

INSPECTION REPORT

WILLINGHAM PRIMARY SCHOOL

Willingham, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110622

Headteacher: Mrs J Brearley

Lead inspector: Mr J Donnelly

Dates of inspection: 24th - 26th May 2004

Inspection number: 258437

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 285

School address: Thoday's Close
Willingham
Cambridge
Cambridgeshire
Postcode: CB4 5LE

Telephone number: (01954) 283 030
Fax number: (01954) 283 029

Appropriate authority: The governing body
Name of chair of governors: Dr Nicholas Walton

Date of previous inspection: 21st September 1998

CHARACTERISTICS OF THE SCHOOL

Willingham Primary School caters for pupils aged four to 11. It is situated in Willingham village close to Cambridge. The area is one of mixed social and economic conditions. It is a 1.5 form entry school and, with 285 pupils on roll, is above the average size for primary schools. The children's attainment on entry to the school is average. The vast majority of pupils come from a white British background. There is a small proportion from other ethnic backgrounds and only a few pupils (0.4 per cent) have English as their second language. The proportion of pupils eligible for free school meals (9 per cent) is low. The number of pupils entering and leaving the school other than at the normal times is high. The number of pupils from traveller families is high. At 14.4 per cent, the percentage of pupils with special educational needs is close to the national average. There are 11 pupils (3.8 per cent) with statements of special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23637	Mr J Donnelly	Lead inspector	Science Information and communication technology
	J Lovell	Lay inspector	
16773	R Arora	Team inspector	Areas of learning for children in the Foundation Stage Geography History Physical education
2756	M Barron	Team inspector	Mathematics Music Religious education Provision for pupils with special educational needs
18502	V McTiffen	Team inspector	English Art and design Design and technology

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
- 15	
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 28
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Willingham Primary is a very effective school. Pupils achieve very well as a result of very good teaching and learning. Standards are above average overall. The leadership and management of the school are very good. The school provides very good value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Pupils' achievements are very good; pupils of all abilities achieve very well in English, mathematics and science by the end of Year 6.
- Leadership by the headteacher is excellent.
- Pupils' relationships with each other are very good and they demonstrate very good levels of confidence and self-esteem.
- Teaching and learning are very good overall.
- Pupils' social and moral development is very good.
- The relationship between staff and pupils is very good.
- The commitment of staff and very high level of teamwork are strengths of the school.
- The links with other schools and colleges are very good.
- The provision for special educational needs is very good.

Since the previous inspection in 1998, the school has made **very good** progress. Both the standards and the pupils' achievements have improved in English, mathematics and science. The good progress the school has made in mathematics has yet to fully impact on results in the national tests. Teaching and learning have improved from good to very good. Provision for children in Reception is better than it was. The headteacher and key staff have successfully addressed the minor weaknesses and issues identified in the previous report.

STANDARDS ACHIEVED

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

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools based on free school meals. The mobility between Year 2 and Year 6 is high and data is unreliable.*

The pupils achieve very well. The overall provision for children in the Reception class is very good. Most children are on course to start Year 1 with standards in line with the expected standards in all areas of learning, with a significant number exceeding expectations in writing.

Standards attained at the end of Year 2 in the 2003 national tests were average in reading and writing and below average in mathematics; in comparison to similar schools, standards were average overall. Standards in the current Year 2 pupils' work in lessons are above average.

Standards attained at the end of Year 6 in the 2003 national tests were high in English and in the top five per cent nationally. Standards were above average in science and average in

mathematics In comparison to similar schools, standards were in the top five per cent in English. In the current Year 6, standards are well above average in English, and above average in mathematics, science and information and communication technology (ICT). Standards are above average in ICT and religious education at the end of Year 2 and average in all other subjects where judgements can be made.

The pupils' personal qualities, including their spiritual, moral and social and cultural are very good overall. The pupils behave very well and have very good attitudes to their learning. Pupils' punctuality and attendance are satisfactory but the attendance level is adversely affected by the pupils from traveller families.

QUALITY OF EDUCATION

The quality of education is very good. The quality of teaching is very good, and as a result pupils learn very well. The teaching is strongest in Years 2 and 6, with more very good and excellent teaching in these year groups than in others. The best teaching is in the core subjects of English and mathematics. The pupils' very good achievement is very well supported by the teachers' very good planning and subject knowledge, and by the excellent relationships between teachers and pupils. Teachers expect all pupils to learn very well, regardless of their background or ability level, and the learning targets for pupils with special educational needs are used effectively in lessons. A very good curriculum is provided. The quality of care and guidance and the school's links with parents are also very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of key staff and governors are very good. The leadership of the headteacher is excellent and she is ably supported by the senior management team. The school development plan gives a very clear steer to the improvements needed. Teamwork and collaboration between staff are at a very high level.

The governance of the school is very good. The governors, senior managers and subject leaders have a very good knowledge of what works well and what needs improving, and they are clearly focused on improving the quality of teaching and learning even further. The governors ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents feel the pupils are very well prepared for the next stage of their learning. The pupils have very positive views of the school. They are particularly enthusiastic about their teachers and the variety of clubs after school.

IMPROVEMENTS NEEDED

IN ORDER TO RAISE STANDARDS FURTHER:

There are no significant weaknesses in the school. The school improvement plan gives a very clear basis for further improvement.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

The pupils' achievement throughout the school is very good. Standards are average by the end of Year 2, and above average by the end of Year 6.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' achievements are very good; pupils of all abilities, gender and ethnicity achieve very well in English, mathematics and science by the end of Year 6.
- Current standards of work in Year 6 are above those expected in English, mathematics and science. Challenging targets are set.
- In Years 1 and 2, pupils achieve well in reading, writing and mathematics.
- In the Reception classes all children achieve well, given their levels of attainment on entry and they are on track to reach the expected standards in most areas of learning.
- The provision that the school makes for pupils with special educational needs is very good.

COMMENTARY

1. Achievement is **very good** overall.
2. Children's attainment on entry to the Reception classes is average in most areas of learning, but slightly below average in language and communication, and personal, social and emotional development. Children achieve well because of the high quality of leadership and the number of adults who provide a good curriculum that is focused on developing the basic skills of English and mathematics.
3. At the end of Year 6 in the national 2003 tests, standards were high in English, above average in science, and average in mathematics. There is no significant difference between the test results of boys and girls. Pupils with learning difficulties achieve very well in relation to their targets. National test results at the end of Year 6 in English, mathematics and science have improved over the past two years. The school's results have been improving above the national trend. Standards in the lessons observed overall were above average. In the lessons observed in mathematics, standards are higher than the 2003 national test results.

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

Standards in:	School results	National results
reading	15.7 (15.9)	15.7 (15.8)
writing	14.7 (14.7)	14.6 (14.4)
mathematics	15.9 (16.3)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

4. Standards in reading and writing were average at the end of Year 2 in 2003; however standards in mathematics were below average. Inspection evidence shows the current Year 2 pupils reaching above average standards in their work. Achievement is good in Reception and Year 1 and 2. It is very good in Years 3 - 6.

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

Standards in:	School results	National results
English	30.1 (28.0)	26.8 (27.0)
mathematics	27.5 (25.9)	26.8 (26.7)
science	29.6 (28.4)	28.6 (28.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year.

