitment and perseverance they display when presented with a challenge or a new area of their learning has a significant impact on the standards they achieve and the progress they make. Pupils take a great deal of pride in their work and enjoy discussing its contents and their achievements with visitors to the school. Pupils work well co-operatively in-groups and pairs, sharing and exchanging their ideas and making sensitive comments when asked to evaluate the work of their peers. They are able to maintain very good levels of concentration and even the very youngest children show a great determination to master new skills. The pupils with special educational needs also have very good attitudes to school and respond well to planned activities that meet their needs.
14. Pupils' personal development is good. Throughout the school, they have developed very good levels of confidence and independence and can be trusted to carry on working when not directly supervised by teachers. In class discussions, they will listen patiently to what others have to say and show respect for the views, opinions and suggestions of their classmates. Pupils are proud of their school and the community, and work hard to make it a friendly environment for all. Older pupils show a sense of responsibility for the younger ones and also to new pupils to the school, helping them in small but significant ways; for example, by befriending and supporting anyone who stands on the 'friendship stop' in the playground. Their awareness of the need to be sensitive and caring towards one another ensures that pupils of all ages and abilities feel happy and confident in school. Members of the school council take the job of representing their classmates very seriously and although it is in the early stages of development, suggestions put forward by its members have already been acted upon by the school.
15. Pupils' behaviour is good: they have a keen awareness of the school's high expectations and try hard to adhere to the school rules and code of conduct. They are fully aware of how their behaviour affects others and understand the consequences of their actions. The vast majority of pupils of all ages are helpful, for example, showing visitors around the school, and behaving courteously, opening doors without prompting. They enjoy the praise they receive from teachers and are delighted when they receive an award for effort, achievement or good behaviour. Behaviour in the dining hall is good and lunchtime is a pleasant social occasion. Behaviour in the playground is also good, with pupils of all ages sharing and taking turns with the outdoor play equipment. Pupils have an acute awareness of the school's zero tolerance of bullying and there were no incidents of bullying, sexism or racism witnessed during the inspection. The school is an orderly community and most pupils display good levels of self-discipline when moving through the school. There are a few occasions in lessons, when the work is insufficiently challenging or not clearly explained. When this happens, pupils become disinterested, distracted and incidents of silly behaviour occur. There were no exclusions in the last school year, but there have been two recent, fixed-period exclusions, both of which had the full approval of the governing body.
16. Relationships are very good throughout the school. Pupils show a great deal of respect for all the adults with whom they come into contact on a daily basis, and are well able to form and sustain friendships with one another. A particular strength is the way in which pupils celebrate and share their success and evaluate each other's work in a positive manner. Attendance levels are well above the national average. Most pupils are keen to

come to school and arrive in good time for lessons. There are few instances of lateness. A significant minority of pupils are being withdrawn from school during term time for family holidays and this does affect their learning and put strains on the class teacher when they return.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good overall and leads to pupils making above average progress as they move through the school. During the inspection three quarters of the lessons observed were good or better. This high quality teaching not only impacts on the standards of pupils' work but also on their attitudes to work and their willingness to do their very best for their teachers. The quality of teaching in the Reception classes is satisfactory overall, and leads to children making satisfactory progress in their learning. All teachers know their pupils well and their planning generally shows that they have a good range of strategies to ensure that all pupils are carefully planned for. This results in pupils of all abilities and backgrounds being successfully challenged in their learning as they move through the school. At present there are no formal opportunities for teachers to watch their colleagues teach so that the very good practice in the school can be shared.
18. Teaching is satisfactory overall in the Reception classes, and is consistently good in one of the classes. The teachers' planning is not always based on the Early Learning Goals and, as a result, there are too few opportunities for pupils to take part in structured or free play activities. Teachers and teaching staff know the children well but sometimes give too much support to the children and deny them opportunities to make choices or to learn by making mistakes. Children's concentration is inconsistent because teachers sometimes talk for too long and this affects the pace of lessons. The cramped conditions and design of the Reception classes sometimes leads to excess noise during some lessons and this makes it more difficult for the teacher and teaching assistant in the adjacent class to hold the children's concentration during quieter activities.
19. The quality of teaching in English is good in Year 1 and Year 2 and very good in Year 3 to Year 6. The school has successfully implemented the National Literacy Strategy, and well-focused monitoring by the headteacher and co-ordinator is leading to improvements in the teaching of literacy skills across the curriculum. This is particularly the case in the classes of the older pupils. Teachers work very effectively to develop pupils' speaking and listening skills and this ensures that all pupils, including those with English as an additional language and those with special educational needs are able to take a full and active part in all lessons. The teaching of reading and writing is consistently good and teachers use a very good range of strategies to challenge the pupils. Teachers make good use of homework to consolidate and extend pupils' learning in class. Homework books are carefully marked and this offers pupils the opportunity to practise further when they have any perceived weaknesses.
20. Teaching in mathematics throughout the school is good and results in pupils making good progress as they move through the years. Teachers have good subject knowledge and teach the basic skills well. They use questioning well to reinforce pupils' learning and challenge their thinking. Teachers encourage the accurate use of mathematical vocabulary and, by Year 6, pupils are able to explain how they solve problems in an unambiguous way. Whilst pupils' work is marked carefully, teachers' comments do not consistently tell pupils what they need to do to improve. Teachers

make good use of the National Numeracy Strategy to guide their planning which successfully challenges pupils of all abilities.

21. Consistently good quality teaching in science develops pupils' scientific understanding logically. Planning ensures that work is appropriately matched to pupils' abilities and builds on their previous knowledge. Lessons proceed at a good pace and pupils receive good support from the teaching assistants. Whilst teachers successfully develop pupils' investigative skills, they do not always provide enough opportunities for the older and more able pupils to devise their own investigations to test their hypotheses.
22. Pupils benefit from good quality teaching in information and communication technology. Good quality training has given all teachers confidence and good subject knowledge to teach the subject. Lessons move at a good pace because teachers are well prepared and make good use of the resources. By using laptops, with wireless connection to the Internet, teachers can quickly convert classrooms into the equivalent of a computer suite. Very effective use of a projector means that pupils can follow and learn new skills quickly. Teachers make good use of pupils' collaborative skills in the process of learning and give good individual support to pupils by questioning, suggesting and assessing. The teaching of computer skills is consistently good but teachers' planning to incorporate and develop these skills in other subjects is inconsistent.
23. The quality of teaching of religious education is good and enables pupils to reach the requisite standards of the locally agreed syllabus. Teachers successfully develop pupils' understanding of different faiths. Teachers make good use of questioning and discussion in lessons and the "talking partners" technique in Year 1 and Year 2 gives pupils the confidence to discuss their ideas and experiences with the class. Teachers plan good links with literacy, when they encourage pupils to write about their feelings and beliefs. Whilst teachers' planning is thorough and ensures all aspects of the subject are appropriately taught, it does not consistently identify different activities to ensure that pupils of differing abilities are systematically challenged.
24. In all other subjects, teaching is good and leads to pupils making good progress. During the inspection a significant amount of very good and excellent teaching was seen in design and technology, physical education, art and music and this had a direct impact on the enthusiasm of the pupils and the pace of learning. Teachers' planning is good overall and clearly identifies what pupils are to learn during each session. In the majority of lessons, these objectives are shared with pupils who then have a clear understanding of what is expected of them. Teachers have high expectations of the amount of work that pupils should produce in order to practise and hone their new skills.
25. Teachers know their pupils well and the different approaches they employ create an enthusiasm for learning and a desire for the pupils to do well. This was clearly seen in a Year 6 physical education lesson, involving paired movement work. Teachers expect pupils to behave well during lessons and to listen carefully. Occasionally, as in a physical education lesson seen during the inspection, pupils' concentration waned as the work set was not appropriately matched to their ability.
26. There are very good relationships between classroom assistants and teachers. Teachers make good use of the skills of these well-trained assistants, to give good quality support to individuals and groups of pupils. This has a positive impact on the groups of pupils who come into contact with this support. Homework provision is good. It is set regularly and pupils understand how it helps to consolidate and extend their learning.

27. Pupils with English as an additional language are well integrated into their classes and experience the whole curriculum. They receive good support from teaching assistants, who give appropriate one to one and group support. The teaching of pupils with special educational needs is good. This is seen in the provision of differentiated tasks especially in literacy and numeracy. Teaching assistants, including those with a particular responsibility for the pupils with special educational needs, make a good contribution to their learning. Occasionally, a teaching assistant may have to work solely with one pupil who is disrupting the learning of a class. Whilst this is beneficial for the individual pupil it often takes support away from a group of special needs pupils whose support and subsequent learning suffer as a result.

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

28. The curriculum fully meets all statutory requirements, including the provision for religious education, and provides the pupils with good quality, well-balanced learning experiences. The National Literacy and Numeracy Strategies have been effectively introduced and are well used in the development of pupils' skills and knowledge. Whilst particular attention has been given to developing pupils' competence in English and mathematics, the school makes good use of national guidelines in the other subjects. Pupils, in general, receive a rich, varied and relevant curricular experience enhanced through visits, input from parents and members of the community and access to a very good range of resources. Pupils' basic skills of literacy and numeracy are well developed with English being used particularly well in other subjects. Pupils have good information and technology skills, and word processing and the Internet are used effectively in some lessons to support pupils' learning. However, computers are not used consistently to support learning in the majority of lessons and for this reason, the development of information and communication is a priority in the school improvement plan. The work in the Reception classes is mostly based on the Early Learning Goals² for children's learning. However, the planned learning for these children is sometimes too formal and does not build effectively on their prior knowledge and understanding.
29. All pupils have equal access to a broad and balanced curriculum. Pupils new to the school are quickly incorporated into school activities and are well supported in their work. Teachers and their assistants give these pupils extra support, helping them to settle quickly and confidently in the life of the school. Planning for pupils with English as an additional language is good and the well-focused support makes a valuable contribution to supporting these pupils' access to learning. The provision for pupils with special educational needs is satisfactory. However, the targets on some of these pupils' individual education plans are too general and make planning of specific work and assessment of their progress more difficult. The school does not yet have a register of 'gifted and talented' pupils but during the inspection all higher-achieving pupils were making the same good progress as their peers.

2

EARLY LEARNING GOALS

Early learning goals - these are expectations for most children to reach by the end of the Reception year. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning.

