

INSPECTION REPORT

MAPLE TREE LOWER SCHOOL

Sandy

LEA area: Bedfordshire

Unique reference number: 132236

Acting Headteacher: Mrs P Duncombe

Lead inspector: Ms J Mackie

Dates of inspection: 6 – 8 October 2003

Inspection number: 256844

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
Number on roll:	209
School address:	Hawk Drive Sandy Bedfordshire
Postcode:	SG19 2WA
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Nigel Aldis
Date of previous inspection:	Not applicable

CHARACTERISTICS OF THE SCHOOL

Maple Tree is a new school, which opened in September 2000 and serves a new estate of privately owned housing on the northern edge of Sandy. The school has a nursery and two reception classes plus three mixed Year 1 and Year 2 classes and two mixed Year 3 and Year 4 classes. The pupils are predominantly of white-British heritage. Only a very small proportion of pupils is eligible for free school meals. The attainment of pupils on entry to the school is average. Socio-economic circumstances are generally favourable. The proportion of pupils with special educational needs is well below the national average. There is a high level of mobility with families moving into and out of the new estate quite frequently. Since its opening, the school has successfully achieved Investors in People status and has been awarded the Basic Skills Agency Quality Mark for literacy and numeracy provision.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Maple Tree is an **effective** school and provides **good** value for money. The vast majority of pupils achieve well during their time at school because of the good teaching that they receive and the strong support and guidance provided by the teachers and other adults in the school. Standards of attainment improve from average overall when the pupils start school to above average by the time that they leave Year 4. The acting headteacher is providing good leadership and the school is well placed to undertake its next stage of development.

The school's main strengths and weaknesses are:

- The good and, at times, very good teaching enables the pupils to achieve well and reach above average standards.
- The care and provision for the pupils' personal development, particularly for pupils with special educational needs, are very effective in promoting the pupils' self esteem and positive attitudes to school.
- The acting headteacher and senior leaders are providing good leadership and establishing a strong team spirit among the teaching and non-teaching staff.
- Standards in information and communication technology (ICT) are below national expectations by Year 4.
- Procedures for tracking the progress of individual pupils towards their end of year targets are underdeveloped.
- The extensive monitoring information is not being used systematically to inform the school development planning process.

The school only opened in September 2000 so this is the first inspection report.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	N/A	E	A	B
writing	N/A	D	A	B
mathematics	N/A	C	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils achieve well by Year 2 and reach above national standards in reading, writing and mathematics. The good achievement continues in Years 3 and 4, with pupils in Year 4 sustaining above average standards in English and mathematics. Language and number skills are developed well across all subjects. Information and communication technology (ICT) skills are below national expectations by Year 4. This is because the school has had hardware problems in the past, which have now been resolved. Children in the nursery and reception classes achieve well. The reception children are making good progress and the majority are likely to meet the goals that they are expected to reach by the end of the year. The pupils with special educational needs make good progress and achieve well. There are no significant differences in the achievements of boys and girls across the school. The good induction procedures enable those pupils who join the school during the year to settle quickly and achieve as well as others in the class.

The pupils' spiritual, moral, social and cultural development is good. Their moral and social development is very good and their spiritual development is good. Cultural development is satisfactory. The pupils have positive attitudes to school and their behaviour is good. Attendance is

satisfactory and most pupils arrive punctually. They are enthusiastic, taking an active role in school life, including extra - curricular activities.

QUALITY OF EDUCATION

The quality of education provided by the school is good. This is largely because the quality of teaching is good. The teachers provide a good range of carefully planned lessons that engage and challenge the pupils. As a result, the pupils respond enthusiastically and acquire new skills and understanding quickly. They achieve well in most subjects. Teachers assess the pupils' progress regularly and use the information to inform the next steps in learning. The monitoring of the pupils' progress towards their end of year targets is, however, less systematic. The school provides a broad and balanced curriculum that is enriched by a good number of visits and visitors to the school. The personal, social and health education programme is a particular strength which helps the pupils to develop their personal qualities and self esteem. Pupils with special educational needs are provided for very well. Teaching and provision in the nursery and reception classes are good enabling the children to settle quickly to day-to-day routines and make good progress in all aspects of learning for this age group. Progress in their personal and social development is very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The acting headteacher has settled quickly into her role and has continued to promote the clear vision and aspirations of the school established at its inception. Governors and staff share the vision and are very supportive of the school. Extensive procedures for monitoring the work of the school are in place and evaluation has resulted in appropriate actions. This has not yet developed into a long term planning framework that indicates simply and explicitly what needs to be done to secure future improvement. The school is planning to tackle this issue and governors recognise the need for their closer involvement in the process.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are largely supportive of the school. They feel that the teachers expect their children to work hard and that behaviour is good. Although a few concerns were expressed about the information provided on their child's progress, the links established by the school with parents and the community are judged to be good. The pupils are also largely positive about the school. They feel safe and would readily go to an adult if they were worried about anything. Most pupils feel that they are trusted sufficiently to do things on their own.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT.
- Establish a more systematic approach to track the progress of pupils against their end of year targets.
- Establish a clear pattern of planning for the future.

and, to meet statutory requirements:

- include all the required information in the annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in Years 1 and 2 and, as a result, the pupils progress from standards that are average when they start school to standards that are above average by Year 2. The pupils in Years 3 and 4 continue to achieve well and maintain good standards. Pupils with special educational needs achieve well. Pupils who join the school during the school year achieve as well as others in their class.

Main strengths and weaknesses

- Standards in English and mathematics by Year 2 and Year 4 are above national expectations.
- The 2002 national test results in Year 2 in reading, writing and mathematics compare very favourably with those of similar schools and showed significant improvement from 2001 to 2002.
- The pupils' English language and literacy skills and mathematical skills are well developed.
- Standards in ICT are below national expectations by Year 4.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	17.6 (14.2)	15.8 (15.7)
writing	15.7 (14.1)	14.4 (14.3)
mathematics	18.6 (16.5)	16.5 (16.2)

There were 22 pupils in the year group. Figures in brackets are for the previous year

1. In the 2002 national tests, the pupils in Year 2 achieved results overall that were well above both the national average and the average for similar schools. The mathematics results were particularly strong, with well over half of the pupils gaining the higher Level 3. In contrast, few gained the higher level in writing. The results in 2002 improved significantly on those in 2001, largely because of the improved performance of the boys. The results in 2003 are similar to those in 2002, with an improvement in the proportion of pupils gaining the higher Level 3 in writing. Targets in 2002 and 2003 were very largely met. The targets for 2004 show an increasing level of challenge, particularly for the higher attainers.
2. The good teaching in the nursery and reception classes enables the children to achieve well and make good progress. The children join the nursery the term after they are 3 so that they all experience a full six terms of early learning, unless their parents defer entry. The vast majority are likely to meet the goals that they are expected to reach by the end of the reception year in all aspects of learning.
3. The pupils start in Year 1 having achieved the goals set for their learning at the end of reception. They achieve well and make good progress so that, by Year 2, they reach standards in reading, writing and mathematics that are above the national average. This good progress is maintained so that, by Year 4, standards remain above the national average. Inspection evidence and optional tests used by the school show that a high proportion of Year 4 pupils are operating at Level 4, the standard expected nationally by Year 6, in both English and mathematics. This good achievement throughout the school is as a result of the good, and at times, very good teaching which involves and engages the pupils, helping them to learn well.

4. The pupils' language and number skills are generally developed well across other subjects. The pupils are able to articulate their views about art and about toys, past and present, for example. Number skills are reinforced in geography and science. The pupils' ICT skills are less well developed. The older pupils in Year 4, in particular, have not had the benefit of a systematic approach to the development of ICT knowledge and skills due to previous difficulties with both hardware and software. This has hampered their progress and, while some pupils show appropriate levels of competence, standards overall are below those expected by Year 4.
5. The pupils achieve satisfactorily in science and reach standards that are in line with national expectations by Year 2 and Year 4. The pupils have a reasonably broad level of knowledge and understanding across all aspects of the science curriculum but the way the timetable is organised limits the development of key ideas and investigational skills. The pupils achieve well in art and history in Years 1 and 2 and reach above average standards by Year 2. While only a few observations were possible in other subjects of the curriculum, the standards in the lessons were satisfactory.
6. Boys and girls achieve equally well. The pupils with special educational needs are well supported by both teaching and non-teaching staff. The adults are fully aware of the pupils' needs and enable them to achieve well and make good progress towards the clear targets that are set for them.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is satisfactory and punctuality is good. Their attitudes and behaviour are good. Moral and social development is very good. Their spiritual development is good and cultural development is satisfactory.

Main strengths and weaknesses

- Pupils respond enthusiastically to the many opportunities for learning and development provided by the school.
- The pupils' good behaviour and positive relationships enable them to make good progress in most of their lessons.
- The provision for pupils' personal development is promoted strongly, with good foundations established in the nursery and reception.

