

INSPECTION REPORT

ARBURY PRIMARY SCHOOL

Cambridge

LEA area: Cambridgeshire

Unique reference number: 110664

Headteacher: Mrs Jane Rickell

Reporting inspector: Mrs Alison Cogher
24805

Dates of inspection: 9th – 12th June 2003

Inspection number: 260028

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

© Crown copyright 2003

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: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Carlton Way

Cambridge

Postcode:

CB4 2DE

Telephone number: 01223 359568

Fax number: 01223 518130

Appropriate authority: The governing body

Name of chair of governors: Mrs Sandra Abutarboush

Date of previous inspection: June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24805	Alison Cogher	Registered inspector	Foundation Stage Art and design	What sort of school is it? The school's results and pupils' achievements How well are the pupils taught? What should the school do to improve further?
19322	Judi Bedawi	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18849	Terry Mortimer	Team inspector	Information and communication technology	How well is the school led and managed? Educational inclusion English as an additional language
26519	Margaret Hatfield	Team inspector	Science Design and technology History	How good are curricular and other opportunities?
21034	Stewart Smith	Team inspector	English Music Religious education	
32142	Beryl Richmond	Team inspector	Mathematics Geography Physical education Special educational needs	
2480	Christine Gilder	Team inspector	All subjects in the Speech and Language Centre	All aspects in the Speech and Language Centre
22191	Stephen Lake	Team inspector		

The inspection contractor was:

Full Circle division of Parkman
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
SPEECH AND LANGUAGE CENTRE	25
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	33

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Arbury Primary School is bigger than most other schools and includes a local education authority Speech and Language Centre for primary-aged pupils. The school serves the local area, although some pupils, including those who attend the Speech and Language Centre, come from areas some distance from the school. Of the 366 pupils in the school, 16 attend the Speech and Language Centre. There are more girls than boys in the school, the greatest difference being in Year 1, where there are twice as many girls as boys. The number of pupils entitled to free school meals is higher than in most schools at 20.2 per cent. Pupils come from a range of social and economic backgrounds that are, overall, well below the national average. There are 8.3 per cent of pupils with English as an additional language. Nearly half of these pupils are at an early stage of English language acquisition. The percentage of pupils with Statements of Special Educational Need, including those in the Speech and Language Centre, is 6.8 per cent and is well above the national average. At 33 per cent, the proportion of pupils with special educational needs is well above average. Their needs are wide ranging, but are mainly moderate learning difficulties, and speech and communication difficulties. Overall, children's attainment on entry to the school is well below average.

HOW GOOD THE SCHOOL IS

Arbury Primary School is a good and improving school. It is effective because of good teaching, the good leadership of the headteacher and deputy headteacher, the excellent relationships throughout the school, and the very good attitudes and behaviour of pupils. As a result, standards are rising. Overall, pupils, including those in the Speech and Language Centre, are well supported and make good progress. Taking into consideration the school's income and the above average progress made by pupils overall, the school gives good value for money.

What the school does well

- The good leadership of the headteacher ensures a clear educational direction for the school, and she is supported very well by the deputy headteacher.
- Good teaching and the support given by learning-support assistants and the speech therapist ensure that pupils achieve well in relation to their starting points.
- Pupils develop very positive attitudes to learning and behave very well because relationships between teachers and pupils, and between pupils themselves, are excellent. Pupils' ability to show initiative and take responsibility is excellent. Their personal development is very good overall.
- There is very good provision for extra-curricular activities, and links with the community and partner institutions are very positive.
- The 'expressive curriculum' provision makes a very positive contribution to pupils' personal and academic achievement.
- The school's provision for the spiritual, moral, social and cultural development of its pupils is very good overall. Provision for moral and social development is excellent.
- The work of the Speech and Language Centre is good.

What could be improved

- Standards in English, mathematics and science.
- The monitoring of pupils' academic performance and the use made of assessment information to guide teachers' planning.
- The range of tasks planned by teachers to meet the needs of pupils at different levels of attainment.
- The progress made by girls in Years 3 to 6 in English and mathematics.
- The quality of provision secured through the Ethnic Minority Achievement Grant, for pupils with English as an additional language.
- The role of governors as the school's 'critical friends'.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since it was inspected in June 1998. It has addressed all the issues identified. Schemes of work are in place for all subjects. The National Literacy and Numeracy Strategies have been implemented. The development of the expressive arts curriculum has had a positive effect on pupils' self-confidence and attitudes to learning overall. Pupils make good progress overall when compared to their starting point, and as a result, standards have improved. Information about pupils' attainment is gathered systematically, although it is not yet used effectively by teachers when planning lessons to address the learning needs of all pupils. The school is strongly committed to inclusion. This is apparent in the respect and care shown for all pupils and by the success of the inclusion of pupils from the Speech and Language Centre. However, improvement is needed in the support provided through the Ethnic Minority Achievement Grant funding for pupils with English as an additional language.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	All schools			Similar schools	
	2000	2001	2002	2002	
English	D	D	B	A	well above average A above average B average C below average D well below average E
Mathematics	E	E	E	C	
Science	D	C	D	B	

An improving trend has been established that is similar to the national trend. In 2002, pupils in Year 6 were above the national average in English, well below in mathematics and below in science. Compared to that in similar schools, pupils' attainment was well above average in English, average in mathematics and above average in science. Targets set in English and mathematics were exceeded. Year 2 pupils were well below the national average in reading and writing, below average in mathematics, and well below the average for similar schools in

reading, writing and mathematics. Overall, pupils make good progress throughout the school. However, in English and mathematics, boys make more progress than girls from Year 3 to Year 6. Girls' attainment in science in Year 6 is below that of boys. Pupils with English as an additional language and those with special educational needs make similar progress to other pupils. Pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus, and their attainment in information and communication technology is in line with national expectations. Pupils' attainment in music, and art and design, is above expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good across the whole school. Pupils develop into confident, enthusiastic learners.
Behaviour, in and out of classrooms	Very good at all times. Pupils know, understand and respect the school rules.
Personal development and relationships	The school makes very good provision for the personal development of pupils and this is reflected in the excellent relationships made throughout the school.
Attendance	Unsatisfactory: it is below the national average.

Pupils enjoy coming to school. They are extremely polite, work and play together very well, and are keen to show initiative and take personal responsibility. The school works hard to improve attendance rates.

TEACHING AND LEARNING

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

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

Nearly two thirds of all lessons seen were good. Close to one fifth were very good, and a small percentage were excellent. No unsatisfactory teaching was observed. Teachers have good subject knowledge and teach basic skills well. Excellent relationships between teachers and pupils promote very good attitudes to learning. Teachers manage pupils well. Pupils' efforts are valued and celebrated. This has a positive effect on their self-confidence and as a result they are motivated and work hard. Teachers do not consistently make good use of assessment when planning activities to meet the learning needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The satisfactory curriculum is enriched by very effective provision for the expressive arts, extra-curricular activities and very good links with the community and partner institutions.

Provision for pupils with special educational needs	Satisfactory overall. A dedicated team of support staff provide pupils with encouraging and well-focused support.
Provision for pupils with English as an additional language	The quality of provision secured through the Ethnic Minority Achievement Grant is unsatisfactory. Overall, provision made by the school is effective.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good overall. Excellent provision is made for pupils' moral and social development, and provision for their spiritual and cultural development is good.
How well the school cares for its pupils	The quality of pupil care and welfare offered by all staff is good. Procedures are in place to assess pupils' attainment and progress. However, this information is not used effectively by all teachers when planning lessons.

