

INSPECTION REPORT

All Saints Interchurch VA Primary School

March

LEA area: Cambridge

Unique reference number: 110859

Headteacher: Mrs. M Betts

Lead inspector: Marianne Harris

Dates of inspection: 15th – 17th September 2003

Inspection number: 255328

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	202
School address:	County Road March Cambridgeshire
Postcode:	PE15 8ND
Telephone number:	01354 659000
Fax number:	01354 658770
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. C Brown
Date of previous inspection:	23 rd March 1998

CHARACTERISTICS OF THE SCHOOL

All Saints is a voluntary aided church school that serves both Church of England and Roman Catholic churches. It is in the Fens, very rural, and serves the local community. There is much seasonal work and money for some families is short, some pupils come from less advantages backgrounds. When they come into school the children have skills and knowledge that are below those expected for children aged five. There are no children who are at an early stage of learning English, and the number of pupils who have special educational needs is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23288	Marianne Harris	Lead inspector	Foundation Stage, science, design and technology
9400	Pauline Adenwalla	Lay inspector	
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32385	Lesley Hastings	Team inspector	English, information and communication technology, geography, history, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

All Saints is a **good** school that provides good value for money. Standards at the end of Year 6 have risen, overall, in recent years and pupils generally make good progress. Teaching and learning are good and the school is well led and managed. Parents and pupils are confident that the school is doing a good job.

The school's main strengths and weaknesses are:

- Standards, overall, have risen in recent years, but they are still too low in English and science by the end of Year 2, and in science by the end of Year 6.
- Teaching is good, although it is significantly better in some classes.
- Children get off to a good start in the reception class.
- Provision for pupils with special educational needs is good.

Overall, the school has made **satisfactory** improvement since the last inspection. Although standards are lower than reported at the time of the last inspection, all pupils make good progress and achieve well in most subjects. The main issues identified at the time of the last inspection have been tackled very effectively and children now experience good, well-planned provision in the reception class.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	B	D	C	C
mathematics	D	C	B	B
science	D	D	D	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **good** overall. Standards in the reception class are below average, and some children will not reach the goals they are expected to reach by the time they go into Year 1. However, the children make good progress in all areas of learning, except physical development.

Standards in Years 1 and 2 are below those expected nationally, except in mathematics, where standards are in line with expectations. Pupils make good progress in most subjects, especially mathematics.

Standards in the current Year 6 are broadly in line with those expected for English and mathematics, but below expectations in science. Pupils make good progress and achieve well because of good teaching.

Pupils' personal qualities are **good**. Their attitudes and behaviour are good, relationships are very good, and attendance is similar to the national picture. **Provision for spiritual, moral, social and cultural development** is **good**, and results in pupils' positive attitudes to learning.

QUALITY OF EDUCATION

The **quality of education provided by the school is good.**

Teaching is good, overall. Teaching and learning are good, although teaching is significantly better in some classes. Throughout the school the quality varies from class to class and it is too inconsistent. In the best lessons pupils know exactly what they will learn because the purpose of the lesson is shared with the class. Teachers give clear explanations and pupils get a lot done. In weaker lessons teachers tend to talk too much and pupils lose interest.

The curriculum is well-planned with adequate opportunities to experience activities outside of lessons. However, there is too little participation in sport. Provision for pupils with special educational needs is good, as is the programme for personal, social and health education. Pupils are prepared effectively for the next stage of their education. The governors have been told of minor health and safety concerns.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

Leadership is good. The headteacher has a very clear vision for the school and the staff are committed to raising standards in the school. Management is good. The school's evaluation of its strengths and weaknesses is good and the school makes a good contribution to initial teacher training. However, financial planning is too cautious and too much money from the budget has not been spent. The work of governors is good. They are very supportive of the school and know where the strengths lie. They are also aware of what needs improving and are as committed to raising standards as the staff of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They feel that their children make good progress because of the good teaching. They are concerned about the information they receive and that some bullying occurs. There was no evidence of bullying and the pupils insist that any unacceptable behaviour is quickly dealt with. The information that parents receive is satisfactory, although some reports do not give enough information on how much progress the pupils have made towards their targets.

Pupils generally like school, find out new things in lessons and make good progress. They would like more things to do in the playground, and there is little for pupils to do during break times. Pupils say that there is no bullying in school, but that some children do not behave well. Inspectors found behaviour to be good, although behaviour does deteriorate during less effective lessons.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in English and science by Year 2 and in science by Year 6.
- Improve the consistency in the quality of teaching and learning across the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

All pupils achieve well and make good progress throughout the school. Overall standards of work seen during the inspection are broadly in line with those expected nationally. Test results have fluctuated over recent years, especially for pupils at the end of Year 2. This is because there has been some staff illness, which has led to some unsettling of pupils. This is now not the case and standards are rising.