5. Pupils, who have special educational needs, including travellers' children and cared for pupils, achieve very well throughout the school. Their progress is very good and matches that of other pupils because of the very effective care and support they receive. Individual education plans feature achievable targets and are quite specific to the needs of individual pupils.
6. The improvements noted between 2000 and 2003 are due largely to the very positive leadership and management of the school. The headteacher has insisted upon very high standards of teaching and used observation time effectively to help raise the quality of teaching. In the 2003 national tests most Year 6 pupils gained well above the expected levels for their age in English and above average in science. This demonstrates very good achievement. Pupils with learning difficulties make very good progress in these subjects because of the very good support they receive. Standards are above average in ICT at the end of Years 2 and 6; in religious education standards are above average at the end of Year 2 and average at the end of Year 6.
7. At the higher Level 5, the national 2003 test results show an improvement. The higher performance of the more able pupils is due to the school's very good assessment procedures, especially in English and mathematics, and the many intervention programmes aimed at boosting pupils' learning. This is coupled with teachers' high expectations and detailed planning that identifies the needs of pupils of different abilities. In the lessons observed in mathematics, standards are higher than the 2003 national test results.
8. Pupils' literacy and mathematical skills across the curriculum by the end of Year 6 are good.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

The pupils' behaviour, personal qualities and attitudes to work are **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils have very good attitudes towards school and these, together with very good behaviour, contribute very well to pupils' personal development and learning.
- The very good role models provided by staff, and their high expectations, ensure that pupils have a very good understanding of the difference between right and wrong and also contribute to creating an orderly community in which all pupils can learn.
- The very good relationships between all members of the school's community underpin the work of the school.
- Provision for pupils' social, cultural, moral and spiritual development is very good.
- The majority of pupils achieve either good or better attendance levels, although the impact of a small minority of poor attendees reduces overall attendance.
- The school does not respond sufficiently quickly to the small number of absences that are not reported by parents on the first morning.

COMMENTARY

9. The school's ethos statement and aims are clearly reflected in its work and in the very good attitudes, standards of behaviour, relationships and values displayed by pupils throughout the school. Provision for pupils' personal development is very good. Pupils enjoy school. Parents and pupils are very positive about the encouragement and support that staff provide to help pupils to develop independence and a sense of responsibility and to show maturity. Pupils are very well behaved in lessons and around the school; they are polite and courteous. They respond very well to the supportive ethos of the school, which values all members of the school community and what they bring individually to the life and work of the school. Staff very effectively and consistently reinforce very high expectations and very successfully promote good behaviour. Parents are very supportive of the school and generally very pleased with the values the school promotes. Staff deal effectively with the few incidents of inappropriate behaviour that occur. No incidents of bullying were seen during the inspection and any concerns, which are often about relationship breakdowns, are followed up and quickly resolved. As the table below shows, there have been three exclusions in the last year, which have been dealt with appropriately, and no racist incidents have been recorded.

EXCLUSIONS

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	267	3	0
Gypsy Romany	8	0	0
Mixed - any other mixed background	4	0	0
White - Irish Romany	2	0	0
Black or Black British - African	1	0	0
Did not wish to comment	2	0	0
Not known	1	0	0

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

10. The encouraging and purposeful atmosphere teachers create in lessons shows pupils that they are valued and this increases their confidence. Pupils feel secure in taking risks

in sharing ideas, volunteering answers to questions and undertaking tasks about which they are uncertain. They co-operate well and share and value each other's ideas, sustaining concentration well, particularly when the objectives are clear and the task is challenging. Pupils are happy and secure, and enjoy school life in an atmosphere where all are valued and where they value each other.

11. The school has very good policies to guide staff in planning for opportunities to promote pupils' spiritual, moral, social and cultural development and in making very good use of those opportunities that arise. Spirituality is promoted very well through opportunities for reflection, assemblies and the celebration of art and design and the natural world throughout the school. For example, work with an artist in residence enabled pupils to reflect on their journey through life and its significant points. Working collaboratively, pupils created a very large piece of artwork, which was hung around the hall.
12. Pupils have a very good understanding of right and wrong, which is promoted consistently throughout the school, and benefits from the very good role models provided by adults. Pupils are encouraged to be honest, trustworthy and courteous and to respect and value other people's feelings, values and beliefs and this is exemplified through the support that pupils give to each other in lessons and at play.
13. There are opportunities throughout the school for pupils to enhance their social development, through undertaking responsibility within the class, caring for each other and through a range of visits and visitors. All pupils are very aware of the very high expectations of staff, which promote an orderly and caring community in which they learn to care for each other through initiatives such as acting as a buddy to a younger child or helping at the 'buddy bus stop'. The school provides pupils with a positive understanding of cultural diversity, racial equality and disability awareness through lessons supported by very good displays and the use of teaching aids such as 'persona' dolls. Pupils develop a good understanding of the needs of others, through sharing their own experiences and activities to support a range of charities.
14. Pupils with special educational needs display a willingness to learn and their behaviour reflects this. They have very good access to all aspects of school life and the range of activities the school provides.

ATTENDANCE

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.1	School data	0.1
National data	5.4	National data	0.4

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

15. Overall attendance is satisfactory. The figures for the 2002/3 academic year show that attendance is well below the national average but the levels of unauthorised absence are broadly in line with the national average. The reason for this apparent discrepancy is that the significant majority of pupils have either good or better attendance but a minority of pupils are from traveller families and are sometimes absent for long periods. Consequently these pupils have either poor or very poor attendance and this impacts

adversely on the overall figure. The overall attendance figure shows an improvement on that included in the previous inspection report.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. The quality of teaching is very good and as a result, pupils learn well. The curriculum and links with parents are very good. The school makes good provision for the welfare, health and safety of pupils.

TEACHING AND LEARNING

The quality of teaching, learning and assessment is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Teachers have a very good understanding of the subjects they teach.
- The quality of teachers' planning is very good.
- Teaching methods are very effective and help pupils achieve their potential.
- Teachers have very high expectations of pupil behaviour.
- Teaching support staff work very effectively and aid pupils' achievement.
- The use of assessment, whilst good in the Foundation Stage, is very good throughout the rest of the school.

COMMENTARY

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	6	16	2	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

16. The quality of teaching is very good overall and has continued to improve since the last inspection, when it was judged to be good. Over nine tenths of lessons featured either good or better teaching, with over a third judged as very good and three lessons excellent. Work in pupils' books indicated very good teaching even in classes where the teaching in some of the lessons seen was no better than good. This improvement has been a key factor in the school's successful drive to further raise standards, especially in English and mathematics, where ongoing assessment to track pupils' progress has been used well to plan for future learning. Teaching methods are very effective overall and teachers expect high standards from pupils, both in terms of behaviour and learning. Lesson planning builds very well on previous learning and teachers use their secure subject knowledge very well to enhance pupils' achievement.