Parents are encouraged to play a full part in the education of their children. As a result, they have very positive views of the school and regard it highly. Procedures for promoting good behaviour and preventing bullying are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The vision and leadership of the headteacher and deputy headteacher are clear and direct. The role of subject leaders is continuing to develop.
How well the governors fulfil their responsibilities	Satisfactory. The governors are very supportive of the headteacher and staff. There are no formalised systems for them to monitor lessons and the school's development, and this limits their overview of the effectiveness of the school.
The school's evaluation of its performance	Satisfactory. Staff and governors scrutinise all national test results carefully, but the inconsistent use of assessment procedures in the school makes it difficult for them to form a clear view of the needs of pupils.
The strategic use of resources	Good. The headteacher ensures that full use is made of all grants of money and funds available to the school and works closely with governors to ensure that the school gets best value from all of its spending.

The school has a good level of staffing. Overall, the accommodation and resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is well led and managed.• Teaching is good.• The school expects children to work hard.• Their children like school.• Children make good progress.• The school helps children to become mature.	<ul style="list-style-type: none">• There were no significant areas of concern expressed by parents.

The inspection team agrees fully with the very positive parental comments and views expressed on the questionnaire and at the parents' meeting.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school includes a Speech and Language Centre of 16 pupils out of the school total population of 366. The Speech and Language Centre is reported on separately in Section 9 of this report. Throughout the other sections of the report, the judgements refer to the main school only, unless specific reference is made to the centre.
2. It should be noted that pupils from the centre are not entered for the national tests and are therefore not included for reporting purposes in the average-point-score¹ table shown in the summary report. However, these pupils are included in the table of results on page 29, which reports the percentage of pupils at each level.
3. Additional complexities include:
 - The large number of pupils with special educational needs in the school, in addition to those from the centre, and the variation in numbers of these pupils between year groups. When pupils from the unit are removed from the statistics the proportion of pupils with special educational needs is still over 30 per cent, which is much higher than the national average.
 - In 2002 the school dipped for the first time in four years into a lower, benchmarking group for similar schools, based on the percentage of pupils eligible for free school meals. However, for the Year 6 group tested, the percentage of pupils eligible for free school meals was significantly higher than the average school percentage. Consequently, these pupils' results have been more accurately compared with those in similar schools of the next higher benchmark group.
4. When children start school their attainment overall is well below that expected. Many start school with skills in speaking, listening, reading, writing and the ability to concentrate that are particularly underdeveloped. This is a similar picture to that of the previous inspection. Despite very good teaching and the very good progress children make in many aspects of their work, by the end of the Foundation Stage the majority do not reach the expected goals in all areas of learning.
5. The results of the 2002 national assessments for Year 2 pupils were well below the national average in reading and writing, and below in mathematics. Results compared with those in similar schools were well below average in reading, writing and mathematics. When assessed in science by teachers they were also below average. Overall, girls perform better than boys, although there are variations from year to year, and the difference is less marked in mathematics than in reading and writing.
6. Inspection evidence indicates that standards are improving over time. On entry to Year 1 pupils' skills in written and spoken language are well below average. Pupils make good progress overall. A speech and language therapist employed by the school, and support provided by skilled learning-support assistants, complement the good teaching, and enable children to make good progress and achieve well.

¹ Points are awarded for each National Curriculum level. Scores for all pupils are added together, then divided to find the average point score for pupils who took the tests.

Standards in other subjects are in line with expectations, except in art and music, which are above. Standards in religious education meet the expectations of the locally agreed syllabus.

7. In 2002 results, pupils in Year 6 were above the national average for English, well below average for mathematics and below for science. Overall, pupils made very good progress in English, satisfactory progress in mathematics and good progress in science from their previous attainment at the end of Year 2. When compared to those in similar schools, pupils attain standards that are well above average in English, average in mathematics and above average in science. An improving trend similar to that found nationally has been established. In 2002 the school exceeded its targets for English and mathematics. It continues to set itself demanding targets based securely on assessment information.
8. Inspection evidence indicates that the school's results in 2003 for Year 6 pupils will be below the national average. Over half of this group of pupils are on the special -needs register and are unlikely to attain the levels expected nationally in English, mathematics and science. However, school data shows that these pupils' progress has been good overall since their attainment at the end of Year 2. Standards are above expectations in art and music.² Standards in other subjects are in line with expectations, including that of the locally agreed syllabus for religious education. Higher than expected achievement in pupils' personal development, and subjects of the arts fully reflects the school's commitment to its expressive arts initiative and the good quality of teaching provided.
9. Pupils throughout the school make good progress in speaking and listening. They develop into confident speakers who are able to articulate their own point of view in discussions and debates. Inspection evidence indicates that the implementation of the National Literacy Strategy is supporting the raising of standards. Although pupils make good progress overall, the school has correctly identified the need for further improvement in writing, including spelling. Pupils' handwriting develops well because teaching is very good. The school's focus on a daily reading session for all pupils has a positive effect on their attainment and the progress they make over time. This strategy is most effective from the reception class to Year 2, because there are sufficient adults to support all of the reading groups.
10. Inspection evidence indicates that pupils in Year 2 are attaining average standards in mathematics. In Year 6, standards are below average overall because of the large number of pupils with special educational needs. The introduction of the National Numeracy Strategy has had a positive impact on pupils' attainment, and they make good progress in relation to their starting point. However, there remain inconsistencies in teachers' planning for pupils of all abilities, and the organisation and management of lessons. As a result, pupils are not always clear about what they are learning, and the progress they make in some lessons is not as good as it could be.
11. Year 2 pupils are achieving standards that meet national expectations in science. Standards in Year 6 are below average overall. Pupils make good progress and achieve well in all aspects of science. This is because teaching is good and effective emphasis is given to developing pupils' enquiry and investigative skills.
12. Girls make less progress than boys between Year 2 and Year 6 in English and mathematics. Girls' progress is similar to that expected nationally, whilst boys'

² The subjects of music, art and design, dance and drama are included in the expressive arts.

progress is significantly above that expected. The attainment of girls in science in Year 6 is also below that of boys. The school has implemented a range of strategies to support girls in their learning. However, these strategies have not been implemented consistently, or for extended periods of time. As a result, the school is not able to identify those strategies which are effective and likely to have a positive impact on girls' learning over time. The issue of raising girls' achievement remains on the school's improvement agenda.

13. Pupils with special educational needs make good progress overall because they receive additional input from dedicated support staff. Pupils make particularly good progress when teachers refer to pupils' individual targets in planning work for them and focus on the development of language skills. The progress made by pupils with English as an additional language is similar to that of other pupils. However, the additional specialist provision secured for these pupils through the Ethnic Minority Achievement Grant is unsatisfactory, because teachers have insufficient knowledge and understanding of how to support these pupils fully. However, these pupils make good progress in class lessons when sufficiently supported by adults and because they work very hard.