Main strengths and weaknesses

- Children in the reception class make good progress and achieve well.
- Although standards in national tests for pupils in Year 2 have been low in recent years, standards are now rising because teaching has improved.
- Standards in English and mathematics for pupils in Year 6, in 2002, rose, although they fell in science.

Commentary

1. When children enter school they have skills and knowledge that are, generally, below those expected for children aged five. Some have speech difficulties and have little general knowledge on which to draw. During their time in the reception class they make good progress and achieve well, so that, by the time they enter Year 1, many will reach the expected goals for children's learning, although some will not.
2. In the 2002 national tests for pupils in Year 2, results were well below those expected in reading, writing and mathematics. There are no tests for science and teacher assessments show that standards were well below those expected. However, the standard of work seen in Year 2 during the inspection was broadly in line with that expected, except in English where it is lower. This represents good achievement because pupils' starting points and reflects the more settled staffing in Years 1 and 2. In subjects other than English, mathematics and science, pupils also reach standards that are in line with those expected. In history, for example, pupils in Year 1 develop a good sense of the passing of time and how toys of today differ from toys of the past. In information and communication technology, pupils are confident when using the computers.

Pupils reaching the expected level in 2002 national tests at the end of Year 2- average points score

Standards in:	School results	National results
reading	14.5 (15.6)	15.8 (15.7)
writing	13.7 (14.2)	14.4 (14.3)
mathematics	13.7 (15.0)	16.5 (16.2)

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. Standards at the end of Year 6 have risen significantly. In the 2002 national tests pupils reached standards in mathematics that were above those expected nationally. In English they reached the standards that are expected nationally. Overall this is good achievement and all pupils make good progress. Pupils with special educational needs are supported effectively so that they make good progress, and many reach standards that are close to national expectations. However, standards in science have fallen recently, and work seen in books shows some gaps in pupils' knowledge and skills. In subjects other than English, mathematics and science pupils also achieve well and reach standards that are in line with those expected. For example, in music pupils sing

enthusiastically and learn correct musical vocabulary so that standards are in line with those expected.

Pupils reaching the expected level in 2002 national tests at the end of Year 6 – average points score

Standards in:	School results	National results
English	27.7 (26.6)	27 (27)
mathematics	28.1 (26.4)	26.7 (26.6)
science	27.4 (27.6)	28.3 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils attitudes to school are **good**, and contributes to their good achievement. Behaviour in and around classrooms is also **good**. The school makes good provision for pupils' spiritual, moral, social and cultural development and this has a positive impact on the personal development of the pupils. Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy coming to school and are enthusiastic about learning.
- There are many opportunities for pupils to develop a sense of responsibility.
- Children in the reception class settle well in school and are happy.
- Attendance is satisfactory, although a number of parents take their children on holiday during term time and sometimes pupils find it difficult to catch up on missed work.

Commentary

4. Pupils throughout the school are enthusiastic about learning. They listen in most lessons and get a lot done, working together happily in small groups, co-operating effectively. When they are set homework they almost always complete it and this helps them learn in lessons. A very good example of this was research work carried out by Year 5 pupils on Victorian figures. Pupils willingly shared their findings with the rest of the class, developing confidence and a sense of sharing knowledge with their friends. In most lessons pupils have very good relationships with each other and are interested in what they are learning. This leads to them making good progress and achieving well. However, when lessons do not capture their imagination, pupils can become fidgety and lose concentration. Behaviour throughout the school is good, and shows that pupils are willing to learn.

5. The school's provision for pupils' spiritual, moral, social and cultural development is good and leads to many pupils willingly taking on responsibilities. The school council is a new initiative, but pupils are keen to take an active part in the life of the school. Assemblies are used effectively to promote a deeper understanding of how other people might feel and pupils are encouraged to discuss their own feelings in a variety of situations. Through history and geography lessons pupils learn about other cultures and in religious education lessons learn about different faiths. Many of the older pupils in the school look after the younger ones and there is a sense of community within the school. Pupils say they enjoy coming to school, are keen to learn, and like their teachers. They also say that there is no bullying and that the school is a happy place.

6. Children in the reception class make good progress in their personal, social and emotional development. The good induction procedures that the school has in place, ensures that children settle happily and know the school routines well. Behaviour is good and children learn to play and work together.