30. The school currently provides a very good range of extra curricular activities from Year 1 to Year 6, and all clubs are open to both boys and girls. Sports clubs, such as athletics, rounders and football are well attended and thoroughly enjoyed by pupils. The computer, art and maths explorers clubs and the choir do much to extend and enhance pupils' learning in these particular subject areas. Some parents help with extra curricular activities and their support and expertise is much appreciated by the school and the pupils.
31. The school makes very good provision for pupil's personal and social education including health, sex and drugs' awareness education. All staff provide very good role models and encourage pupils of all ages and abilities to work and play co-operatively together. There is a rota of older pupils who support and play with the Reception children in the playground. The school council provides pupils with good opportunities to put forward their suggestions and air their views about how the school could be improved. Although it is in the early stages of development, pupils know that their ideas are taken seriously and some proposals have brought about small but significant improvements. For example, there is now greater access to the outside play equipment during the lunchtime. Circle time sessions feature prominently in the school's programme for personal, social and health education and provide an effective forum for pupils to share their innermost thoughts and feelings and to address a wide range of issues relating to their health, safety and general well-being. The school makes good use of outside expertise to assist in the teaching of sex and drugs' awareness education and is effective in the way in which it promotes self-esteem. Consequently, pupils are developing good levels of confidence in their ability to discuss and solve personal problems.
32. The school has satisfactory links with the community. It recognises the importance of developing and strengthening links with the growing local community and welcomes visitors to school to talk about their work and interesting life experiences. The links with the 'Deaf Blind Centre' have helped pupils to have a deeper understanding of people with severe disabilities and to have an awareness of the difficulties they experience in every day life. The headteacher works closely with the community association which uses the school for meetings. Various outside organisations also meet at the school and the headteacher has been particularly helpful to the Brownies and Scouts Associations in relation to the use of the school hall. There are strong links with the playgroup: the opportunities for these children to spend time in the school getting used to the staff, routines and procedures, ensure that they are much more confident when they begin in the Reception classes. There are well-developed links with the parish church and their representatives add a sense of occasion when they take assemblies. There have been some difficulties surrounding the transition of pupils to the secondary school within the catchment area. However, the headteacher is working hard to overcome these difficulties and to ensure that Year 6 pupils move on to the next stage in their education with confidence. The school has strong links with initial teacher training colleges and colleges of further education and regularly accepts student teachers on placements and work students on work experience. The help and support they provide in lessons, particularly with pupils who have special educational needs make a good contribution to these pupils' learning.
33. The school makes satisfactory provision for pupils' spiritual development. The school is a happy environment where pupils can freely express their feelings and discuss their experiences. They are provided with opportunities to reflect on special events in their own lives such as Christmas, and what they mean to other people. Pupils are also able to gain a spiritual awareness through their study of different faiths and religions. Stimulating displays and areas of interest in classrooms and around the school and the

peaceful seated areas in the school grounds encourage pupils to quietly reflect and contemplate. Visitors to school help to promote pupils' spiritual awareness: for example, a talk given to Year 6 pupils by visitors from the Space Centre highlighted light and sound in space and how its vastness affects feelings.

34. The provision for pupils' moral development is good. The school does much to encourage pupils to treat one another with respect and to think about the less fortunate people in society. An example of this was seen in an assembly where pupils were asked to reflect upon the plight of refugees from other countries and the people who do not have freedom of choice. Pupils of all ages know clearly the difference between right and wrong and have a well-developed moral code, which forms the basis of their behaviour. Class rules are clear and positive and whilst pupils display different signs of maturity relative to their age, the vast majority display good levels of self discipline and are able to accept responsibility for their own behaviour. Circle time sessions are effectively used to raise pupils' awareness of moral issues and to enable them to have a greater understanding and to appreciate the concepts of truth, justice, honesty and fair play.
35. Provision for pupils' social development is very good. The school provides many opportunities for pupils to develop and sustain friendships and to work and play co-operatively in groups and pairs, sharing and exchanging their ideas. Visits to the local and wider community enhance and extend pupils' awareness and the residential visits for the older pupils provide them with valuable social interaction, self-reliance and team building skills.
36. The provision for pupils' cultural development is satisfactory. Pupils learn about their own culture in history, geography, art and music and through visits to museums where they are able to view various artefacts. In religious education, they study major religions and cultures of the world and are able to gain a further understanding through examining the religious artefacts on display in the school. The school's Racial Equality policy stresses the importance of discussions about multi-ethnic issues with pupils but the school recognises that this area needs further development. There are missed opportunities for pupils to learn about other cultures in assemblies through singing songs and listening to music. Whilst pupils' multi-cultural development is satisfactory, it is comparatively weaker than their knowledge of their own culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school's procedures for assessing pupils' attainment and progress are satisfactory. Foundation Stage children are assessed within five weeks of entry to the school and other pupils in the school are regularly assessed. In the core subjects of English, mathematics and science the school uses standardised tests and teachers maintain records of pupils' achievements. Pupils new to the school are assessed on entry. Assessment of pupils in the non-core subjects and religious education is undertaken by class teachers.
38. At present, the school's comprehensive assessment results are not consistently used to monitor and support pupils' academic progress. Some assessments which are marked externally, do not arrive in school until well into the new school year and too late to inform the autumn term's planning. Whilst the curriculum for pupils in the Reception classes is based on the 'Early Learning Goals', the teachers do not use the results of assessments consistently to ensure that the work they set is appropriately matched to the children's ability and prior attainment. In the other years, the assessment results are not yet used to set individual annual targets for pupils nor to track their progress towards these targets. Whilst targets for improvement are identified in pupils' books,

teachers' marking does not consistently indicate what pupils need to do to move towards these personal improvement targets. The exception is in English in Year 3 to Year 6, where teachers' detailed marking clearly informs pupils where they need to improve. As a result, pupils make very good progress in the subject.

39. The support and guidance for pupils with special educational needs is satisfactory. Some individual education plans for these pupils contain targets that are not specific enough and this makes it difficult for the school to monitor their progress accurately. Occasionally in the Year 1 classes, teaching assistant support is taken away from a special needs group at short notice to meet the needs of an individual pupil who needs one-to-one attention. When this happens, the planned learning for these pupils is affected. However, teachers and teaching assistants know the pupils well, keep appropriate records, give them well focused support in lessons and show real concern for their welfare. The liaison with outside agencies is effective.
40. Pupils are taught in a caring environment where they feel valued and respected as individuals. Pupils of all ages and abilities are confidently able to approach the staff with any worries or concerns they may have, knowing that they will be dealt with in a sensitive and tactful manner. Teachers do much to get to know the pupils in their class and this enables them to identify individual needs, strengths and weaknesses. In lessons, pupils are praised for effort as well as achievement. The school is a growing community and staff recognise the importance of building relationships with families and ensure that a regular exchange of information takes place between home and school. The school has ensured there is an effective 'Firewall' system to ensure pupils cannot access undesirable Internet websites.
41. Circle time lessons are effectively used to develop and increase pupils' levels of confidence and provide them with valuable opportunities to discuss their innermost thoughts and feelings and air their views. The 'Special Day' sessions whereby pupils are invited to make positive comments about a chosen classmate, do much to increase pupils' feelings of self worth, and promote and encourage positive relationships between pupils themselves. Pupil's personal development is monitored well informally through a regular exchange of information between staff and ensures that any emerging problems are quickly and effectively dealt with. The annual reports contain thoughtful and evaluative comments on personal development, and pupils are provided with useful opportunities to set their own targets for both personal and academic development. However, the school does not currently have an effective system for tracking pupils' personal development through the school. Pupils of all ages recognise that the school adopts a zero tolerance stance on any form of oppressive behaviour, bullying, sexism or racism, and the behaviour/anti bullying policy successfully promotes good standards of behaviour in lessons and around the school. A significant majority of parents are happy with the standards of behaviour in the school and the ability of the headteacher and staff to deal with any incidents of inappropriate behaviour should they arise.
42. Child protection procedures are satisfactory. Staff are vigilant and act quickly and effectively if they believe a child to be in an 'at risk' situation. The designated teacher has received recent relevant training. However, the school's child protection policy needs to be updated as a matter of urgency, in order to clarify key personnel within the school who have overall responsibility for dealing with child protection issues. There are appropriate procedures in place for dealing with accidents and illnesses and pupils who become sick or are injured are well cared for until their parents can be contacted.

43. The provision for health and safety of pupils is satisfactory. It is the joint concern of staff and the governing body and much is done during the school day to ensure that the guidelines and procedures contained in the health and safety policy are followed. The health and safety committee carries out regular checks of the building and report their findings back to the full governing body. However, a formal risk assessment of the school building to include lessons, such as physical education and investigative science, has not been carried out by an independent organisation since the school has been opened and this needs to be done as a matter of urgency. The hazardous conditions caused by the constant stream of moving traffic directly outside the school when pupils are dropped off in the morning and collected at the end of the day is posing a threat to pupils' safety, particularly on wet days. To address this issue, the headteacher spends a considerable amount of his time outside the school each morning and evening. Clearly this is a short term solution to an ongoing safety issue that needs addressing with the help and guidance of a recognised safety organisation. The school's procedures for recording and monitoring attendance are satisfactory. Registers are analysed in order to identify any emerging patterns of regular absenteeism and any worries or concerns are appropriately dealt with. The school is not currently setting targets to ensure the high levels of attendance are maintained. Links with educational welfare services are very limited and the school would benefit from more regular visits from this support service.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has a good partnership with parents and both formal and informal links are well developed. The vast majority of parents and carers are very supportive of the school and are extremely satisfied with all aspects of their children's education. The prospectus conveys positive messages about the school and gives clear guidance to school routines and procedures. However, information about the right to withdraw from collective worship is not clearly explained and needs amending. Newsletters are interesting, and informative and ensure that parents are fully updated on all forthcoming events. Annual reports give a clear indication of pupils' strengths weaknesses and areas for improvement. Parents take an active part in their children's learning by helping with homework and listening to their children read. This has a positive impact on the children's progress.
45. Parents have very positive views of the school. They are warmly welcomed into school and play an active part in the daily life of the school, for example, by helping in classrooms with various activities, educational visits and after school clubs. Their much-appreciated involvement makes a very valuable contribution to pupils' learning and adds to the quality of school life in general. The school makes good use of the expertise of parents and grandparents who are regularly invited into school to talk to pupils about their work and interesting experiences of life. These visits, which are very much enjoyed by pupils, extend and enhance pupils' learning and enrich their understanding of life. Parents of pupils with special educational needs are involved in the decision making process and kept fully updated on any developments. Whilst parents are involved in meetings at which the pupils' progress is discussed, they and their children are not involved enough in the process of setting new targets for the individual education plans. Parents comment positively on the way in which staff make themselves available to discuss any worries or concerns they may have and, on a more formal basis, the opportunities provided for them to discuss their child's progress during parent/ teacher meetings. The Friends' Association works very hard to support the school financially by organising social and fund raising events with the monies raised being put to good use by the school.