Pupils' attitudes, values and personal development

14. All pupils, including those based in the speech and language centre, have very good attitudes to their work and are enthusiastic learners. Their behaviour is very good both in and out of lessons. Pupils' personal development is very good, and the quality of their relationships is excellent. The initiative and responsibility shown by pupils throughout the school are impressive. However, pupil attendance is unsatisfactory and has declined since the last inspection.
15. The very youngest children come happily to school. They quickly get involved in the very-well-planned activities that make them want to learn. Children try hard to follow their teachers' instructions, doing their best to listen and behave well. When they sometimes forget, they are reminded of how they should behave, and gently told how to do better. Children are encouraged to be independent and responsible. In whole-school assembly, they behave very well, often enthralled by the storytelling.
16. Older pupils maintain their very good attitudes and enthusiasm for learning as they move through the school. They enjoy the challenge of discussions and respond very well to questions that make them think hard. Pupils in Years 5 and 6 build very well on other pupils' viewpoints; for instance, when discussing the importance of appointing good teachers. They listen carefully to instructions, asking questions if they are unsure, so that they settle to the main work of the lesson purposefully, with little fuss. Sustained pupil concentration is frequently seen, including that of pupils with a home language other than English, who read comprehension texts slowly but with care, trying to find and write answers to written questions. During group work, pupils show positive support and co-operation, readily offering each other help if it is needed. Pupils are able to organise their work, and study very well independently, when required. They are not 'fazed' by the unexpected. For example, they rose to the headteachers' impromptu challenge to sing a three-part round in assembly. Pupils feel that their teachers make learning interesting and fun.
17. The vast majority of pupils with special educational needs have a positive attitude to their work. They are keen to make progress and eager to please, and enjoy succeeding. They behave well, and respond positively to the encouragement they receive.

18. Pupil behaviour is very good at all times. They know, understand and respect the school rules, behaving very responsibly towards others in the school community. Pupils value the approval of the staff, but also have high expectations of their own behaviour. At play, pupils mix happily and are well aware of others around them, taking care not to disturb other games. Whatever their age, pupils are refreshingly polite. Their manners are impeccable, with *"Please"* and *"Thank you"* always remembered. The majority of pupils, as they move around the school, offer a friendly greeting or smile to staff and visitors. Pupils are very sensible and behave with maturity so that there are very few disputes or disagreements. Pupils with challenging behaviour respond very well to the strategies to support them and the expectation that they will improve. Pupils say that bullying is infrequent and that it is dealt with rapidly and well when it does occur. There have been no exclusions.
19. The quality of pupil relationships, including those with teachers and other adults in the school, is outstanding. Pupils value each other as individuals and really enjoy their friendships. This is equally true for small groups and whole classes. Pupils in the speech and language unit, who join afternoon lessons with the other pupils, are very well settled and secure. They adapt easily to being with more children in a busier classroom. The other pupils enjoy their presence and help them whenever possible, taking care to involve them. There is vibrant social and racial harmony throughout the school. Pupils of all backgrounds, ethnic groups and heritages show a shared sense of fairness and equality. The school council had concerns about name-calling at playtime. A *'no-name-calling'* week was organised that very effectively enforced the message of *'zero-tolerance'* by involving the whole school and raising pupils' awareness of deeper issues such as racism. The pupils like their teachers, regarding them as friendly and approachable.
20. Pupils use their initiative and happily accept responsibility. From the time they enter Arbury they are encouraged to become responsible, aware members of their community, inside and outside the school. They participate fully in the school monitor system and frequently offer help to pupils or adults if they think it is needed. The school council works really well as a team. It has already made a positive contribution to improving the school by suggesting a *'yellow lines'* system for marking play-zone boundaries. Pupils feel secure when approaching staff for any informal advice, knowing that their concerns are considered important.
21. Attendance is unsatisfactory because it is below the national average. Some pupils are not attending regularly enough, and others are regularly late. Authorised absence is high with some absence condoned by parents, which does not set a positive attendance pattern. The children and pupils want to be in school, but too many parents are not supporting wholeheartedly the school's efforts to improve. Nor are these parents fulfilling their legal responsibility to ensure that their children attend regularly and on time.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good overall, with very good and excellent features. Nearly two thirds of all lessons were good, and close to one fifth were very good. A small proportion (four per cent) of lessons were excellent. No unsatisfactory lessons were observed throughout the inspection. This is an improvement since the last inspection, when some unsatisfactory teaching was observed. The last inspection also reported that teachers provided insufficient opportunities for pupils to select strategies and become involved in problem solving in mathematics lessons. This

weakness has been addressed, largely due to the successful implementation of the National Numeracy Strategy. Improvements have been secured in planning in geography and history, and in the use of target setting. These are no longer weaknesses, although the school recognises further improvements are needed. Teachers' marking was reported as variable and inspection evidence indicates that, although there have been improvements in this area, it remains inconsistent across the school, too often providing pupils with only limited information about how well they have achieved, and how to improve.

23. Teaching in the Foundation Stage is very good overall with many excellent features. This is because teachers know and understand the needs of the children very well. They plan lessons that provide learning opportunities very well matched to children's developmental needs. Teachers work very closely with learning-support assistants and the speech and language therapist to ensure that all children are well supported. Regular assessments of children's achievements are used well to inform teachers' planning. Stimulating activities ensure that children's interest is maintained and, as a result, they learn very well. The classrooms and outside play area have a rich and diverse selection of equipment that is used very well to promote every area of learning for this age group.
24. The good standard of teaching throughout Years 1 to 6 has notable features that have a positive impact on pupils' learning. The relationships between pupils and teachers, and between pupils themselves, are excellent. Contributions pupils make to discussions are valued, helping to build their self-confidence, and the respect they have for each other's views and opinions. These factors promote very good attitudes to school and learning, and contribute significantly to the progress made by pupils and the standards they achieve.
25. Overall, teachers have good knowledge and understanding of the subjects of the curriculum. Their planning is satisfactory overall. In the best lessons, teachers plan activities that motivate pupils, and are well matched to their learning needs. For example, in an art lesson for Years 5-6, pupils' interest was sustained for an extended period of time as they worked outside with natural materials to create three-dimensional sculptures in the style of the artist Andy Goldsworthy. Competence in the teaching of basic skills within subjects and those of literacy and numeracy is good overall. Lessons that are particularly successful include opportunities for pupils to put what they have learned into practice. For example, after a series of lessons studying performance poetry, pupils in Years 5 and 6 were recorded on video as they performed for the rest of their class. They gained valuable experience of what makes a good performance and how to behave as an audience.
26. Motivating and managing pupils well are strong features of lessons. They are key features that promote fully the aims of the school and secure an environment that is conducive to teaching and learning. Teachers have high expectations of behaviour, standards of presentation of written work and levels of co-operation. Pupils know what is expected of them and respond well to these high but realistic expectations. Good resources are used well to stimulate pupils' interest and involvement in lessons. Learning-support staff are usually used effectively and make a positive contribution in lessons which helps pupils to achieve well. In lessons where they are insufficiently briefed by teachers they are less effective and pupils do not achieve as well. Pupils of the same age in different classes have similar experiences, because teachers plan from agreed schemes that are in place for all subjects and provide a secure basis for lessons.