7. Attendance is close to the national average, and pupils are usually punctual to school. However, there are a significant number of parents who take their children on holiday during term

time. This has an impact on standards overall as pupils sometimes find it difficult to catch up on missed work.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.5
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

There have been no exclusions during the last year.

Ethnic background of pupils

Exclusions in the last school year

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

No of pupils on roll
185
5
5
2
1
1
3

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are **good** throughout the school. The assessment of pupils’ work is **satisfactory** overall, although marking is inconsistent.

Main strengths and weaknesses

- Although the quality of teaching is good overall, it is significantly better in some classes.
- Teachers have high expectations of pupils learning and plan their lessons well.
- Literacy skills are developed well across other subjects, but there are not enough planned opportunities for pupils to practise their mathematical skills in other subjects.
- Assessment is satisfactory overall, but marking does not always tell pupils how they could improve their work.

Commentary

8. The quality of teaching and learning in the school is good overall, although it is significantly better in some classes. Where teaching is very good, teachers plan their lessons thoroughly, share the learning objective and revisit this at the end of the lesson. Pupils know exactly what they are going to learn and are able to assess how well they are doing. Most lessons are interesting and capture the attention of the pupils. In a good science lesson pupils were actively involved in the investigation into separating a mixture and were able to discuss what they were going to do and how they were going to record their findings. Teachers use resources well to capture the interest of the pupils. In year 1, for example, the teacher used toys that were familiar to the pupils and they

immediately became involved in the lesson, making good contributions to discussions. Pupils with special educational needs are supported effectively and they are fully included in lessons. More able pupils are challenged sufficiently, so that they are confident when speaking to the whole class, for example. In parts of otherwise effective lessons teachers talk too much and pupils do not always have the opportunity to contribute as much as they can.

9. Literacy skills are developed well across other subjects. Pupils are encouraged to share their research in history, for example, and all pupils are keen to share their work. Writing is promoted well through other subjects. Pupils have written about Victorian figures and younger pupils record in a variety of ways using a mixture of pictures and simple words. This contributes to pupils' good achievement. Mathematical skills, however, are not always planned in other subjects. For example, in science, pupils use graphs to record their findings, but are not encouraged to interpret the results and draw conclusions from their findings.

10. Assessment, overall, is satisfactory. Work in English is well marked, with some suggestions as to how pupils could improve their work and reach higher standards. However, this practice is inconsistent. Much work, in other subjects, is either unmarked or just gives encouraging remarks. This does not help the pupils to know what they have to do to improve their work, nor does it encourage pupils to correct their work.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (23%)	14 (45%)	9 (29%)	1(3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The school provides **satisfactory** opportunities for pupils' learning and for enrichment through activities outside lessons. Staffing, accommodation and learning resources are **satisfactory**.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- Pupils are well prepared for the next stage of their education.
- There is good provision for pupils' personal, social and health education.
- Although the school makes adequate provision for physical education in the school day, there are too few opportunities for all pupils to participate in extra curricular sporting activities.

Commentary

11. The curriculum, overall, is well planned, meets national requirements and is relevant to the pupils' needs. Literacy is well developed across the curriculum but there are too few planned opportunities for mathematics to be used. Provision for pupils with special educational needs is good. A few gifted and very able pupils have been identified and work is planned effectively to meet their needs. Provision for personal, social and health education is good. There is a very clear policy with a comprehensive scheme of work that includes satisfactory attention to sex education and the misuse of alcohol and drugs. The school has good relationships with local play -groups and the two local secondary schools. Year 6 pupils cover extension work in English, mathematics and science in the summer term before they start secondary school. The school is then asked to recommend pupils for a Summer School for gifted and talented pupils. There are also good links with the university from which initial teacher training students are welcomed.

12. The curriculum is further enhanced by a good variety of visits and visitors, and by special events such as Creative Arts day and Literacy Alive day. However, there are too few opportunities for all pupils to participate in sport outside the school day.

13. The school has an appropriate number of qualified teachers and support staff. Teaching assistants are well trained and deployed effectively. They work very well together and make a valuable contribution to the progress of pupils with special educational needs. The school's accommodation is good and the school grounds are extensive, with a large field and asphalt play areas. However, there is no outdoor play equipment and little for the pupils to do during playtimes.

Care, guidance and support

The school's provision for children's care and welfare and compliance with statutory health and safety requirements is **satisfactory** overall. Pupils receive good support and this has a significant impact on their achievement.

Main strengths and weaknesses

- Procedures to make sure pupils are safe are good overall.
- Induction procedures are good.
- Pupils receive good support during their time in school.
- The school actively seeks the views of pupils, but too little is done to act upon their suggestions.