17. In observed lessons the pupils worked very well and productively and had very good attitudes to learning. Teaching was nearly always stimulating and challenging and teaching methods were often imaginative and engaged the full attention of all pupils. For example, learning and achievement were both very good in a Year 6 mathematics lesson about developing problem solving skills because tasks were very well matched to pupils' capabilities and the teacher used very inventive teaching methods to make pupils think about what they were doing at all times. As a result pupils enjoyed the challenge and produced high standards of work.
18. The quality of teaching in the Reception class is very good and adults work very well as a team to ensure that the children are given regular opportunities to develop their knowledge and understanding of the world they live in and that they are well prepared for transfer to the next stage of their education. Planning is very thorough, and adults skilfully ensure very good links are established across the different areas of learning. Assessment is used very well to track progress in all areas of the Reception class curriculum. As a result children achieve very well and make very good progress in learning.
19. A strong feature of teaching throughout the school is the way in which effective partnerships have been developed between teachers and teaching support staff, especially learning support assistants, whose skills and expertise are used very well to support the learning of all groups of pupils. This has had a beneficial effect on achievement and has helped to raise standards. For example, a teaching assistant taught ICT to groups of Year 2 pupils in the school's suite in an observed session. Her secure subject knowledge and teaching skills were used to good effect and pupils' understanding of how to present data in graph form increased as a result.
20. The quality of teaching and learning for pupils who have special educational needs is very good. They are taught very effectively and are usually provided with very good support within the classroom from teachers, teaching assistants and other adults. Travellers' children and cared for pupils are well supported through the use of specialist teachers and the school's good use of outside agencies. Teachers plan work that is suitably modified to cater for all pupils with special educational needs. Tasks are linked well to appropriate and precise learning targets identified on individual education plans. These usually comprise suitably small steps in learning and are very well linked to prior attainment. As a result pupils with special educational needs make very good progress and their achievement is very good overall.
21. Assessment procedures, criticised by the previous inspection, are now very good. They are used well in the Reception class to track children's overall progress. Very good systems are in place to assess older pupils' learning, especially in mathematics and English, and are used very well to plan for future work. Marking is good and helps pupils to know how they can improve. This is enhanced in some year groups by the development of self-assessment by pupils. Good and detailed comments both celebrate good work and give structured guidance on the next steps needed. Whole-school procedures are now used well to monitor the progress of individual pupils carefully and note variations in performance. These systems are developed best in English and mathematics and the information gained is used to set challenging targets for individual pupils in consultation with their parents. Assessment procedures for pupils with special educational needs are very good and aid their achievement.

THE CURRICULUM

The curriculum is **very good** overall. It meets all statutory requirements and is enhanced by a very good range of extra curricular activities

MAIN STRENGTHS AND WEAKNESSES

- A wide range of stimulating and challenging opportunities in extra-curricular clubs and additional projects and visits is matched well to pupils' needs and increases their skills and confidence.
- Planning is very good and pupils are clear about what they have to learn in the lesson.
- Effective links are made between different subjects.
- The provision for pupils with special educational needs is very good.

COMMENTARY

22. The school provides a very good range of extra-curricular and additional activities to enhance pupils' learning. These are supported very well by staff, parents and members of the community. The extensive range of sporting clubs is well attended and encourages pupils to develop a good team spirit because of the skilled teaching and pupils' enthusiasm. Musical activities are popular and provide a very good range of opportunities for pupils to perform in school and in public. Pupils visit local places of interest to extend their learning. Provision has improved well since the last inspection.
23. The curriculum for children in the Reception class is planned well to give children experience of all the areas of learning and enable them to achieve well. The use of the outdoor classroom enhances the range of opportunities to plan exciting activities in the fresh air. Throughout the school the teachers use national subject guidance well to provide a good range of work. Their planning is very good. Pupils always know what they are expected to learn in the lessons and check whether they have achieved their objectives at the end of them. There are good links between subjects such as in art and design, religious education and music. Subject leaders are extending links between subjects for example, including the development of purposeful links between history and geography, and design and technology and science. This adds considerably to the quality of pupils' learning. Writing is used consistently well to support other subjects and there is extensive use of ICT to enhance learning, particularly in science. Whole school projects are carefully planned to encourage learning and raise standards. The very good personal, social, health education and citizenship programme has very clear links with every subject and the use of whole-class discussion time is well established in the Reception classes and Years 1 and 2.
24. Provision for pupils with special educational needs is very good. Once pupils have entered the school very effective systems are in place to closely monitor the progress of pupils with possible learning difficulties. Those who are assessed as having special educational needs are provided with the support they need through the effective implementation of very specific individual education plans. This aids their progress in learning and is reflected in the standards they achieve.
25. The curriculum, in subjects such as history, music and art and design and work with visitors such as artists, promotes a good understanding of pupils' own heritage and other

cultures. Recently, the school hosted a multicultural evening for parents and pupils and this was well attended. Visitors such as a Hari Krishna follower help pupils to understand other belief systems and the diverse nature of the community in which we live.

CARE, GUIDANCE AND SUPPORT

The care, guidance and support for pupils are **very good** overall and are significant strengths of the school.

MAIN STRENGTHS AND WEAKNESSES

- The very good induction arrangements for pupils entering the school.
- Pupils enjoy very good and trusting relationships with staff which significantly influence the very good support and guidance provided.
- There are very good arrangements for seeking pupils' views which promote their understanding of the responsibilities of living in a community.
- The school exercises its responsibilities in respect of child protection procedures with care and all staff have a very good understanding that supports good practice.
- The good arrangements for ensuring the health and safety of pupils, although the practice of recording risk assessments is insufficiently developed.

COMMENTARY

26. Induction arrangements are very good when children start at school and the school puts much effort into establishing and maintaining very good links with playgroups and pre-school nurseries and providing opportunities for pupils and their parents to visit the school. In the Reception Year, staff seek to help parents to be involved in their child's learning and to establish a very effective partnership between school and home. These arrangements build very good relationships between pupils and staff, which give all pupils the confidence to share any concerns about their work, personal problems or exciting news with an adult. This is reflected in the very positive views, expressed by all pupils, of their confidence that they can approach any adult working in the school and will receive caring support, guidance or friendship according to their needs. Pupils talk very positively of the willingness of all adults to listen to them and of their fairness. Teachers and learning support staff know pupils very well and monitor their personal development very closely, within a caring environment. Pupils receive very well informed support through the very good knowledge of pupils as individuals.
27. Procedures for monitoring and supporting the academic progress and personal development of pupils with special educational needs are very good. Information about individual pupils is used very effectively to produce detailed individual education plans and pupils' involvement in lessons and progress is monitored on a regular basis. Intervention programmes to support and aid pupils' progress are effective and the school works very well with several outside agencies to best cater for the needs of pupils requiring extra support in order to enhance their learning.
28. Child protection procedures meet requirements. The school exercises its responsibilities with vigilance and care. The school's procedures for ensuring the safety and well-being of pupils are good overall and show that the standards found at the time of the last inspection have been maintained. First aid provision is good and adequate staff are qualified to provide assistance in the event of an emergency during the school day and

whilst after school activities are taking place. Safe practice is promoted well on a day-to-day basis. The school regularly undertakes safety audits, which are linked to informal risk assessments. However, a system for conducting, recording and reviewing formal risk assessments is not sufficiently comprehensive. The school completes appropriate risk assessments for visits. Equipment is regularly checked and tested, and emergency evacuation procedures are practised each term.