27. The National Literacy and Numeracy Strategies have been fully implemented. Overall, literacy and numeracy skills are taught well. Pupils are encouraged to use their literacy skills in other subjects, although opportunities are sometimes missed to develop their general vocabulary. Opportunities for pupils to apply their mathematical skills in other subjects are underdeveloped. The use of information and communication technology to support pupils' learning in other subjects is developing appropriately.
28. Assessment procedures have improved in English and mathematics. However, teachers do not use the information they have to clearly identify groups of pupils and the next steps in learning which they require. During discussion times teachers use skilful questioning to measure how well pupils have learnt, but this information is not consistently used to inform the planning of future lessons. Teachers' expectations of what pupils can achieve is inconsistent between subjects, and groups of pupils. Consequently, the learning intentions for some lessons are too difficult for some pupils, or fail to challenge others. In lessons where these characteristics are evident the linking of assessment information to planning is not effective in supporting all pupils' learning.
29. The teaching of pupils with special educational needs is good overall. This is because pupils are accurately assessed using outside agency support where necessary, and appropriate targets are set in their individual education plans. Most teachers use a range of strategies to motivate, involve and challenge pupils, but in some classes the work planned was too difficult for pupils. Learning-support assistants work very effectively with them as individuals, in groups and in the whole class. Where learning-support assistants use extra resources to support pupils, their learning is good. In a very good lesson in Year 5 the teacher planned a similar easier activity for a pupil whose prior attainment was much lower than that of the rest of the class in the mental and oral starter to a mathematics lesson. However, this is not always done. Pupils are taught by the co-ordinator for special educational needs in small groups both in and out of class. She has been actively involved in helping teachers plan to meet the needs of pupils with special educational needs when they are working in their classes. The school employs a part-time speech and language therapist in the infant classes to help individuals and groups of pupils. This provision is effective as it ensures pupils receive the focused support they need to acquire sufficient skills in language to learn effectively.
30. The teaching of religious education and geography is satisfactory. The teaching in all other subjects is good, except for physical education and music in Years 3 to 6, where it is very good. Teaching of the expressive arts is of a consistently very high standard. Pupils' achievements in these areas of learning fully reflect the high quality of teaching, and the school's commitment to providing learning opportunities that promote pupils' self-confidence and attitudes to learning overall.
31. Specialist support secured through the Ethnic Minority Achievement Grant has lacked consistency and continuity for some time. Insufficient direct teaching of pupils with English as an additional language was observed during the inspection to enable a secure judgement to be made. However, the small group teaching that was observed was insufficiently matched to pupils' needs to be effective. Provision for these pupils in their class lessons is generally effective, particularly where their needs are clearly planned for by teachers and when they are supported well by adults.
32. Teachers are very supportive of each other. They share expertise and this increases consistency of provision between classes containing pupils of the same age,

progression in learning as pupils move through the school and equality of opportunity for all pupils.

33. The use of homework to support pupils' learning is satisfactory overall throughout the school. All pupils take books home to read, and additional tasks such as learning spellings and tables and doing research for projects are set to further support learning.

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

34. The school provides a curriculum for all pupils that is broad and balanced and meets statutory requirements for the National Curriculum and the locally agreed syllabus for religious education. A wealth of sporting and creative opportunities outside normal school hours, and the use of visits and visitors, supplement pupils' experiences and support the curriculum well. The development of the expressive arts curriculum promotes dance, drama and music, enabling all pupils taking part to experience success and achieve well. This is a significant improvement since the last inspection and is a strength of the school. In recognition of its successful work in the expressive arts, the school has received the 'Silver Artsmark'. In addition, the 'Basic Skills Quality Mark' has also been awarded for school improvement.
35. The curriculum provided for children in the Foundation Stage is very good. All available resources are used to provide a wide range of stimulating learning experiences that are well matched to children's learning needs.
36. The school has made satisfactory progress overall in addressing the issues raised in the last inspection. All subjects have schemes of work. A two-year planning cycle ensures progressive provision for pupils in the 'mixed'-age classes. Curriculum planning is based on a 'topic' approach, with cross-curricular links clearly identified where relevant. Detailed medium-term plans give helpful guidelines for staff on planning for progression. However, there is inconsistency in the way teachers use these guidelines in planning. They do not always aim to build on the varying levels of understanding of different groups of pupils, with the result that pupils do not always make as much progress as they could.
37. Appropriate use is made of the national strategies for literacy and numeracy as whole-school schemes of work for English and mathematics. Where effective links are made to other subjects, pupils' learning experiences are enhanced; for example, when they use their literacy and numeracy skills in activities such as producing written reports in science and when making 'time lines' in history.
38. Teachers plan in teams to ensure equality of access to the curriculum for pupils in similar classes. The very good number of high-quality teaching assistants help to ensure that all pupils have access to all subjects of the curriculum. Parents receive curriculum information each term, and are actively encouraged by the school to become involved in their children's education.
39. The provision for pupils with special educational needs is good. Pupils are fully included in lessons and all other aspects of school life. When teachers plan easier tasks for these pupils to complete, their ability to work independently improves. The provision outlined in pupils' Statements of Special Educational Need is fully in place and is reviewed annually in line with the Code of Practice. A register of gifted and talented pupils has been established. Able mathematicians have the opportunity to

participate in a special day at the local secondary school, where they are set challenging investigative tasks. The use of information and communication technology to support pupils with special educational needs is limited.

40. The provision for extra-curricular activities is very good. These activities are very well attended by pupils of all ages. The very successful expressive arts provision is led by an enthusiastic, motivating co-ordinator, who is well supported by an experienced teaching assistant. It offers all pupils very good opportunities to be part of groups such as the orchestra, the 'training', 'senior' and 'youth' choirs, and dance and drama sessions. Very good use is made of visits, for example, to Duxford Museum, and residential visits to Kingswood in Norfolk for the oldest pupils. Pupils benefit from numerous visitors, including theatre companies, ballet workshops, artists and storytellers, and from the supportive provision of the 'Breakfast Club'. They enjoy events such as sports days, book week, and high-quality school performances such as 'Oliver'. This very good provision very effectively enriches the curriculum and enhances the quality of pupils' education and experiences.
41. Community links have improved since the last inspection and are now very good. The local vicar supports the teaching of religious education, and he and other local ministers regularly take assemblies. Links with local churches are strong. The choirs are involved in many performances in the local area. Pupils benefit from many visits by members of the community, including the police, the fire brigade and the school nurse, and are involved in charity fund-raising. Effective links are maintained with the 'Little Red Hen' project to support pupils. A local firm, 'ADL', is helping the school to create a wild life area in the grounds. Members of this firm also visit the school during their lunchtimes to listen to children read.
42. Links with the school's partner secondary school and others in the area are very good. Positive curricular links are developing through teachers coming to teach music, history and Latin to Year 6 pupils. Very good relations are maintained with the local special school, and close links are maintained with cluster primary schools. Very good liaison with local pre-school providers ensures a smooth introduction to school for the youngest children. Links with outside agencies such as the educational psychologist and speech therapist are strong. The active 'Parent School Association' ensures very effective support for the school. The school has strong productive links with the local university through its Department for Education and Skills Training School status, and supports numerous teachers in training.
43. Provision made for pupils' personal, social and health education is good. 'Circle times' provide effective opportunities for pupils to express feelings about, for example, 'feeling safe'. Effective provision is made for education about sex and relationships, and awareness of drugs misuse, through science and dedicated lessons on personal, social and health education. The school follows the new county policy for 'Drugs Misuse' which is further supported through the annual visit of the 'Education for Life' bus.
44. The school makes excellent provision for social and moral development and good provision for spiritual and cultural development. The provision for multicultural development is explored through theme weeks, music, and the use of visits and visitors to the school. Special theme occasions such as Caribbean Week and achievement assemblies convey a sense of belonging to the world and of corporate pride, both of which serve to further enhance pupils' self-esteem.