Commentary

7. Attendance declined last year owing to an outbreak of chicken pox and an increase in the number of authorised absences resulting from holidays taken during term time. All year groups were affected. Punctuality has remained good and reflects both the parents' support, and the pupils' eagerness to attend. The breakfast club promotes good attendance and punctuality among its members.
8. Good teaching and high expectations promote the pupils' good attitudes to school. The pupils' interest in lessons leads to a productive learning environment and high standards compared with pupils in similar schools. Pupils enthusiastically participate in a wide range of extra-curricular activities. Year 4 pupils have recently returned from a three-day residential visit to Burwell describing the experience as 'brilliant', and this has had a positive impact on their personal development by encouraging independence and raising confidence. Most parents agree that the school is successful at encouraging maturity and independence in their children.
9. The school provides good opportunities for all pupils to experience taking responsibility appropriate to their age. The democratically elected school council is a good forum for pupils to discuss ideas and put forward their suggestions to the school's management team, including

the school governors. Recent proposals taken up by the school have included fund raising for Red Nose day, and the provision of toys in the side playground. Pupils are now campaigning for a quiet area with a bench to be established in the grounds. Opportunities for feedback to pupils from class representatives, and the further discussion of ideas, arise in personal, social and health education lessons.

10. Pupils' behaviour is good in classrooms, and around the school. Doors are held open; pupils are courteous to each other and to adults. Relationships are good and this is underpinned by the work the school undertakes to raise confidence and self esteem through the recognition of achievements, and the weekly celebration of the 'special person' in each class. This is a major strength of the school which promotes a caring and confident community where any form of oppressive behaviour is rare.
11. Pupils' spiritual development is good. They have a good set of values for their own lives and opportunities are provided to enable them to empathise with children in other situations. The pupils, for example, have made comparisons between life in Sandy and Chembokalli. Art work seen in displays, such as the pupils' interpretation of an aboriginal painting of a snake, or on the topic of water, is well executed and imaginative. Older pupils have drawn creative pictures to illustrate the mood generated by music from Peter and the Wolf. Religious education makes a positive contribution to the pupils' spiritual development.
12. Moral development is very good. Pupils understand the school's rules and the reasons for them. They discuss issues seriously and reach sensible conclusions. Teachers regularly reinforce the school rules and provide good role models for the pupils. In an assembly, the pupils were able to relate to the circumstances of the arrest of Jesus and the implication of Peter telling lies, and letting Jesus down.
13. Pupils' social development is also very good. Their consideration for others leads to good listening skills so that all pupils' views can be heard. Relationships are very positive throughout the school. The pupils do not need constant supervision or adult intervention to work sensibly in classroom groups, or to behave responsibly in the company of their friends at lunch or at play. Pupils who join the school during the year are made to feel welcome and quickly become part of the school community.
14. Cultural development is satisfactory. Pupils in the reception year find out about other cultures by learning about the world around us; this is built on elsewhere in the school by the mainly European 'journeys of Barnaby Bear', and a range of visitors including children from a school in Bedford who dressed in costume to celebrate Divali. A parent of Chinese origin has come into school and helped with work on Chinese New Year. The religious education curriculum introduces a range of non-Christian faiths.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.1
National data	5.4	National data	0.5

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	199	0	0
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	1	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

The overall quality of education provided by the school is good. Teaching is good throughout the school, including the nursery and reception classes. The curriculum is broad and is enriched by a good number of visits and visitors to the school. The school provides a safe and caring environment, with very good provision for the pupils' personal development and for those pupils with special educational needs. The provision for ICT is now satisfactory following earlier difficulties with both hardware and software.

Teaching and learning

Teaching and learning are good. Assessment of the pupils' work is also good.

Main strengths and weaknesses

- The teaching of English and mathematics is consistently good with some very good teaching.
- Teachers regularly meet the learning needs of all pupils in their classes, particularly those with special educational needs.
- The promotion of literacy and numeracy across other subjects is good.
- The use of ICT to support learning is not sufficiently well embedded.

Commentary

15. The school has a strong commitment to providing high quality teaching and learning.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	3 (10%)	15 (48%)	11 (35%)	0 (0%)	0 (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.

16. Teachers and support staff in the nursery and reception classes ensure that the children settle well into day-to-day routines and provide a good range of activities to stimulate them, both

indoors and outside. Language and number skills are actively taught along with the pupils' personal and social development. As a result, they achieve well and make good progress.

17. In the main school, all teachers have a good grasp of the national strategies for literacy and numeracy. The pupils are grouped in single age classes for literacy and numeracy lessons. Lessons are planned in line with national guidance and the learning objectives are shared with the pupils so that they are clear about what it is that they are expected to learn. Lessons are well organised and progress at a brisk pace which enables the pupils to learn new ideas quickly. In a very good Year 2 English lesson, for example, the teacher used a big book *What's Cooking?* to reinforce both reading skills and the purpose of reference texts. Her clear introduction and careful questioning enabled the pupils to tackle the subsequent writing tasks with confidence and make very good gains in their understanding. Good links were made with science through discussion on how cooking changes the original ingredients. The pupils feel that their teachers expect them to work hard and most feel that they are well supported when in difficulty.
18. Teachers plan carefully to ensure that the needs of all pupils in their class are met and members of the support staff are deployed effectively to work with groups of different ability. In a good Year 4 mathematics lesson, for example, the teacher provided the class with some challenging work on perimeters. After a clear introduction to this new topic, the teacher divided the class into groups of different ability and provided appropriate tasks for each. All pupils were fully stretched, and the group of pupils with special educational needs were well supported by the teaching assistant. The class worked hard and achieved well with this new and difficult concept.
19. Questioning is used to good effect during introductory whole class sessions to draw pupils into discussions and enable them to put forward their own ideas. The teachers are careful to ensure that all pupils are given the opportunity to contribute, and tailor their questions accordingly. As a result, the pupils take an active role in the lesson and are generally well prepared for the group tasks which follow. Language and number skills are well developed across the curriculum. The pupils are taught to write at length in subjects such as history and number skills are developed in science and geography.
20. The deployment of additional adults in lessons to reinforce learning is generally good. The members of the support staff know the pupils well and collaborate with the teachers to ensure that they make a positive contribution to the pupils' learning. Their focused interventions, particularly for pupils with special educational needs, ensure that these pupils achieve well and make good progress towards the targets set for them. Some teaching assistants contribute to whole class discussions and encourage some quieter pupils to speak up. There are times, however, when their role is rather more passive when the teacher is talking to the class as a whole.
21. The pupils are taught in their mixed age groups for science and other subjects of the curriculum. Each subject is taught in depth for a week so that the pupils have extended periods to work on particular projects and topics. There is a different subject each week. The planning for these lessons is satisfactory and provides a wide range of activities for the pupils to engage in. In an excellent history session in a mixed Year 1 and 2 class, the pupils had brought in toys to look at and discuss, in preparation for the study of toys from the past. The teacher's lively approach and good use of imaginative resources captured the interest of the pupils who were focused intently on their tasks for the whole afternoon. The very good range of teaching styles adopted ensured that all pupils achieved very well and learnt a great deal about toys past and present, including what they were made of and how they moved. There are times, however, when these lessons move at a leisurely rather than brisk pace, as evidenced in a mixed Year 3 and 4 science lesson. Teachers often split the pupils into their different age groups to meet the varying needs in the class but there are times when some younger children would benefit from working with the older ones in the class. A general weakness is the use of ICT to underpin

learning in subjects across the curriculum. Mathematical and scientific enquiry skills are not being systematically developed.

22. Assessment is good overall. Very detailed assessments of individual pupils' progress in English and mathematics are used well by teachers to plan future lessons, adjust the content and pace of learning and match tasks to the pupils' abilities. These assessments inform the pupils' individual short term targets and most pupils know what they need to do next to improve. Staff regularly refer to the pupils' targets and work with them to encourage success. Pupils' progress in other subjects of the curriculum is checked and recorded, and pupils' efforts are fostered through regular marking, which often includes points for improvement, although practice is not fully consistent across classes. The needs of pupils who join the school during the year are quickly assessed and the teachers ensure that activities and tasks are suitably challenging for them. Reports are comprehensive and appropriate formal and informal opportunities are afforded to parents to discuss their children's progress.
23. The overall volume of assessments, and the range of formats in which they are recorded, are unwieldy. The school does not yet have a clear assessment policy that defines how assessments in each subject can be used to analyse the progress of pupils towards end of year targets. The considerable time and effort expended on assessment does not yet inform the school's strategic overview of progress or link efficiently to its target setting process. As a result, it is not always easy for the school to identify those pupils who are not progressing as well as they should be, for example, or whether the yearly targets set are too modest.

Example of outstanding practice

A two hour lesson, the first of a series of five, on the history topic "Toys, past and present", for a mixed age Year 1/Year 2 class, illustrating excellent teaching and learning.