29. The school has a very good policy for the use of physical intervention in the event that a child is likely to harm him (her) self or others. The arrangements are supported by regular training for staff and appropriate records to log any incidents.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The partnership between school and home, with local schools and the community is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Parents are very supportive of the school and most have formed a very effective partnership with the school to support their children's learning.
- Parents have very positive views of the school and the way in which it helps their children to develop as individuals and learn.
- Very good information is provided to parents through newsletters, information evenings and reports. The reports to parents about their children's progress are very good and provide them with clear information about what their children need to know to progress to the next stage in their learning.
- There are very good arrangements to seek parents' views on aspects of future planning, and their levels of satisfaction with the school and the provision that it makes.
- Very good links with the local secondary school college provide a very good basis for the transfer of pupils at the age of eleven and for supporting community learning.

COMMENTARY

30. The very good partnership that the school has developed with parents is reflected in their very positive views of the school and the education that it provides. The parents have no significant concerns about aspects of the school's provision. Inspectors support the positive views of parents. The newsletters and general information provided to parents are good and annual reports show the very good knowledge that teachers have of pupils, as individuals, and provide parents with a very good understanding of what their children need to do to progress to the next stage of their learning.
31. The quality of information produced by the school to inform and consult parents about the nature of individual pupils' special educational needs and about their identification, assessment and progress is very good. Parents and pupils are fully involved in both the drawing up of individual education plans and have their views taken fully into account during the review processes.
32. The very successful involvement of parents in their children's learning is demonstrated by their very good attendance at events planned by the school either to help parents provide their children with support at home or to provide them with information about the life and work of the school. The school runs helpful sessions to tell parents about the work that

their children will be doing or to explain specific topics, such as 'Jolly Phonics' for parents of the youngest children.

33. The school has very good arrangements to seek parents' views on their general satisfaction with the school's provision and to liaise with 'focus groups' on specific issues such as proposals to develop 'learning landscape' in the school's grounds. Parents' views contribute to the school improvement planning process and there is satisfactory ongoing feedback to parents through the governors' annual report and regular school newsletters.
34. Very good links both with Cottenham Village Secondary School College, to which most pupils transfer at the age of 11, and other local primary schools, provide very good curricular links and opportunities for pupils to share activities, such as a local music festival and additional mathematics for high ability pupils. Staff also share good practice, which benefits their professional development. These links also contribute significantly to very effective transfer arrangements at age 11 and to developing community education, in subjects such as ICT, for parents at Cottenham Village College. Links with Homerton College support teacher-training programmes and those with the local playgroup and pre-school nursery benefit transition arrangements.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The headteacher provides **excellent** leadership and is very well supported by other key staff, who also provide **very good** leadership and management. The governance of the school is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher's excellent leadership has had a very clear impact on ensuring that previously identified weaknesses are now strengths of the school.
- The governing body has a very clear understanding of the school's strengths and weaknesses and supports the school very well.
- The school's senior managers and curricular leaders provide very good leadership.
- The overall quality of management is very good and ensures the effective running of the school.

COMMENTARY

35. Leadership and management of the school are very good and have led to significant recent improvements in curriculum provision. The headteacher provides excellent leadership and displays a thorough understanding of all aspects of school life. She has a very clear idea of the way the school should continue to develop and has been very successful in bringing about many positive changes since her appointment. The headteacher, ably backed by her senior management team, provides very clear educational direction for the school and has gained the confidence of pupils, parents and governors. In addition she has ensured that teachers and support staff work enthusiastically as an effective team with a shared commitment to school improvement and to raising standards. There has been very good improvement since the last inspection.

36. The governing body has been very effective in ensuring that the school meets all statutory requirements and has helped to shape the vision and direction of the school through for example, the appointment of the present headteacher. Governors have a very clear understanding of the strengths and weaknesses of the curriculum provision and challenge and support the school very well in their role as a critical friend. The governing body applies best value principles very well always primarily considering the school's best interests in all their dealings. Individual governors fulfil their roles well and many keep in close contact with the school.
37. The headteacher and senior staff manage the school very well and this has had a very positive impact on the school's commitment to raise the standards of pupils' academic achievement through self-evaluation. Monitoring of pupils' performances in subjects such as English and mathematics is used very effectively to not only assess the quality of teaching across the school but also to identify areas requiring improvement and to track pupils' achievement. Curriculum evaluation is ongoing and the school takes appropriate action to improve provision as and when it is required. Effective target setting linked to school improvement planning and to performance management ensures that teachers and teaching assistants are able to address the school's current priorities very well. There is a strong programme of professional development for both teachers and support staff, who are deployed effectively according to their strengths and used very efficiently to ensure pupils' learning needs are met.
38. The school fully meets the requirements of the Code of Practice for special educational needs. The special educational needs coordinator leads and manages provision very effectively and has ensured that all statutory assessments are completed in accordance with the school's special educational needs policy. She has also ensured that systems have been set up to help identify, assess, monitor and cater for the needs of all pupils with special educational needs.

FINANCIAL INFORMATION

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	623,107
Total expenditure	601,831
Expenditure per pupil	2,122

Balances (£)	
Balance from previous year	17,789
Balance carried forward to the next year	20,276

39. Financial management and administration are very good and the school has ensured that effective systems are in place to monitor all aspects of the school's income and expenditure. Financial decisions linked to priorities within school improvement planning are underpinned by good educational reasons. This helps to ensure that spending is targeted towards those areas of greatest benefit to the curriculum and to the needs of pupils. Overall the headteacher and governing body apply the principles of best value very well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Reception classes is **very good**.

40. Children are well prepared for transfer to Year 1. The four year-olds are admitted to the Reception classes at the start of the academic year. Most children have had pre-school experience in the independent Nursery on site before starting full time school. Children's attainment on entry to the Reception classes is variable. It is average for this age group in most areas of learning, but below average in the areas of language and communication, and personal, social and emotional development.
41. Children, parents and carers are effectively introduced to the school. Children are well prepared for their start in the Reception classes, with frequent visits beforehand. They have forged good links with parents, who feel welcome in school and consider that they receive good information. Parents and staff work in partnership to improve children's learning.
42. By the time they reach Year 1, all children make good progress and achieve well. This is due to consistently good teaching. The teachers have a very good understanding of how young children learn and all staff work together as an effective team. The curriculum is carefully based on the recommended areas of learning and children are provided with a wide range of challenging and interesting activities. The curriculum is extended to embrace the literacy and numeracy strategies. Most children are on course to start Year 1 of the National Curriculum with standards in line with the expected standards in all areas of learning, with a significant number exceeding expectations in writing.
43. The Reception classes are very well led by an experienced co-ordinator. There is a clear action plan identifying areas for development, for example the need to further develop the outdoor classroom and extend the range of learning opportunities for children. The staff are fully aware of the principles that underpin the good early years practice. There is a rigorous approach to monitoring children's progress on a regular basis.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Most children are on course to meet the expected levels.
- There are very good relationships with both adults and children.
- The quality of teaching and learning are very good.
- Children's attitudes and behaviour are very good.
- Children are given good opportunities to use their initiative and develop their independence.

