

INSPECTION REPORT

EYE CE PRIMARY SCHOOL

Eye, Peterborough

LEA area: City of Peterborough

Unique reference number: 110825

Headteacher: Mrs S.Palmer

Lead inspector: Mrs A. Pangbourne

Dates of inspection: 2nd - 4th February 2004

Inspection number: 256090

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 Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	302

School address:	Eyebury Rd Eye Peterborough Cambridgeshire
Postcode:	PE6 7TD

Telephone number:	01733 222314
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Paddy Boyns

Date of previous inspection:	March 1998
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CHARACTERISTICS OF THE SCHOOL

Eye CE VC Primary School draws its pupils mainly from the village. The socio-economic circumstances of the pupils are broadly average. Children's attainments on entry are below average but cover the full range of attainment. There are very few pupils from ethnic minority heritages and none speak English as an additional language. A few pupils come from Traveller families. At the time of the inspection, there were 302 pupils on roll. There were 48 pupils with special educational needs, ranging from moderate learning difficulties and emotional and behavioural difficulties to autism. Nine pupils have a Statement of Special Educational Needs, which is a high proportion. The number of pupils joining or leaving the school other than at the usual times is broadly average. The school has been awarded Beacon School status. It has received a School Achievement Award for the last three years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23818	Alison Pangbourne	Lead inspector	The Foundation Stage Science Art and design Design and technology
9391	Norma Ball	Lay inspector	
30418	Margaret Barrowman	Team inspector	English Geography History Religious education
18360	Cecelia Davies	Team inspector	Special educational needs Mathematics Information and communication technology Music Physical education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school and it gives very good value for money. Children enter the school with standards that are below average overall, but cover the full range of attainment. By the end of Year 2, standards are above average. Standards are often also above average by the time pupils leave at the end of Year 6, but this year they are broadly average because the year group includes a high proportion of pupils with special educational needs. This was also the case last year. The quality of teaching is good and most pupils achieve well. Pupils with special educational needs achieve very well. The school is very well led and managed and it has coped very well with the absence of five of its teachers this year due to maternity leave and the absence, due to illness of several support staff. The very effective way in which it has managed this means that the quality of education provided has not suffered.

The school's main strengths and weaknesses are:

- Standards are above average in reading, writing, speaking and listening and science by the end of Year 2.
- The emphasis on first-hand experiences contributes to standards that exceed the requirements of the locally agreed syllabus in religious education by the end of Year 2 and Year 6.
- Standards are above average in art and design by the end of Year 2 and Year 6 because there is a strong emphasis on the development of skills.
- More opportunities could be provided for pupils in Years 1-2 to develop their mathematical skills in other subjects.
- The curriculum for children in the reception year is very good and children get a very good start.
- Very good systems for monitoring and evaluating the work of the school mean that there is a shared commitment to continual improvement.
- Pupils show good attitudes to their work and behave very well and this contributes to the standards attained.
- Very good provision for pupils with special educational needs and particularly for those with significant needs means that they achieve very well.
- The way in which pupils are involved in assessing their own learning is very good.

Overall, the school's improvement since the last inspection, six years ago, is very good. It is much more effective now than it was then. Standards have risen significantly in English, mathematics, science, religious education and history. There is much more very good teaching and all the key issues have been successfully addressed.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A	C	C
Mathematics	A	B	C	C
Science	C	B	B	A

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.

In 2003, the year group was much smaller than usual, so caution is needed in interpreting the data.

Achievement is **good** overall. By the end of Year 2, standards are average in mathematics and above average in reading, writing, speaking and listening and science. Standards are average in English, mathematics and science by the end of Year 6, but this year group had been identified as lower attaining from entry to school and some pupils have significant needs. Standards in art and

design and religious education are above average by the end of Year 2 and Year 6. Most pupils achieve well. Pupils with special educational needs achieve very well. Standards in Year R are average in relation to the goals that children are expected to reach by the end of the reception year in all the areas of learning.

Pupils' personal qualities are **good** overall. They show good attitudes to their work and their behaviour is very good. **Their spiritual, moral, social and cultural development** is **good**. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are **good** overall throughout the school. In the best lessons, very effective use of resources and very high expectations of behaviour encourage pupils to work hard and to work well together. Learning support assistants give very good support and teachers use very good assessment procedures to match tasks to the needs of all pupils. As a result, pupils learn well. Pupils have a very good understanding of their own learning because they are given many opportunities to indicate how much they have learned in each lesson.

The curriculum for reception children is very good with a very rich variety of exciting activities. Elsewhere, the curriculum is good. Literacy skills are developed well in other subjects but this is not as well marked in mathematics for pupils in Years 1-2. The school provides very well for pupils' pastoral needs and links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**.

The headteacher provides very good leadership. She has a very clear vision for the continual development of the school. Other key staff provide good leadership and have a thorough understanding of developments in their subjects. This is of particular note as several key leaders are either new in post or on maternity leave. The way in which the school manages this is very good. Very good procedures to monitor and evaluate the work of the school include opportunities for subject leaders to monitor and evaluate standards and teaching in their subjects. The way in which the budget is managed to support this is very good. The work of the governing body is good. They have a good understanding of the strengths and areas for development in the school and use their own areas of expertise effectively. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school. They particularly like the way the school is led and that their children are expected to work hard. The inspection team agrees with them.

Pupils like everything about their school. They particularly enjoy playing with their friends and enjoy art and history lessons. The inspection team agrees with them.

IMPROVEMENTS NEEDED

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

- Provide more planned opportunities for pupils in Years 1-2 to develop their mathematical skills across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is good overall. There is no significant difference in achievement between boys and girls. Standards are above average in reading, writing and science and average in mathematics by the end of Year 2. Standards are average in English, mathematics and science by the end of Year 6.

Main strengths and weaknesses

- Standards have risen significantly in English, mathematics and science since the previous inspection.
- Standards are above average in art and design and religious education by the end of Years 2 and 6.
- Pupils with special educational needs achieve very well.
- Whilst satisfactory, more could be done to develop mathematical skills in other subjects in Years 1-2.

Commentary

1. Most children start school with below average levels of attainment and they achieve well because of the consistently good teaching and the very good curriculum that is well matched to their needs. As a result, they meet the goals that they are expected to reach in all the areas of learning by the end of reception.