Commentary

14. The school takes good care of its pupils. The procedures for Child Protection are well known to staff and they are well informed about issues. There is good liaison with outside agencies who support the school when issues arise. The school is kept clean and in good repair, and the pupils take care of their environment.

15. The school has good monitoring systems that help staff to set targets for the pupils so that they know what they are aiming for to reach the next level in their learning. This ensures that pupils know what they are aiming at in order to reach higher standards. The progress that pupils make towards their targets is reported to parents at the end of the year. The Christian ethos of the school permeates all aspects of its work and staff know the pupils well. Pupils feel valued and know that there is an adult that they can go to if they are worried about something. Pupils like their teachers and enjoy coming to school. Personal achievements are celebrated regularly in assemblies, and pupils appreciate this.

16. The school has good induction arrangements for children joining reception. Home visits and the fact that the vast majority have attended the playgroup on the same site make a positive contribution to this process. Children are gradually settled in to full time school and are very confident with school routines. The school has good links with the local secondary school, so that when the time comes for the pupils to transfer to secondary education, they are well prepared. The pupils visit the school to become accustomed to the building and spend time with some of the teachers and students from the school. This, again, results in pupils being happy to move on and they feel confident that they will settle quickly into their new school.

17. The school's involvement of pupils through seeking, valuing and acting on their views is satisfactory. There is a school council, elected from each class, that discusses issues such as the need for litterbins in the playground. Pupils have raised money to fund this. However, the repeated request for equipment to play with during break times has not been heeded, and the playground remains rather bare. This includes the outside play area for the reception class that has no equipment for the children to play on.

Partnership with parents, other schools and the community

Overall the school's partnership with parents and other schools is **good**. This results in parents being fully involved in their children's learning and pupils being fully prepared for the next stage of their education.

Main strengths and weaknesses

- Parents have positive views of the school and, as a result, feel included in their children's learning.
- Links with local churches are good, and the pupils benefit from learning about various denominations.
- The school has effective links with local play-groups and secondary schools and this makes transfer from one to another easy for the pupils.

Commentary

18. The school has good links with parents. This makes a positive contribution to pupils' learning as parents help with homework, ensuring that it is usually completed and handed in. There is an active Parents Association that has raised money for the school and has recently bought information and communication technology equipment for the pupils. Parents are confident that the school is doing a good job, and gives them sufficient information about how well their children are doing. Parents evenings are well-attended and the school deals with complaints effectively. The information that the school provides for parents is satisfactory, although there is not always enough information in reports to let parents know how well their children are progressing towards their targets in English and mathematics. The views of parents are sought annually, and any suggestions are considered seriously by the governing body.

19. Being a denominational school there are many good links with the local churches. This extends to churches other than Church of England and Roman Catholic, so pupils get a good feel for all denominations represented in the local community. This enriches the curriculum for pupils, and contributes to their spiritual, moral, social and cultural development.

20. The links that have been forged with the local play-group are particularly helpful as children can freely visit the school, get used to the staff, and settle quickly into school life confidently. There are also good links with the local secondary school, and pupils have the chance to visit and become accustomed to life in a much bigger school.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **good**. The headteacher has a clear vision for the school and is supported well by the senior management team and the governing body.

Main strengths and weaknesses

- The headteacher and senior management team are committed to raising standards.
- The governors work in close partnership with the headteacher.
- There is an over-cautious approach to financial planning.

Commentary

21. There is strong leadership by the headteacher, who is supported effectively by the senior management team. She has a very clear vision and high aspirations for the school. The headteacher together with the senior managers have identified the strengths of the school and areas for development and, whilst celebrating successes, are constantly leading the staff team towards school improvement. The aims and ethos of the school are clearly reflected in the strategic planning and all key stakeholders are consulted before drawing up the school development plan.

22. The governors work in close partnership with the headteacher and senior managers, showing mutual openness and respect. Together they have a clear understanding of the strengths and weaknesses of the school and a commitment to school improvement, which is shared by all the staff at the school. The governors take very seriously their role of monitoring and reviewing progress on school improvement and closely link the Performance Management objectives for the staff to the priorities for school improvement. A clear inclusion policy ensures the school meets the needs of all

its pupils. They fully understand that the curriculum and pupil achievement are at the core of their role and focus their attention well on curriculum development. The governors fulfil their statutory duties well.

23. The management of the school is good and has resulted in a more settled staffing and raised standards. Pupil targets for English and mathematics have been introduced, and these are shared with pupils and parents. These are helping focus on raising standards in these subjects. The headteacher and senior managers monitor school performance data in comparison to other schools and track pupils' progress well throughout the school. All staff are given opportunities to develop their careers through training and conferences. The current senior management team have embarked on a lengthy leadership course, and the knowledge they bring back into school is having a significant impact on the standards that pupils are achieving.