46. Parents have expressed concerns over the hazardous conditions they face on a daily basis when taking their children to school each morning and collecting them at the end of the school day. The constant stream of moving traffic directly outside the school, they feel, poses a threat to their children's safety, and inspection evidence supports this view. Parents' also expressed concerns about homework. All pupils know when homework is going to be set, feel the amount set is reasonable and know that homework helps their learning. As a result of these discussions and evidence from pupils' books, inspectors felt that there were no significant concerns about homework, which they felt played an important part in the pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher and senior staff provide good leadership for the school but the overall quality of management is satisfactory. Good team work has enabled the school to build a community with a distinct ethos which values high standards of work and relationships. Careful selection of staff has led to strong teaching through the school and the quality of teaching is being further improved through effective monitoring by senior staff. Although co-ordinators have good knowledge and skills for their subject, they do not have enough opportunities to monitor the teaching and learning in their subjects, so that they have a thorough understanding of what needs to be developed next in order to improve standards. As such, elements of their management role are at present unsatisfactory. The deputy headteacher, who has recently resumed a full time teaching commitment, has too many responsibilities and not enough release time from the classroom to carry these out effectively. This means that her expertise is not being used effectively by the school and is resulting in weaknesses in the way that the school's special educational needs support is presently managed. However, the governors and staff represent a strong team that has a good capacity to succeed in its main goal of managing the expansion of the school whilst, at the same time, improving the quality of the education it provides.
48. The governing body fulfils its roles satisfactorily overall with good strengths in their work. The great majority of governors started when the new school opened and much credit must be given to them in the help and support that they have given to the school during that time. Governors were determined right from the start that the school would be a 'listening' school and would encourage a close working partnership with parents. This has been successfully enshrined in the school's working practices and is much appreciated by parents, who, for example, were very pleased when their views were sought about the school's organisation at lunchtime. Ongoing training has given governors a deeper understanding of ways of judging the school's performance and this they do to good effect, such as through meetings with co-ordinators to discuss subject development and in the analysis of national data concerning the school's performance in statutory tests. Because they are better informed about the school's performance, governors are now effectively involved in the setting of the school improvement plan. More use could be made, however, of their expertise and experience in helping the school to monitor the effectiveness of some of its developments, such as, through formal discussions with pupils. Although some governors have observed teaching, many do not feel confident in this work. It is for this reason that they have planned joint lesson observations with co-ordinators. This is a good initiative as it will enable governors to develop their own knowledge and understanding of a subject and also give them a deeper understanding of how the decisions that they make as governors, impact on the way pupils are taught in the classroom.

49. Subject co-ordinators' leadership skills are good overall. Co-ordinators are most effective in English and mathematics because they have time, not only to monitor pupils' work but also how they learn in the classroom. This gives them a deeper understanding of what developments need to be made to improve the subject further. The monitoring of literacy and numeracy lessons by the headteacher and subject co-ordinators has given the school a far greater insight into pupils' attainment and the strengths and weaknesses of individual year groups. In subjects other than English and mathematics, co-ordinators' management skills are not being used so effectively as they do not have sufficient time to monitor pupils' work and their learning in the classroom. This makes it more difficult for the co-ordinators to make informed decisions about how their subject should develop.
50. The management of the provision for pupils with special educational needs is unsatisfactory. The co-ordinator has a very heavy workload within the school and her expertise is not being used effectively as she does not have release time to carry out her role. As such, she has no opportunities to observe pupils in the different classrooms and relies too heavily on teachers to evaluate how well the pupils have met the targets on their individual plans. The quality of these plans is not uniform and would benefit from her expertise to ensure a consistency across the school. The deployment of teaching assistants to meet the specific needs of different year groups and classes is not ensuring the best support for these pupils. This is particularly the case in Year 1 numeracy and literacy lessons, when general support for a group of pupils with special educational needs may be withdrawn at short notice to support the needs of individual pupils. When this happens, learning for these groups of pupils is disturbed and they do not make the progress they are capable of. However, teaching assistants have clear roles and responsibilities, have opportunities for training to improve their expertise, work well together and are valued. Records of individual pupils are appropriately maintained and support from outside agencies is well managed. The governor with responsibility for pupils with special educational needs gives good support to the school.
51. The school's aims are highly appropriate and are well incorporated into the daily life of the school. The aims highlight its commitment to equality of opportunity for all and this is clearly reflected in the work of the school. Developments lead directly to the creation of a civilised and caring school where pupils are valued and challenged. The school improvement plan is based on these aims. Very good evaluation of the previous plan gives the school a secure starting point and to the targets from this evaluation are added to other relevant priorities that are derived from the school's satisfactory monitoring of its performance. Staff, governors and pupils make an input into this plan which is finalised by the governing body. Money is carefully targeted towards these priorities. The thorough development plan process ensures that priorities are most appropriate for the school and, as a result, past developments have been instrumental in establishing a broad and balanced, well-resourced curriculum and creating a stimulating outside environment. At present governors rely too heavily on the school to evaluate the success of initiatives in the improvement plan.
52. Financial planning in the school is good and the school makes effective strategic use of its financial resources. Because the school is new, the headteacher and administration staff have adopted up-to-date financial procedures which make good use of information and communication technology to support budgetary planning and monitoring. Administrative staff have a good understanding of their role and are effective in the different aspects of their work and fulfil their responsibilities well. The chair of the finance committee has good professional skills in this area and has been helpful in several areas including monitoring spending patterns. However, governors do not yet

have procedures in place to judge accurately the impact of the school's strategic spending on standards.

53. Financial procedures have been audited and the small number of minor recommendations have been fully considered and action taken where appropriate. Decisions on spending are thoughtfully considered. Because initial funding has been generous, the school has carefully considered the long-term effects of spending decisions and has wisely bought good quality furnishings and equipment knowing that in subsequent years funding will be tighter. Although there is currently an unusually large financial carry forward, this is the result of very generous funding rather than of unwise or parsimonious spending decisions. Staff and governors are fully aware of spending and forward planning issues. They are working hard to achieve best value in purchases and services and link decisions on spending to educational priorities.
54. The school has a good ratio of teachers to pupils although the number of support staff in some classes is not always sufficient for the teachers to meet the needs of all groups of pupils. Teachers are suitably qualified and sufficiently experienced to match the requirements of the National Curriculum. Support staff work effectively with teachers making a positive contribution to pupils' learning. There is a strong sense of team spirit amongst staff and, under the direction of the headteacher, teachers and non-teaching staff work harmoniously together to create a pleasant well-ordered learning environment. There are very effective procedures in place for the induction of new teachers into the school, and the newly qualified teachers speak highly of the high quality support they are receiving both from the headteacher and their mentors. The school has a structured programme for staff development, which is closely matched to prioritised targets in the school improvement plan and to the needs of teachers themselves. The clerical staff work hard to ensure the daily administrative procedures are carried out efficiently. They are an important first point of contact for parents and visitors and are friendly and helpful in their manner. Other non-teaching staff, such as the kitchen staff, midday supervisors and caretaker, make a significant contribution to the smooth and efficient running of the school.
55. The standard of accommodation is very good. Most classrooms are open plan, and teachers make very good use of available space to ensure that pupils are able to undertake practical activities. Noise from one teaching area sometimes disrupts the learning in nearby areas. This is particularly the case in the Reception classrooms where the present levels of sound proofing are not adequate. The internal areas of the building are in very good decorative order and significantly enhanced by the bright colourful displays of pupils' work and areas of interest, which stimulate learning and create a stimulating environment. There is a large hall and a spacious, well-stocked library fitted with soundproof doors. The spacious outside area of the school contains a large playground, which has been marked with various stimulating games. This encourages pupils to play co-operatively together and has a positive impact on the standard of behaviour during playtimes. The carefully-planned quiet areas, complete with seating area and pergola, provide pupils with very good opportunities to sit and reflect. The play area used for the Reception children does not have a covered area for outside play. The school has a very good range of resources to support pupils' learning across the curriculum. Resources in classrooms are neatly stored, clearly labelled and easily accessible to pupils. Adult helpers are used effectively in classrooms and educational visits to places of interest linked to class themes and topics enhance and enrich the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to raise the quality of education and standards further, the headteacher, governors and staff should:

1) improve the monitoring of the management and provision for pupils with special educational needs by

- allowing the special educational needs co-ordinator appropriate time to monitor the work and progress of these pupils;
- monitoring the work, effectiveness and training needs of the teaching assistants;
- targeting teaching assistants more effectively to where they are most needed;
- working with teachers to improve the quality of pupils' individual education plans so that targets are clear and progress easily measured;
- involving parents and pupils, where appropriate, in the review of individual education plans and in the setting of new targets.

(paragraphs 12, 29, 39, 45, 47, 50)

2) improve the quality of the monitoring of aspects of the work of the school by:

- clarifying the roles of senior staff to ensure their responsibilities are appropriate and achievable;
- extending the role of all curriculum co-ordinators in planning and implementing a programme of rigorous monitoring of teaching and learning in the subjects for which they hold responsibility;
- identifying where best teaching exists and providing opportunities for other staff to observe the most effective practice;
- developing the use of assessment information to set appropriate individual targets and to track pupils' progress towards these targets;
- monitoring the work of the Foundation Stage to ensure high quality learning in all areas of the Early Learning Goals.

(paragraphs 38, 40, 47, 49, 59, 94, 100, 105, 108, 113, 122, 128, 135)

In addition to the key issues above, the following minor weaknesses should be considered for inclusion in the action plan.

- the development of information and communication technology across the curriculum to support pupils' learning *(22, 77, 99, 108, 118, 122, 134)*;
- the reduction of noise from one classroom to another *(paragraphs 18, 55, 60)*.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	14	25	14	0	0	0
Percentage	7	25	43	25	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 around 2 percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		233
Number of full-time pupils known to be eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		37

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	12
	Girls	13	12	13
	Total	24	22	25
Percentage of pupils at NC level 2 or above	School	96 (94)	88 (94)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	13	13	13
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	96 (94)	100 (94)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100 (75)	100 (75)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	12	12
Percentage of pupils at NC level 4 or above	School	92 (75)	100 (75)	100 (100)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. School total figures only are given where the number of boys or girls in the cohort is fewer than ten.

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	191	0	0
White – Irish	2	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	4	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	5	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	19:1
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	227

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	
<i>FTE means full-time equivalent.</i>	

Financial information

Financial year	2001/2002
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	£
Total income	486653
Total expenditure	475987
Expenditure per pupil	3661
Balance brought forward from previous year	59950
Balance carried forward to next year	70616

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	5

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	233
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	0	0	1
My child is making good progress in school.	66	32	0	0	2
Behaviour in the school is good.	60	38	2	0	0
My child gets the right amount of work to do at home.	42	42	14	1	1
The teaching is good.	69	28	1	0	2
I am kept well informed about how my child is getting on.	53	36	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	74	25	0	1	0
The school expects my child to work hard and achieve his or her best.	74	23	2	1	0
The school works closely with parents.	51	44	2	1	2
The school is well led and managed.	76	21	0	2	1
The school is helping my child become mature and responsible.	61	33	3	0	3
The school provides an interesting range of activities outside lessons.	51	32	8	0	9

Other issues raised by parents

The delay in building the new secondary school to which pupils should transfer at Year 7.
The difficulties parents have in dropping off and collecting their children safely at the beginning and end of the school day, particularly in wet weather.