The tables shown in this commentary give average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.9 (16.1)	15.7 (15.8)
Writing	15.4 (14.9)	14.6 (14.4)
Mathematics	16.7 (16.6)	16.3 (16.5)

There were 36 pupils in the year group. Figures in brackets are for the previous year

2. The 2003 results for Year 2 were above average for reading and writing and average in mathematics. Teacher assessments in science were above average. Standards are similar this year. There are several reasons why pupils do well in Year 1-2. The quality of teaching is good and often very good. Pupils do well in reading and writing because the school places emphasis on these subjects and skills are used well across the curriculum. In science, the emphasis on investigative activities contributes to the high standards. In mathematics, more opportunities could be provided for pupils to develop their skills in other subjects to raise standards further.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (29.5)	26.8 (27.0)
Mathematics	26.8 (28.1)	26.8 (26.7)
Science	29.9 (29.2)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. Last year, the number of pupils in Year 6 was smaller than usual and included a high proportion of pupils with special educational needs, some Traveller pupils and some for whom English is an additional language. Results in national tests were average in English and mathematics and above average in science. The current Year 6 has been identified as a lower attaining year group from entry to school and also includes a high proportion with special educational needs, some being significant. Consequently, standards are likely to be average in English, mathematics and science this year but pupils are achieving well in relation to their capabilities.
4. Very good support is given to pupils with special educational needs. Work is very well matched to their needs and builds steadily on previous learning so that they make very good progress towards the targets on their individual education plans. Learning support assistants provide very good quality support, particularly for those with significant needs who achieve very well in their individual or group programmes, such as sensory circuit training, that are closely matched to their needs.
5. There are several reasons why standards have risen so much since the previous inspection. The school provides a rich curriculum that stimulates the pupils, the quality of teaching is good and very good assessment procedures ensure that the needs of all pupils, including those with special educational needs, higher attaining pupils and those from Traveller backgrounds, are met. Very thorough monitoring means that areas of weakness are quickly identified and addressed. Good emphasis on literacy skills across the curriculum has led to significant improvement in English. Standards are above average in art and design because the school places emphasis on the teaching of skills and pupils are then encouraged to use these in their own work. In religious education, the emphasis placed on first-hand experience contributes to the above average standards.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to learning, their behaviour is very good and there have been no exclusions this year. The spiritual, moral, social and cultural development of pupils is good. Attendance is satisfactory overall and the majority of pupils arrive at school punctually.

Main strengths and weaknesses

- Pupils behave very well in lessons and around the school.
- Very good relationships and respect for others are important parts of the school ethos.
- Positive attitudes and good achievement characterise the majority of lessons.
- Attendance is adversely affected by a number of families who take holidays in term time.
- Pupils are given very good opportunities to take responsibility and show a mature attitude.
- Moral development is very good because staff take every opportunity to encourage pupils to understand the difference between right and wrong.

Commentary

6. Pupils like school and come with a real wish to do the best they can. Parents are appreciative of the fact that their children like school and are encouraged to become mature and responsible. In the majority of lessons pupils work well, listen attentively and enjoy their learning. Pupils are able to work well on their own and in small groups with equal confidence and so they develop good learning skills. They enjoy class discussions where they share their views clearly and politely. A good example of this was in a Year 4 history lesson where pupils were considering what they had learnt about the Ancient Egyptians and mummification. The discussion was lively, well informed and everyone showed real interest in the topic. There are a few pupils whose behaviour can be challenging but they are mostly very well managed by teaching and support staff, with the support of the headteacher, so that they are able to participate in lessons well and seldom interrupt the learning of their classmates. Bullying and oppressive behaviour are not evident. Incidents of poor behaviour are investigated carefully and pupils are confident that matters are dealt with quickly and fairly. Pupils understand the behaviour code and meet the very high expectations for good behaviour very well. The behaviour code is consistently applied by all teachers, support staff and lunch supervisors and this contributes to the happy and friendly atmosphere in the school.
7. As pupils move through the school they are given more opportunities to take on responsibilities within their community. Duties such as care of the school library or preparing the hall for assembly are carried out efficiently and with pride. A School Council is in the process of being formed and Year 6 pupils spoke very warmly about how they felt they could contribute to the school through the Council. A very positive initiative has been the 'play well' scheme that has led to the election of peer mediators throughout the school. Mediators are given training for their role of befriending and helping other pupils in the playground at lunch time and play times. The zoning of the playground into different activity areas and a quiet area has been well thought out. Playtimes are happy and relaxed occasions when pupils mix well. Very good relationships between pupils and between staff and pupils are a very good feature of the school and an important part of the school ethos. Behaviour has improved since the last inspection and this is in some measure due to the new playground initiatives and also the quality of relationships in the school.
8. Children in the reception classes are encouraged to become independent and they willingly take on a range of responsibilities appropriate to their age. Their social skills are underdeveloped when they start school, but the good emphasis placed on developing these skills means that most children meet the goals expected for their age by the end of reception.
9. Spiritual awareness and an appreciation of other cultures are important aspects of the curriculum. Although the school as a community does not benefit from the richness of pupils who have many different religions and cultures, these issues are covered well in religious education and assemblies, ensuring that pupils are sufficiently prepared for life in multicultural Britain.
10. The majority of pupils attend school regularly and on time. Despite all that the school does to try to improve levels of attendance, a number of families continue to take holidays in term time. In the last academic year almost one third of the pupils in the school lost some time because of family holidays and the school has been unable to alter this trend. There are also a few pupils who have serious health problems that affect their attendance at school. The education welfare officer works closely with the school and matters of attendance and punctuality are very well monitored.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.2
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good teaching enables all pupils to make good gains in their learning. The good curriculum is enriched well by a good range of extra-curricular activities. Accommodation and resources are very good. Pupils are cared for very well and links with parents are very good.

Teaching and learning

Teaching and learning are good throughout Years R to 6. Teaching and learning are good in all subjects where judgements could be made with the exception of ICT where they are satisfactory. Assessment of pupils' work is very good.