45. Assemblies have a central part to play in offering powerful opportunities to reflect on moral and spiritual matters. Good planning of assemblies enables pupils of all ages and levels of ability to become involved. During periods of quiet reflection, pupils have real opportunities to consider moral issues and spiritual messages. The very high standard of singing in assemblies adds considerably to the spirituality of these occasions, and supports the strong sense of unity and shared identity that permeates the whole school. Dramatic presentations in class work, and first hand experiences in many subjects, provide pupils with opportunities to appreciate the wonder of the world.
46. The school provides clear moral guidance through its behaviour policy, its rules, its day-to-day procedures and its practices, all of which are promoted consistently. All staff provide pupils with positive role models. In religious education and assemblies very good opportunities are provided for pupils to reflect on their own behaviour and to consider its impact on others. Pupils are encouraged to show respect for others and their environment. They have exceptionally good manners. Strong links are made between the pupils' moral and social development. Social interaction is a regular, planned feature of all classroom practice and of all work in the school. Paired and group work frequently requires pupils to talk together, share and build on ideas when planning a response, both oral and written. The school is committed to social inclusion and works hard to ensure all pupils take a full and active part in all activities.
47. Opportunities and resources to raise pupils' cultural awareness have improved since the last inspection, through, for example, the promotion of special weeks, such as Caribbean week. Pupils' knowledge and understanding of their own cultural heritage are well promoted through the celebration of festivals and first hand experiences during visits, as well as through literature, music and song.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The quality of pupil care and welfare offered by all staff is good. School-based work with external welfare groups provides strong support for pupils and their families. Procedures for promoting behaviour and preventing bullying are very good. Those related to assessing and monitoring pupils' attainment and academic progress are satisfactory. However, the use of assessment information to inform the planning of work to meet pupils' needs is unsatisfactory. The monitoring of attendance is satisfactory, as are procedures for monitoring pupils' personal development. Arrangements for child protection and health and safety are good, overall. The provision for pupils with special educational needs is good.
49. Support staff work well with teachers overall. When given clear guidance as to their role, they make a good contribution to pupils' learning. They provide positive individual and group support to enable pupils of lower ability, pupils with special educational needs and those with English as an additional language to understand the tasks set and experience success in lessons.
50. The monitoring of pupils' behaviour and prevention of bullying and harassment is very good. Staff consistently and fairly follow the very good policies on positive behaviour. Pupils feel that any incidents are dealt with thoroughly and promptly. They helped to devise the '*Golden Rules*,' and follow them very well. Pupils look forward to celebrating individual successes in the weekly achievement assembly. The few pupils with ongoing behaviour or emotional difficulties are provided with very thorough individually tailored support. Parents are involved and, where appropriate, input from relevant support groups in or outside the school is sought. There is very open

recognition that any form of harassment, including racism, is never acceptable. This provision is successful and records show a very significant decline in behaviour related incidents over recent years. Very few pupils now give any cause for persistent concern.

51. The monitoring of attendance is satisfactory. The school is actively pursuing ways to improve attendance. Some strategies such as telephoning parents on the first day their child is absent from school have been introduced, and are starting to have a positive impact. Registers meet requirements but remain open too long. Parents are regularly reminded about attendance and punctuality in newsletters and by individual letters. Despite this, too many parents choose to ignore the negative effect that irregular attendance and punctuality have on their children's learning.
52. The monitoring of pupils' personal development is satisfactory overall. Staff are approachable and know and understand their pupils very well indeed, giving them very good informal advice. However, this knowledge is not systematically recorded. Opportunities for pupils to record their views are limited, for example, to comment on their progress in their annual end of year school report. Child protection practice is good.
53. The focus placed on supporting pupils and families is very good. The Red Hen charity provides information and access to external support agencies. Regular home visits are made, with parental co-operation, and fortnightly review meetings are held in school.
54. Procedures for health and safety are satisfactory. There is an appropriate policy. Accident records are properly kept, with qualified first aiders on the staff. Required checks and tests are undertaken. Risk assessment takes place and is developing further.
55. Since the last inspection, procedures for assessing pupils' attainment and progress have improved. The school has a good range of procedures for assessing pupils' attainment as individuals and groups in English and mathematics. These are supported by assessments used to identify early pupils who have special educational needs. Results of tests and teacher assessments are analysed and used to set school targets for year groups. Pupils' achievements are monitored and evaluated against the predictions made. Results of assessments have been used to guide the organisation of additional support for groups of pupils in English, which has proved very successful. However, this useful information is not used consistently by teachers when planning work to meet the needs of all pupils in their class. Assessment procedures in subjects other than English and mathematics are variable in quality and inconsistently used. As a result, teachers' planning to meet the learning needs of all pupils is not effective.
56. Ability groups are identified within all classes. However, teachers do not plan a sufficient range of activities to cater for the needs of wide ranging ability groups. Indeed in many subjects areas all pupils, regardless of ability, are expected to attempt the same task. Subject co-ordinators are not sufficiently involved in using assessment information as a tool for improving teaching and raising standards.
57. The school cares appropriately for pupils with special educational needs. Some staff regularly monitor their pupils' work but this is not consistent throughout the school. Regular formal reviews of pupils' progress help to ensure that appropriate targets are set. Outside agencies are involved, as required, to help pupils meet specific targets.

The school uses a wide range of assessment tools that are used effectively to identify what pupils need to learn next. The co-ordinator for special educational needs does not yet observe pupils in their own classrooms often enough to enable her to give teachers the feedback they need to ensure that their planning is as effective as it could be in meeting the needs of these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Parents' involvement in the daily life of the school is satisfactory. The school values highly its partnership with parents, working steadfastly to develop and further improve the positive relationship. Good support and contact are maintained through the hard work of the parent-link worker. Parents are made welcome whenever they visit, to see staff, use the toy library or to access the weekly 'drop in' run by the school nurse. They respond well to invitations to school events involving their children. The active 'Parent School Association' provides very good support for the school. A small number of parents help during the school day, but more are involved in specific events. For example, during the inspection Asian parents helped Foundation Stage children to experience and understand many features of their culture, such as the food, dance and clothing.
59. The quality of information provided for parents is satisfactory. Helpful noticeboards and monthly newsletters provide appropriate information about dates and school events, and reminders about attendance and clubs. The prospectus and annual governors' report are both useful documents, but do not contain all items of required information. Parents discuss their children's progress at formal meetings during the year and can make appointments to see staff at other times. Pupil reports are satisfactory overall. However, in the sample seen, some comments did not sufficiently reflect pupils' different abilities and individuality.
60. The contribution that parents make to their children's learning is satisfactory. Whilst parents readily attend events involving their children, there is much less enthusiasm for meetings that provide information about the curriculum. Nonetheless, parents, including those who have children with special educational needs, are supportive of the work being done by the school. The homework policy is satisfactory. Parents are satisfied with the provision of homework, which is appropriately focused on literacy and numeracy skills.
61. Parents feel that their school is doing an outstanding job and they express no significant concerns. They have the deepest regard for the headteacher and her leadership and management of the school. Parents value the support systems that are readily made available to them if needed. The Red Hen home-link worker is made welcome in many homes. Parents appreciate the approachability of staff and feel secure knowing that their children are happy at school.
62. The school informs parents at an early stage in the process of planning work for pupils with special educational needs. Parents are invited to contribute to their child's individual education plan, and the vast majority come into school to discuss the support planned. Parents are invited to all reviews and can make an appointment at any time. Links between home and school are regular and constructive, and this helps to ensure that pupils receive good support and make good progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher provides strong and effective leadership, with clear educational direction for the work of the school. She wants all pupils to feel secure, have high aspirations, achieve high standards, feel equal to anyone and be able to make a full contribution to society. She is well supported in this by the deputy headteacher, and this ethos permeates the school. The headteacher has overseen steady improvements in self-evaluation and target setting, the quality of teachers' planning

and the monitoring role of the governing body, although some issues are still developing and are addressed in the school development plan.