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

57. Children are admitted to one of the two Reception classes at the start of the year of their fifth birthday. The quality of education in these classes is satisfactory overall, having several good features. Most children have received pre-school education in local play and nursery groups. With sensitive support from all the staff, the children settle happily and confidently. There is good communication with parents including informal contacts at the beginning and end of each day. This helps to ensure that minor concerns are addressed as they arise.
58. Assessment information and analysis of children's work confirm that their attainment both on entry to the Reception classes and on entry to Year 1 is average for their age in all areas, other than in communication, language and literacy where it is above average. A significant minority of children exceed the recognised targets for their age in all areas of their development. Because most children are confident on entry, staff plan for them to be integrated into whole school activities such as playtimes and assemblies. This is effective in enhancing the range of their social contacts and developing their self-confidence. Children have positive attitudes to learning and generally behave well.
59. Staffing arrangements changed at the beginning of this school year with the appointment of a new Early Years team leader. The department is still in the early stages of development, and the team leader is working purposefully towards identifying areas for development. There is currently too much focusing on peripheral issues such as behaviour, or on future developments that have not yet begun rather than addressing immediate needs. The monitoring and evaluation of the quality of teaching and learning in the Foundation Stage has been undertaken but action to address shortcomings in the organisation and pace of lessons has not been fully effective.
60. The curriculum for the children in the Foundation Stage is satisfactory in that activities are organised to extend children's skills in different areas. However, some activities do not closely reflect the six areas of the Early Learning Goals, which are the nationally recognised criteria for this age. Activities are often more closely based in the early stages of the National Curriculum. This can limit the opportunities for pupils to take part in structured or free play activities, and too often the tasks set are too teacher dominated. The school environment is also a restraining factor on the organisation of activities. Currently there is no covered external play area, which limits the use of large play equipment. The open plan aspects and the small amount of space in the two classrooms result in background noise in all activities and this limits the range of activities that can be planned. At present there is no system to ensure that quiet times occur simultaneously in both classes and, as a result, the quality of learning that takes place is often affected.
61. The quality of teaching and learning is satisfactory overall and is consistently good in one class. Children and staff are generally well supported by teaching assistants but there are weaknesses in some of the part time staff's work. On occasions, teachers and support staff do too much for the children. For example, an activity involving paper, models and decorations was pre-organised by staff so that children made no choices in what they were to do and resources they were to use. Children are sometimes expected to listen for too long and this affects the pace of lessons and the children's concentration. For example, in one physical education lesson the teacher took too long

to explain what was going to happen and this left too little time for the children's activities. Staff sometimes spend too long discussing minor behavioural concerns rather than ensuring the activities are clearly focused on the immediate learning needs of the children. However, the needs of most children are appropriately met because teachers and staff know their children well. Children who have special educational needs are well supported and take a full and active part in the learning activities.

Personal, social and emotional development

62. Children enter the school with a wide range of early learning experiences and make satisfactory progress in this area of learning. They settle well, and although most are confident, some are very quiet and shy and contribute little in class discussions. Reception staff develop the children's confidence satisfactorily through everyday activities such as registration and tidying away. Teaching in this area is satisfactory overall with some good features, and almost all children achieve the expected targets in this area by the time they start in Year 1, with a significant minority exceeding them. Class and school rules are a regular focus of discussions, and children are left in no doubt as to what constitutes acceptable behaviour. Children play in a sensible and sensitive manner. Children successfully develop their self-care skills through tasks such as frequent changing of shoes, putting on coats for outside play and changing for physical education activities. Most concentrate well and often for considerable periods. When teaching is good, the children are interested and excited about their learning. The children are open and friendly towards one another, irrespective of ethnic and cultural background. Currently the role-play area is not used to full effect and analysis of the work samples indicates there are only limited opportunities for the children to learn about different cultures and traditions.

Communication, language and literacy

63. By the end of the reception year, children achieve standards that are above average in this key area of learning. Although teaching is generally good in this area, some activities are too formal and lengthy for the age of the children, and this affects their concentration and the quality of their learning. For example, the children had difficulty making words that rhyme with 'ig' and did not always understand the word they created, such as 'fig'. The speaking skills of many of the children are above average for their age and most will exceed the national targets in this area by the time they start Year 1. Most are confident and happy when speaking to their friends and adults alike, as noted when un-prompted one child exclaimed, "This is the best day of my whole life". However, a minority of children with weak speaking skills are not encouraged enough by their teachers to join in and develop these skills.
64. Children generally make good progress in acquiring early reading skills, which are above average for their age. They have opportunities to use a good range of reading materials, which interest and amuse them. They are encouraged to take home their reading books and share them with their families on a regular basis. Children are also encouraged to bring in items beginning with the letter that they are learning about. Children become familiar with the characteristics of books through formal literacy hour activities and recognise the title and contents pages of books. Children read both within group reading activities and on an individual basis and several are enthusiastic early readers.
65. Most of the children have above average writing skills. Most write their names and a range of simple key words unaided. Many have an effective understanding and knowledge of letter sounds and make good use of these skills when attempting to write phrases or sentences unaided. All staff have adopted the strategy of

encouraging children to write their own attempts at words rather than be constrained by word lists or dictionaries. This strategy works well and encourages the children to write with confidence.

Mathematical development

66. By the end of the Reception year, children have made satisfactory progress and their knowledge and understanding of early mathematics are average for their age, with a significant minority exceeding the expected standards in this area. The quality of teaching is satisfactory overall with some teaching being good. Most children are familiar with counting numbers to twenty although they struggle when counting back from this number. Most put numbers in order and know how to add one more to a given number. The sample of recent work indicates children have made satisfactory progress in their understanding of three-dimensional shapes although activities expecting them to identify spheres, cuboids and triangular prisms are too demanding of most children. However, many make good progress when learning about simple measurement through activities such as using a balance to discover which items from a range of shopping were the heaviest and lightest. Children enjoy these practical activities which have a positive impact on the development of their mathematical language. There are currently no water play activities available and staff do not make enough use of the sand or structured play activities to extend children's understanding of shape, numbers and measurement.

Knowledge and understanding of the world

67. Attainment in this area of learning is average for the age of the children although several higher-attaining children exceed the expected standards. Teaching in this area is satisfactory and leads to pupils making sound progress through the Reception year. Children have access to computers in the classroom areas and, although staff plan their use in a variety of activities, too little use is made of computers to develop children's learning. More use could be made of the skills of the information and communication technology co-ordinator in the planning of this work. Children enjoy using construction kits and 'small world' equipment but are rarely encouraged to use these in imaginative ways. In one good lesson that was seen, the teacher successfully developed the children's understanding of a map through good discussion and questioning, and then allowed the children to work independently to make their own 'Fairyland'.
68. Teachers plan a satisfactory range of activities to extend the children's understanding of history, geography and religious education although these are rarely extended through to recording activities. Science activities are often planned to link with other areas of on-going learning. This was evident in the children's work on materials to make the home of the 'Three Little Pigs'.

Physical development

69. Children's skills are average by the end of the reception year. Teaching in this area is satisfactory although there are some weak areas. Progress, whilst generally satisfactory, is limited by the lack of opportunity for the children to use large outdoor play equipment. More use could be made of this equipment when the weather is reasonable. In indoor physical education activities, the children use the school hall, where they increase their level of physical control and awareness of space through activities such as walking and moving in different directions. The pace of some lessons is too slow particularly when excessive time is spent listening to instructions and not enough time allowed for practising new movements. Children make satisfactory use of space in the hall, but there are too few opportunities for the children to move with any vigour. The children's fine skills and co-ordination are generally average although some have difficulty using scissors.

Creative development

70. By the end of the reception year, the children's skills are average for their age. They make satisfactory overall progress and good progress in music where they are taught by an experienced specialist teacher. Teaching is satisfactory, but there is a difference in the quality of provision between the two classes. In one class, the teacher provides good opportunities for the children to develop their creative skills, through such activities as painting and co-operative play with construction toys. In the parallel class, some staff often do too much for the children and do not give them enough opportunities to make choices or use their imaginations in art activities. In music, children show good listening skills when they pass on a rhythm around the class group. They make good progress in learning to name and use a range of percussion instruments, which they use sensibly and with evident enjoyment. The simple strategy of 'quiz time' where the children are asked to name the instruments they are already familiar with works well and leads successfully into learning about new instruments.
71. In some creative activities, children's progress is limited. For instance, in a lesson where children were expected to build and adapt models and identify the correct materials to illustrate a story, this was not achieved because the teacher and teaching assistant chose the materials and style of working for the children. This resulted in children taking turns to press a painted sponge onto a prepared model or attach pieces of pre-shaped paper onto cardboard rolls. Often more time is spent within the lesson on tidying up than on developing creative skills and this limits the development of imagination of the children and reduces their artistic flair.

ENGLISH

72. The 2002 National Curriculum test results for Year 2 showed that the pupils' attainment was well above average in reading and above average in writing when compared to all schools nationally. The 2002 National Curriculum test results for Year 6 pupils showed that their attainment was very high, being in the top five per cent of all schools and also similar schools. The inspection findings indicate that pupils' attainment in English is above national expectations at the end of Year 2 and well above national expectations at the end of Year 6. There are no figures from a previous inspection against which comparisons can be made. Pupils make good progress in Year 1 and Year 2 and very good progress in Year 3 to Year 6 as these pupils have had the benefit of the good teaching at the school for a longer period of time. Pupils with special educational needs and those who have English as an additional language make progress similar to their

classmates because of the good quality support from their teachers and teaching assistants. Currently the school does not identify pupils who are gifted and talented but inspection evidence suggests that good provision is made for the higher-attaining pupils. The school improvement plan recognises the need for a policy for pupils who are identified as gifted and talented. Overall, pupils achieve well and the high standards of attainment result from the consistently good teaching and the positive attitudes to learning shown by the pupils.

73. Throughout the school pupils' listening skills are very good. They listen attentively and respectfully to each other and to their teachers. Pupils listen to and process instructions very well and teachers rarely have to repeat any instruction or piece of information. Older pupils in particular recognise the importance of allowing others to express their opinions and develop arguments. Teachers are able to make more effective use of their teaching time because they can trust their pupils to listen to and follow instructions correctly.
74. By the end of Year 2, pupils are confident in expressing their thoughts and feelings and use a good vocabulary when doing so. In all circumstances, teachers act as good role models for speaking skills and especially so when using the 'Big Books' during shared reading. They encourage pupils in the use of their subject vocabularies and in this respect there has been a very good transfer of literacy skills across the curriculum. Lesson planning takes account of the need for regular opportunities for pupils to take part in class and group discussions and teachers ensure an inclusive approach by supporting those pupils who may be less confident in their speaking skills. All pupils make good progress in developing their speaking skills as they move through the school and older pupils in particular speak with confidence and maturity. In discussion, pupils in Year 6 made it clear that they thought the school had prepared them well for the demands they would face in secondary school when called upon to contribute in lessons. Good speaking is evident in other subjects in the curriculum and pupils in Year 5 were observed engaged in a mature and thoughtful discussion of the paintings of Piet Mondrian during their art lesson. Teachers pose challenging questions and have high expectations that pupils will respond in a detailed way.
75. Pupils make good progress in Year 1 and Year 2 in developing their reading skills and standards in reading are good by the end of Year 2. Younger pupils read aloud with confidence, fluency and understanding. They clearly enjoy books and have many favourite books of their own at home. Very good use is made of the attractive library area in the school and pupils look forward to the regular sessions that allow them to change their books. Good emphasis is placed on core reading skills and many pupils are well on the way to becoming independent readers by the end of Year 2. Teachers offer good support to those who are less confident and give them a good range of strategies for sounding out unfamiliar words. The vast majority of pupils are also well supported at home, and the school has effective links with parents for the promotion of the reading habit. By the end of Year 2, the great majority of pupils are very familiar with the conventions that attach to the written text and they can identify contents, index and glossary pages and use them appropriately. Text related skills are also being used successfully in other subjects and pupils are developing the ability to use reference texts for their own research.
76. Pupils in Year 3 to Year 6 make very good progress in developing their reading skills and by the end of Year 6, pupils attain reading skills well above the expectation for their age group. Very good teaching challenges them in their learning and many pupils are already using advanced reading skills to scan literature for information. In discussion, Year 6 pupils wax lyrical on their favourite authors and have a good understanding of

the subtle ways in which good writing engages with the reader. Old and new classics feature prominently in their lists of favourite books and pupils summarise and retell stories with considerable skill. Teachers ensure that pupils use their skills in reading to carry out individual research and they use the library and electronic media to good effect.