Main strengths and weaknesses

- The way in which staff are deployed during this period of turbulence due to staff absence contributes positively to the good quality of teaching seen during the inspection.
- Teachers manage their pupils very well and, as a result, pupils work well both independently and collaboratively.
- Learning support assistants support teachers very well and contribute to the standards attained.
- Teachers and support staff in the Foundation Stage work very effectively as a team.
- There are very good opportunities for pupils to assess their own learning.

Commentary**Summary of teaching observed during the inspection in 46 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	8 (17%)	22 (48%)	15 (33%)	0	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 excellent religious education lesson for pupils in Year 2 is described in the section for religious education.

- During the inspection, some teachers had returned very recently from maternity leave and were getting to know their classes, while others were teaching year groups which were new to them. Some teachers who usually taught part time were teaching full time and some established members of staff were still absent. The commitment shown by teachers to ensure a good quality of education, despite this disruption, is commendable.
- Numerous examples were seen where pupils worked independently and collaboratively. They respond well to the teachers' very high expectations of behaviour and work well together. For example, in an English lesson for pupils in Years 5 and 6, they shared their ideas before

researching different types of poetry. They were encouraged to work collaboratively with the teacher commenting 'If you have any problems, discuss it together. People on your table will be able to help you.' As a result, pupils worked hard, leaving the teacher able to support pupils with special educational needs.

13. The school has a good number of learning support assistants who are valued members of the team. Many examples were seen where they provided very effective support. Of particular note is the support provided for pupils with special educational needs, and particularly for those with Statements of Special Educational Needs. For example, they know the pupils so well that they notice when they need to move to an alternative activity to maintain concentration. This means that other pupils are not disturbed because learning support assistants withdraw them discreetly. Learning support assistants contribute in other more imaginative ways. For example, in a very good lesson for pupils in Year 3, where pupils were learning to write in note form to record a significant event, the learning support assistant acted as Howard Carter. She gave a statement to the class who were acting as the Press Corps, wearing badges to represent different newspapers. This very effective role-play motivated the pupils to ask a wide range of questions about the tomb of Tutankhamen, carefully noting the answers. This also contributed very positively to their historical understanding and to the standards attained.
14. Teachers and support staff in the Foundation Stage work very well together to extend learning. For example, sometimes the teachers work with groups of children in their own class bases on more formal activities while support staff supervise groups in other areas. All adults pick up on children's comments to extend learning. The strong sense of teamwork, where all adults know the children well, means that the needs of all, including those with special educational needs, are well met. Well established routines and thorough planning means that children learn well.
15. Teachers use their very thorough assessment procedures for all subjects to track progress and match tasks to the needs of all pupils, including those with special educational needs, higher attaining pupils and those from a Traveller background. A particular strength is the way that pupils are involved in assessing their own understanding. For example, the objective for the lesson is displayed and discussed with pupils. They are encouraged to answer questions such as 'Can I use conjunctions?' to assess their own understanding. At the end of lessons they are encouraged to discuss the questions and use a 'traffic light' system to indicate whether they are at red, amber or green according to their level of understanding. They also indicate in a similar way on their written work. In discussion with pupils, they said that they were confident to say they were at red because they would get help. This emphasis on self-assessment contributes positively to the standards attained.

The curriculum

The school's planned curriculum ensures that all pupils have access to a good quality and range of learning opportunities. These are enriched by a good variety of educational visits, visitors to the school and extra-curricular activities. The school's accommodation and resources support pupils' learning very well.

Main strengths and weaknesses

- Extra time allocated to English has raised standards throughout the school.
- Provision for pupils with special educational needs is very good.
- The accommodation and resources are very good and are used well.
- The curriculum for children in the Foundation Stage is very good.
- Effective links are made between different subjects.

Commentary

16. Every aspect of the interesting curriculum is well structured to make sure pupils make good progress. The emphasis on extended writing lessons and the use of literacy across the curriculum is a key factor leading to the above average standards attained at the end of Year 2 and the good achievement throughout the school. Teachers link subjects together and this deepens pupils' understanding and helps develop positive attitudes. For example, pupils in Year 1 made stained glass windows in art and design after a visit to a church in religious education; Year 2 dressed up as Victorians, so linking history and role-play and Year 4 mummified a doll as part of their work on Ancient Egypt in history. In their planning, teachers recognise the different levels of attainment in their classes and set work accordingly. Pupils with special educational needs are very well supported and, as a result, their needs are very well met. Individual education plans are appropriate with good targets for pupils to meet. All pupils have equality of opportunity because of the good teamwork between adults that provides them with good support.
17. The school provides a good range of extra-curricular activities including French, gardening, sport and the arts, which enrich pupils' experiences and extend their learning. Visits to places of interest, visitors to the school and community events such as singing carols in the local shopping centre enhance the quality of pupils' learning.
18. The school's very good, spacious accommodation, facilities and resources are beneficial to all pupils and have a positive impact on the standards attained. For example, the new attractive library with modern electronic equipment has enabled all the pupils to know and understand how libraries work. Also, the colourful 'story sacks' and three different sized teddy bears, chairs and beds which are used to support the teaching of English in Year 1 have made reading meaningful; consequently supporting learning and raising standards. Some multi-cultural resources have been purchased, mainly for religious education. These have improved the quality of teaching and learning in this subject. Throughout the school, eye-catching displays celebrate pupils' work, demonstrating the whole school's respect for their pupils' efforts and thereby enhancing their personal development and self-esteem.
19. A particularly good feature of the Foundation Stage is the large shared area where a very wide range of activities are provided. The outside play area includes a covered section where children can engage in wide-ranging physical and practical activities safely in all weathers. As a result, they achieve well across all areas of learning.

Care, guidance and support

The school ensures that all pupils are very well cared for and their welfare and health and safety are a high priority. Pupils are provided with very good support and guidance and are very well involved in the work and development of the school.

Main strengths and weaknesses

- Child protection matters are well organised.
- Very good attention is given to matters of health and safety and the welfare of pupils.
- A comprehensive network of care is very well used to support pupils with a variety of needs.
- There are good induction arrangements for new pupils.
- Very good links with outside agencies are used effectively to support the care provided by the school.