64. The headteacher has worked hard to develop a shared commitment to the vision for broadening the curriculum to provide a more exciting, motivating and challenging experience for all pupils. As a result, the school's aims and values are beginning to be clearly reflected in all the school's work. However, there is still some way to go towards achieving the effective contribution of all staff with management responsibilities. In particular the role of co-ordinators in making best use of assessment information to raise standards is underdeveloped.
65. The effectiveness of the governing body in fulfilling its responsibilities is satisfactory overall. Governors are committed to the school and give of their time generously. However, their role as an effective 'critical friends' to the school is not as effective as it could be. They have understanding of the strengths and weaknesses of the school because they receive good information and support from the headteacher. However, they have yet to implement a formalised regular monitoring procedure to enable them to gather information for themselves. The governing body is aware of omissions in the latest annual governors' report to parents and the school prospectus and has taken steps to rectify this.
66. The monitoring, evaluation and development of teaching have been a priority of the headteacher. She has monitored the work of all teachers, and has developed a very good understanding of the school's strengths and weaknesses. The arrangements for the implementation of the required performance-management procedures are good. They have contributed to raising the standard of teaching and the development of procedures to support subject leaders in monitoring their own subjects. The school's priorities for development, particularly in raising standards and developing a more exciting, motivating curriculum, are appropriate, as can be seen in the success of the expressive arts curriculum. The headteacher has worked hard, and largely successfully, to articulate her vision for school improvement to the staff and governing body, and most have responded positively. Currently there are no newly-qualified teachers on the staff; however, there are appropriate, effective systems in place for the induction of new staff, and information provided for supply teachers is of appropriate quality. The school is an effective provider of training for initial teacher training students as a Department for Education and Skills (DfES) training school.
67. Recent contact with the local education authority has provided governors with some of the knowledge and understanding they need to manage the school's finances effectively. Governors rely heavily on information provided for them when monitoring the school's performance and financial situation. Gathering of information by governors themselves is at an early stage of development. Governors are provided with regular information about the school's budget that is presented in a way that enables them to decide whether or not spending decisions have been effective. School data is used to make valued judgements about the school's effectiveness overall and identify priorities for future spending to secure the long-term development of the school. Governors are aware of the principles of best value and are developing the skills necessary to apply these principles to the work of the school.
68. The co-ordinator for special educational needs has recently taken on this role and provides satisfactory leadership. She works closely with colleagues and outside agencies, but has not yet monitored the use made of individual education plans. The school's policy for special educational needs reflects the 2001 Code of Practice. The school provides a sufficient level of resources, including support staff, to meet the

needs of this group of pupils. Good attention is paid to the effective deployment of these staff at all times in order to ensure that the pupils benefit. However, the use of information and communication technology is presently underdeveloped and there are not enough programs to increase the learning opportunities for these pupils.

69. At present, the use of new technology overall is satisfactory. It is used for the school's general and financial administration practices, and the recording and tracking of pupil attainment. The school has responded to the recommendations of the most recent audit report. Financial practices are secure and specific grants are used for their intended purposes. The use made of school-based information requires further development to fully support the efficient and effective management of the school.
70. Overall, the school staffing arrangements are good. There are a sufficient number of teachers and quality support staff to teach pupils effectively. The governing body is committed to ensuring that funding is available to employ a substantial number of good-quality learning support assistants to help the large number of pupils with special educational needs. Staff training is linked to the identified needs of the school and is closely monitored by the deputy headteacher to ensure that it effectively supports whole-school improvement.
71. The provision for pupils who have English as an additional language secured through the Ethnic Minority Achievement Grant is at present unsatisfactory overall. The support provided by a bilingual assistant in the reception and Year 1 and 2 classes is generally effective. However, frequent staffing changes and illness have led to a lack of continuity of specialist teaching provision for pupils in Years 3 to 6. Of further concern is the lack of understanding of the bilingual assistant and specialist teacher of the stages of English acquisition. The partnership between these members of staff and class teachers is underdeveloped. The results of assessments of this group of pupils are not sufficiently shared or explained to teachers. This means that teachers are unable to use this valuable information effectively when planning activities for these pupils in their class lessons.
72. The school is strongly committed to equality of access and opportunity, and improvements needed are identified on its development plan. At present, whilst the curriculum allows for equal access, the stairs in the building prevent pupils, staff or parents with disabilities from having access to the whole of the school. This is unfortunate and has been recognised by the school as having a detrimental effect upon its inclusion practice. The school works hard at inclusion and is justifiably well recognised for its inclusion work.
73. The quality of accommodation is good, overall. The school provides a secure, well-cared-for environment, which is valued by all who use it and fully meets the aims of the school apart from full disability access. The large temporary building housing the Speech and Language Centre provides a safe, stimulating environment for the pupils with speech and language difficulties. Most classrooms are of a reasonable size and the limited additional internal space is used effectively to provide areas for computers, a library, reading and music. Good displays enhance the environment. The school has generous grounds with both grass and hard surfaces. The caretaker and his team of cleaners ensure that the school is clean and well maintained.
74. The school provides good teaching and curricular opportunities overall, with some very good opportunities for pupils in subjects of the 'expressive curriculum'. As a result, pupils achieve well over time and attain satisfactory standards, with some

above average. Taking account of the low attainment of pupils on entry, and the good ethos and provision, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to raise standards, and build upon the improvements that have taken place, the headteacher, staff and governors should:
- (1) Continue to raise standards in English, mathematics and science by:
 - further developing assessment procedures and the use made by subject co-ordinators and teachers of the assessment information gathered to clearly identify pupils' next steps in learning.* (paragraphs 28, 29, 55, 109, 122, 135, 137, 141, 146)
 - improving the range of activities planned in lessons to meet the learning needs of all pupils; (paragraphs 25, 28, 29, 56, 106, 119, 122, 135, 171)
 - raising the achievement of girls in English and mathematics, to more closely match that of boys;* (paragraph 12, 100, 110, 122)
 - (2) Improve the provision made for pupils with English as an additional language by:
 - improving the quality and consistency of support secured through the Ethnic Minority Achievement Grant; * (paragraph 31, 71, 101)
 - (3) Further develop the role of governors as the school's 'critical friends' by:
 - developing a formalised system to enable them to rigorously monitor and evaluate all aspects of the work of the school.* (paragraph 65)

*These issues have been identified by the school and are addressed through the school's development plan.

SPEECH AND LANGUAGE CENTRE

76. There have been a number of changes to the Speech and Language Centre since the last inspection. It still provides places for 16 pupils with severe speech and language disorders although an increasing number of pupils also have difficulties associated with the autistic spectrum, which affects their ability to interact with others and understand what they are they are thinking or feeling.
77. The centre leader and the teacher for the under sevens have joined the school since the last inspection, but the senior speech and language therapist has provided valuable continuity, as have some very experienced learning support assistants. For the past two years the school has employed its own speech and language therapist for two days a week. She works mainly with pupils with speech and language disorders in their early years in the main school.
78. In September 2002, all pupils registered at the centre began attending afternoon lessons in the main school. Additional learning support assistants support every pupil's inclusion into the main school classrooms. Early evaluation of this inclusion strategy suggests that it is successful, most importantly from the point of view of the pupils, who state, "We all love going to big class – it's brilliant!". Both teachers from the centre provide extensive support and advice for the teachers in the main school. This is valued by their colleagues, and is central in ensuring that the pupils' experiences are positive.