77. By the end of Year 2, pupils attain standards in writing that are above expectation for their age group. They write clear and readable sentences and use punctuation and capital letters correctly. Higher-attaining pupils in Year 2 are already using complex sentence structures and in their extended writing they show high levels of imagination. Writing skills are also being used effectively in other areas of the curriculum and some very good examples of extended writing were seen in subjects such as history. Marking in English books is always helpful and up-to-date, and teachers ensure that their comments help pupils understand their own learning and address the targets set for them. Full use of information and communication technology has yet to be developed as a tool to assist pupils in their learning but inspection evidence shows that many pupils are now drafting and writing with confidence on the computer. Pupils have regular practice in handwriting and spelling and teachers have identified these as areas for further improvement.
78. By the time they reach Year 6, the standard of pupils' writing is well above national expectations. Pupils of all abilities are encouraged to use expressive language when writing from their imagination. Higher-attaining pupils in Year 6 are developing an ability to use the techniques associated with professional writers and they often replicate the strategies used by their favourite authors to engage the reader. Literacy books contain writing in many genres and pupils present their work in a mature and pleasing manner. They take pride in the quality of their books and look upon them as desirable mementoes of their time in school. The very good teaching ensures that pupils revisit different styles of writing and presentation, and targets ensure that they know what to do to make further progress. Good quality writing is also evident in other subject areas and some of the extended writing in subjects such as history indicates the widespread use of individual research to find the appropriate information. Pupils are given regular opportunities for using information and communication technology in their work and writing in all subject areas is often enhanced by using word processing skills to improve the finished product.
79. The quality of teaching is good in Year 1 and Year 2 and very good in Year 3 to Year 6. During the inspection, a significant proportion of very good and excellent lessons was seen in the school. Good relationships between teachers and pupils underlie the quality of the work produced, and the quality of teacher pupil interaction was a strong feature of the inspection. Teachers use a very good range of strategies in their teaching and pupils respond to the challenge with enjoyment and enthusiasm. Good class management and responsive pupils have created an atmosphere of mutual trust in the classroom and teachers know that their instructions will be followed. This enables teachers to offer the extra support to those pupils who are less confident in their learning and help them make the same progress as their peers. In whole class and group sessions pupils are proud of their work and are able to feel that their contributions to discussions are equally valued. Teachers make good use of homework, and lesson planning takes account of the need to use it effectively. Homework books are well marked and offer pupils the opportunity to practise where they have any weak points and to blossom in their strengths. The school's website also posts details of homework and pupils have come to accept it as an integral part of their learning.

80. English is managed by two co-ordinators, one in the Year 1 and Year 2 and the other for Year 3 to Year 6. Both have a well-informed view of the subject in their departments and also a good sense of vision for the future development of the subject. As the school is new and subject to frequent demographic changes, the co-ordinators regularly review progress and the targets for Year 2 and Year 6 pupils to take account of the changes. The co-ordinator for Year 3 to Year 6 has taken a leading role in monitoring planning, teaching and learning. The head teacher has carried out monitoring of teaching and learning and the co-ordinator has also been given some time for this. The school improvement plan highlights a more coherent structure for the direct monitoring of teaching and learning in the classroom. Very good use is made of the assessment data collected by the co-ordinators, but at present this information is not computerised to make access easier. Pupils are involved in setting targets for their own learning and teachers ensure that their marking takes account of individual targets. As yet the procedures for identifying gifted pupils lack clarity but planning does identify the need for providing additional support for higher-attaining pupils. Resources to support teaching and learning in English are very good overall and they are well used by teachers and pupils. The library is an attractive and popular area for learning and the book stock has been chosen with great care. The library also encourages pupils in developing their general knowledge through the availability of daily newspapers. Resources using information and communication technology are developing and pupils are increasingly accepting the computer as an essential tool in their learning. The subject makes a good contribution to pupil's spiritual, moral, social and cultural development and has fully addressed the need for the inclusion of all pupils on the basis of equal opportunity.

MATHEMATICS

81. The 2002 national tests for Year 2 showed that pupils' attainment in mathematics was in line with the national average overall but below average when compared to similar schools. Whilst the proportion of pupils attaining the expected level was very high, a below average proportion attained the higher levels. Inspection evidence indicates that pupils are now achieving above national expectations and that all pupils, including those with special educational needs and those for whom English is an additional language, are making good progress. In the 2002 national tests, Year 6 pupils attained standards that were very high in comparison with the national average and when compared with similar schools. This was a small cohort of pupils which had a very significant proportion of high-achieving pupils. Inspection evidence shows that the present Year 6 pupils are attaining above average standards and that all pupils, including those with special educational needs, make good progress. There is no significant difference in the attainment of boys and girls.
82. By the end of Year 2, a large majority of pupils have a good understanding of number and number patterns. In mental mathematics activities, pupils of all abilities respond very well and, in one lesson, they showed good confidence when adding and subtracting 10 to a given number and when counting on from 3 in 5s. Almost all pupils can differentiate between odd and even numbers to 99 although a significant minority of pupils are confused by 100. Most pupils can name odd and even numbers that occur between two given numbers like 18 and 22. Higher-attaining pupils work confidently with multiples of 2, 5 and 10. Pupils in Year 1 and Year 2 make good progress in shape, space and measurement work. In Year 2, they measure in centimetres and understand quarter and half turns. They reinforce this, with support, by programming a floor roamer to make these turns using their knowledge of clockwise and anti-clockwise. In a Year 1 lesson, the pupils recognised common two dimensional shapes and explained the rules they have developed for repeating patterns. They use bar charts to represent

information but their work on data handling is comparatively weaker than other aspects of the subject.

83. By Year 6, the pupils work quickly, accurately and confidently when carrying out mental calculations. When higher-attaining pupils apply their knowledge to solve problems they explain their provisional thinking clearly. Pupils of all abilities plot co-ordinates in four quadrants and some higher-attaining pupils work securely with negative numbers. Pupils compare fractions and multiply fractions by whole numbers. In a Year 4 lesson, the pupils made effective use of lap tops to 'beat the clock' in their challenging multiplication tables work. Most pupils have a good understanding of shape, space and measurement. In Year 6, pupils calculate angles in a triangle and know the sum of the angles around a point. In Year 5 most pupils give good estimates of angles and combine their knowledge of angles and number work to explain that they calculate 135 degrees by adding 90 degrees and 45 degrees. In Year 3, the pupils order a set of three digit numbers relevant to the task of measuring out a set of ingredients to make biscuits. This work extends their understanding of mass and capacity and makes a good link with design and technology. Pupils in Year 6 have a satisfactory understanding of probability but there is little evidence of work on data handling. However, attainment in this area is satisfactory. Throughout the school pupils are given the opportunity to use and apply their mathematics skills and knowledge. This was clearly seen in Year 6 when pupils carried out an investigation involving the colour of football kits.
84. Overall the quality of teaching and learning is good in Year 1 to Year 6, and varies between excellent and satisfactory. The teachers have good subject knowledge and teach the basic skills well. In this they are helped by the National Numeracy Strategy which is used to good effect. Teachers question pupils well and in good and better lessons maintain a brisk pace to learning. In a lesson in Year 5, well-focused questioning successfully reinforced previous learning on angles and rotation and challenged the pupils' thinking further. In an excellent lesson in Year 3, the teacher reinforced the pupils' knowledge of mass so that they could apply it to weighing out ingredients to make biscuits. In Year 6, the teacher constantly reinforces the correct use of mathematical vocabulary when they explain how they arrive at answers. Teachers make good use of homework to consolidate and extend the pupils' learning. There is a strong emphasis on assessment and the pupils are tested regularly using national tests. Teachers make satisfactory use of this information to inform their planning. Pupils' work is marked conscientiously but there are too few comments that inform pupils how to improve. The co-ordinator is aware that target setting for individual pupils is not fully in place. In lessons, work is well differentiated to the needs of the pupils. Teachers' planning ensures there is equality of access for all pupils.
85. The pupils' attitudes to the subject are very good. They work hard in lessons and respond very well to the challenges they are set. This was clearly evident in a lesson in Year 5 when pupils behaved and listened very well and learnt well from each other.
86. The leadership and management of the subject are good. The co-ordinator has begun to monitor teaching and learning. Her assessment of teachers' planning has been shared with other staff. The subject is a current area for development in the school improvement plan and the school is aware of the need to strengthen pupils' ability to use and apply their mathematical knowledge more effectively. Some year groups are working to raise standards but gifted and talented pupils have not been formally identified. Good use is made of information and communication technology in providing a structured programme for lower-attaining pupils and to enhance some lessons. However, it needs to be developed further to support pupils' learning in more areas of

the subject. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development. Resources are very good. There is a regular mathematics club for pupils in Year 3 to Year 6 and this creates valuable opportunities for pupils of different ages, who are interested in the subject, to work together

SCIENCE

87. The 2002 teacher assessments for science showed that the proportion of Year 2 pupils' attaining the expected standard was very high although the proportion reaching the higher levels was below average when compared to similar schools. The 2002 Year 6 national test results showed that, when compared to all schools nationally and also to similar schools, pupils achieved very high standards with a very high proportion of pupils attaining the higher levels. Current inspection findings indicate that standards are above national expectations in both Year 2 and Year 6. The slight discrepancy between the inspection findings and last year's results is explained by the difference in ability between the two groups and the fact that the tests do not measure the investigative element of the science curriculum. This aspect is not consistently developed throughout the school. All pupils, including those with special educational needs, those with English as an additional language and those new to the school make good progress.
88. Pupils in Year 1 and Year 2 undertake a good range of practical activities that ensures that they have a secure knowledge and understanding of basic scientific principles. They observe carefully and all pupils, whatever their ability, record their work neatly and accurately. Pupils' work shows that they make realistic predictions and can identify variables in an experiment. They understand that some variables need to be kept constant. For example, in their experiment to find out how far a toy car would travel beyond a ramp, they realised that the distance travelled was dependent on the slope of the ramp, but understood that the same toy car had to be used repeatedly to make it a fair test. Pupils' measuring skills showed a good level of accuracy.
89. By the end of Year 6 virtually all pupils have good experimental skills with their reporting of these investigations showing good attention to detail. The great majority of pupils in Year 5 and Year 6 have developed good experimental techniques and realise the importance of fair testing. They can, for example, identify variables in an experiment to determine the solubility of different substances in water. Scrutiny of pupils' work shows that they appreciate the need to use the same volume of water, the same amount of substance and to keep the water temperature constant. However, older and more able pupils in both key stages have insufficient opportunities to devise their own investigations that would develop their skills of scientific enquiry further.
90. By the end of Year 2 pupils differentiate between living and non-living things. They identify and name the major parts of the human body and have a good understanding of how they change as they get older. They are aware of things they can do now, such as reading and writing, and what they could not do as babies. Pupils know that they become more independent as they get older. Pupils in Year 2 can name some of the major body organs and know that, for example, their heart beats quicker after exercise. By the end of Year 6, pupils have a good understanding of life processes and a clear knowledge of what constitutes a healthy life style. Pupils know the functions of major body organs and, in some instances, such as in their study of teeth, can name the parts of a tooth and their basic functions. Pupils in Year 3 to Year 6 become increasingly aware of what constitutes a healthy diet and how certain foods can adversely affect them, such as tooth decay being the consequence of excess sugar in

the diet. Older pupils also know that whilst some drugs are beneficial, others, such as tobacco and alcohol, are harmful. Little work was seen during the inspection involving plants, as this aspect is due to be covered later in the year. However, discussion with pupils indicated that their knowledge and understanding of plant processes is good.