Commentary

20. All staff assign a high priority to the safety and care of pupils. Child protection matters are well managed and there are clear and sensible procedures for medicines in school and the care of

pupils who are unwell. The policies relating to health and safety are implemented very well and regular inspections of the school premises and equipment are carried out. One of the areas that the school has focused on recently has been the playground and improving the play environment. This has been successfully organised so that outdoor play facilities are inviting and safe. Pupils can decide on a range of activities or spend a quieter time just talking to friends. The environment inside and outside is welcoming and pupils feel cared for and secure. There are careful and well organised induction arrangements for new pupils entering the school so that parents and pupils feel well prepared. In the reception classes, good links to local play groups and home visits to new children provide staff with good knowledge of the children and their needs before they begin school. Likewise, there are effective links to local secondary schools to ensure a smooth transfer to the next stage of their education.

21. Staff know the pupils in their care very well. Personal development is monitored very carefully and any matters of importance or concern are well recorded. The academic progress of pupils is very well tracked and monitored on a half-termly basis. Pupils are involved in the assessment of their work and this contributes significantly to the ownership they have of their learning and hence their confidence and independence. The good quality information that is collected on all pupils is sensitively and effectively used to promote their development and progress as they move through the school and ensure that each pupil is helped to achieve well. The support and expertise of a number of support services and agencies are well used to supplement the care and guidance given by staff and further support the needs of pupils. The education welfare officer, school nurse, behaviour support service and other agencies, as well as para-medical support services for pupils with physical difficulties, all play an important part in the high level of care provided.
22. Pupils are consulted on a wide range of matters and their views and ideas are valued. They were central to the planning of the improvements to the outdoor play area and their views were canvassed before and after the peer mediating scheme was launched. The headteacher regularly consults a sample of pupils from each class on their views on curricular subjects; what things they value and what they would like to change. Planning for the introduction of a School Council is well advanced and pupils were very positive in their appreciation of how well they are able to contribute their views about their school and share in plans for the future. The very good involvement of pupils and the valuing of their ideas promote their personal development and help them to mature as young people.

Partnership with parents, other schools and the community

The school has very good links with parents and good links with the community and other schools.

Main strengths and weaknesses

- There is a very good partnership with parents who show great confidence in the school.
- Parents are kept very well informed about the progress their child is making.
- The school provides regular information about areas of the curriculum.
- Parents are very well consulted and account is taken of their views.
- Few parents are involved in the school on a regular basis.
- The school is well used by the community and participates well in village life.

Commentary

23. Parents are very pleased with all aspects of the school. They respect that the school is well managed and that teaching is good so their children are encouraged to work hard and make progress. Parents feel that a good range of activities are provided and they are comfortable in approaching the school if they have concerns. They are grateful for the way they are kept informed about their children, can ask questions and express concerns when they need to, and they feel confident about all that the school is doing. The school has improved the good

partnership with parents noted in the previous report and there are now very good links between school and home.

24. The prospectus and governors' annual report to parents are helpful documents that give a clear picture of the school. Reports provided at the end of each year are well set out, informative and give parents a very secure picture of how their child has worked and achieved during the year, as well as highlighting some areas in which they can improve their work, especially in English, mathematics and science. Regular newsletters and events for parents to explain areas of the curriculum provide additional important information so that parents are kept fully informed about their child's education and achievements. The weekly family literacy groups for parents and their children are a valuable feature of the school's link with parents, as is a very enterprising ICT training programme for them. The Parents' Association organises a range of social and fund raising events and is very supportive of the school. Although not many parents help in school on a regular basis, some parents are very helpful in the support they give with clubs, swimming and a cycling course for pupils. Parents are consulted extensively and new initiatives are closely monitored so that parents' views are taken into account in assessing the success of new initiatives. Any complaints are dealt with promptly and effectively.
25. The school is very much a part of village life and pupils join in many village activities. The vicar is a frequent and welcome visitor and good use is made of the church for school services and Christian festivals. People from the local community make good use of the school facilities for clubs and a range of meetings. A range of visits in the local area, to study the village settlement pattern, or to visit local elderly people, extend the classroom studies of pupils and bring an important outside dimension to their learning. Local initiatives and activities in Peterborough are also well supported by the school and the school choir and sports teams have a range of local commitments. During the inspection, pupils in Year 4 represented the school at a Candlemas celebration in Peterborough Cathedral. The good community links have continued since the last inspection.
26. The school works well with other schools in the area, sharing information and support for the good of each individual partner. Since achieving Beacon School status the school has been able to provide additional guidance for teaching staff in other schools, sharing expertise, particularly in mathematics teaching, and good ideas well. The school participates in joint arrangements with other schools to ensure that Year 6 pupils are well prepared for their move to secondary school by visits and a chance to meet key staff at their prospective new school. A recent initiative has been the link with secondary mathematics staff who provide additional teaching for some older pupils. Overall the links with local schools have remained good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides very effective leadership. The leadership of senior staff is good. Management is very good. Governance is good. The school has managed the significant turbulence amongst the staff very effectively to ensure it provides a good quality education for its pupils.

Main strengths and weaknesses

- There are very good systems for monitoring and evaluating the curriculum.
- Finances are very well managed and the school evaluates spending carefully.
- The governors have a good understanding of the strengths and areas for development in the school and provide both challenge and support.
- The school is reflective and self-critical, continually striving to provide the best for all pupils.

Commentary

27. This year five teachers have been on maternity leave, several learning support assistants are on long-term sick leave, a new deputy headteacher has been appointed, and some subject

leaders have changed their subject responsibility. The co-ordinator for Years 1-2 is also newly appointed. A temporary teacher taken on to cover for absence proved not to meet the school's high expectations and has now left. The school has managed the deployment and retention of its staff during this time of turbulence very well. For example, two teachers on maternity leave have very recently returned and now share a class. Another part-time teacher has covered a class full time while her job sharing partner is on maternity leave. Another teacher taken on temporarily is now a permanent member of staff. Learning support assistants have been sensibly deployed to meet the needs of the pupils. The school also employs a teacher, who was once a class teacher at the school, as an 'unattached' teacher. She takes classes to allow subject co-ordinators to fulfil their management roles and takes classes when teachers are on courses or to cover for illness. The school is strongly committed to retaining its good quality teachers and manages the budget very effectively to allow for some flexibility in the way that they are deployed. As a result, there is a very strong sense of teamwork and all staff share a commitment to the inclusion of all pupils, regardless of background or level of attainment.