24. Recruitment of staff is still difficult throughout the area, although the school clearly makes staff feel part of the school team once they are appointed and retention of staff is generally good. The school is involved in initial teacher training and has developed its own in-school training programme. Close links are maintained with a local college, and trainee teachers often enhance the teaching force in the school. Support assistants are deployed well to assist teaching and support pupils with special educational needs.

25. The school's approach to financial management is too cautious and has led to a significant underspend, which so opportunities are missed to enhance the current pupils' education. For example the school has identified the need for more support assistants to support pupils' learning in class and enable the teachers to spend more time teaching and less on administrative tasks.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	500,338
Total expenditure	453,553
Expenditure per pupil	2191

Balances (£)	
Balance from previous year	50,718
Balance carried forward to the next	46,785

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS.

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision for children in the Foundation Stage is good. At the time of the inspection the children had only just started school, and were attending on a part-time basis only. As a result, there is limited evidence to judge these children's achievement in all areas of learning. However, work from the previous year, and observing pupils in Year 1, indicates that many children reach the expected goals for children's learning and achieve well. Some children are very unlikely to reach the expected goals in communication, language and literacy and mathematics. There has been good improvement since the last inspection, when there were weaknesses in provision. These have been tackled effectively and children now experience good provision.

Main strengths and weaknesses

- Teaching is good and results in children making good progress in all areas of learning, except physical development, where progress is satisfactory.
- The procedure for settling children into school are good, and this leads to children being happy and confident.
- Assessment is very good.
- There has been good improvement since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

26. The well established procedures for settling children into school, and the good relationship that has developed with the playgroup, means that the children very quickly become used to school and the routines they have to follow. Behaviour is very good and the children work together very well. They choose their own activities confidently and concentrate for an appropriate amount of time. Work from last year indicates that children discuss their own feelings and those of others, developing a good sense of what it means to belong to a school community. Children develop a very good sense of what they have learnt because the teacher shares the purpose of each lesson with them. At the end of each session this objective is re-visited and if the children think they have learnt it then it goes into a special box. The children really enjoy this and begin to feel responsible for their own learning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

27. The staff working in the reception class have very high expectations of children being able to achieve well in their learning and this is reflected in the provision for communication, language and literacy. Children achieve well, given their low starting point. More able children are encouraged to write their name clearly, and they begin to write simple sentences, spelling simple words correctly. Less able children are supported well so that they learn to write, although a small minority have difficulties writing legibly. The classroom is very stimulating so that the children have access to good quality displays that support learning in recognising the sounds that letters make, for example. This means that when the children are learning about the various sounds that letters make, they are able to use the displays as prompts. Some children have speech difficulties and the staff support all children effectively so that all can participate in discussions and feel fully included in all lessons.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

28. In the limited evidence seen, children make good progress in mathematical development, given their low starting point. Through singing counting rhymes, children learn to count backwards and forwards to ten, and can use this knowledge when creating repeating patterns in a creative activity. However, some children find it difficult to count accurately to 10, and some are unable to write numbers legibly by the time they go into Year 1. They learn about basic shapes and correctly identify different shaped beads when making a necklace.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

29. Children learn about their world in many ways. During the appropriate months they plant seeds and watch them grow. They learn about various animals and where they live, and they discuss special occasions. The children use the computer confidently and demonstrate good control of the mouse and the keyboard. In line with the Christian ethos of the school, the children learn about many Bible stories and talk about what they are most proud of. There are many opportunities for the children to talk about their own experiences and they develop a good understanding about events in the past, for example, birthdays, and those yet to come.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

30. Children learn to use a wide range of tools correctly. They use scissors safely and hold pens and pencils correctly. Staff in the reception class work with small groups of children in order to make sure that these skills are developed appropriately. However there are very limited opportunities for the children to use a variety of large equipment. The outside play area is rather barren and there are no wheeled toys to encourage the children to learn to ride safely and confidently. The only climbing equipment available is the large apparatus in the hall and this is too big for the children.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

31. There are many opportunities for the children to experience a wide range of creative activities. Through well-planned role-play opportunities the children are able to act out their own stories and experiences. The staff provide good opportunities for the children to experiment with paint, and many produce thoughtful self-portraits, mixing paints confidently so that they closely match their own skin tone. The children sing enthusiastically and with enjoyment.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Overall provision for English is **good**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are in line with those expected nationally and pupils achieve well.
- The quality of teaching is good overall, although it is significantly better in some classes.
- The quality of marking is good.
- The subject is well led and this has resulted in weaknesses being addressed and effective strategies being put in place to raise standards.