In this exceptionally well planned and prepared lesson, expectations of behaviour and achievement were very high and class management routines so deeply embedded that, even with toys all around them, the pupils remained totally focused on learning. A series of varied, well-paced steps enabled pupils to move logically from defining the characteristics of favourite toys to how and why toys have changed over time. Skilful teaching ensured that pupils consolidated knowledge, understanding and skills in history, and English, mathematics and science, through:

- describing their own toys clearly to each other and the class;
- categorising toys by materials;
- constructing and analysing a bar chart of this categorisation;
- explaining the absence of glass toys and the dangers of glass;
- working out how toys move, based on previous work in science;
- understanding changes to toys over time.

The teacher organised writing tasks precisely to ensure that each pupil succeeded at her/his own level and was challenged to do as well as possible. All were delighted to complete first chapters of books about toys. Lastly, the teacher led pupils in an animated review of all they had explored and left them burning with questions to discuss with parents and grandparents.

By the close of the afternoon, these young pupils were brimming with new understanding, eager to tell waiting parents/carers, and, as one remarked, on reluctantly exiting the classroom, "We've learned lots and lots today, haven't we!" and, indeed, they had.

The curriculum

The curriculum offered by the school is **good**. There are good opportunities provided for enrichment, including extra-curricular activities. The accommodation and resources in the school are also good.

The main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- Provision for the pupils' personal, social, health and citizenship education is very good.
- The curriculum is enriched by a good number of visits and visitors.

- The science curriculum is broad but lacks balance.
 - The range of resources to support multicultural education is limited.
24. The school meets statutory requirements for all National Curriculum subjects. Subjects other than English and mathematics are planned on a two-year cycle, which caters well for the needs of the mixed-age classes. Religious education meets the requirements of the locally Agreed Syllabus and the school meets its obligations to provide a daily act of collective worship. These aspects of the curriculum make a valuable contribution to the pupils' spiritual, moral and social development. The national strategies for literacy and numeracy are well established and there are good opportunities to develop language and number skills in other subjects. Science, history, geography, art and design and design technology are taught in weekly blocks at different times of the term. This arrangement provides good opportunities for extended work in a particular subject but it does not fully secure an adequate balance in the science curriculum.
 25. The school has secured an enriched curriculum through a range of strategies. For example, there have been whole-school days devoted to special themes, such as 'the circus' and a mathematics road show. There are also special activities to accompany an annual book week. The school constantly evaluates the curriculum, so that improvements are made when necessary.
 26. The school ensures that all pupils are fully included in learning and have equal access to the curriculum and to extra-curricular activities. There is very good provision for the relatively small number of pupils with special educational needs. Individual education plans for these pupils are of very good quality and include short-term, achievable targets for the pupils to aim at. Provision for those pupils who join the school during the year is also good.
 27. There is very good provision for the pupils' personal, social, health, and citizenship development. At the start of each week, every class has a personal development session, during which the pupils can talk about issues of concern to them and in which they can develop confidence and self-esteem. A 'special person' of the week is chosen and the other pupils are invited to discuss why they think that this person has been selected. The school does not teach a formal programme of sex education. The governors have decided that the aspects the science programme are adequate for pupils of this age.
 28. Links with the local middle school are good. There are regular meetings between the staff of the two schools and Year 4 pupils visit the middle school to familiarise themselves with the new surroundings, prior to transfer. Links are also established with two other neighbouring schools through the 'Classroom of the Future' project. The school makes good use of the community to enrich the curriculum. For example, visits to the town centre, the local church, museum and park, enhance learning in subjects such as history, design and technology and religious education. The pupils also benefit from visitors to the school such as theatre groups. A small number of parents volunteer as reading partners and the local vicar leads some festivals of the Christian calendar in school.
 29. After-school clubs for gymnastics, dance and science provide opportunities for the pupils to pursue their interest outside lessons and develop their personal skills. There is a Saturday morning football club and a school team has participated in a local tournament. The older pupils benefit personally, socially and academically from a residential visit to Burwell.
 30. The school is adequately staffed to meet the demands of the National Curriculum. There are effective systems in place for the ongoing training and performance management of staff and there are good arrangements for helping staff new to the school to settle in. Members of the administrative staff, together with the site agent and the midday supervisors, make a good contribution to school life.

31. The bright and airy accommodation is well resourced, enabling the full curriculum to be offered. Displays provide a stimulating learning environment. The library is well stocked and is used regularly. There is, however, a lack of resources to support multicultural education. There are adequate hard-surface areas for outside play but the main playground lacks any markings for creative games or physical education. The large field has a stony and deeply rutted surface, making it hazardous. Access to outdoor provision for the reception classes is limited.

Care, guidance and support

The school provides well for the pupils' care, welfare, health and safety. Child protection arrangements are satisfactory. The careful monitoring and detailed knowledge that the teachers have of the pupils in their class informs the good support, advice and guidance that they receive. The involvement of pupils is good, their views are taken seriously, and the school council plays an important role in bringing their suggestions to the fore.

Main strengths and weaknesses

- Risk assessment procedures are good. Governors are involved in a termly inspection of the premises with the site manager.
- Pupils have the benefit of well-informed support and guidance, and can access this support because of the good relationships which exist between pupils, teachers, and other adults who work in the school.
- The school has effective induction and transfer arrangements.

Commentary

32. The school has a clearly written health and safety policy backed up by regular inspection and allocated management responsibilities. There are sufficient trained first-aiders on the staff, and appropriate records are kept. Child protection procedures are satisfactory and the school has effective relationships with support agencies. The acting headteacher is the 'designated person' for child protection and is currently undertaking training for this role.
33. The standard of assessment of the pupils' work and personal development is good, and relationships between pupils and their teachers are a major strength of the school. All pupils have someone in whom they can confide and receive guidance. Classroom assistants contribute effectively especially for pupils who have special educational needs.
34. Induction arrangements are good overall, with induction into the nursery being very good. Transfer procedures work well to reduce the trauma of change for the pupils. All parents receive information that enables them to help their children at home. Home visits are arranged prior to nursery admission, and very secure links have been established with Sandye Place Middle School, which includes an induction day. Year 5 pupils from Sandye Place visit to help Year 3 and Year 4 pupils with reading and Maple Tree pupils visit the middle school to see productions. Pupils who join the school during the year are well cared for and the arrangements made for them ensure that they settle quickly into their new school.
35. Respect and the raising of the pupils' self-esteem are central to the ethos of the school. This is achieved successfully by a variety of strategies designed to recognise achievement such as 'golden time', a 'celebrations' assembly and weekly 'special person' awards. Pupils are actively encouraged to put forward their own views about the school in one to-one conversations, in personal, social and health education lessons, and through the school council. Their suggestions are considered seriously and acted upon.

Partnership with parents, other schools and the community

The school's links with parents and the community are good. The school is welcoming, and provides parents with comprehensive information about their children's education and the progress that they

are making. Links with other schools, especially the middle school, are good, as are the links with local colleges. Community use of the school's premises is good and benefits the pupils. Parents' responses to the pre-inspection questionnaires are largely positive.

Main strengths and weaknesses

- The school welcomes parents and actively encourages them to take an interest in their children's learning.
- The information provided for parents enables them to be active partners in their children's education
- Parents' views are canvassed.
- There are good links with other schools, colleges and the local community.

Commentary

36. The school publishes two important documents; a handbook for new parents and a handbook for parents of reception children, which engage parents in the education of their children as they start school. They provide comprehensive information about the curriculum and give practical advice on how parents can help at home. Frequent and regular teacher consultation meetings for all parents, as well as daily opportunities to talk to teachers before and after school underpin this provision. The pupils' annual reports are of high quality. They give a summary of progress achieved and set targets for the pupils. The results of statutory assessment tests for Year 2 pupils are clearly presented and parents are left in no doubt about the standards that their children are achieving.
37. Parents are kept informed on a day-to-day basis through the pupils' reading diaries, notice boards, and newsletters. Both the prospectus and governors' annual report provide the required statutory information apart from details of the school's provision for disabled pupils, and information relating to staff training.
38. Parents' views are canvassed by the school in the form of a questionnaire. Approximately 40 per cent of parents recently replied to the school's questions and took the opportunity to raise other issues such as homework, communications, and car park improvements. All their responses are being reviewed.
39. Community links are good. Pupils benefit from early morning breakfast and after school clubs. There is also a holiday club for all pupils living in the area. This provision is important for working parents and consolidates the school's importance as a community resource. There are yoga classes twice a week held under the auspices of an adult community college, and a mother and toddler group use the school's hall on a Tuesday afternoon. Pupils meet a wide range of visitors in school such as a blind war veteran, the local schools' police officer, and theatre groups.
40. The school provides places for trainee teachers and nursery nurses, and work experience for upper school pupils. These placements benefit the school. During the inspection a trainee nursery nurse assessed the impact of a personal health and social education lesson for nursery children, and the data collected will contribute to the school's knowledge of these children.
41. The Classroom of the Future which is part of an initiative being undertaken with other Sandy and nearby schools promises to expand the pupils' horizons by introducing them to progressive concepts such as harnessing solar and wind power, and the establishment of international links through the internet with schools in Holland and Norway.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The acting headteacher is providing clear direction for the school and the senior leadership team is becoming increasingly effective in its role. While monitoring and evaluations are extensive, they are not yet being used systematically to inform the next stages of development of the school. Governance is satisfactory overall with some good features.