28. Another positive feature that contributes to high standards in many aspects of the school's work and the good achievement is the way that the school continually evaluates and reflects on its provision. A well-established system for monitoring means that areas for development are swiftly identified and addressed. As a result, the school has very few areas of weakness and standards have risen significantly over the last six years. The school is aware that more opportunities could be provided for pupils in Years 1-2 to develop their mathematical skills in other subjects. All co-ordinators have opportunities to monitor standards in their subjects and the senior management team undertakes regular monitoring in English, mathematics and science. A very strong feature is the thorough quality assurance exercise that takes place regularly with a specific focus. Here, staff receive formal feedback on their lessons and action points that are followed up later. Pupils' views are sought, test results are analysed and action plans are immediately drawn up that feed into the school improvement plan. The school has shared this very good practice with aspiring headteachers as part of its Beacon School status.
29. The governors are also key members of the team. They play a strong role in the development of the school and share the vision for continual improvement. They have a role in the monitoring and evaluation process and undertake their role as 'critical friends' effectively, questioning and supporting. They ensure that they manage the budget carefully to ensure the best quality of education for the pupils. The high proportion of the budget carried forward to the next year has been appropriately allocated to improve the staffroom and facilities for pupils with special educational needs.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	775460
Total expenditure	745935
Expenditure per pupil	2590

Balances (£)	
Balance from previous year	111195
Balance carried forward to the next	140720

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The good quality of education provided for children in the Foundation Stage has been maintained since the previous inspection. Children start school with overall attainment that is below average in all the areas of learning, but covers the full range of attainment. They start school on a part-time basis at the beginning of the school year in which they have their fifth birthday and most become full-time during their first half term. They achieve well in all the areas of learning in which judgements could be made because the quality of teaching is consistently good in both classes in all the areas of learning. The very good curriculum enables them to develop their skills through a wide range of exciting activities. Most children are on course to meet the standards expected for their age by the end of reception in all the areas of learning where it was possible to make judgements. The children are accommodated in two class bases with a large shared area for practical activities and outdoor play. At the time of the inspection, there were a few Year 1 pupils in one of the classes because the early years curriculum was more appropriate to their needs. The provision is well managed and the children's progress is carefully monitored. One of the classes is usually taught by two teachers who share the responsibility. At the time of the inspection, one of these teachers was on maternity leave but the class was being taught by the other teacher, who was working full time to minimise disruption for the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All adults take very good care to ensure that the needs of children with significant special educational needs are very well met.
- Children respond very well to the expectation that they will behave very well and work harmoniously with each other.
- There is good emphasis on the development of these skills.

Commentary

30. Children come into school happily and settle to an activity until all the children have arrived. They respond promptly when asked to return to their teacher in their own base. They are encouraged to answer the register politely and they do so. They take turns to be helpers for the day and take the register to the office. Children with significant needs are not expected to sit through registration but work on their own special programmes with learning support assistants, sometimes sitting at their own personal 'work stations'. This ensures that they have a settled start to the day. Good manners are stressed and children are expected to say 'please' and 'thank you'. A particularly good example of this was when children walked from one end of the school to the computer suite. Here, children opened and held doors as they reached them and the other children thanked each helper by name as they walked through.
31. Numerous examples were seen where children worked and played with minimal supervision, behaving sensibly and sharing resources. For example, a group of children were experimenting with magnets and a tray of items when one child decided to find other magnetic items in the classroom. He used his initiative well and sensibly tested several items before proudly showing his teacher the 'bulldog' clip he had found. It is this emphasis on independence and behaving responsibly that contributes very positively to the development of social skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good and all adults take every opportunity to develop these skills.

Commentary

32. Good emphasis is placed on the development of language skills. For example, while the teacher was reading the story of *The Three Little Pigs*, a child commented that she should have said 'blow your house down' not 'blow your house in.' The teacher explained that in the version she was reading it needed to rhyme with 'chinny, chin ,chin', so extending learning for all children. Higher attaining children enjoyed working with their teacher to write words beginning with 'p'. They tried very hard to write one child's unusual name, sounding out the syllables as they wrote. At the end of the lesson, children were expected to offer at least one word beginning with 'p' before going to lunch.
33. Many examples were seen where teachers and learning support assistants extended language. For example, children learned the names for several shapes because the support assistant questioned them during an activity to make pictures with paper shapes. In another activity, the support assistant encouraged the children to talk about the properties of wood shavings and they also learned the names of some three-dimensional shapes due to adult intervention when they were playing with bricks. The emphasis placed on language development contributes positively to the standards attained.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Interesting activities help children to achieve well.

Commentary

34. Musical activities are used effectively to promote mathematical understanding. For example, children sing 'Draw a circle in the air, in the air...' and do the correct actions. The teacher made sure that the children formed the shape correctly before moving on to a similar activity to form a square. Comments such as 'I'm looking for those corners!' motivated the children to try hard and reinforced their learning. Children learned the difference between a square and a rectangle when using paper shapes to make patterns. Questions such as, 'How could you make curtains for a star-shaped window?' challenged higher attaining children, while those with special educational needs learned 'in', 'out', 'under' and 'over' while playing with large cardboard boxes. At the end of the lesson, the children consolidated what they had learned by singing the 'shape' song and doing the actions, before recording it onto a tape to enjoy later.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The emphasis on first hand experiences means that children enjoy finding out for themselves and achieve well.
- Good opportunities to learn computer skills give children a good foundation for the subject.

Commentary

35. A wide range of activities help children learn about different materials. They learn the difference between 'hot' and 'cold' and how ice melts through experiments with ice cubes and warm water. The children were motivated by coloured water and pipettes with which to experiment. They learn which materials are magnetic through their own investigations. Free access to trays of wood shavings, sand and water allows children to develop an understanding of their senses. For example, children were fascinated by the smell of the soapy water when bathing dolls.
36. A good lesson took place in the computer suite. Here, the children confidently used the 'mouse' and the functions of the program to produce pictures. The good ratio of adults meant that all children received plenty of support and encouragement, resulting in attractive pictures. Some children printed their designs and all showed pride in their work.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Adults join in with physical activities to make them fun for the children.