COMMENTARY

44. Some children enter school with immature personal and social skills. They settle down quickly and feel both happy and secure. Clear boundaries of behaviour and the very good role models set by the adults, linked with the very good quality of teaching and learning, mean that children achieve very well. Most children are attentive and eager to learn, and the staff create a supportive atmosphere where each child feels very special. Most children find it easy to conform to the high standards set by the staff. They know routines well, settle to tasks with a minimum of fuss and behave sensibly at all times. All children show developing confidence in trying new activities. They are purposefully engaged and show consideration and respect for property and each other. Children enjoy coming to school and take pride in their achievements. This was noted when children proudly shared their reading diaries and talked about comments for trying hard and succeeding.
45. Teaching assistants are used particularly well alongside teachers, to establish high standards of behaviour and social skills. A good range of activities is planned to ensure that the children's curiosity is stimulated. They are given sufficient opportunities to develop their initiative and manage different tasks. This was noted at the start of each day when children select activities and work on them independently for the required lengths of time. The children are managed skilfully and kept purposefully occupied through a range of carefully structured activities. Their play and responses are supported and extended sensitively through good questioning.

COMMUNICATION, LANGUAGE AND LITERACY

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

MAIN STRENGTHS AND WEAKNESSES

- The rich learning environments, with good learning resources, where children have plenty of opportunity to develop their speaking, listening, reading and writing skills.
- Children achieve well in relation to their prior attainment because of the good teaching of basic skills.
- Children have very good attitudes to learning.
- Most children achieve particularly well in writing and exceed expectations.
- Teachers talk to children with respect, encouraging them to express themselves.
- A home reading system is very well established.

COMMENTARY

46. On admission to the Reception, some children have language and communication skills, which are below what is usually found. Most children make very good gains in learning because they are taught well and have access to a good range of resources. The well-planned curriculum provides interest, stimulation and challenge. The staff show that they value children's efforts at communicating. Children talk about their experiences interestingly and develop new vocabulary in all aspects of their work, for example, when engaged in the free-flow activities and the imaginative role-play in the class 'café', the 'garden centre' or the 'pet corner'. Constant encouragement to do well at every step of learning ensures that all children are achieving most of the expected standards.
47. The literacy lessons modified to suit the very young effectively promote the development of early reading, writing and spelling skills. Most children in the class are gaining satisfactory control in developing early writing skills. They draw and paint with increasing

control and many make suitable attempts at writing meaningful short sentences. This is mainly due to a very good emphasis placed on teaching the letter sounds, using the 'Jolly phonics' scheme effectively. The higher attaining children carefully apply their knowledge of letters to put together simple sentences. Very good progress is made when adults work in small groups or on a one-to-one basis to give children individual attention. All the adults use talk to good effect and are good active listeners.

48. The book areas are well resourced and inviting. Children handle books carefully and know how these are organised. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. Children are beginning to recognise many everyday words and successfully associate letter sounds to work out unfamiliar words. In a literacy session, they followed the story of the 'Very Hungry Caterpillar' with great interest and a good few could read the book with developing confidence afterwards. Teachers make continuous assessments of children's progress and have a very good understanding of individual strengths and weaknesses. Their regular evaluations of planned work helps build on what has already been achieved. Children are encouraged to take books home and share with adults every day.
49. Children with special educational needs make good progress because questions are well tailored to their individual needs and they are sensitively encouraged to express themselves clearly. Class discussions and well-focused play activities provide good opportunities for children to try out their ideas in words. This sensitive approach ensures time for thinking so that the children gain in maturity and achieve well. As a result, the majority of children in the Reception year readily discuss, answer questions and offer opinions. Most express themselves confidently and articulately.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Teachers provide good opportunities for children to use mathematics in a range of contexts.
- Children learn well because they are provided with stimulating tasks and good resources.
- Children have good attitudes to learning.
- Teaching is very good at supporting children's mathematical vocabulary.

COMMENTARY

50. The children are taught very well, achieve well and are on course to attain the expected levels by the start of Year 1. Resources are used very well and this helps children to develop their mathematical understanding and vocabulary. Teachers plan well and use a good range of teaching methods, with a specific focus on developing children's vocabulary. This was noted in a lesson, where learning about different coins, children accurately used words such as, 'lots', 'less/more than' etc. Children are encouraged to apply what they know to practical problems for example, counting the number of children at registration or working out the daily 'date' and the weather on the board.
51. Most children correctly identify and put into order the numbers up to 20. They identify numbers that are more than or less than other numbers and have begun to record simple

addition. Children recognise basic shapes and gain knowledge of capacity and weight from practical experiences with sand and water. Some more able children describe objects by position, shape, size, colour and quantity. Children enjoy working with large and small construction equipment and jigsaws. Some older children demonstrate good knowledge and understanding of how to solve simple problems involving addition and subtraction, and use vocabulary such as, 'add one more' or 'take one more away', 'how many altogether?' and 'how many left?' There is effective adult involvement in children's activities and useful timely assessments made of the individual children's progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

MAIN STRENGTHS AND WEAKNESSES

- Children are keen and eager to find out about the world around them.
- Very good teaching ensures that children achieve well, often very well and have good attitudes to learning.
- The support staff provide good quality, valuable support in lessons.
- Resources are used very well to broaden children's knowledge and understanding.
- Good use is made of the school's 'wild garden' to enhance children's learning.

COMMENTARY

52. Children achieve well because of the good teaching and learning. The teachers have a very good understanding of this age group. They plan activities that stimulate the children and help them achieve well. During the inspection week, children made close observations of their 'bean plants' and recorded these in their 'bean diaries'. The current topic of 'growth' is very well developed to enhance children's understanding of plants and how they grow.
53. There is effective adult intervention in activities and encouragement for children to explore new ideas. The guidance given by the teachers and support staff is very good. This was noted when children visited the 'wild garden' for 'pond dipping' and 'bug hunting'. Children are encouraged to work alongside others to put their own ideas into practice. Children thoroughly enjoyed the experiences of hunting for bugs and pond creatures and learnt to identify them by referring to the books with adult support.
54. Children enjoy opportunities of working with sand and water or the play dough. They use paint and mix different colours and most name basic colours correctly. They use different materials, such as paper, card and textiles to develop cutting, joining, folding and building skills and are encouraged to talk about their experiences.
55. Children make good progress overall in learning computer skills. The class computers are well used and children get a good level of individual support.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Teaching of fine manipulative skills is good and contributes to children making good progress and achieving well.
- Children handle tools with care and control and respond very positively.
- There are limited outdoor play facilities. The available large and small outdoor resources are not effectively used.

COMMENTARY

56. Children are on course to achieve satisfactory standards by the end of the year. Most children make good progress in manipulating small objects and tools such as scissors and paintbrushes. They handle objects and construction materials with increasing control, for example when making models. Children have good attitudes and behave sensibly. A few children were seen, confidently using the tricycles outside. There is a suitable range of large and small outdoor resources, but these are not effectively used. There are plans to further develop the outdoor classroom to include an appropriate range of physical activities.
57. In the main school hall children have a regular opportunity for movement with music and use the large climbing apparatus. Children were observed using the climbing equipment in the main school playground. They showed developing body control and awareness of space and safety.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Children work in a well-ordered environment in which creativity and expressiveness are valued.
- Children are provided with good quality resources and make good gains in learning.
- Teaching is good, providing plenty of opportunities for children to develop their creative skills.
- Children have positive attitudes to learning because they feel confident in expressing themselves creatively.