Commentary

32. Test results, in reading and writing, for pupils at the end of Year 2 have fluctuated over recent years. In 2002, test results were well below average, and pupils did not achieve as well as they could. Standards are now rising due to more stable staffing and good tracking of progress to make sure that pupils are doing as well as they can. This has resulted in standards of work seen during the inspection being in line with what is expected nationally. Pupils make good progress and achieve well. Although standards are now rising, there are few opportunities for pupils to write at length. Handwriting is not always consistently tidy and well presented, and this lowers standards overall.

33. Test results for pupils at the end of Year 6 have also fluctuated, although in 2002 they were in line with those expected. This is reflected in the current work. Pupils make good progress and achieve well. Pupils speak clearly and listen attentively in class and are given many opportunities to discuss ideas and issues. When reading, pupils gain confidence throughout their time in school and most become fluent readers. In their writing, pupils use their skills when producing historical accounts, for example, and when recording experiments in science

34. The quality of teaching and learning is good overall, with many opportunities for pupils to practise their literacy skills in other subjects. Pupils learn to speak for a variety of audiences, so that, when they are asked to present their research, they are able to do so confidently, capturing the attention of the rest of the class. Pupils with special educational needs are fully included in lessons as they are supported effectively by teaching assistants. In the best lessons there are high expectations of good behaviour and the amount of work the pupils will get done. The classes are interested in the activities, work together well and pupils achieve well. In the very few, less effective lessons, pupils are not interested, talk over the teacher, and the pace slows. The quality of marking is good. It not only gives encouragement to pupils, but tells them how to improve their work. This, and the introduction of individual, and group targets, have had a significant impact on raising standards. Pupils know what they have to do to improve and what they are aiming for next. Homework is generally used well to reinforce learning. Although the quality of teaching is good overall, it is significantly better in some classes. In some classes, pupils of all abilities are challenged appropriately and have work that is well matched to their capabilities.

35. Overall, the subject is well led. The weaknesses that have been identified are in the action plan for further improvements. Test results are analysed carefully to see where weaknesses lie and the strategies put in place to address these are beginning to be successful. There has been satisfactory improvement since the last inspection. Although standards are lower, pupils make good progress and achieve well.

Literacy across the curriculum

36. Pupils' literacy skill are promoted well in other subjects. In history, for example, pupils are encouraged to write accounts and share what they have learnt with the class. In science, pupils write up their investigations clearly and learn how to write for a variety of purposes.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall.
- The National Strategy for Numeracy is used well in lessons.
- Homework is used effectively.
- There are not enough planned opportunities for the development of mathematics in other areas of the curriculum.

Commentary

37. The results of the national tests for pupils at the end of Year 2 have dropped since the last inspection. In 2002, they were poor when compared with both the national average and that of similar schools. However, there is a marked improvement in work seen in the current Year 2, pupils are now reaching standards close to those expected nationally. This represents good achievement, as, when they join Year 1, some children have difficulty counting accurately to 10, and find writing numbers correctly, quite challenging.

38. Results of the national tests for pupils at the end of Year 6 have risen steadily over the last three years. In 2002 they were above the national average and in line with similar schools. This represents good achievement for all pupils. The lessons observed, and the work completed last year, indicate that pupils are working at the expected levels. The suitable emphasis on learning multiplication tables and mental calculations helps pupils complete a good amount of work in lessons. However, the application of these skills is not used to solve or explain problems. Although very able pupils have been identified, the work they do in lessons is not always sufficiently challenging, as it is the same as the rest of the class. Pupils with special educational needs achieve well because of the good support they receive in classes and the good use of booster sessions. Standards have improved since the last inspection.

39. Overall, the quality of teaching is good. Teachers have a good understanding of the *National Strategy for Numeracy* and lessons start at a good pace with oral and mental work. Pupils are keen to participate and the lively and varied activities contribute to the good progress they make in this part of the lesson. Teachers have high expectations and present increasingly challenging work through systematic teaching and frequent reinforcement. Teachers give clear explanations and emphasise mathematical language. They use probing and open-ended questions to encourage pupils to recall previous learning. Teachers have very good relationships with the pupils. Their support and praise for pupils' achievement in lessons provide additional motivation for them, and pupils respond by working hard and with interest. In some lessons, where the pace is slow or the pupils have to listen to long explanations, they lose interest and their attention wanders. Homework is used effectively and serves to reinforce what pupils learn in class. Marking is not consistent. The best marking has constructive comments, mistakes are corrected and praise used appropriately. Although work is generally marked, some marking simply indicate what is and is not right and there are not enough opportunities for pupils to use marking to improve their work.