Commentary

37. The contribution made by adults contributes positively to the standards attained. For example, in a lesson in the hall, all joined in, encouraging the children to stretch, wave, clap and dance to the beat of the music. The children showed that they could stretch, curl and move in a co-ordinated way, changing from shape to shape in response to the teacher's instructions. When children used the outdoor area to develop these skills, adults joined in with them, rolling hoops and throwing and catching bean bags. Children with significant special educational needs were encouraged to chase a hoop and learning support assistants took their hands to encourage them to gallop across the area. The children thoroughly enjoyed this activity. Wheeled toys are also used effectively to develop their skills.

CREATIVE DEVELOPMENT

It was not possible to make an overall judgement of provision or standards in this area of learning, but children were observed making puppets, choosing their own materials. Work on display covered a wide range of media such as free painting, colour mixing, collages of snails and models with clay and fir cones. Children enjoy singing a range of songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 in speaking and listening, reading and writing.
- Teaching is well structured and extra time is allocated to the subject: as a result, achievement is good throughout the school.
- Pupils are aware of their targets and know how to improve their work.
- The subject is well led and co-ordinated.
- High quality resources enhance pupils' learning.
- Literacy skills are developed well in other subjects.

Commentary

38. At the end of Year 6, standards are average overall in English. The main reason that standards are not higher is because of the high proportion of pupils with special educational needs. Many pupils of average and above average ability in Year 6 attain well above average standards in their reading but their writing levels are not as high. The school is successfully addressing this issue through very focussed teaching on particular writing styles.
39. Throughout the school, pupils achieve well. They are all aware of their targets and assess themselves against these using the 'traffic light' symbols. Their teachers' marking also indicates what they should do to improve, for example, write in paragraphs and use speech marks. This is a very important factor in the very good improvement in both standards and achievement since the previous inspection. Pupils with special educational needs have their own targets. They all achieve very well according to their level of attainment.
40. Teaching is good throughout the school. Good lessons are typified by teachers' brisk pace and high expectations. For example, pupils in Year 3 were challenged to think of something even colder than a fridge to enhance their descriptive writing. The carefully planned, structured lessons introduce pupils to the whole spectrum of literary experiences including stories, diaries, poems, recipes, reports and flash-backs. Teachers demonstrate how pupils should structure their work and provide many opportunities for them to practise their developing skills both within and beyond the usual literacy hour. This is having a positive impact on the raising of standards.
41. High quality resources as well as their teachers' enthusiasm have given pupils a love of reading. Younger pupils show delight in the story and characters of the *Big hungry bear* and older girls talk animatedly about the latest Jacqueline Wilson trilogy. Some show their love of words in their writing as in the Year 4 description of sand: 'The tiny bits of rich gold tickling my toes.' All show their enjoyment of expressing themselves both orally and on paper by being prepared to try.
42. The vast majority of pupils read at home regularly, many with an adult. They use reading booklets in which they record the books they have read and any comments about the book or standard of reading. Some show the strategies pupils have used to decode new words and there is a section where unknown words can be recorded and their meaning checked. This home-school link has made parents aware of their children's progress and has been a contributing factor in the raising of standards, particularly in Year 2.
43. The new library has provided pupils with the opportunity to find out how books are catalogued and the new electronic system of checking books in and out has added an interesting dimension. Pupils' interest in non-fiction books has increased but the older boys say they are not completely satisfied with the choice of books. They believe they read proficiently but would like to be able to read better.
44. One of the two subject co-ordinators is currently on maternity leave. During her absence she has kept in close contact with the school and with the teacher who is leading the subject in her absence. They regularly analyse pupils' test results and their work in class. They monitor

lessons and support their colleagues by discussing lesson planning and teaching techniques. This is having a very positive impact on the quality of teaching and learning.

Literacy across the curriculum

45. Literacy has been well developed through pupils using their writing skills in other subjects. In history, younger pupils write adjectives to describe their favourite toys, while Year 3 make notes for a newspaper article about the discovery of the tomb of Tutankhamen. In science, pupils in Year 6 explain how they know air is real and, in geography, present arguments for and against the closure of the High Street to traffic. In religious education, Years 5 and 6 write imaginatively about Moses leaving Egypt from a personal point of view and Year 2 write poems about their visit to the local church, one of which begins 'Outside the church gravestones resting.'

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching is good and pupils achieve well.
- The co-ordinator provides good leadership.
- The good emphasis placed on mental strategies contributes to the very good improvement since the previous inspection.
- Very good assessment procedures are used to inform future planning and to set targets for the pupils, who are encouraged to evaluate their own learning.
- There are insufficient opportunities for younger pupils to practise their skills in other subjects.

Commentary

46. Standards are average by the end of Year 2 and Year 6 but pupils are achieving well. This is a very good improvement since the previous inspection, where standards were below average for the older pupils and progress was unsatisfactory. There is a significant proportion of pupils with special educational needs in the current Year 6 and some are unlikely to reach the expected level for their age by the end of the year.
47. There are several reasons why standards have improved. Almost a quarter of teaching seen during the inspection was very good. In the good and very good lessons, teachers have high expectations and set work that challenges pupils of all levels of attainment. Pupils respond well to this and are enthusiastic and keen to learn. A strong feature of the best lessons was the way that pupils were encouraged to explain their strategies. The strong and appropriate focus on mental strategies has improved pupils' skills. In most lessons, lots of discussion about suitable strategies took place and pupils listened intently to the views of each other and to their teachers. For example, in a very good lesson for pupils in Year 6, all pupils learned how to halve 1.32 when a pupil explained his strategy. In every lesson, pupils are encouraged to evaluate their own learning by putting a colour on their work that indicates their level of understanding. Teachers set targets to indicate which level a pupil is expected to reach by the end of each year and these are regularly reviewed. The very good procedures for assessing pupils and tracking their progress are now being used to identify how to raise standards further.
48. The subject is well led and managed and this has contributed to the very good improvement since the last inspection. By closely monitoring the provision, including the monitoring of teaching, the co-ordinator has managed to highlight areas for improvement and taken action, for example, ensuring that the subject is now very well resourced and introducing the use of different approaches to the teaching of mathematics.