79. Pupils in the centre make good progress overall and, with regard to their speech and language disorders, very good progress. Results for each pupil show that those in reception to Year 2 make significant improvement. Most pupils aged seven to 11 continue to make good progress, although the progress made by higher attaining pupils is slower than other pupils. Pupils are assessed in English and mathematics. They are not assessed in science although they do take part in science lessons in the main school. This represents an inconsistency in the current provision. All pupils make very significant progress with their speech and language disorders. The programme of individual and group speech and language therapy plays a major role in this. Very good work in developing pupils' social use of language, listening and interaction skills is led by therapists. Those pupils with behaviour difficulties also show very good progress.
80. Teaching in all the lessons seen, in the centre, in therapy sessions, and in main school classrooms, is satisfactory or better. Pupils study English and mathematics in the mornings in the centre. Teaching in these subjects is good overall and is consistently very good for pupils aged four to seven. Teachers have very good knowledge of individual pupils' learning and personal development needs. Teachers and learning-support assistants show good knowledge of the most effective approaches to support pupils with speech and language disorders. Very good use is made of signing and symbols in the class for under-sevens. The management of pupils is very good and relationships are positive and encouraging at all times. Small steps of progress are widely celebrated. Lesson planning and classroom organisation for the youngest pupils are particular strengths. Very good advance planning and preparation of resources create a calm and purposeful climate in which pupils move effectively from one activity to the next. They develop a good understanding of their own learning and progress through regular reviews with their teacher.
81. Some further development is needed in the ongoing assessment and recording of the progress made by pupils in Years 3 to 5. There is good knowledge of individual pupils, but no ongoing written teacher records of pupils' work. Test scores are retained, but the reports needed for pupils' statutory annual reviews are based entirely on the teacher's personal recall and observation. In addition, no evidence is available to show the progress made towards pupils' individual education plan targets during lessons in the centre. This evidence is a statutory requirement for annual reviews and reporting to parents. It could also be used to support and inform the work of mainstream teachers. Procedures used with the under-sevens are good because they effectively bring together evidence from tests, pupils' work and teacher judgements.
82. There is extensive and regular specialist testing by teachers and speech and language therapists. Currently, no further analysis is made of the rich information gained about each pupil. Consequently, patterns within the overall achievement of individual pupils are not identified, and rates of progress between pupils and classes are not compared. Additionally, the extra progress made by pupils as a result of the specialist support they receive cannot be demonstrated.
83. The movement of pupils in Years 3 to 5 in and out of lessons from their mainstream classes and for therapy can disrupt activities they are engaged in. Higher attaining pupils are not consistently challenged through the use of extension tasks. The pace of some lessons is too slow to prepare pupils adequately for mainstream lessons in secondary school. Afternoon inclusion experiences for pupils in Years 3 to 5 are not

always reviewed in time to fully inform the next days' lessons. The use of information and communication technology to support pupils' learning is limited.

84. The curriculum provided for English and mathematics is designed well to meet the pupils' main special educational needs. Currently, inclusion of pupils into the main school does not include these subjects. As some pupils are being prepared for re-integration in their local primary schools, not including them in main school sessions for at least part of the week is not supportive of their full integration. Regular liaison between teachers keeps the centre's provision broadly in line with the activities being followed in the main school. Teachers in the centre work hard to balance the need to improve pupils' basic skills with their entitlement to the wide range of activities and experiences of the curriculum their peers receive in the main school. Currently, no account is taken of evidence of pupils' progress in science or other subjects of the curriculum from teachers and learning support assistants from the main school. The positive learning environment in the centre makes a strong contribution to the pupils' ability to integrate so effectively with pupils in the main school.
85. The clear and committed leadership of the headteacher, supported by the leadership team and the centre staff, effectively promoted the development of the inclusion project, and supported its introduction very well through extensive consultation with parents, the local education authority and all staff. The headteacher's active partnership with the headteacher of the local special school is much valued and has led to imaginative and productive shared activities between staff groups and two way inclusion exchanges. Teachers in the main school have greatly increased their understanding of the impact speech and language disorders have on pupils' learning as a result of training provided by the centre teachers, and the speech and language therapists. The centre teachers develop materials to help teachers adapt the work planned to meet the needs of the full ability range they have in their groups. Evaluation of the project has been used well to find additional ways to improve this new approach.
86. Aspects such as the leadership and management of the staff involved in the project are complex and unclear. The joint leadership of the headteacher and the local education authority Pupil Support Division creates some anomalies with regard to the professional direction and leadership of the staff based in the centre. As these teachers are now working for half of their time in the main school, it is important that the responsibility for their professional day-to-day monitoring and development of practice be clarified. In addition, the person responsible for overseeing and co-ordinating the work of the learning support assistants who support the centre pupils in main school lessons needs clarification.
87. The provision has many strengths, and reflects the school's commitment to effective inclusion of all pupils resulting in significant benefits for pupils both academically and socially.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	18	54	13	0	0	0
Percentage	4	20	61	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	366
Number of full-time pupils known to be eligible for free school meals	n/a	74

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	25
Number of pupils on the school's special educational needs register	n/a	124

English as an additional language	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	33	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	22
	Girls	29	29	28
	Total	48	48	50
Percentage of pupils at NC level 2 or above	School	80 (80)	80 (89)	83 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	24
	Girls	29	27	29
	Total	49	49	53
Percentage of pupils at NC level 2 or above	School	82 (87)	82 (87)	88 (89)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	25	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	23
	Girls	22	15	22
	Total	41	33	45
Percentage of pupils at NC level 4 or above	School	84 (73)	67 (51)	92 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	8	19
	Girls	12	7	19
	Total	27	15	38
Percentage of pupils at NC level 4 or above	School	55 (61)	31 (61)	78 (84)
	National	73 (72)	74 (74)	82 (82)

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

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	306	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	18	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	12	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	2	0	0
Chinese	1	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	3	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.8
Number of pupils per qualified teacher	22
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	461

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.1

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

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
----------------	-----------

	£
Total income	814,803.00
Total expenditure	828,280.00
Expenditure per pupil	2,263.06
Balance brought forward from previous year	66,597.00
Balance carried forward to next year	53,120.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	366
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	2	1	0
My child is making good progress in school.	69	29	1	0	1
Behaviour in the school is good.	57	33	5	0	5
My child gets the right amount of work to do at home.	42	49	6	2	1
The teaching is good.	70	27	1	0	1
I am kept well informed about how my child is getting on.	60	31	4	6	0
I would feel comfortable about approaching the school with questions or a problem.	70	26	0	2	1
The school expects my child to work hard and achieve his or her best.	62	37	0	0	1
The school works closely with parents.	54	35	8	2	1
The school is well led and managed.	70	30	0	0	0
The school is helping my child become mature and responsible.	64	32	0	0	4
The school provides an interesting range of activities outside lessons.	43	33	5	4	15