Main strengths and weaknesses

- The acting headteacher is providing strong leadership for the school and establishing an effective team of committed teachers and senior leaders.
- The leadership of English and mathematics is good.
- The leadership of the Foundation Stage is good.
- Information from monitoring is not used sufficiently systematically to shape the school improvement plan, which is currently difficult to use.

Commentary

42. Much has been achieved since the opening of the new school in September 2000. A broad curriculum has been established and enriched by a good range of projects. New and enthusiastic staff have joined the school and have all signed up to the clear aims and objectives established by the previous headteacher and governors at the school's inception. Teaching and learning are good and the test results are well above both national and similar school averages.
43. The acting headteacher, who was previously a senior teacher in the school, took on the role in April 2003 when the previous post-holder left to join the National College for School Leadership. With limited previous experience of running a school, she has established herself well and ensured that the good practice has been sustained. Indeed, she has focused the senior leadership team, who themselves are relatively inexperienced, so that they are becoming increasingly effective in providing a steer for the staff as a whole. The leadership team includes the co-ordinators for English, mathematics and the Foundation Stage, all of which are well led. The acting headteacher herself is responsible for English and special educational needs, which is also well led and managed. The potential anxieties that could have arisen as a result of the previous headteacher's departure have been allayed and the staff, both teaching and non-teaching, are fully committed to the needs of all pupils. There is a strong inclusive ethos within the school.
44. Monitoring of the work of the school is undertaken through lesson observation and scrutiny of the pupils' work and teachers' planning. There is an extensive range of performance data, which provides information about both the national test and optional test results. Actions are taken as a result of this data but, at present, this wide range of information is not being used systemically to inform strengths and key areas for development. The current school improvement plan is unwieldy. While priorities are generally appropriate, the headings cover broad areas of the school's work rather than specific aspects that have been highlighted as a result of the monitoring and evaluation undertaken by the school. As a result, the actions and success criteria lack a sharp focus. There is a separate staff development plan, which is only loosely linked to the school improvement plan.
45. The governing body, led earnestly by the chair of governors, has worked unstintingly to support the development of the new school. Governors are fully committed to its aims and have established an appropriate number of committees to manage the work of the school. They have achieved much and are, rightly, proud of the school. The current shortcomings in the school improvement planning process mean, however, that the governors have only a broad picture of strengths and areas for development. The school recognises that this is an area for improvement. The contribution of the chair of finance has been particularly helpful in setting up clear systems for managing and monitoring the budget, which is a complex task for a new school. He works closely with the office manager, whose knowledge and experience in

financial matters enables her to make a valuable contribution to both the work of the senior leadership team, of which she is a member, and to the work of the governing body. There is a suitable range of policies, including one on equality, which deals appropriately with racial equality. There is a programme of monitoring and review in place.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	340,650
Total expenditure	329,271
Expenditure per pupil	2,159

Balances (£)	
Balance from previous year	31,849
Balance carried forward to the next	11,379

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. The quality of provision for children in the Foundation Stage (nursery and reception) is good overall and, as a result, the children make good progress. The reception children are making good progress and most are likely to meet the goals that they are expected to reach by the end of the year.
47. The nursery and two reception classes are housed together, the nursery occupying, since September 2003, the newly completed 'Classroom of the Future'. Indoor accommodation is of a high standard and well organised and resourced to support children's learning. There is direct access to a secure, shared outdoor space, which is appropriately equipped and particularly well resourced to facilitate children's physical development. At the time of the inspection, reception children had more restricted access than usual to this outdoor area due to some staffing constraints and in order to allow the new nursery children to settle in. Nursery and reception children have insufficient access to ICT.
48. Teaching in the Foundation Stage is good overall. The curriculum is well planned by the staff team and covers all the recommended areas of learning, with particularly strong attention to the children's personal, social and emotional development and good attention to early literacy and numeracy. The pace of teaching is well matched, in both nursery and reception, to the children's individual needs, so that all, including the more able and children with special needs, make good progress from their starting points.
49. Children are admitted termly to the nursery and admission arrangements are good. The school's parent and toddler club, home visits and liaison with local pre-school groups enable staff to forge good relationships with parents/carers. Good quality information, including comprehensive reports on progress, is provided for parents/carers and staff members are easily accessible. They have in-depth knowledge of each child's stage of development, which is regularly reinforced by very thorough monitoring of progress: this ensures that all areas of learning are extended appropriately and that any particular needs are sensitively and well supported.
50. Leadership and management of the Foundation Stage are good. The acting team leader, well supported by the acting headteacher, has a secure understanding of her role and responsibilities and a clear overview of this important stage of learning. She leads planning and staff development well, and is implementing satisfactory strategies to monitor and evaluate progress and further develop provision. Overall, the Foundation Stage provides children with a good start to their educational life and with the new 'Classroom of the Future' the school is well placed to promote unique opportunities for further extension and enhancement of early learning.

Personal, social and emotional development

Provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very good links are established with parents both before admission and during the children's time in the nursery and reception.
- There are very good systems to promote independence.
- The staff members have a good knowledge of each child's individual needs and support them well, particularly those with special educational needs.

Commentary

51. Most children enter the nursery with personal and social skills at the expected level of development for their age, although a small proportion have underdeveloped skills and particular needs. As a result of very good attention to this area, and well-targeted challenge and support, children make at least good progress. By the end of reception, most are likely to achieve, and some to exceed, expected standards. Home visits are undertaken by staff before the children start school. 'All About Me' booklets, compiled for each child, with parents, provide very tangible links between home and school. One group of nursery children independently took out these booklets and spent time happily telling each other about their families and sharing photographs and information. Even the newest arrivals are settling quickly. Good adult/child relationships are sustained in reception classes, enabling children to feel secure and confident in school.
52. Many very good systems and procedures, both in and out doors, promote the children's independence very well. Children are, from the outset, actively encouraged to dress and organise themselves, take turns and share, care for and listen to each other, behave kindly and tidy up independently. Expectations are high: good behaviour and good effort are recognised and praised, so that children are clear as to expectations and respond very well. Members of staff provide very good role models for the children and remain calm, fair and focused on teaching, learning and needs. They ensure very good opportunities for children to try things for themselves and practise independently. As a result, the great majority are interested, have very good attitudes to learning and are developing very good concentration and perseverance for their age. Spiritual, cultural, and particularly moral, development are effectively fostered through stories, discussion, special assemblies and the very good ethos of each classroom. This provision establishes secure foundations for religious education in the main school.

Communication, language and literacy

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

Main strengths and weaknesses

- The teaching of literacy is good and the children make good progress.
- There is a good range of resources.
- The children's interest in books is fostered well.

Commentary

53. The great majority of children make good progress and are on course to achieve the standards expected at the end of the reception year as a result of good teaching. Teachers and support staff place great emphasis, throughout each day, on modelling speaking and listening skills well for the children. Nursery staff members encourage children to answer questions in sentences, and to communicate their ideas and needs as clearly as possible. The children regularly work with a member of staff to listen to, and learn, the sound of letters; to learn rhymes and songs; enjoy stories; and practise early writing skills. A love of books, stories and rhyme is fostered well in all classes.
54. The teachers provide reception children with daily literacy sessions, in which almost all children respond positively, working well as a class, in small groups and on individual tasks. Activities are of appropriate duration and are well matched to each child's stage of development. Children are taught to read and make good progress: letter sounds and blends are effectively taught and many children are already trying to sound out words for themselves and recognise their own names and familiar words. They have access to a good range of fiction and non-fiction resources, enjoy their weekly visits to the library and take books home every night. Most concentrate well, are able to talk about their favourite books and retell events from them. Early writing skills, taught well in the nursery, are extended in reception classes

through careful attention to correct pencil hold and letter formation and through opportunities to practise writing for a variety of purposes. As a result, many reception children already write their own names and other letters legibly and some are attempting sentences.

Mathematical development

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The teaching is good and the children make good progress in their mathematical development.
- There is a good range of resources to help them learn.

Commentary

55. The teaching is good overall and, as a result, most children are likely to achieve the nationally expected standards by the time that they enter Year 1. All children, including those with special needs, and the more able, make good progress from their starting points. Many opportunities are provided in the nursery, both indoors and outdoors, for children to count, develop understanding of simple mathematical concepts and use numbers. Members of staff plan these experiences well and actively promote mathematical understanding, whether, for example, counting blocks with children as they build a giant tower, illustrating number songs and rhymes with actions, or working with an individual on number recognition.
56. In the reception year, mathematical sessions are well planned and well paced. The activities provided are stimulating and hold the children's attention. For example, in work on two - and three - dimensional shapes, many children developed a secure understanding of the names of shapes, such as circle and square, and also of the difference between a 'flat' and solid shape. By the close of the session, some were able to describe accurately all the objects by shape, dimension and colour and all had an increased appreciation of shapes and their properties. Most children can count up to ten and some are counting well in double figures. Many were using simple comparative language, such as 'longer than', 'shorter than', appropriately. There are good resources for this subject and the children enjoy using them and learning about mathematics.