91. By the end of Year 2, pupils have a very good knowledge of the basic properties of materials and know that their properties determine their use. For example, they know that glass being waterproof and transparent is used in windows, whilst wood and metal, due to their strength, are ideal materials for making chairs and doors. In their practical work pupils have seen that some materials change when heated and pupils know that some changes are reversible whilst others are not. For example, they understand that whilst water can both freeze and thaw, most chemical reactions, such as when baking powder is mixed with vinegar, cannot be reversed. Most pupils use a good scientific vocabulary when describing their work. By the end of Year 6, pupils have a good understanding of the properties of solids, liquids and gases. They know, for example, that solids have a definite shape and that gases fill the space they occupy.
92. Pupils, by the end of Year 2, know what constitutes a simple electrical circuit and the requirements for a bulb to light. They know which appliances in the home use electricity and are well aware of the dangers of mains electricity. Through their practical work pupils gain a good understanding of forces and know these can be explained as pushes and pulls. Pupils recognise that light comes from different sources, such as the sun or light bulbs. By the end of Year 6, pupils have a very good understanding of physical processes. They know that forces can speed up or slow down moving objects and that gravity pulls objects towards the centre of the earth. Their practical work with light has enabled them to become aware that the size of shadows depends on the distance between the light source, an opaque object and a screen. Pupils in Year 5 and Year 6 know that sound is caused by vibrations and that the pitch changes depending on the rate of vibration. They know that the eye is sensitive to light and that sound-waves are detected by the ear.
93. The quality of teaching is good overall in Year 1 to Year 6. Teachers use questioning well to consolidate pupils' previous learning and to draw out their ideas. Teachers develop scientific ideas logically and this helps pupils to learn. Relationships are very good and pupils' ideas are valued, resulting in good classroom discussion. Teachers are well aware of pupils' needs and the work is well matched to their ability and previous knowledge. In some lessons seen during the inspection, teaching assistants made a very good contribution to pupils' learning. Lessons proceed at a lively pace and this successfully maintains pupils' interest and motivation. Pupils work well together and co-operate effectively, sharing resources and discussing the tasks in hand. The subject effectively promotes pupils' social skills. Work on drug and alcohol abuse helps pupils to consider moral issues.
94. The science co-ordinator gives satisfactory leadership to the subject and has a clear vision for the subject. However, due to her numerous other roles and lack of time during the teaching day, her monitoring role is too limited. Teachers' plans and pupils' work have been monitored but the co-ordinator's role needs to be extended to incorporate lesson observation to ensure that pupils' investigative skills are being developed progressively. Whilst teachers mark pupils' work carefully, this needs to be developed so as to encourage pupils to think further and to indicate how the work could be improved. The school's assessment arrangements are satisfactory for the subject, but the school does not at present have a recording system to follow pupils through the school. The school is well resourced to meet the needs of the National Curriculum and the good storage facilities in the open spaces adjacent to classrooms assists the use

of these resources. The school is inadequately resourced with science software and, as a result, pupils' information and communication technology skills are not used effectively in data handling or in reinforcing their learning.

ART AND DESIGN

95. Standards of pupils' attainment at the end of Year 2 and Year 6 are overall in line with national expectations. Pupils, including those who have special educational needs and the small number who speak English as an additional language make good progress and achieve well. A significant minority of pupils throughout the school and particularly in Year 2 make very good progress and achieve standards above the average. There is no difference between the attainment levels of boys and girls. The display of the pupils' work is of high quality and an effective feature of the school environment. This adds considerable value to the pupils' work, pleases parents and raises the self-esteem of the pupils. Art work is widely displayed in classrooms and public areas, and pupils' recent work on earth, space and planets illustrates the time and care taken by staff to display this work to very good effect.
96. By the end of Year 2, pupils have developed a range of basic art skills and draw and paint with confidence. They have carefully planned opportunities to learn and practise how to use a range of art materials to create different effects. They specifically practise and improve their brush stroke control and make different shades of paint from a range of powder paint. They make satisfactory progress in learning how to vary the shades they desire by adding other colours. They then use this knowledge effectively, for example, when producing swirling patterns of a 'magic rockpool'. They practise using pencil, charcoal and pen to create the effects of 'hatching', 'stippling' and 'blending' and use these skills creatively in their sea pictures and textured effects when using pastels. Pupils have made good progress in developing their clay skills, clearly seen in Year 2 when an owl model was created using a thumb pot technique. Pupils make good use of their batik techniques and tie-dyeing skills when producing sewing samplers.
97. By the end of Year 6, pupils show good design skills when making foil covered masks with up-raised patterns. Pupils have regular opportunities to extend their observational drawing skills, such as when they draw their friends and choose part of a pattern on a container and interpret these using pastels. Pupils make good progress in their design work and use these skills effectively, for example, to make a printing block. In a good Year 6 lesson pupils made noticeable progress in developing their knowledge and understanding of the life and work of Piet Mondrian and subsequently produced work in the same style reflecting bold use of blocks of colour. Pupils also have opportunities to use clay and their recent work on 'fantasy cottages' shows they have developed satisfactory skills of shaping and adding decorative features. There was little evidence of pupils' three dimensional work.
98. The quality of teaching and learning is good throughout the school and the sample of recent work shows that sometimes teaching is very good. Teachers have good knowledge and understanding of how to teach pupils to improve their basic art skills. All staff have undertaken very effective in-service training activities that have increased their levels of confidence and competence to teach the subject. Teachers make good use of praise to motivate the pupils. Lessons are well organised and staff give clear explanations and instructions. However, there is not enough emphasis on the design element of the curriculum being developed to higher levels or regular examples of pupils making choices in the way they present their work. Teachers expect pupils to work hard in lessons and this encourages them to do their best and helps them to

develop positive attitudes to the subject. This was well illustrated in lessons in Year 3 / Year 4 and Year 6, where pupils listened and concentrated well and tried hard to ensure their work was neat and well produced. Standards of behaviour are good and this allows lessons to be conducted in a calm and purposeful manner.

99. Art and design makes a good contribution to pupils' spiritual, moral, social and cultural education. Cultural understanding is enhanced by pupils' knowledge of the works of famous European artists and their opportunities to work in the style of Aboriginal and other non-western artists. There is some good use of information and communication technology to support pupils' learning through the art programs as currently seen in Year 3 / Year 4, but overall the use of computers to support pupils' learning is under developed.
100. Leadership and management of the subject are good. The co-ordinator has been instrumental in working with local advisory staff and in organising some high quality in-service training activities for the whole school. This has considerably boosted the quality of planning, teaching and learning. There is a good emphasis on the acquisition of the basic skills of drawing and painting alongside the development of other techniques. Whilst assessment in the subject is informal and opportunities for the monitoring of lessons is limited, the co-ordinator liaises well with colleagues and encourages the development of pupils' skills. Because the recent focus on art has been well supported by senior staff, this has been very effective in raising the profile of the subject across the school.

DESIGN AND TECHNOLOGY

101. Standards in design and technology are above national expectations at the end of Year 2 and Year 6. Teaching is good, and all pupils, including those with special educational needs, and those for whom English is an additional language, make good progress. Attitudes to learning in design and technology are very positive and pupils have an enthusiasm for the subject.
102. Pupils in Year 1 and Year 2 are presented with a range of activities that progressively develops their skills in making and designing. They are able to investigate the designing and making of static and moving vehicles and structures. Making puppets introduces them to the use of materials in a different context and they have access to a technology area that allows them to practise their skills in food technology. Teachers are careful to encourage pupils in understanding that designing is a necessary task and by the end of Year 2 they have a good balance of designing and making in their repertoire of skills. In discussion, pupils in Year 2 indicated an appreciation of the need for clear instructions to guide the making process and they know that elements of design are to be found in other areas of the curriculum. Some of the pupils bring prepared sandwiches for their lunches and they have recognised the simple link between the triangular sandwich and the design of the plastic container that they are sold in.
103. Pupils continue to make good progress as they move through Year 3 to Year 6 and make some significant links between design and technology and other areas of the curriculum. In an excellent lesson, pupils in Year 3 carried out an in-depth mathematics investigation of mass, weighing and measuring before making biscuits. An impressive feature of this lesson was the way in which the pupils used the vocabularies appropriate to both subjects as they proceeded through the designing and making activity. The work gave them simple but meaningful insights into the need to take account of possible changes in their designs. As they used flour to reduce friction on

the pastry roller, they discovered that it also dried out the dough mix so needed to make some changes. This need also gave them opportunities for practising their skills in speaking as they discussed the problem in their groups. Both the class teacher and teaching assistant played a significant part in encouraging the pupils in their development. In their recording, pupils show originality in their work and they have the confidence to pursue their own lines of enquiry without fear of failure. Throughout Year 3 to Year 6, pupils are able to practise and revisit skills from earlier work and good teaching ensures that they know how to use this to improve the quality of their work. By Year 6, pupils have come to realise that design is a major feature of the world they live in. They know that many goods are desirable because the design is fashionable even if the object may not be entirely suitable for the purpose for which it was intended. In discussion, Year 6 pupils were able to see the problems arising from relating the design of fashion wear to, for example, the need to keep warm. In their increasingly mature way they also recognise that the designs that they prize highly may be produced using pollutant materials or child labour in developing countries. In this way, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

104. Few lessons in design and technology were seen during the course of the inspection but discussion with pupils and scrutiny of work and planning indicate that teaching is never less than good and is frequently better. Teachers give pupils the opportunity to acquire a range of skills and also help them develop an ability to evaluate their work and to compare it with the work of others. Very good use is made of the impressive range of resources available throughout the school and pupils have a good understanding of the possibilities for combining materials and techniques in innovative ways. The quality of learning is enhanced by the good behaviour and positive attitudes shown by the pupils and by the commitment of the teachers to their learning. Increasing use is being made of information and communication technology and pupils know that computers are more than a source of information and can be used in controlling and modelling. Although design and technology does not figure prominently in the homework tasks undertaken, many pupils use resources from home and also access the Internet for information to help them in their work.
105. The co-ordinator offers good leadership for the subject and has an impressive file and portfolio of pupils' past work. Assessment is used to good effect and work samples are graded according to the national guidelines. The role of the co-ordinator has not yet been developed to allow the direct monitoring of teaching and learning in the classroom and good practice is not fully recognised and shared across the school. Resources for the subject are very good and provide a substantial input to pupils' learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, and teachers make effective use of pupils' well developed collaborative skills in lessons.