Mathematics across the curriculum

49. The use of mathematics is satisfactorily developed across the curriculum overall. For the pupils in Year 1 and Year 2 however, the inclusion of mathematics in other subjects is not always planned sufficiently. When such links are made, they prove useful in making learning more relevant and in helping pupils to reinforce their skills and understanding in mathematics. Older pupils collect and record data from work in science and use their knowledge of angles when using a computer program to draw mathematical shapes.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and pupils achieve well because the quality of teaching is good.
- Pupils have many opportunities to investigate for themselves and this has successfully addressed a key issue from the previous inspection and contributes positively to the standards attained.
- More support could be provided for lower attaining pupils in Years 5 and 6 when they record their plans for their experiments.
- The subject is well led.
- There are very good opportunities for pupils to assess their own understanding.

Commentary

50. Standards are average by the end of Year 6 but pupils are achieving well. This is a very good improvement since the previous inspection, where standards were below average and progress was unsatisfactory. The quality of teaching is good overall taking all factors into account. However, during the inspection, the two lessons seen for the older pupils were judged to be satisfactory. This was because the needs of lower attaining pupils were not fully met because they spent too long writing the plan for their investigation to find out how sugar might dissolve more quickly, when they might have done better to complete the supporting chart used by those with special educational needs.
51. This emphasis on learning through first-hand experiences was also evident in other lessons seen during the inspection. In a good lesson for pupils in Year 3, pupils worked together effectively to plan an experiment to show how the Blob family could keep their tea warm. Brisk pace and good relationships encouraged pupils to make predictions and resulted in good gains in learning about insulation materials.
52. In a very good lesson for pupils in Year 2, very high expectations of work and behaviour and challenging questions such as 'Can you imagine trying to open a door made of metal?' meant that pupils developed a very good understanding of the properties of materials and which were the most suitable for building a house. Very good comparisons between glass and 'cling film' contributed positively to learning.
53. The co-ordinator has returned from maternity leave very recently. She has ensured that the good provision in the subject has been maintained. She has a thorough understanding of areas for development because she has had regular opportunities to monitor standards and teaching through the school. She has begun to track the progress of individual pupils of differing levels of attainment through the school to further increase her understanding.
54. Teachers make sure that pupils understand what they are going to learn in lessons by explaining and displaying the learning objectives. Key questions are also displayed so that pupils can assess their own understanding by asking themselves the question at the end of the

lesson. At the end of each unit of work, pupils complete a sheet to indicate how secure they feel with the work covered and teachers take these into account when planning the next steps.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Resources and accommodation are very good and have improved since the last inspection.
- A significant contribution is made by the learning support assistant for ICT, who is used effectively to provide good support for pupils.
- The new co-ordinator provides good leadership.

Commentary

55. During the past year, a well-equipped computer suite has been established so that each week class lessons take place there. However, this has not been in place for sufficient time to impact positively on standards and teaching, which are similar to those at the time of the last inspection. Pupils attain average standards by the end of Year 2 and Year 6 and achievement is satisfactory. Younger pupils have a sound grasp of the basic functions of a computer, changing font size and colour. They save and retrieve work. By Year 6, they develop a good range of skills and are knowledgeable about the Internet. Discussions with pupils showed that they have searched for information and then cut and pasted text and pictures into another program. They use a data base but are less confident in talking about using ICT in presenting information in a variety of ways to different audiences.
56. Overall, teaching and learning are satisfactory. Lessons are carefully planned using a published scheme. This provides good support for those teachers who are less confident. Most teachers use the computer and projector in order to demonstrate and explain work to the pupils. In turn, pupils are keen to work and show good attitudes to the tasks they are given. A knowledgeable learning support assistant works most afternoons in the suite, providing good support for all pupils. In particular, pupils with special educational needs benefit greatly from her expertise and achieve very well.
57. The co-ordinator is relatively new to the post and is already providing good leadership. Most of the objectives in the current action plan have been addressed and resources for the subject are very good and used effectively to support learning. The co-ordinator is well aware of the need to further develop the use of ICT in other subjects. There has been good progress since the last inspection, with teachers having undertaken training and improvement in resources and accommodation.

Information and communication technology across the curriculum

58. Pupils develop their skills appropriately in other subjects. For example, in history pupils find out information about ancient Egyptians, whilst in geography pupils produce questionnaires about traffic in the village. Word processing skills are used in English to write stories, poems and captions. In science, pupils use data handling programs to record favourite foods and the best surface for a car to travel on. During the inspection, teachers made use of appropriate programs to support work in literacy, numeracy and science. For example, pupils in Year 2 used a program to match suitable materials to features of a house, while the rest of the class did the task in their books.

HUMANITIES

Religious education and history were inspected in full and are reported. No report is made on geography.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above the requirements of the Peterborough Agreed Syllabus both at the end of Year 2 and Year 6. This represents an improvement on the previous inspection.
- First-hand experiences and good resources enhance pupils' understanding and enjoyment, thereby raising standards and contributing to good achievement.
- The subject makes a positive contribution to pupils' spiritual and cultural development.

Commentary

59. Teaching is good overall: one lesson seen was excellent. Teachers plan their lessons thoroughly. They have a sensitive approach and this encourages pupils to show respect for all faiths. For example, in lessons for pupils in Years 5 and 6, teachers handled the sword and other artefacts representing the five K's of Sikhism with care and explained their significance. Pupils felt confident to ask questions and in the plenary at the end of the lessons, it was evident that good learning had taken place. The school follows a structured programme where work planned for the older pupils builds on what they have learned earlier.

Example of outstanding practice

Teaching in Year 2 was outstanding. It was characterised by the excellent use of a visit to the local church and by the creation of a reflective atmosphere.

The pupils quickly settled on the carpet in front of their teacher in eager anticipation of what she was going to show them. Their hands shot up to correctly identify the parts of a church and they gasped in wonder at the picture of the stained glass window reminiscent of the ones in the local church. 'Now I want you to close your eyes,' she said, 'and think about our visit. Do you remember how peaceful it was? Do you remember the organ, the sound when the vicar played it.... the very special table....why we have candles? ...Think about the smells ...' A sense of awe and serenity filled the room. Those working with assistants moved quietly away to their prepared tasks. The rest spoke clearly, yet almost in a whisper, about what they had heard, seen and smelled while their teacher listened, affirmed and challenged them to develop their ideas. Every sense was touched.