40. The subject is well led. Areas for development have been identified, and planned improvements are in place. Test results have been analysed and targets set for individual pupils based on this information. These targets are shared with parents so they know what their children are expected to achieve. There has been satisfactory improvement since the last inspection.

Mathematics across the curriculum

41. There are not enough planned opportunities for the development of mathematics in other areas of the curriculum. Although pupils use their numeracy skills in some other subjects such as recording their results in graphs and tables in science they do not use the information or draw conclusions from it. Information and communication technology is used in the teaching of numeracy and computers are used for mathematics, such as the use of spreadsheets to carry out calculations effectively.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at both key stages are below national expectations. Although achievement is satisfactory, given pupils low starting point.
- Teaching is satisfactory across the school, although marking is inconsistent.
- Subject is satisfactorily led.

Commentary

42. There are no tests for pupils in Year 2 and standards are judged through teacher assessments. These assessments show that standards are below what is expected and that pupils do not do well enough in learning about living things and in carrying out experiments. This is clearly demonstrated when looking at work in the books, where there is little evidence that the pupils do enough on these aspects of science. However, in other aspects pupils do well and learn a lot about various materials and about forces. Overall, pupils make steady progress and achieve satisfactorily.

43. This steady progress continues, and, by the end of Year 6, although standards are still below those expected, achievement is satisfactory. Pupils begin to devise their own experiments and investigations and know the importance of making their tests fair. However, there are gaps in the work seen in the books from last year, which explains why standards have been below average for the last few years. Too little work is carried out on learning about a variety of living things, and there is little work on light and sound. Pupils use the knowledge they have gained in mathematics lessons and can construct graphs to record their findings, but lack the skills to interpret these graphs.

44. Teaching and learning are satisfactory overall. Teachers plan their lessons well with clear learning objectives. These objectives are shared effectively with the class so that all pupils know what they are learning about. Teachers have high expectations of pupils' behaviour and all are fully included in the lesson. Pupils with special educational needs are well supported so that they can use equipment appropriately. For example, in a Year 4 lesson all pupils learnt how to use a thermometer correctly, understanding that temperature is measured in degrees. Marking is inconsistent. In the best examples, teachers tell the pupils clearly how they can improve their work, but, in some cases, marking is inadequate and is just ticked.

45. Science is satisfactorily led. The school has identified the weaknesses that have been highlighted during the inspection and there are clear plans to address these issues. There has been satisfactory improvement since the last inspection. Although standards are lower than at the time of the last inspection, pupils achieve satisfactorily across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards across the school are in line with what is expected and pupils achieve well.
- Teaching is good with very good relationships formed.
- The subject is well led, but there is no monitoring of the subject to ensure standards remain at the expected levels.

Commentary

46. Pupils across the school reach standards in information and communication technology that are in line with what is expected nationally. Pupils are very keen on the subject and are very enthusiastic about the relatively new information and communication technology equipment. In the short space of time since the opening of the suite of computers, pupils have made good progress and achieve well. Before Easter pupils only had access to one or two computers in the classroom, and now they have a complete suite, which is used regularly and effectively.

47. By the end of Year 2, pupils are confident when using text, graphs and other images in their work. By the end of Year 6, pupils are able to put together a multi-media presentation using an appropriate program. They can animate text and introduce sounds to their work.

48. Teaching and learning in information and communication technology is good. Staff have had good training and have good subject knowledge, enabling pupils to make good progress in lessons. Lessons are generally well planned with high expectations of pupils being confident when using the resources. In Year 1, for example, pupils used their historical knowledge of old toys to paint a picture using an art program. The end products were enthusiastically received by the class. In other good lessons, teachers know which pupils have access to a computer at home, and use these pupils to support those less confident. In this way all pupils make good progress.

49. Information and communication technology is led well. The suite has been well planned and effective systems set up for filing pupils work. Teachers and support assistants have been well trained and are enthusiastic about the subject, although staff that are new to the school have not yet been trained in the school systems. National guidelines for the teaching and learning of the subject are in use along with a good range of programs to support different subjects. Monitoring and evaluation of teaching began but only one lesson has been seen. The school has rightly identified this as a priority for this year in order to further develop the good practice, which is taking place. There is a sound policy in place to secure pupils' safety in accessing the Internet and a good code of conduct for using the suite with care and consideration to other users.