GEOGRAPHY

106. By the end of Year 2 and Year 6 most pupils attain standards that are in line with national expectations. In lessons seen, pupils, including those with special educational needs and those for whom English is an additional language, make good progress. In Year 1, the pupils' scrutiny of photographs of the school pond gives them a deeper understanding of its attractive and less appealing features and helps them to understand how it can be improved. These pupils have a satisfactory awareness that the world extends beyond their locality by following the travels of Barnaby Bear. Because of the way the curriculum is organised, Year 2 pupils have not yet covered

any geography topics this school year. Pupils in Year 3 and Year 4 understand the similarities and differences between the life they know and that on a Caribbean island. They know that adults change jobs because of an increasing dependence on tourism, the differences in the climate, the availability of space and the condition of transport systems. In Year 5 and Year 6 the pupils have a satisfactory awareness of environmental issues. They have focused on two open spaces in the local area that need improving, which has given them a much deeper awareness of the importance of the appearance of the proposed facilities, and the age ranges for which they cater. Discussions with pupils in Year 6 reveal they have satisfactory map reading skills.

107. Teaching and learning are good and pupils make good progress as they move through the school. Teachers plan their lessons carefully. For example, in a very good lesson for Year 5 and Year 6 where pupils were taken out on a visit to the local community, the teachers' detailed organisation of the visit and well-focused questioning promoted a deeper understanding in pupils of relevant local issues. Teachers make good use of sessions at the end of lessons to consolidate the pupils' learning and in a Year 4 lesson, the teacher developed pupils' understanding further by challenging the pupils' responses to help prevent stereotyped assumptions, such as the weather, when comparing St Lucia with their own environs. In some lessons, teachers do not always ensure that all pupils contribute to the discussions and when this happens the learning for these pupils is restricted. Teachers ensure all pupils have equality of access to the geography curriculum by ensuring the work is matched to their needs and all pupils receive appropriate support. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through the topics studied and the encouragement for pupils to work collaboratively in small groups. This was seen in a lesson in Year 3, where the work set enhanced both the pupils' social and speaking and listening skills. Pupils have positive attitudes to the subject because teachers make lessons interesting. Pupils contribute thoughtfully to discussions and behave well.
108. The subject leadership is satisfactory. A national scheme of work is used. The management skills of the co-ordinator are not used well as he has no time for the monitoring and evaluation of teaching or assessment of the pupils' work. The co-ordinator has good subject knowledge which he is using to good effect to improve and develop the resources to support the finalised year topics. Teachers rarely plan the use of information and communication technology to develop pupils' learning. Much of this is because of the restrictive range of suitable programs the school has at present. The use of fieldwork to develop pupils' understanding is under developed and this is recognised as a priority by the school. Resources are satisfactory overall.

HISTORY

109. Standards of attainment in history are above national expectations at the end of Year 2 and Year 6. Pupils of all abilities, including those with special educational needs, and those for whom English is an additional language, make good progress as they move through the school.
110. By the end of Year 2, pupils have covered a wide range of history topics and have a good working understanding of the passage of time and its link with changes in their own lives. They use artefacts as sources of evidence and they know that photographs are a valuable source of information. Their knowledge and understanding are enhanced by opportunities for independent work and the personalised aspects of their work, what life was like for their parents and grandparents for example, has given them a sense of the immediacy of history. Through well-constructed displays, life in post-war Britain for

example, they have come to understand that simple artefacts, such as commemorative mugs and school ties, are minute aspects of history. Many of the higher-attaining pupils in Year 2 make distinctions between fact and opinion and they have a good appreciation of the contribution of famous people to the fabric of history. The quality of written work is good and shows a transfer of literacy skills across the curriculum.

111. Pupils by the end of Year 6 have a more sophisticated and challenging view of the historical information presented to them. The newness of the school and its surrounding community remind them that they are part of history in the making and they are conscious of the rapid pace of social change in the area around Peterborough. Educational support visits and participation in residential visits allow older pupils to practise the skills of historical fieldwork. As a result, they have a good understanding of how evidence is gathered and used to deepen their knowledge and understanding of the Egyptians, the Tudors and life in twentieth century Britain. Older pupils speak with a sense of awe and wonder concerning the exploration of space as a result of the new knowledge being gathered for this topic. Following visits to the school by staff from the Leicester Space Centre, pupils are able to compare the exploration of the great navigators of old with those of the astronauts of modern times. The good quality of the teaching encourages pupils in their research and writing and has given them a strong sense of the moral issues arising from the study of history.
112. Although few lessons in history were seen during the course of the inspection, discussions and analysis of pupils' work indicate that the quality of teaching and learning in history is never less than good. The quality of presentation in pupils' books indicates a mutual commitment by teachers and pupils to high standards. Strong cross-curricular links are apparent, not least in the transfer of literacy skills into written work in history. The use of information and communication technology in supporting the pupils in their work is increasing and it is apparent that many pupils voluntarily use the Internet as a source of information to enhance their work in history. As a result of good teaching, pupils often express the view that history is a favourite subject and they enjoy being given the encouragement to write their own views of history as they discover the relevant information.
113. The co-ordinator offers good leadership and management in history. Teachers' plans are monitored and pupils' work is collected for a portfolio that gives an indication of standards and progress across the age groups. As yet, no time has been available for the direct monitoring of teaching and learning in the classroom and this means that teachers are not benefiting from the co-ordinator's knowledge and experience. Monitoring will become more important as the school grows in size if standards are to be consolidated and improved. Simple assessment procedures are in use and these provide teachers and pupils with insights into standards and progress. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Resources are very good and the school has an impressive collection of artefacts to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Pupils' attainment at the end of Year 2 and Year 6 is in line with national expectations. Pupils make good progress through the school because of the good quality teaching and the very good computer provision. A comparative weakness in two areas of the subject at the end of Year 6 prevents pupils' attainment from being above national expectations. Pupils with special educational needs and those with English as an

additional language are well supported in lessons and make similar good progress to other pupils in the class.

115. By the end of Year 2, pupils have good skills in using computers to present their work. They know how to change the size, colour and font and use this knowledge well to enhance the presentation of their work. Pupils correct text and put in line breaks. They have satisfactory control skills, as was clearly shown when they programmed their ladybird floor robot to go in specific directions. Pupils are adept at using an art program to draw pictures to support their topic work and most pupils are developing good mouse skills. Pupils' data handling skills are less well developed as they are not due to be covered until later in the year. Pupils in Year 1 are clearly developing their skills and confidence in the subject. They operate tape recorders to listen and record stories. They have good word processing skills clearly shown in their writing about their favourite toys. Pupils show good skills in importing pictures to support their writing. They have good data handling skills and use the information collected to draw simple graphs; for example, to show the different ways that pupils in the class come to school. Pupils' control skills are less well developed as this aspect has not yet been covered this year.
116. By the end of Year 6, pupils use computers increasingly to support their learning in other subjects. They are confident in using the Internet and are developing very good skills to narrow a field of search. During the inspection they used these skills to find information about certain aspects of music and will be developing them further after half term to support their project work on space. Pupils have above average word processing skills. These are used for book reviews and also for reports of visits. Pupils' reports about their Victorian day at the Peterborough Museum showed a very good understanding of the importance of presentation. Pupils are confident in using the digital camera and recently made good use of photographs of the local area to devise a questionnaire. They have very good knowledge of multi-media programs and use these confidently to make high quality presentations; for example, on churches and food chains. Programs for the older pupils to use in the control and external monitoring aspects of the subject have only recently been bought by the school and as such, pupils' skills in these two areas are not as well developed as in other aspects of the subject. Pupils in Year 3, Year 4 and Year 5 have good word processing skills; clearly seen in the Year 3/Year 4 Christmas magazine they produced. Their instructions, describing how to find a treasure on an island, showed a very good understanding of presentation skills, with effective use of borders, colour and different sizes of font. They are confident in their use of the Internet and use information to support their work in subjects such as geography, where St Lucia has been a focus.
117. The quality of teaching is good overall throughout the school, with all teachers benefiting from good quality training. This gives both teachers and teaching assistants good confidence and relevant knowledge to support pupils during lessons. Teachers make good use of individual laptops to teach new skills in lessons. During the inspection, pupils made very good progress because they were particularly interested in the aspect of the subject being taught and the projector from the teacher's laptop made it easy for pupils to follow and learn new skills. Teaching assistants play an important role in pupils' learning, supporting groups and individuals during lessons and helping the class lessons to move at good pace. Pupils work hard in lessons because they are interested in their work and also because they enjoy the collaborative element which enables them to learn effectively from each other. This was clearly seen in a Year 3/4 lesson when pupils worked closely together when designing their Rangoli' patterns as an extension of their art work. In this respect the subject makes a very strong contribution towards the pupils' social development. Teachers use their good

subject knowledge very effectively when teaching new skills. Pupils in Year 5 quickly mastered a fire fighting program to consolidate and extend their work on measuring angles because of the well-focused introduction to this work and very good questioning by the teacher to assess pupils' understanding of the newly-taught skill.

118. In the two years since the school opened, information and communication technology has been well developed through the school. Much of this is due to the hard work, expertise and good leadership skills of the subject co-ordinator who has worked closely with the headteacher. The school's decision not to have a computer suite but to invest in laptops is working particularly well. The laptops are used effectively in the teaching of computer skills, with pupils being particularly competent in their use. The use of wireless technology to link the laptops to the school server, gives pupils the freedom to access the Internet wherever they are in school. This flexibility is used particularly well by pupils in Year 3 to Year 6 who are making increasing use of the Internet to support their learning. The development of the subject is clearly planned, with the co-ordinator rightly seeing the development of information and communication technology to support pupils' learning in other subjects, as the main priority. This was borne out by inspectors' observations that not enough use was being made of computers in lessons to support pupils' learning across the curriculum. There is effective formal assessment of three pupils' work in each year group to record their attainment and progress. The school is rightly planning to develop the present assessment and recording systems to include all pupils in the school.