COMMENTARY

58. By the end of the Reception year most children achieve the expected standards in this area of learning. They are able to use a variety of materials to produce attractive and interesting creative work. Teaching and learning are good. There is a range of interesting and stimulating learning settings. Children particularly enjoy their role-play in the well set-up imaginative corners. For example, they were observed playing different roles in the class 'café' and interacting confidently. Children are given good opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint patterns, for example the large wall display of the story, 'Jack and the Beanstalk'.
59. Children enjoy making music and have a good repertoire of songs they sing from memory. In a lesson, all children sang enthusiastically and worked with total involvement when using musical instruments and investigating different sound effects. Teachers plan their lessons well and have a clear understanding of the needs of the children. All adults have high expectations of work and behaviour, and keep constant checks to ensure that all children are fully involved.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are high, especially in Year 6.
- There are very effective ways of tracking how well pupils are doing.
- Very good links are made within the English curriculum and across other subjects.
- Teaching focuses strongly on developing literacy skills.
- The leadership and management of the subject are very good.
- Higher ability pupils in Years 1 and 2 are not always sufficiently directed in their writing.

COMMENTARY

60. Pupils in Years 1 and 2 achieve well. They reach expected standards in speaking and listening. In reading and writing, standards in the national tests are slightly above those expected, although the number of pupils attaining the higher level is below the national norm. In Years 3 – 6 pupils achieve very well so that, by the end of Year 6, overall standards are very high. Standards attained at the end of Year 6 in the 2003 national tests were well above average in English and in the top five per cent nationally. Lower achieving pupils and those with learning difficulties do well because they receive good support. The tracking of pupils' progress is very good. Rigorous analysis leads to clear and realistic class, group and individual targets. As a result, teachers and pupils have a firm view of what needs to be addressed. Good improvement in this area has been made since the last inspection.
61. In Years 1-2 pupils achieve well in speaking and listening because teachers encourage all to contribute. At the beginning of lessons, pupils listen attentively and respond to questions. They sometimes work with a partner and discuss what they are doing. At the end of lessons, they talk about their work. By the time they reach the end of Year 6, pupils' speaking and listening skills develop very well. Owing to a clear focus on language development, pupils have a very good grasp of vocabulary. They speak with confidence in front of others and reason with maturity. During the inspection, Year 6 pupils described a character's feelings with words 'vulnerable', 'distracted' and 'alienation'. Others offered excellent explanations of the meaning of rhetoric and sarcasm. To further improve provision, speaking and listening opportunities are planned into other subjects.
62. Year 2 pupils write about everyday events. They retell stories and describe characters. Because of the school's consistent approach to teaching skills, most pupils spell simple words correctly, use basic punctuation and write legibly. Pupils plan and redraft their writing. As a result, they think about characters, events and actions to structure stories. However, in some cases, higher achieving pupils in Years 1- 2 are not given enough guidance to fully extend ideas. Standards in writing in Year 6 have improved considerably since the last inspection. Pupils apply punctuation consistently and use extended vocabulary and complex sentences to produce varied and interesting writing on a range of subjects. A letter from the Mayor of York to the Lord Mayor of London composed during a history topic shows well-developed use of language and clearly defined opinion. Poems use imaginative vocabulary. From initial notes, writing is drafted and redrafted. In most cases, care is taken with presentation; handwriting is joined and legible. When word-processed, work shows a range of fonts and layouts.
63. The school's approach to reading is very positive. All classrooms have well stocked and inviting reading areas. The library offers additional resources, including a range of books representing other cultures, which is an improvement since the last inspection. Pupils benefit from the presence of a librarian during the lunch breaks when they freely choose to use the library for stories, quiet reading or research. As a result of very good provision and the high level of encouragement they receive from teaching staff, pupils of all ages recognise the value of books. They read with enjoyment from a wide range of material, so that, by the time they reach the end of Year 6, many are expressive and competent readers.
64. The quality of teaching is very good overall. The strengths of teaching are:
- Very good subject knowledge and enthusiasm for English.

- A very good focus on the consistent development of handwriting, reading and spelling skills.
- Attention to individual targets to inform teaching and planning.
- Interesting activities and methods often linked to other subjects, which stimulate learning.
- Effective strategies for extending pupils' thinking and use of language.

65. Leadership and management are very good. The leadership by a highly competent manager, who is passionate about English, has a very positive impact on the quality of provision.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

66. The application of skills across subjects is a strength. During the inspection, the Year 2 pupils' topic, Health and Growing, was linked to an investigation on dinosaurs. The aim was to develop research skills, based upon the questions why, what, when and which. Skilful teaching ensured pupils paid sufficient attention to spelling, handwriting and punctuation while preparing questions for gathering information. In a highly motivating and enjoyable music lesson, pupils used their spooky and descriptive class story as a stimulus for creating sound effects, for added drama and suspense. On other occasions, for example in history, older pupils engage in 'hot seating' when they adopt characters' roles to ask and answer questions, express opinions and justify actions. This highly effective extension of literacy skills enriches other subjects and helps pupils to make sense of their learning.

MATHEMATICS

Provision in mathematics is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- The attainment of pupils is good overall and very good in problem-solving.
- Pupils' achievement is very good in all year groups.
- The quality of teaching of mathematics is very good.
- Pupils' attitudes to the subject are very good.
- The breadth of the curriculum is very good.

COMMENTARY

67. Pupil's standards during the inspection were above those attained nationally in both Year 2 and Year 6 and the development of problem solving skills is very good, especially in Year 6. Standards in the 2003 national tests at the end of Year 2 in mathematics were below average. Inspection evidence shows the current Year 2 pupils reaching above average standards in their work. Standards in the national tests at the end of Year 6 were average. Standards observed in the current Year 6 in the lessons observed are above average and for a significant group of pupils in the high ability grouped class; standards are well above average as a result of very good or excellent teaching. There has been a good improvement in pupils' attainment in mathematics since the last inspection, which reported then that the standards pupils achieved were comparable to those attained nationally. The present improvement has been evident in national test results over the last few years, although there have been some variations year by year because of the make

up of particular groups of pupils. This represents very good achievement and is the result of very effective teaching and the very good use of comprehensive assessment procedures to check pupils' progress in learning and aid future planning.