50. Although at the time of the last inspection, ICT was good, expectations for provision, training and teaching have increased considerably in the last five years, and there has been satisfactory improvement since the last inspection.

HUMANITIES

51. Not enough lessons were seen in geography to make a judgement on teaching. However in a very good year 6 lesson seen, the class teacher was very enthusiastic and stimulated interested about mountains very well. This resulted in the pupils being thoroughly engrossed in their work, reading reference books selectively and writing at a good standard to record their findings. The teacher circulated throughout the class effectively assessing pupils' work and enabling them to improve the quality. Pupils in Year 6 were working securely at the expected National curriculum levels and their attitude to their geography work is very good. In an unsatisfactory lesson seen the pupils made little or no progress and were not well behaved because the teacher had failed to capture their interest and the activities were not sufficiently motivating. Residential trips for years 4, 5 and 6 enhance the geography provision and enrich the work of the school.

History

Overall provision for history is **good**.

Main strengths and weaknesses

- Pupils achieve well in history.
- Teaching is good, and results in pupils making good progress.
- The curriculum is enriched very well by visits and extra activities.

Commentary

52. Pupils in Years 2 and 6 reach standards, in history, that are in line with those expected. This represents good achievement. By the end of Year 2, pupils confidently talk about the clothes of the Stuart Period and make sensible comparisons with clothes of today. By the end of Year 6, pupils have carried out their own research on World War II and have used their information and communication technology skills effectively to produce books on the subject, researching independently on the internet, or from books. This work demonstrated a good understanding of the causes of the war and the impact of rationing.

53. Teaching and learning in history are good. Teachers have good subject knowledge and provide a wide range of resources so that pupils can learn effectively. These include toys so that pupils in Year 1 have the opportunity to compare old and new ones, to pictures of Victorian times so that pupils can learn about Victorian figures, such as Florence Nightingale and Thomas Edison. Teachers form very good relationships with pupils and have high expectations of behaviour and work. Homework is used well so that work carried out in lessons can be reinforced or enriched by what the pupils bring from home. Speaking and listening skills are promoted well. In most of the lessons seen, pupils were encouraged to share their own research. This captured the interest of the rest of the class and pupils enjoyed their lessons. However, sometimes lessons were too teacher dominated and pupils did not have the same opportunities to talk about their work.

54. History is well led. There are many opportunities for pupils to experience visits out of school. For example, pupils in Years 3 and 4 have visited Walsingham to dress in period costume and pupils in Year 5 have experienced a Victorian day. There has been satisfactory improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

55. There is too little evidence to make a judgement on art, design and technology and physical education. There were no design and technology lessons during the course of the inspection and only one physical education lesson was seen. However, from analysis of schemes of work and talking to pupils, provision is satisfactory, for both of these subjects. There was one art lessons seen, and from this, talking to pupils, and looking at past work, provision in art is **good**. Pupils learn a wide range of skills and are given many opportunities to develop their own ideas. Work is displayed well and celebrates the work of the pupils in the school.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Good teaching by a specialist teacher leads to good learning.
- Pupils are given the opportunity to learn to play a musical instrument.
- Pupils enjoy lessons and participate enthusiastically.
- Not enough time is given to teaching class music.
- Sometimes lessons do not start on time.

Commentary

56. Pupils' attainment in music is in line with expectations by the end of Year 6. Their overall achievement is good. Pupils make steady progress as they move through the school because they are taught by a music specialist who knows the pupils well. Pupils experience a good range of activities that are designed to build their skills steadily and the requirements of the national curriculum are being met.

57. Three good lessons were seen during the inspection. These were well planned and are linked to the work pupils are doing in other subjects. For example, Year 4 pupils learnt a song about Henry VIII. Class teachers were fully involved in the lessons. These lessons were characterised by very good subject knowledge and high expectations of attainment. Lessons start with a lively warm up session. Pupils know what is expected of them and all join in enthusiastically. Singing skills are developed well by teaching pupils to repeat phrases. The good pace of the lessons maintains pupils' interest and enthusiasm. They concentrate well and enjoy lessons. Previous learning is revised well, and musical vocabulary is reinforced through good, careful questioning that encourages pupils to think and answer using correct technical terms. For example Year 6 pupils were reminded of the correct musical terms for contrasting dynamics. A good variety of increasingly challenging activities, that include all pupils, ensure that they make good progress. Lessons are well organised and resources are good. However, where lessons do not start on time pupils do not learn enough. Several pupils learn to play the recorder or the violin. Older pupils' playing recorders accompanied the school singing a hymn in assembly. This showed the good standards they have achieved.

Inspection judgement**Grade**

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).