60. Pupils use their knowledge in new situations. For example, after a visit to the Candlemas service at the cathedral, Year 4 described their experience animatedly and in detail, likening the cathedral to a stretched church and making comparisons with the stained glass windows. One boy said he had been proud to represent his school, illustrating the value of the experience to him.
61. Older pupils are fascinated by facts and new experiences. They really enjoyed meeting a Jewish man and some weeks later could still recall the Hebrew greetings and the song he had taught them and could describe a Bar Mitzvah in detail, emphasising the sense of belonging. This effective learning about Christianity and other major world faiths makes a valuable contribution to pupils' development as future citizens in a multi-faith world. Teachers encourage pupils to make good use of their literacy skills. They write accounts, fact sheets and poems about topics, stories and visits. They also use the Internet to find information and print Bar Mitzvah cards. Assemblies provide good opportunities for pupils to reflect in a calm, spiritual atmosphere. For example, the story of the prodigal son told by the local vicar helped them learn about other people's feelings and the social and moral aspects of admitting when you have made a mistake. Also, class assemblies provide opportunities for sharing experiences and valuing other people.

62. The subject is well led and managed. Resources have been improved and the reflective element of teaching and learning is developing well under the guidance of the co-ordinator. This represents good improvement since the previous inspection.

History

Provision in history is **good**.

Main strengths and weaknesses

- By the end of Year 6, standards are above average and pupils are achieving well as a result of good and sometimes very good teaching.
- Teachers and pupils are enthusiastic about the subject: this promotes high standards.
- Effective cross-curricular links have been made with art and design, drama and literacy.

Commentary

63. There is insufficient evidence to make secure judgements about standards and achievement at the end of Year 2. Pupils' knowledge of a wide range of topics is good. They know and understand about events that happened in the past and know where to find information.
64. Teachers have sound knowledge of the subject and use a variety of approaches. For example, in a good lesson in Year 3 on Ancient Egypt, there was great excitement when Howard Carter's box was opened to reveal a princess ready to be mummified and the pupils rapidly learned the correct vocabulary such as 'embalm', 'sarcophagus', 'archaeologist' and about the process of mummification. Pupils are extremely interested in the subject. They ask lots of pertinent questions and stay on task very well in lessons. As a result of these very positive attitudes and good behaviour, effective learning takes place and above average standards are attained.
65. Teaching is enhanced by visitors to the school and visits to places of interest. For example, Years 1 and 2 had the experience of handling toys from the past and relating them to the present day and Years 3 and 4 met a World War 2 evacuee and ate wartime rations. Artistic inter-active displays show what the pupils have learned and celebrate every pupil's efforts in poetry and drawing.
66. There has been very good improvement since the previous inspection in standards, provision and assessment. The subject is well led by a knowledgeable, enthusiastic co-ordinator. A suitable topic plan is in place and followed, resources have been improved and even though historical enquiry could be further developed, the subject has been brought to life with role-play, multi-media presentations and creativity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected in full and is reported. Music and physical education were sampled. No report is made on design and technology.

67. In **music** the whole school was heard singing in assemblies but no music lessons were observed. Pupils sing tunefully and with enthusiasm. They have opportunities to take part in concerts, to learn a musical instrument and the school choir gives pupils further opportunities to improve their musical knowledge and understanding. Pupils listen to music at the start and end of assemblies. There is a good range of tuned and un-tuned instruments, including some from other cultures. There have been a number of visiting musicians, giving pupils enjoyable first hand experiences of hearing live music and seeing a range of instruments being played. Music is recognised as having an important place in pupils' spiritual, moral, social and cultural development with good opportunities identified for this by the co-ordinator.

68. The class timetables and school documentation show that **physical education** is taught to all classes and all aspects are covered, including swimming. The school follows the guidance of a national scheme of work and has been involved in 'Top Play' and 'Top Sport' initiatives. Pupils have opportunities to participate in netball, football, rounders and cricket in activities after school, as well as in local sports events. The school recognises that dance is an area for further development.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6 and pupils achieve well because the quality of teaching is good overall.
- There is a strong emphasis on the development of skills.
- The subject is very well led and resources are used very effectively.

Commentary

69. A visitor to the school is immediately attracted by the vibrant displays of high quality art work. Pupils are taught the skills they need and are then encouraged to use them in their own work. For example, in a very good lesson for pupils in Year 2, they learnt how to create different effects with high quality brushes. The emphasis on loading the brushes correctly and on holding them in the appropriate grip according to the desired effect meant that pupils produced a page of marks to use as a reference in their own work. Collections of work of a high standard from across the school clearly indicate that pupils have a good understanding of how to create different effects in their own paintings.
70. In two good lessons for pupils in Year 5 and Year 6, the work of Andy Warhol was used effectively as a stimulus. In one lesson, the pupils were encouraged to make the teacher's eyes go 'wow!' in their choice of contrast from the high quality papers provided. Having made a strip of contrasting colours, they moved on to create their own prints on top in the style of Andy Warhol. The resulting prints were of high quality because of the resources provided and the support of the co-ordinator, who was supporting the lesson.
71. The co-ordinator is also the 'unattached' teacher so has the opportunity to teach art in most classes when she is covering for other teachers. As a result, she has a very good understanding of strengths and areas for development in the subject. She has initiated several improvements since the previous inspection. For example, the scheme of work emphasises the development of skills and sketch books are widely used as a reference for pupils. She has compiled a useful resource for teachers where books in the school library are identified in which teachers may find prints or information to support their teaching. The subject is well used to support other subjects.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was sampled.

72. The very caring ethos of the school supports pupils' personal development and teachers provide good opportunities to share feelings and discuss issues such as drugs education. In the lesson seen for pupils in Year 1, they learned what to do if they found something that looked like a sweet. Effective use of role-play and the learning support assistant meant that all pupils learned that tablets look like sweets and must not be touched. As pupils get older, they are encouraged to express their feelings and emotions and to take on increasing responsibilities in school. The school has an established system for gathering and considering pupils' views on a

wide range of topics. The developing School Council provides opportunities for them to take part in the democratic process.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
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	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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