Knowledge and understanding of the world

Provision for this area of learning is **good**.

Main strengths and weaknesses

- The teaching is good, providing extensive opportunities for the children to build on their home experiences.
- The good range of resources is used well to enhance learning.
- Access to and use of ICT across the curriculum is limited.

Commentary

57. Most reception children are on target to achieve the standards expected by the time that they enter Year 1. Members of the nursery staff build on children's home lives and experiences, to extend their understanding of school and community life and of the wider world. They teach an understanding of the pattern of each day, the calendar, birthdays, special celebrations and events. They use sand and water well, in and outdoors, to promote understanding of their properties and to give experience of movement, weight and volume. The provision of a range of small wooden planks and vehicles in the sand outdoors enabled children to construct roads,

bridges and tunnels and move vehicles through them. In doing this they learnt about traffic movement, obstacles, co-operation and safety.

58. The good range of practical learning in the nursery is further extended in the reception year through specific themes and projects. Children are taught to explore aspects of the living world and objects, examine them in detail and learn, for example, how things grow and change over time. Books are often well used as starting points. The access to and use of ICT to support both this aspect and the other areas of learning is limited. Progress and learning in this area are, however, good overall and firm foundations are laid for future work in science and the humanities.

Physical development

Provision for children's physical development is **good**.

Main strengths and weaknesses

- The teaching is good enabling the children to achieve well and make good progress in their physical development.
- There is a good range of resources, and the outdoor area is particularly well equipped.
- Reception children have limited access to the outdoor curriculum.

Commentary

59. Most reception children are likely to achieve the nationally expected standards by the time that they enter Year 1. All children, including those with special needs, make good progress as a result of good teaching. The outdoor area for the nursery and reception classes is particularly well equipped and zoned to promote physical development. A very good range of climbing apparatus, wheeled toys and other resources are used for physical activity. The members of staff use all these resources imaginatively to promote physical skills and social development effectively. Children are encouraged to use space well. Questions such as "Have you tried to ...?", "Do you think you can....?", are frequently used to challenge the children to extend their skills in a safe environment.
60. Indoors, in all classrooms, there is good attention to teaching children the skills required for finer movements, whether for example, holding a pencil, applying paint, cutting, threading, sorting or constructing. A good range of equipment and opportunities is provided and children are helped to improve skills and to persevere. Teachers pay good attention to individual needs and praise is well used by all staff to spur children to further effort.

Creative development

Provision for creative development is **good**.

Main strengths and weaknesses

- The teaching is good enabling the children to achieve well and make good progress in creative development.
- A wide range of activities, which are well-resourced, enables the pupils to engage in art, music, and role play.

Commentary

61. The children make good progress and most are likely to achieve the standards expected for them by the time that they enter Year 1. The teaching, which encompasses the areas of art, music, dance, role play and imaginative play, is good and consistently well resourced. Good

teaching methods ensure that children can respond through all their senses to develop their creative skills.

62. In the nursery, both indoors and outdoors, many opportunities are provided for role-play and imaginative play. Girls and boys readily make up stories in the home areas. There are many opportunities to paint, colour and draw individually or as a shared activity. For example, while drawing and colouring together on table sized paper, two girls plotted a simple farm and made up stories about the farmer and the animals and were helped to develop their ideas further by skilful prompting. Music and singing are promoted throughout the Foundation Stage with good progression in the development of skills. Photography is used to capture moments of creativity and learning. The children refer readily to these images in all classes and display obvious pleasure in all that they have done and achieved.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The quality of provision for English is **good**.

Main strengths and weaknesses

- The good and sometimes very good teaching is resulting in standards at the end of Years 2 and 4 that are above national expectations.
- There is a wide range of opportunities for the development of speaking, listening, reading and writing skills.
- Provision for pupils with special educational needs is good.
- Leadership and management of the subject are good.
- There is insufficient use of ICT to enhance learning.
- The extensive English assessment data is not always used well enough to track the pupils' progress against end of year targets.

Commentary

63. By the end of both Years 2 and 4, standards are above average and the pupils' achievement is good. This is directly attributable to the good, and on occasions, very good, teaching and the good leadership and management of the subject. There is close attention to developing the pupils' speaking and listening from the outset and they achieve good standards in these skills by Year 2 and Year 4. In Year 2, over half of the pupils are on course to achieve the higher Level 3 in reading. Attainment in writing has improved significantly. Standards have risen rapidly in the last two years and approximately a third of the Year 2 pupils are on course to achieve the higher level. These good standards are maintained in Year 4 in all aspects of English, and there is evidence of further improvement in standards of writing, such that the majority of pupils now achieve standards above the expectations for their age in both reading and writing, with approximately half of pupils on course to achieve Level 4. There are no significant differences in the performance of girls and boys. Pupils with special educational needs are very well supported and they make good progress from their starting points.
64. Pupils in Year 2 listen very well in literacy and other lessons. The majority contribute eagerly in discussions and activities, whether as a whole class or in small groups. They read together or individually with confidence. Most read common words securely and actively use letter sounds and blends, and clues from a book's context and pictures to try to work out new words independently. They are making good progress in efforts to read with expression and recognise the importance of punctuation such as full stops, exclamation, question and speech marks. Many opportunities are afforded to them to read, and they enjoy books. Lower attainers are well supported and most have positive attitudes to improving their skills. In writing, most of

the pupils form their letter shapes clearly, are already joining letters, and are undertaking short pieces of writing confidently. They are able to write short stories or factual accounts in a logical sequence. Most are making good progress with simple punctuation. Common words are often spelt correctly and phonically plausible attempts made at more difficult words. The pupils write for a wide range of purposes in other subjects and in a good range of formats. For example, Year 2 pupils were able to start writing their own books about toys, past and present independently and enthusiastically, with the title, contents page, introduction, and first chapter, knowledgeably set out and to a good standard.

65. The teachers in Years 3 and 4 have built successfully on this good English foundation in Year 2. As a result, the great majority of pupils contribute well orally in lessons across the curriculum, speak clearly and listen very well to their teachers and each other. Their reading skills and range of reading are developing well. Most read short novels and factual books with good levels of fluency for their age. Many read expressively and have good understanding of content, character and plot. They are able to use written sources, dictionaries and thesaurus efficiently to find out information. Handwriting is joined and well-formed, and the layout of written work is good. Spelling is satisfactory and pupils actively use their good knowledge of phonics and their existing vocabulary to attempt new words. Their writing, whether fact or fiction, is logical, well-structured, includes key punctuation and is of increasing length and complexity. Pupils build readily from their good knowledge base, and, are provided with good opportunities for consolidation. In a very good Year 4 lesson, for example, following a recent session on verbs and adverbs, the teacher challenged the pupils to add a range of adverbs, such as "carefully", "exactly", "slowly", to improve the precision of sets of instructions which they had previously recorded. He gave very well-timed prompts to ensure that the pupils' understanding of verbs and adverbs, and the format for instructions, stayed uppermost in their minds. He also added extra challenge for the more able to ensure that they were stretched. Most worked confidently, at a good pace and concentrated well on the task in hand. They made very good progress.
66. The good standards achieved by pupils are directly attributable to the quality of teaching, which is consistently good, and, on occasions, very good. The school has fully embraced the National Literacy Strategy and teachers have good subject knowledge. They plan lessons together in year groups to ensure equality provision for each class and to share expertise. They give good attention to the ability range in each class, make the objectives of the lesson very clear to pupils and organise and pace lessons very well to sustain the pupils' concentration and effort. Teachers use resources very well to secure interest and often demonstrate techniques visually for pupils to help them understand exactly what is expected. For example, in teaching Year 2 pupils how to write questions, the teacher used a big book very well to highlight kitchen dangers in the story, and then asked pupils to try out recording questions in pairs on small whiteboards. This approach gave them opportunities to rehearse, make mistakes, self-correct together, learn and gain confidence, before putting their individual efforts on paper. As a result of this carefully structured approach, and tasks well matched to abilities, all achieved very well from their starting points.
67. Teaching assistants are well trained and deployed in lessons to work actively with small groups and individuals to raise achievement. During lessons, good reminders are given of expectations and time, and progress is often assessed as the pupils work. English homework is well used from the outset to consolidate learning. The pupils take home reading books daily and select books from the school library every week to read at home. In Years 3 and 4, the pupils' homework includes regular spellings and some written tasks. The use of ICT is, however, underdeveloped as a teaching and learning tool in English.
68. The acting headteacher leads the subject well. She has very good subject knowledge and regularly checks planning and the pupils' work in order to gain an overview of standards. She supports staff well and is implementing a clear action plan to tackle standards of writing, which are improving. The good resources for English are very well organised and suitably deployed across the school. There is very detailed assessment of pupils' progress in all year groups.