MUSIC

119. By the end of Year 2 and Year 6 pupils attain standards that are in line with national expectations. In lessons seen, pupils, including those with special educational needs and English as an additional language, make good progress.
120. In Year 1, pupils identify and name a range of percussion instruments and most copy a simple rhythmic pattern. This work is well built on in Year 2 when pupils demonstrate satisfactory performing skills when working with their peers and understand the importance of following the instructions of a conductor. They make good progress in their understanding of dynamics and this is seen when they listen to 'Morning Mood' and are able to identify when the music changes. In Year 3 the pupils make good progress in controlling sounds, such as when they use instruments, hands and voices to represent different moods. They look at pictures, discuss what emotion is conveyed, and show a good understanding about which instruments will deliver the effect they want. Pupils in Year 6 have a good working knowledge of musical elements and have satisfactory performing skills. They understand terms like tempo, pitch, texture and timbre and use this knowledge well, for example, when they worked in groups to make a graphic score depicting part of the story of creation as told in the Old Testament. In the separate singing lessons for the older and younger pupils, the quality of singing is satisfactory, being tuneful and demonstrating clear phrasing.
121. The teaching and learning are good in both key stages and teachers' planning ensures all pupils are fully involved in all activities. Younger pupils learn successfully how to hold instruments properly because this is well emphasised by the teacher. The teachers' secure subject knowledge and use of appropriate vocabulary help to improve the pupils' performance. Teachers use sessions well at the end of lessons to reinforce the pupils' learning. For example, by making pupils reflect on what they had learnt in a lesson, the Year 2 teacher consolidated the pupils' knowledge and understanding whilst assessing their use of technical vocabulary. In a very good lesson in Year 6, the teacher's

perceptive evaluation of the pupils' group performances led to improved work and the pupils' greater understanding of which instruments work well together and the impact of silence. There are missed opportunities to extend the pupils' cultural development by singing songs and playing music in assemblies. However, the subject does play an important role in the development of pupils' social development, especially when pupils work together in group tasks. The pupils' attitudes to the subject and their behaviour in lessons are good because teachers work hard to make the lessons interesting and this sustains the pupils' concentration. Pupils' interest in the subject was highlighted in a Year 6 lesson when several pupils brought instruments from home to use in their group work.

122. The subject leadership is good and the subject has been carefully developed since the school opened. At present, a national scheme of work is used but the school is looking for another that will further develop the subject. The co-ordinator does not, however, have release time at present to monitor the quality of teaching and learning in the classes or work alongside colleagues. Assessment of pupils' progress is informal and there are no systems in place to record pupils' progress through the school. There are popular extra-curricular activities that include a choir and recorder group. These give pupils of different ages opportunities to work and play together and enhance their social and cultural development. The school organises concerts for parents and takes part in events in the local community. Voluntary contributions give pupils access to music tuition in string and woodwind instruments, as well as keyboards. The school is aware of a lack of expertise on the staff and the subject has priority in the school improvement plan. The present use of a specialist supply teacher is a major factor in raising standards and represents good value for money. Resources are very good. Some use is made of information and communication technology in composition work but the use of computers in the subject needs to be developed further.

PHYSICAL EDUCATION

123. Pupils' attainment is above national expectations at the end of Year 2 and Year 6. Pupils of all ages and abilities make good progress as they move through the school. By the end of Year 2, pupils have made good progress in developing their skills and knowledge, with most pupils having a good understanding of the value of a warm-up before engaging in strenuous physical activities. In a Year 2 class, pupils showed that they knew some of the effects of physical exercise on the body, such as the increased heartbeat. Whilst self-discipline and control during gymnastic activities vary between classes, most pupils demonstrate good body control and co-ordination and due attention is given to safety. Generally, pupils in Year 1 and Year 2 demonstrate good co-ordination and link individual movements together effectively to form a sequence of movements. In one lesson in Year 2, pupils responded very well to their teacher's prompting and practised hard to improve their performance. Their comments and improved performance indicated clearly that they were self-critical and aware of how improvements in their performance could be made. Whilst these pupils' ball skills are variable, the majority of pupils display good throwing and catching skills and work for extended periods of time to refine their skills.
124. Older pupils continue to make good progress and by the end of Year 6, their skills, knowledge and understanding of the subject are above national expectations. Pupils in Year 5 and Year 6 have a good understanding of the importance of exercise and how it contributes to a healthy life style. They know that heart beat increases during exercise and returns to normal after a period of rest. Pupils know the value of warm-up activities. Pupils in Year 6 demonstrated excellent control and co-ordination during a lesson seen

during the inspection and engaged in intensive periods of activity which were further improved by their very good ability to evaluate their own work. Pupils in Year 3 to Year 6 have opportunities to take part in a wide range of games and athletic activities during the year. Although no swimming lessons were seen during the inspection, evidence from records and discussions with pupils shows the great majority of pupils are competent swimmers by the time they leave the school.

125. Pupils, especially those in Year 2 and higher up the school, develop good routines in the subject. They change appropriately for gymnastic lessons and move sensibly from their classrooms to the school hall. Pupils with special educational needs and those for whom English is an additional language are fully included in all activities and, in one lesson seen during the inspection, were very well supported by the teaching assistant. This ensured that these pupils made the same good progress as their peers. Pupils have regular experiences of dance, gymnastics and games activities through the school and older pupils also take part in outdoor pursuit activities. Very popular after school activities add significantly to the curriculum and provide very good opportunities for pupils of different ages to work and play together.
126. The teaching of physical education throughout the school is variable but always at least satisfactory. At best it is very good and was excellent in one lesson seen during the inspection. In these very good and excellent lessons, pupils respond with a very good sense of self-discipline and a critical awareness of performance and how improvements can be made. Teachers, in these instances, have established very good routines that pupils follow, relationships are very good and through perceptive but supportive comments, pupils' self-esteem is effectively raised, resulting in confident performers. In Year 3 to Year 6, excellent cross-curricular opportunities were incorporated into some lessons, such as when Year 6 pupils' turning movements were linked to their work on angles. This successfully developed a feeling of 'wholeness' to their learning. In lessons, appropriate emphasis is placed on improved performance and teachers develop pupils' learning through carefully chosen comments. The range of activities chosen provides good levels of challenge that is generally well matched to pupils' abilities. In one lesson where the teacher did not manage the pupils' behaviour appropriately, it resulted in poorly focused activities and reduced learning opportunities.
127. Pupils' attitudes and behaviour are at least good in almost all lessons and very good or better in most lessons. All pupils enjoy their physical education and in the main are well motivated. Where lack of self-discipline impacts adversely on standards, it is due to less effective lesson management and insufficient emphasis on good performance. Where teachers highlight good performance through praise, pupils react well. Pupils overall show good levels of co-operation and collaboration and good social awareness when working in small groups. This effectively contributes towards pupils' social and moral development.
128. The subject co-ordinator has a clear vision for the development of the subject. Whilst physical education has, to date, not been prioritised as a major area for development, it is planned for inclusion in the immediate future. The co-ordinator, through monitoring of planning, has identified dance as a specific area for development to ensure a broad-based curriculum for the pupils. Assessment is informal, based on teachers' knowledge of pupils' abilities. At present, no records of pupils' attainment are kept. The co-ordinator has not had any opportunities to monitor the quality of teaching and learning in lessons, and as a result, the school is not using her expertise to the full. The school is satisfactorily resourced. The multipurpose hall is used for indoor activities and has a satisfactory range of equipment. The school benefits from an adjacent school

field but its use is dependent on the weather. Pupils travel by bus to a nearby swimming pool.

RELIGIOUS EDUCATION

129. Standards of attainment at the end of Year 2 and Year 6 are at the levels expected in the Cambridgeshire syllabus of religious education. Learning about different religions is an effective feature of the work of the school and something that interests the pupils. Teachers use the school's very good resources effectively in this work. Pupils, including those who have special educational needs and the small number who speak English as an additional language, make good progress and achieve well. There is no difference between the attainment of boys and girls. Curriculum planning is good. The planning of lessons is carefully considered and builds upon the pupils' own early experiences so that they become more aware of a range of different religious ideas and beliefs.
130. By the end of Year 2, pupils are able to identify some of the main Christian festivals and re-tell their favourite Bible story with reasonable accuracy and an average level of understanding. They know several details of the life of Jesus, and for instance, are able to compare their home with his. Most are able to recount the story of the first Christmas with good understanding and describe what a Christingle represents. Year 1 pupils are able to identify some of the features of celebrations and describe what is special to them on their birthday.
131. Pupils from Year 3 onwards build well on the skills they have acquired, showing a deepening understanding of the faiths studied. Younger pupils in Year 3 and Year 4 have satisfactory knowledge of the Hindu religion, discuss the festival of Diwali knowledgeably and know that Rangoli patterns are an indication of good fortune. By the end of Year 6, they have appropriate knowledge of several of the major world religions including Judaism and Islam. They recognise the basic similarities and differences between the Muslim and Christian creation stories. They identify the main differences in what a Bar and Bat Mitzvah celebrate and some of the main features of Sikhism. They know some well known stories from the Bible and also enjoy re-telling the story of the Good Samaritan in an updated version of the 'Parable of the Punk Rocker'.
132. The quality of teaching and learning is good. In Year 1 and Year 2, teachers organise effective opportunities for pupils to discuss their ideas and experiences of celebrations with 'talking partners'. Pupils are encouraged to write what they know in their own words. This is an effective technique that helps pupils develop an appropriate subject vocabulary as well as their writing skills. Teachers in Year 3 to Year 6 provide a good range of opportunities where pupils are challenged to think, discuss and write about their feelings and beliefs. For example, in Year 4, whiteboards were used effectively to summarise the main points of Hindu teaching. Staff respect pupils' views, and this raises pupils' self-esteem. However, whilst the quality of teaching is generally good, a minority of staff do not consistently plan activities that take account of pupils' different ability levels. As a result, not all pupils are systematically challenged in all lessons.
133. Teachers have good expectations of what the pupils can achieve and of their behaviour. Teaching assistants are used effectively to support the work of different groups and to ensure that all pupils, including those with lower attainment are fully included and involved in lessons. This encourages the pupils to develop and maintain positive attitudes to the subject. They generally listen well to the teacher and to the

views and ideas of their peers. Standards of behaviour are good and this allows and encourages pupils to talk of their own ideas and experiences readily.

134. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural education. Cultural understanding is effectively developed when pupils learn about special people, times and places and of the rites and rules of different faith groups. There are good opportunities to develop social skills in paired talking tasks. There is some use of information and communication technology to support pupils' learning through the use of CD-ROM's but there is room to develop the use of computers further.
135. Leadership and management of the subject are satisfactory. The assessment procedures although satisfactory are largely informal and are not yet used to ensure step-by-step development of knowledge and understanding as pupils move through the school. The co-ordinator has had few opportunities to monitor the quality of teaching and this makes it difficult for her to identify the strengths and weaknesses in pupils' learning. Whilst pupils generally achieve well, in some year groups they record relatively little of what they find out and this is an area for improvement. The school makes satisfactory arrangements for pupils to visit places of worship and has plans to extend this programme further.