68. Pupils with special educational needs, including travellers' children and cared for pupils, are well supported by teachers and teaching assistants and achieve as well as other pupils. There are no differences in the achievement of boys and girls and the school's recent emphasis on using problem-solving activities to teach mathematical understanding has had the effect of improving standards overall by, for example, providing vital extra challenge for pupils, especially the more able.
69. Attitudes towards mathematics are very good overall and pupils are really keen and eager to learn. The school's use of the National Numeracy Strategy as the basis for planning in the subject has made a significant contribution to the improvement in standards and has also ensured that all strands of mathematics are fully covered. As a result, progression is evident in learning in different year groups. Year 1 pupils are, for example, able to identify various coins and can solve problems involving up to ten objects. Many are developing a good understanding of capacity. By Year 2, pupils use ICT when sequencing instructions and the more able have a clear understanding of how to try different approaches when solving problems. Year 6 pupils work confidently handling data when solving problems and more able pupils display a good understanding of how to plan, analyse and check their work. Assessment procedures, criticised by the previous inspection, are now very comprehensive and are used very well to track pupils' progress, to review the effectiveness of the curriculum and also to respond to individual needs. Marking of pupils' work is consistently good and often indicates to pupils how they could improve.
70. The quality of teaching and learning is very good overall. Lessons are very well planned and teaching is stimulating and enthusiastic. Teaching methods are very well selected and time used very productively. Lesson objectives are clearly explained and teachers expect pupils to behave very well and work hard at tasks, which are normally well matched to their different abilities and previous learning. Teaching assistants reinforce and support learning very effectively and more able pupils are usually successfully challenged by tasks, which they complete very well.
71. The headteacher provides very effective leadership and manages the subject well. She has ensured that the subject has a high profile in school improvement planning and that all relevant areas of mathematics are covered systematically in all year groups and that teaching staff has had regular in-service training opportunities in order to enhance their expertise. In addition, a regular pattern of monitoring arrangements has been established to check provision within the classroom and to identify and share good practice. Resources are good, easily accessed and cover all areas of learning associated with the National Curriculum.

MATHEMATICS ACROSS THE CURRICULUM

72. The use of mathematics and numeracy across the curriculum is good. Pupils are given good opportunities to build up their understanding of the practical uses of mathematics as part of their work in other subjects, for example, when interpreting data during ICT lessons.

SCIENCE

Provision in science is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' achievements are very good.
- Teachers place very good emphasis on teaching investigative work.
- Year 2 and 6 pupils' standards are above average.
- The quality of teaching and pupils' learning is very good.
- Pupils in Years 3 to 6 use their literacy and numeracy skills well.

COMMENTARY

73. Results in the 2003 national tests for Year 6 pupils were above the national average. Teacher assessments for Year 2 were above the expected levels. Standards of pupils in the current Year 6 are just below those of last year but are still above average. The standards of more able pupils are well above and those of average ability pupils are as expected. Standards of work for the current Year 2 cohort are similar to those of the previous year.
74. Year 2 pupils make good progress and achieve well. Year 1 pupils understand that a force is required to move an object, and Year 2 understand that materials change when cooled or heated and some of these changes are irreversible. Pupils' progress and achievement in Years 3 to 6 is very good and they have a very good knowledge and understanding of the topics covered. Scrutiny of pupils' books in Year 6 indicates that they are able to hypothesise very well, adopt a rigorous scientific approach in their work, and record their work accurately. Boys and girls achieve equally well. Teachers and their assistants very well support pupils with special educational needs. As a result their achievement is very good.
75. The quality of teaching and learning across the school is very good overall. It is good in Years 1 and 2 and very good in Years 3 to 6. In very good lessons, planning is very effective and teachers set clear learning objectives and pupils are aware of what is expected of them. They understand how the present lesson links to previous work. Pupils are managed very well across the school. Teachers use praise and encouragement very successfully to motivate pupils. Pupils' interest is maintained by careful questioning. Pupils receive appropriately challenging work in different ability groups. Teacher assistants are used very well to support pupils' learning.
76. Teachers plan the use of scientific vocabulary very well and ensure that pupils understand it and use it when they explain or write their investigations. This further enhances learning. Pupils are introduced effectively to the process of scientific investigation and they know how to predict and find out and record results and conclusions. This very good emphasis on investigative science was evident in all lessons seen. Year 1 pupils have made kites, boats and parachutes to experiment push and pull force. Other pupils were presented with a challenge to make a switch using the given objects that conduct and insulate electricity. Year 6 pupils have conducted a wide range of experiments in relation to the topics covered.

77. There are some good examples of the use of numeracy to support pupils' learning. Pupils use ICT to find information from the Internet and record findings in graphical and tabular forms.
78. The co-ordinator provides very good leadership and manages the subject very well. Since the previous inspection, the school has made very good improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

MAIN STRENGTHS AND WEAKNESSES

- Standards have improved and are above national expectations throughout the school.
- Improved development in planning and organisation has enabled teachers to develop the full breadth of pupils' ICT skills and understanding.
- Achievement is good overall.
- Good teaching, new equipment and improved yet cramped facilities have enhanced the overall development of ICT.

COMMENTARY

79. Standards of attainment of pupils throughout the school are above national averages, and this is an improvement since the last inspection. There has also been a very good improvement in the provision of an ICT suite since the last inspection. The good management and organisation of the subject has improved the provision and ensured support and guidance has been given to colleagues to enable them to gain confidence and improve their skills.
80. A good policy and scheme of work addresses the National Curriculum requirements and provides a good framework for teachers to work from. Interactive whiteboards are used well in teaching and extra staff training has been planned. In addition, each classroom is equipped with a relatively new PC and a range of relevant software. All these factors are now supporting the pupils' good achievement.
81. Pupils' learning and achievements are good throughout the school. Pupils with special educational needs achieve well and make good progress towards targets in their individual education plans because of structured support and careful planning to meet individual needs.
82. Pupils in Year 2 use a paint program to support their work in literacy. Their mouse skills are good and higher attaining pupils use the keyboard to write sentences about their work. Teaching encourages discussion and paired work so that pupils are able to explain clearly the functions of different parts of the program and their advantages. Pupils' work shows they can use simple editing techniques in word-processing programs, for example cut and paste, and they use the mouse skilfully to put words in the right order and to assemble sentences. Higher attaining pupils produce simple, beautifully presented stories, making very good use of different fonts, sizes and colour.
83. At the end of Year 6, pupils have developed and extended their learning and their achievement is good overall. They have a good understanding about which everyday

items incorporate a microchip and about how ICT can be used to improve our everyday lives. Year 5 pupils interrogate databases using search and sort facilities and they recognise the powerful advantages of using ICT to find, select and organise information quickly and accurately. All pupils enjoy ICT and older pupils are enthusiastic users of the Internet and web sites to support their work.

84. Teaching and learning are good. Lessons are well planned. They build securely on what pupils already know and the learning objectives are shared with pupils. As a result, pupils are well motivated and keen to learn and their behaviour is good. Lessons in the computer suite are generally well organised and managed and, consequently, resources are well used. There is a well-planned curriculum and, therefore, pupils are being progressively taught skills.
85. Leadership and management are good. The co-ordinator manages the subject effectively and is aware of the areas of strength and weakness in the subject. The development plan for ICT is clear and highly appropriate.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

86. The use of ICT in subject areas is developing well and teachers use ICT to support their learning in mathematics, for example in databases and producing graphs, in art and design in the exploration of art packages, in design and technology in simple modelling and designing sandwiches and in English in the presentation of work.

HUMANITIES

Work was sampled in **geography** and **history**. No lessons were seen; therefore, a firm judgement cannot be made on the overall provision, standards or the quality of teaching and learning.

87. The analysis of pupils' completed work in books and on displays around the school indicates that lessons in geography and history make satisfactory links with literacy and other subjects such as ICT and art and design. The subject leader's action plan indicates the school's focus on creativity through cross-curricular work. Years 5/6's work on the **geography** topic of 'mountains' shows pupils' satisfactory use of their writing skills to record facts. The use of good independent research on topics is well emphasised. There are relevant links with the local area study of Willingham. The use of visitors and visits to the local church and other places of interest make good contributions to pupils' learning.
88. The displays and pupils' **history** work in Years 5 and 6 indicate that the topics such as 'The Romans' and 'Tudors', and ancient Egyptians studied by Year 4 pupils, are well developed and resourced. The link to artwork is of a good quality.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Resources are good and used well to aid learning.
- Pupils' attitudes to the subject are good.