The school has yet to review and refine its assessment procedures to ensure that they are tracking the progress of individual pupils against their end of year targets, so that any pupils that are underachieving can be identified early and, for those pupils doing better than originally anticipated, targets can be amended.

Language and literacy across the curriculum

69. The teachers provide good opportunities for the pupils to write for a wide range of purposes and in a very good range of formats. They are taught to use their English skills very well in other subjects of the curriculum, such as history, geography and religious education. Examples of extended writing about historical events and geographical features, for example, are evident in the pupils' work. Many opportunities are created for the pupils to discuss ideas and opinions, which enables them to develop their speaking and listening skills. The discussions that take place each Monday morning when the pupils select their special person for the week are a particularly good example of this. Lower-attaining pupils, and particularly those with special educational needs are well supported across the curriculum to improve their language and literacy skills and make good progress.

MATHEMATICS

The quality of provision in mathematics is **good**.

Main strengths and weaknesses

- Standards by the end of Years 2 and 4 are above the national average.
- The quality of teaching is good.
- Provision for pupils with special educational needs is good.
- There is very effective leadership and management of the subject.
- Insufficient attention is paid to the development of the pupils' ability to apply their mathematical skills to solve problems.
- The use of ICT to support learning in mathematics is limited.

Commentary

70. By the end of both Year 2 and Year 4, standards are above average and the pupils' achievement is good. This is the result of good teaching and very good leadership of the subject. Over a third of Year 2 pupils are on course to achieve the higher National Curriculum Level 3. These high standards are maintained in Years 3 and 4, where about half the pupils are already on course to achieve Level 4, the expected level for most Year 6 pupils. There is no significant difference in attainment between boys and girls. Pupils with special educational needs are very well supported and they make good progress towards their individual targets.
71. The quality of teaching is good. The teachers plan their lessons carefully, in line with the National Numeracy Strategy, and they make the learning intentions clear to the pupils. They ensure that all pupils are fully included in learning. There is a strong emphasis on developing the pupils' mental calculations and problem solving skills. As a result, Year 2 pupils are able to use quick mental recall of addition and subtraction facts to 10. They have a good understanding of place value in two-digit numbers and they order numbers correctly to 100. Lower attainers find ordinal numbers difficult. The pupils learn to investigate number patterns, including odd and even numbers. They use written methods to add and subtract two-digit numbers correctly. While higher attainers use number facts to solve simple word problems, other pupils find this much more difficult. Higher attainers calculate the total cost of a meal, but even they find calculating change more difficult. Most of the pupils tell analogue time correctly to the hour and half hour, though lower attainers find this difficult. The pupils use standard and non-standard units to measure objects in the classroom.

72. Teachers ensure that the work of the older pupils builds on that covered in Years 1 and 2. As a result, the pupils in Year 4 round numbers to the nearest 10 and 100 and they add and subtract three-digit numbers accurately. They also multiply and divide numbers by 10 and 100. The pupils recognise fractions as part of a whole and they have a good understanding of the relationship between fractions and decimals. Most of the Year 4 pupils tell analogue time to the nearest five minutes. They find the areas of regular shapes, but they find it harder to calculate perimeters. High attainers use their knowledge of doubling and halving to solve problems, but other pupils find this more difficult. While there are some good examples of investigations, older pupils are given insufficient opportunities to develop their own strategies for problem solving and presenting their ideas. The limited use of ICT restricts their knowledge and understanding of how to present data graphically and interrogate it. Younger pupils were, however, using computers to generate accurate bar graphs of the colours of sweets.
73. The teachers make effective use of resources, particularly practical apparatus, to enhance learning. In a lesson for pupils in Year 2, the teacher made good use of a 'feely bag', which helped the pupils to learn about the properties of three-dimensional shapes. In a Year 1 lesson, the teacher used cubes to help the pupils understand the concept of subtraction as 'difference'. The teachers expect the pupils to explain their methods and this helps them to see that there is often more than one way of finding the answer. In a Year 4 lesson, this helped the pupils to calculate the perimeter of rectangles. The teachers organise their lessons well, matching tasks to the pupils' varying needs and challenging higher attainers. They deploy learning support assistants efficiently. The teachers use plenary sessions well to consolidate learning. They mark the pupils' work regularly and positively. They often make comments which help the pupils to improve, such as 'Take care counting on and back', 'Check your work carefully', 'Show your workings clearly'.
74. The coordinator leads the subject well. She checks the quality of planning and teaching and samples pupils' work, in order to gain an overview of standards. There is a clear action plan, which seeks to develop the subject further. There are regular assessments of the pupils' knowledge and understanding and information gained from these assessments is used well to plan subsequent work. The information is not used systematically, however, to check progress against end of year targets to identify those pupils who are underachieving, those who could well be doing better and those who would benefit from a more challenging target. There are plenty of good quality resources to support teaching and learning.

Mathematics across the curriculum

75. The teachers provide good opportunities for the pupils to apply their mathematics skills in other subjects. For example, in personal and social education, the pupils have constructed accurate class pictograms of pupils' eye colours and, in history, of their favourite toys. The pupils use their mathematical awareness when working with maps in geography and practise their measuring skills in science, where they also construct simple tables of results. These opportunities could be further enhanced through a more systematic approach to scientific enquiry.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a strong focus on practical work.
- There are some good links with the science museum and other organisations to enrich the curriculum.
- The co-ordinator provides enthusiastic leadership.

- Curriculum arrangements limit progression as pupils move from one year to the next, particularly in respect of scientific enquiry skills.
- There is insufficient use of ICT to enhance learning.

Commentary

76. It was only possible to see one class being taught during the inspection so it is not possible to make an overall judgement about teaching and learning. A scrutiny of the pupils' work, teachers' planning, assessment data and discussions with staff and pupils indicate that pupils, including those with special educational needs, achieve satisfactorily and make satisfactory progress over time in their knowledge and understanding of key scientific ideas and principles. As a result, they reach standards that are in line with national expectations by Year 2 and Year 4. Approximately a quarter of the pupils in Year 4 are already well placed to reach Level 4 by the end of the year. There is no significant difference in the achievement of boys and girls.
77. The teachers plan to provide a good range of practical activities, which enables the pupils to develop observational skills and scientific understanding. The pupils are also taught to use the correct terminology. As a result, by Year 2, they describe, in simple terms, the parts and life cycle of a flower. They also record their observations in simple tables and drawings. Pupils have completed observational drawings of seeds, for example, and recorded simple measurements of distance. The teachers of the older classes provide appropriate opportunities for the pupils to build on these experiences so that, by Year 4 pupils use their measuring skills and record how the height of a plant changes over time. These pupils also measure temperature using a thermometer.
78. In the mixed Year 3/ 4 class where the pupils were studying electrical circuits, the teaching and learning were satisfactory overall with some good features. The teacher shared the learning objectives with the pupils so that they were clear about what they were expected to learn. The focus, which was the construction of an electrical game, captured the interest of the pupils who listened attentively. The preliminary discussion included some fruitful questioning which elicited good responses from the pupils who were able to recall key terminology for electrical components and their properties. The ensuing practical task proved rather too challenging for the middle and lower attaining groups who required considerable help from the teacher and the additional adult in the class. As a result, the pace slowed and, while the higher attainers achieved well, progress for the remainder of the class was satisfactory.
79. Although the curriculum is broad, covering all aspects of science, it does lack some balance. Topics are linked to the overall termly topic and this means, for example, that pupils in Years 1 and 2 only cover aspects of plants and animals throughout one year of the two year cycle. Their knowledge and understanding of materials and physical processes is thus limited. There is some good practice evident in the pupils' work of investigations into food preservation, dissolving and the factors affecting plant growth. The skills of scientific enquiry are, however, not systemically planned for as pupils move through the school. As a result, older pupils are not sure how to select one variable to explore while keeping others constant as evidenced in an investigation on insulation. Good use is made of external groups and organisations such as the Science Museum and the 'Life Bus' to enrich the curriculum.
80. Teachers provide appropriate opportunities for the pupils to consolidate their language and number skills. A higher attaining Year 2 pupil, for example, had produced some good written material about the use of medicines as a result of the visit to the Life Bus. Year 4 pupils recorded temperature changes in a table and produced a simple bar chart of results. In some cases this was done on the computer but the use of ICT to support learning in science is underdeveloped. There is some good marking evident in the pupils' books but this practice is not consistent. Teachers are, however, careful to record the achievements of pupils against the learning objectives set for the topic. Good use is also made of mind maps in some classes to both establish the prior understanding of the pupils at the beginning of a topic and then again at the end of the topic to check the progress made by the pupils. The assessment of skill

development is less secure and, as a result, the pupils' needs in this aspect of their work are not met fully and achievement is hampered.

81. The subject co-ordinator is enthusiastic and has a clear vision for the subject. There has been some monitoring of planning and books, which has informed the action plan. Classroom monitoring is planned for this academic year. The co-ordinator is aware of the need to strengthen planning for scientific enquiry and the need to increase the use of ICT. With the experience being gained as a member of the senior leadership team, plus her evident enthusiasm for the subject, the co-ordinator has the commitment and the drive to secure further improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There is some good teaching which enables the pupils to learn well.
- The ICT suite is well equipped and provides a good resource for learning.
- The ICT co-ordinator is providing clear direction for the development of the subject.
- The pupils' ICT skills are below national expectations by the end of Year 4 although they are satisfactory by Year 2.

Commentary

82. Only two lessons were observed during the inspection so overall judgements about teaching and learning are not possible. Other judgements made are based on a scrutiny of work, teachers' planning, assessment records and discussions. Since the school opened there has been an ongoing difficulty with the provision for teaching ICT. It is only now that the school has an ICT suite, which is equipped with properly functioning computers and a good range of software. Provision in the Classroom of the Future is still inadequate.
83. Despite these limitations, the pupils in Year 2 are mostly able to manipulate the mouse to log on, enter, save and retrieve their work. They have been taught how to use simple word processing and art packages. They can also plan a programme of commands to direct a roamer to follow a set of instructions. Overall, the Year 2 pupils have shown satisfactory achievement and reached standards that are broadly in line with national expectations. The Year 4 pupils have experienced the longest period of inadequate provision and, as a result, achievement is weaker and standards are below those expected nationally. These pupils have been taught how to insert pictures into text and have used a CD ROM to find out about the Vikings. They show greater confidence with the mouse than the younger pupils and most are able to use the click down facility to select different fonts for writing purposes. The Year 4 pupils are now developing their skills of inputting and interrogating data.
84. The teachers use national guidance to inform planning so that the pupils have access to the full ICT curriculum. In the two lessons observed, teaching and learning were satisfactory in the mixed Year 1/2 lesson and good in the mixed Year 3/4 lesson. The lessons were carefully planned and the objectives were shared with the pupils so that they were clear about the expected outcomes. In the lesson with the younger class, the pupils were being taught how to use the spray and flood tools. The teacher demonstrated the techniques clearly, which enabled the pupils to then practise them on their own machines, which they did enthusiastically. Some Year 1 pupils had difficulty in using the mouse and needed help to get into the programme. Once settled, most Year 1 pupils were able to use the spray tool to draw fireworks. The Year 2 pupils also completed their task of using the flood tool to create a picture in the style of Jackson Pollock. A number of pupils, particularly those with special educational needs, required help from the teacher and teaching assistant which meant that higher attainers who

had finished early were marking time. The pupils did, however, make satisfactory progress overall in using the tools. In the Year 3/4 lesson, the teacher again gave a clear demonstration. In this instance it was about how to interrogate a database and the tasks set enabled the groups to work briskly through a series of questions and make good progress in their understanding of databases. The pupils in both classes were well managed and used the suite sensibly, taking turns at the computer.

85. Teachers keep records of the pupils' progress against the planned learning objectives and a new assessment folder has just been introduced so that skill acquisition can be recorded. This is a positive step forward. The subject is competently led by the co-ordinator who has a clear view of how the subject should develop. The action plan is detailed and has rightly been focused on ensuring that the provision of computers and software is adequate, which has largely been achieved. There are no permanent machines in the classrooms, which limits the opportunity for pupils to develop their skills while working on other aspects of the curriculum. There is, however, a set of laptops available for use, which the co-ordinator is promoting actively. She has recognised the need for training for staff and a programme is in place for later this term. The co-ordinator is well placed to secure the improvements needed in this subject.

Information and communication technology across the curriculum

86. There is some evidence that teachers are using ICT based activities in other subjects. Examples include the use of ICT to make observational drawings of seeds in science, to draw boats as part of a topic on water, to undertake historical research and to produce a newsletter in English. The co-ordinator has also issued a timetable to enable teachers to use the suite for this very purpose. The uptake is currently modest and the set of laptops available for use in the classroom are underused at present. More planned use of these facilities needs to be included in medium and short term plans.

HUMANITIES

Geography

The provision for geography is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach standards by Year 4 that are above those expected nationally.
- The leadership and management of the subject are good.
- The subject is enriched through fieldwork, visits and visitors to the school.

Commentary

87. Only one class was observed during the inspection so overall judgements on teaching and learning are not possible. Other judgements are based on the analysis of pupils' previous work, school documentation and discussions with the co-ordinator and pupils. Standards by Year 2 are satisfactory and by Year 4 are above those expected nationally. Achievement for the Year 1 and 2 pupils is satisfactory, while that for Years 3 and 4 is good.
88. The school has a comprehensive programme for the teaching of geography, based on national guidelines, and all pupils study the subject regularly and in depth. By the end of Year 2, pupils have had opportunities to learn about key features of their immediate locality, build up maps of their own home and the streets around them and written about these features. They have studied maps of the United Kingdom, learnt to distinguish land, sea and other important features of a country and plotted appropriate ways of travelling to onshore and far away

destinations. In their study of the story of 'Katie Morag' and her island home, they have learnt about the important aspects of the landscape of her island. They are able to draw comparisons between her island life and their own lives and ask geographical questions about climate and fishing, for example. In a lesson for pupils in Years 1 and 2, the pupils showed enthusiasm at the start of their new project on the world wide travels of 'Barnaby Bear'. The teacher provided the pupils with opportunities to use the world map and a globe to consolidate their knowledge of places further afield. They used ICT to access a website to explore the geographical aspects of a range of world wide locations. Pupils have been taught to record their work in a variety of formats, including lists, diagrams, charts, letters and factual sequences. Their work over time shows that the teachers ensure that they build on prior learning well. Tasks are generally carefully matched to age and ability to ensure equality of access.

89. Teachers ensure that, by Year 4, the pupils have considerably extended their geographical knowledge, understanding and skills. For example, they understand that maps can be drawn to different scales and can identify appropriate levels of detail from a wide range of maps. They are learning to identify different countries within a continent. They describe geographical characteristics, such as climate and land forms, for a range of locations around the world. They contrast hot and cold places and rich and poor countries, using a wide range of formats to present their findings. Their learning is enhanced through fieldwork, visits and the contribution of visitors to the school. Their literacy and numeracy skills are developed very well through work in geography.
90. The leadership and management of the subject are good. The new co-ordinator is well qualified for her role and is already having a considerable impact on the subject and its teaching. She has a clear understanding of ways in which the curriculum can be further enhanced, particularly through improved use of the school site and ICT, which is currently limited. There is regular assessment and reporting of the pupils' progress.

History

Provision in history is **good**.

Main strengths and weaknesses

- The pupils achieve well and reach standards above national expectations by Year 2 and Year 4.
- There is some excellent teaching.
- The curriculum is broad and balanced and enriched by visits.
- Insufficient use is made of ICT to improve learning in the subject.

Commentary

91. Given the cycle of curricular topics, it was only possible to observe one mixed Year 1/2 class during the inspection so overall judgements about teaching and learning are not possible. Additional evidence was gathered through analysis of the pupils' past work, school documentation and discussion with pupils.
92. Pupils in Years 1 and 2, including those with special educational needs, achieve well. Standards at the end of Year 2 are above national expectations. Pupils sustain their good rate of progress so that by the end of Year 4 standards remain above national expectations, with some pupils attaining well above expected standards. Pupils with special educational needs sustain good progress from their starting points. There are good curricular links between history and other subjects, such as English, geography and religious education, such that work across the curriculum supports pupils' historical knowledge, understanding and skills. There are examples of excellent teaching.

93. Teachers ensure that, by the end of Year 2 most pupils have a good understanding of their own personal histories and family chronologies. They have been given opportunities to learn about changes over time, as for example, in a study of the history of castles. They have been taught to write in the past tense in a range of formats. Many demonstrate very good recall of previous history lessons and learning.
94. Teachers ensure that, by the end of Year 4, the pupils have developed a much stronger sense of history and remember key facts well orally and in written work. They applied past learning well in a lesson about Gandhi, which drew on their historical knowledge, and understanding. They are confident in constructing timelines, in discussing and evaluating evidence and analysing cause and effect in an historical context. They have had opportunities to learn about key periods and figures in British history. The majority have produced well-sequenced accounts of the life of Henry VIII, for example. The pupils also learn about famous historical characters from other cultural backgrounds and understand the impact of their lives and work on their own countries and beyond. The pupils produce a good volume of work, cover each topic in considerable depth and use a good range of formats to record their work. They understand how to research information through books, artefacts and other sources, such as websites, although the use of ICT is presently underdeveloped. Their interest is stimulated through additional resources brought into school and through visits.
95. Only two lesson observations were possible, both in a mixed Year 1/2 class. For this extended lesson, planning and preparation were very thorough indeed. The teacher has generated great enthusiasm for the new topic on toys past and present and the pupils were deeply interested and engaged with the discussion about the toys. The attention of every pupil, including those with special educational needs, was unwavering. All pupils, including the more able and those with special educational needs, were very well challenged. The lesson overall, which was exceptionally well organised and well paced, made very good links with many other areas of the curriculum. The teacher challenged and encouraged all pupils to think and use their prior knowledge so that they were able to contribute very well. This outstanding teaching resulted in excellent learning and good standards of achievement. In a good mixed Year 3/4 religious education lesson, the teacher used the study of Ghandi to deepen the pupils' historical knowledge and understanding. Literacy and numeracy skills were very well reinforced in the lessons seen and in the pupils' previous work.
96. Assessment of pupils' learning is satisfactory and the marking of work is helpful in moving pupils on.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Year 4 pupils reach standards that are above the expectations of the locally Agreed Syllabus.
- There are examples of good teaching which enable the pupils to learn well.
- Resources are good and well used.
- There is limited use of ICT.
- Assessment data is not being used fully to inform planning.