- Standards in Year 2 are above those expected for pupils of this age group.
- The coordinator leads and manages the subject well.
- Pupils have only limited opportunities to enhance their understanding of other faiths and cultures through visits to places of interest.

Commentary

89. Although it was only possible to observe one lesson in religious education during the inspection, evidence from this and from an analysis of pupils' work indicates that pupils' achievement is good throughout the school. Standards of attainment in Year 2 are above the expectations of the locally agreed syllabus whilst standards in Year 6 are comparable to expectations for pupils of this age group. The main focus of learning in all year groups revolves around Christian teaching. However, although pupils learn about other faiths and religions, they are given only limited opportunities to extend their knowledge and understanding of the values and practices of other beliefs and traditions through first hand experiences.
90. Pupils' attitudes towards religious education are good and this was evident in an observed lesson to a Year 5 class. Pupils learned about the lives of famous people in history who were important to different religions and faiths and built up their knowledge and understanding of the reasons they were respected. Even though the work was a little too abstract for some pupils to understand fully, effective teaching led to a good level of debate and, as a result, most pupils gained from the lesson and achieved well and this was evident during further discussions with the class.
91. The quality of teaching of religious education was good in the observed lesson and this was reflected in the quality of written work in pupils' books. The work of Year 2 pupils is of an overall high standard and contains evidence of a growing understanding of Christianity and some awareness of other religious traditions. Work in books is linked well to other subjects such as personal, social and health education, art and design and history and includes interesting writing about 'growing up' which is well linked to the locally agreed syllabus. Year 4 pupils show a developing understanding of the importance of religious festivals whilst pupils in Year 6 study Shabbat and the Jewish faith.
92. The coordinator, who is a specialist in her field, leads and manages the subject well and has ensured that religious education has a high profile within the school. Teacher expertise has been enhanced through regular in-service training. Resources for teaching religious education are good and are used well. Links between religious education and other curriculum areas, such as personal, social and health education are good overall although resources for linking the subject to ICT are presently developing only slowly. There has been good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work in **art and design**, **design and technology**, **music** and **physical education** was sampled and it is not possible to give overall judgements on provision in these subjects.

93. In **art and design**, pupils of all ages use a variety of materials to communicate their ideas, based upon a wide range of inspirational sources, such as visits, study of the

environment, music and stories. Artistic work is valued and prominently displayed around the school. Younger pupils mix colours and experiment with tones based upon Monet's 'Water lilies'. Using branches, twigs, petals and stones they produce natural sculptures. Older pupils work with an artist in residence to freely express their creative ideas on a large scale. To practise skills and refine techniques, sketchbooks are used for initial design and observations. In one good lesson, Year 6 pupils chose pencils and charcoal to reproduce in fine detail a section of a picture, concentrating on highlighting texture and shading. The teacher demonstrated her skills as an artist and inspired pupils to try their best. Since the last inspection, the school has established a means of ensuring continuity in the development of skills and increased its resources for the appreciation of art from other cultures.

94. In **design and technology** work seen in books and models, displays and photographs, indicates that the subject's essential elements of planning, making and evaluating are effectively covered. When involved in making a bookmark or items for a story character, infant pupils are encouraged to think about the materials they will use and the usefulness of their finished product. By the end of Year 6, pupils evaluate their work with a view to improvement and apply their making skills across a range of subjects. By inviting visitors to share their expertise, the school gives pupils the opportunity to develop skills and understanding through practical building and construction activities.
95. In **music** pupils were only observed in two lessons, although the whole school was heard singing in assemblies. These observations together with discussions with the subject coordinator and a scrutiny of teachers' planning confirmed that the requirements of the National Curriculum are taught in sufficient depth. The standard of teaching in one observed lesson was very good and in the other was excellent. There is every indication from the available evidence that standards of attainment are good and have improved since the last inspection, when they were judged to be broadly average. Music has a high profile amongst pupils, who display very good attitudes to the subject. All pupils, including the more able, have good opportunities to develop their understanding of music and their performing skills both within and outside lessons. Pupils displaying exceptional talents are encouraged by staff and teachers to develop them further and achieve their full potential. For example, the standard of pupils' performances in the school's celebration assembly on the last day of the inspection was impressive! The quality of singing by all year groups was very good, as were the performances by all the pupils taking part. The school's accommodation and resources are very good and are used very effectively to enhance learning. The subject also contributes very well to pupils' spiritual, moral, social and cultural development. Links between music and other curriculum areas, such as ICT, are satisfactory and continuing to develop.
96. In **physical education**, curriculum plans were examined and a discussion held with the co-ordinator. The detailed curriculum plans indicate that the school offers a suitable range of opportunities to learn the skills and techniques in all areas of physical education, and makes good use of the facilities at its disposal. The discussion with the subject manager indicated that the teachers give prominence to issues of safety. There is a whole school focus on 'creativity' in dance, and a specific focus on the 'warm-up' and 'cool-down' activities in all lessons. The school has its own new swimming pool which is not yet ready for use. Regular swimming lessons are planned for all classes up to Year 4. Pupils in Years 5 and 6 attend swimming lessons at a nearby local pool. A good range of extra-curricular opportunities are offered for games, gymnastics and dance. There is a good take up of after school activities. Pupils attend football, cricket, rugby and tennis coached by the school staff or the external coaches. The school also holds an annual

sports day in the Summer Term. The subject is managed by the co-ordinator who has a good understanding of where improvements in the subject need to be made.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Very good leadership by key staff.
- Very high levels of confidence and self-esteem displayed by pupils.

COMMENTARY

97. Drugs awareness and sex and relationships education are being addressed very effectively through a well thought out personal and social development programme. The school regards the personal social and health education programme as a vital element in nurturing the pupils' social and personal development and their self-esteem. The provision for citizenship, personal, social and health education within the curriculum is very good. The school council meets fortnightly and enables pupils to have a real voice in their school and elected members from each class to take on responsibility. By the time they reach Year 6, pupils have grown substantially in confidence and maturity.
98. Very good links with the local and wider community and a wide range of visits and visitors bring elements of the curriculum to life and support pupils' personal and social development, as well as widening their experiences and giving them opportunities to learn about the needs of others. For example, visitors have included an Egyptian dancer linked with project work that pupils were undertaking and representatives of various faiths who support work in religious education and in developing aspects of pupils' wider citizenship development.
99. The school places great importance on seeking and listening to pupils' views, which influence decisions and affect the whole school community. This is seen regularly in group discussion time and through the activities of school council members who bring forward ideas based on their own views and those of other pupils which councillors record in their 'suggestions' book and may be placed in an 'ideas box'. School councillors also respond to specific consultation on issues such as landscaping and the role of a tuck shop. School councillors have reported to the governing body and provide regular feedback to the whole school through assemblies. The structure of the school council promotes an understanding of representation and accountability and is a very good feature of the school's provision for pupils' personal development and enables them to contribute to the life of the school community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	3
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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