Commentary

97. By the end of Year 2 standards meet the requirements of the locally Agreed Syllabus for religious education and pupils, including those with special educational needs, are achieving satisfactorily. They participate sensibly in discussions and are able to record their work in a range of formats. By the end of Year 4, standards are above the expectations of the locally Agreed Syllabus. In lessons and in written work pupils show good recall of previous learning,

are eager, contribute well to discussions and are able to write confidently on religious themes and to a good standard. There is good challenge for more able pupils, who extend their writing well.

98. In Years 1 and 2, the pupils are given many opportunities to study Christian celebrations, to learn about celebrations in other faiths and to begin to appreciate their similarities and differences. They learn about the Ten Commandments and understand those which are especially relevant to their own lives. When looking at qualities of leadership, some pupils recall leaders of faiths who have visited the school, and identify their particular qualities. While only one lesson in this subject was seen, examination of the pupils' past work indicates that teaching and learning are at least satisfactory. Regular opportunities for religious study are provided and progress is satisfactory.
99. In Years 3 and 4, the pupils have weekly lessons, which build successfully on the programme of study for the younger pupils. They are taught about the main religions and about the lives of important religious leaders. Each topic is considered in some depth and pupils extend their knowledge of these religions and their understanding of the reasons for particular beliefs and the motivations of the religious leaders. Only one Year 3/4 lesson on Gandhi's life was observed, in which teaching, learning and standards attained were all good. The teacher drew on key aspects of Gandhi's life in a lively and interesting way which engaged all pupils. His focused questioning enabled pupils to draw on previous learning. As a result, they recalled all the key events of Gandhi's life well and understood the part that religion and religious beliefs played in his life and work. They understood and interpreted his motivations and drew comparisons with their own experiences well. Scrutiny of teachers' planning and of the outcomes of pupils' written work over time reinforces this picture of good quality teaching, learning and achievement. In discussion, pupils in Year 4 recall previous studies well.
100. Teachers require Year 3 and Year 4 pupils to record their work in a very good variety of written formats, including story, mind maps, diagrams and lists, timelines and factual accounts. Pupils with special educational needs are carefully supported to enable them to take a full part in discussing and recording their work. Very good links are made with previous and ongoing work in geography and history, and there is good promotion of both literacy and numeracy. Pupils have good opportunities individually and in paired and group work, to develop their speaking, listening and thinking skills. The subject makes clear and positive contributions to the pupils' spiritual, moral, social and cultural development. Assemblies and the celebration of special religious occasions also contribute positively to the pupils' experiences.
101. The good resources are deployed well, with effective use of books, photographs and artefacts to stimulate interest and discussion. Visits and visitors also enrich the pupils' experience. The use of ICT was not evident in planning or lessons seen. Assessment of progress through marking and in summary, are carried out regularly but are not yet used effectively to review progress for individuals or across the school. The new co-ordinator has a good command of the subject, is leading its development soundly and has sensible plans to improve teaching further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

102. Art was inspected in depth and lessons were sampled in design and technology, music and physical education.
103. In the one **design and technology** lesson observed in a mixed Year 1/2 class, teaching and learning were satisfactory overall. The teacher challenged the pupils to design puppets, which they did conscientiously and with enjoyment. They described how to make a moving puppet of a sea creature using split pins to join separate pieces of the animal. The pupils with special educational needs achieved particularly well as a result of the focused intervention provided by the two teaching assistants. The teachers plan in line with national guidance and the topics

taught provide good coverage of the National Curriculum. Pupils in Years 1 and 2 are taught how to join different materials, which they are able to do using glue, sellotape and staples. Higher attainers work at good levels of accuracy when cutting and sticking. The pupils have designed and made vehicles with a combination of either moving axles and fixed wheels or fixed axles and moving wheels. Evaluations of work are largely oral but there was also some written evaluation observed in books. Samples of work completed by Year 3 and Year 4 pupils show that the pupils are challenged to make more complex artefacts such as chairs.

104. In **music**, two singing lessons were observed in Years 1 and 2, in which teaching, learning and standards were satisfactory overall. Some very good features of music teaching were observed in one lesson where the teacher explained very clearly what is meant by 'dynamics', which helped the pupils to improve their skills and sing the song more loudly and more quietly in different parts. The teachers always emphasise the need to sit or stand up straight when singing and to sing with expression. They ensure that the pupils develop their listening skills and they make tasks increasingly more challenging. For example, the pupils had to omit various lines from the song and mime the relevant actions. The teachers try to ensure that singing is fun and the pupils generally respond positively. Standards of singing in assembly are average. Currently, four of the older pupils receive instrumental music tuition from a visiting teacher. The pupils value this input.
105. In **physical education**, two dance lessons in Years 1 and 2 were observed, in which standards, teaching and learning were satisfactory. The pupils wear appropriate clothing for physical education and they enter and leave the hall in an orderly fashion. They clearly enjoy their dance lessons. Teachers have taught them the importance of warming up at the start of physical education lessons and, to do this, they travel around the hall in different ways and participate satisfactorily in simple aerobic exercises. They also understand the need to cool down at the end of lessons. The pupils move satisfactorily to the beat of the teacher's tambour and they respond satisfactorily to music. They work independently and with a partner, mirroring movements. The teachers manage changing sessions well. At times, some pupils who become over-excited and silly interrupt the flow of lessons and it takes some time to regain the pupils' full attention. The teachers ensure that all pupils are fully included in learning. They give pupils the opportunity to observe the performance of others and this helps to generate more ideas. Due attention is paid to safety, although, despite reminders whilst changing, some girls were still wearing small items of jewellery in one of the lessons observed

Art and design

The quality of provision in art and design is **good**.

Main strengths and weaknesses

- Standards by the end of Year 2 are above national expectations.
- A good range of resources is used to stimulate interest and develop skills.

Commentary

106. In Years 1 and 2, the pupils achieve well and reach standards by Year 2 that are above average. There is no difference in attainment between boys and girls. Judgements are based on an analysis of pupils' work and the teachers' planning as no lessons were observed for this age group.
107. The teachers provide good opportunities for the pupils to work with a variety of materials using a wide range of techniques. As a result the pupils achieve well. They draw carefully from first-hand experience, paying close attention to detail. In science, for example, they have produced good observational drawings of fruits and seeds. Using a viewfinder, the pupils drew objects at a distance and then closer to them, noting the differences. They make good use of their imagination by completing a picture, only the corner of which is provided. They observe a

picture and then think about pictures that might precede and follow it. They make good use of their printing, painting and collage skills to produce imaginative work based on a topic about water and life under the sea.

108. The pupils have been taught about Mondrian and have been shown how to use computers to generate pictures that replicate his style. They do this with confidence and their resulting patterns show that they have made good progress in understanding the artist's work. As part of a topic on autumn, the pupils make realistic models of owls, using pinecones and felt, and they weave imaginative patterns, using paper and thread in autumn colours. In work linked to design and technology, the pupils have drawn accurate sketches and made collages of vehicles. They are being taught to recognise facial features and they use their observational skills well to complete the other half of pictures of faces cut from magazines.
109. Pupils in Years 3 and 4 are making satisfactory progress in using a variety of media and techniques and standards here are satisfactory. The teachers enable the pupils to consolidate skills in art and design by applying them in other subjects. In geography work on India, for example, they print repeating designs based closely on patterns in Indian fabrics. In history work on ancient Egypt, they used modroc to produce some good decorated models of canopic jars. They draw imaginative pictures to illustrate the mood created by listening to music from Peter and the Wolf. They are developing their observational skills, for example in producing some satisfactory self-portraits. There were few examples of work in clay in evidence.
110. Teaching and learning in the one lesson observed in a mixed Year 3/4 lesson was satisfactory with some good features. The focus of the lesson was to create symbols to illustrate a journey. The teacher gave a clear recap of previous work on how pictures can reflect text and this helped the pupils to understand how they might use signs and symbols to portray a journey that they had made. The teacher encouraged discussion, which provided a good opportunity for the pupils to develop their speaking and listening skills. The ensuing activity was suitably challenging for the more able pupils but lower-attaining pupils needed more guidance to enable them to engage confidently with the task.

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	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
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	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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7), not applicable to the school (8).