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

88. Provision for children in the Foundation Stage is very good. Good improvement has been made since the last inspection. The knowledgeable Foundation Stage co-ordinator provides strong leadership which has ensured that the provision has continued to develop to meet the changing learning needs of the children.
89. Children are admitted into the reception classes in line with locally agreed procedures. Flexible arrangements, including some part-time attendance, ensure that children's first experiences of school are positive. Assessments completed by teachers when children start school indicate that many children have knowledge and skills that are well below those expected, particularly in their personal, social and emotional development, and in writing, reading, handwriting, letter sounds and counting. In addition, many children have significantly underdeveloped speaking and listening skills. They make good progress and develop into confident learners who enjoy exploring the world around them. Children with special educational needs, and those with English as an additional language, learn at a similar rate to other children. Despite the progress they make, most children are unlikely to achieve the nationally expected levels in all areas of learning.
90. Teaching is very good overall in all areas of learning, with some excellent features. Teachers have a very good understanding of the Foundation Stage curriculum and of how young children learn. All areas of learning are comprehensively planned for, and teachers are very clear about what they want children to learn. Results of regular assessments of children's achievements are used well to inform the planning of future activities. Teachers have correctly identified the need to refine the way children's attainment is assessed and recorded at the end of their reception year to ensure the accurate completion of their Foundation Stage profile. Very close co-operation between teachers and teaching assistants, and the organisation and management of the two classrooms and outdoor play area, ensures that children are provided with a wide range of activities that fully support their learning in all areas of the curriculum. Sessions move at a good pace, and basic skills are taught well. A strong emphasis is placed on the development of children's independence. Adults actively encourage children to make decisions and take responsibility by providing many opportunities for them to interact, explore and investigate. All adults act as very good role models and work with the children in a consistent way. They expect them to behave well and work hard. This consistency has a positive effect on children's attitude to learning and the development of excellent relationships. Overall, resources are plentiful, of good quality and used very well. Children enjoy school. They respond very well to the expectations of adults and develop into enthusiastic, active learners who work very hard.
91. Most children have experienced some form of pre-school provision. Teachers have good relationships with these providers. Good relationships with parents are fostered in many ways. They are provided with sufficient information about the routines of the school day and the activities their children will be engaged in. Teachers talk to parents on a daily basis and actively encourage them to become involved in their children's learning. For example, parents share books with their children at home and bring their expertise into the classroom to support particular topics.

Personal, social and emotional development

92. Many children start school with underdeveloped skills in this area of learning. The very good role models provided by adults and the organisation of an extensive range of imaginative activities ensure that children make very good progress. As a result, most are likely to achieve the expected levels in this area of learning by the end of their reception year. Regular opportunities are provided for children to work in small and large groups. They quickly learn to co-operate and consider the needs of others. For example, they help each other to build models using construction kits, and play purposefully in the role-play area. Disputes are rare and children develop a secure understanding of right and wrong. Their relationships with each other and with adults are excellent. Children trust adults and are confident that they will receive help and support from them when necessary. The organisation of the day, very good support from adults and the provision of activities that children find interesting encourage children to concentrate for extended periods of time. They learn to negotiate with each other, work independently, behave responsibly and make choices. Children develop good self-help skills and become sufficiently confident to use their imagination to organise their own play and communicate their ideas to others.

Communication, language and literacy

93. The majority of children start school with skills that are below those expected in this area of learning, and a significant minority of children have skills that are well below those expected. Provision to support children's learning in this area is very good overall and as a result most children achieve very well. Teachers plan activities that encourage children to talk to each other and adults throughout the day. Through very effective modelling, adults teach children to speak clearly in meaningful sentences, using an increasingly varied vocabulary. The speech and language therapist, employed by the school, provides very valuable additional support that is helping to raise children's achievement. Children with English as an additional language also achieve well because there are a good number of adults to support them. Structured schemes and focused, stimulating learning opportunities ensure that children make particularly good progress in learning about letters and the sounds that they make, and in writing and reading. However, despite this very good achievement many children are unlikely to reach the expected levels by the end of their reception year. Ample opportunities are provided for children to handle and explore books. They enjoy listening to stories and understand that print conveys meaning. Some children are able to read simple texts and talk about stories that are well known to them. Many opportunities are organised to help children develop their writing skills. For example, as part of their topic, children make and write a postcard to their family about a holiday in India. They are well supported by adults who ensure that children learn to write individual letters correctly, and spell simple, frequently used words. Although most children do not reach the expected levels, they are confident readers and writers, and are well placed at the end of their reception year to continue to make good progress.

Mathematical development

94. On entry to the reception classes the attainment of the vast majority of children in this area of learning is below that expected, and for some children it is well below. Effective provision that is firmly based on practical activity ensures that most children achieve well over time. In well-structured, focused sessions children learn to recognise numbers and count accurately. A rich variety of activities provide opportunities for independent exploration and problem solving. For example, through roleplay children learn about money, counting and how to write numbers. When

working with construction kits they compare the size and height of objects. A variety of games are used to support children's understanding of the number system. For example, children learn about simple addition and subtraction when playing games such as snakes and ladders. When playing outside on an obstacle course, children learn to use words that describe position. They are provided with opportunities to learn about measures, such as weight, through cooking activities, and investigations using balances. These activities enable children to learn new skills and practise those already learned. As a result, children's knowledge and understanding of mathematical concepts and the number system develop well. Although many children do not reach the expected goals in all aspects of their mathematical development, they are confident and well placed to continue to achieve well as they move into Year 1.

Knowledge and understanding of the world

95. Provision for this area of learning is very good and effectively promotes learning through interaction and exploration. The majority of children start school with levels of attainment below those expected. They achieve very well and most are likely to reach the expected levels in this area of learning by the end of their reception year. Activities fully support children's developing spirituality and their social and cultural development. They are provided with many opportunities to investigate natural and man-made objects and materials. They learn about what living things need to survive and how to care for them through activities such as sowing seeds and caring for plants in their garden area, and observing creatures such as tadpoles. The outdoor play areas and school grounds are used particularly well to support children's learning. Children are encouraged to use all their senses as they explore their environment. When building and constructing with found materials and manufactured construction kits, children select materials and become skilled at joining objects in a variety of ways. They discuss their work, co-operate well and alter their designs as necessary. Children confidently use everyday technology such as computers. They have a well-developed sense of community and learn about the cultures and beliefs represented within it. Teachers regularly plan topics based on the study of a country. They skilfully include activities in all areas of learning to provide children with as much knowledge and understanding of the chosen country as possible. During the inspection an excellent example of this high quality provision was observed, as children were involved in an 'Indian' afternoon. Children made samosas, dressed in traditional Indian clothes, learned Indian dances, and listened to a story read in both English and Bengali. Additional activities such as making a rickshaw large enough to sit in from a construction kit provided additional insight for children into Indian culture. The support of parents and the children with first hand knowledge of the culture and country was invaluable.

Physical development

96. The vast majority of children reach the expected levels in this area of learning by the end of their reception year. Opportunities for children to practise and build on skills they have already learned are a regular feature of their work. Planned activities have a strong practical emphasis that fully supports children's learning. When working outside, children move with increasing co-ordination and awareness of space and each other. The good range of resources ensures children experience handling a variety of small objects. For example, they handle paintbrushes, pencils and small objects with increasing skill. The outdoor play area is used daily and provides regular opportunities for children to work with large and small equipment. In addition,

structured sessions in the school hall ensure that children learn specific physical skills and become aware of changes in their bodies due to exercise.

Creative development

97. Children achieve very well in this area of learning because activities are planned that encourage them to use their imagination and communicate their feelings. Most children reach the expected levels because adults are skilled at using open-ended questions and encourage children to express themselves in many ways. Many children experience some difficulty articulating their thoughts and ideas. Adults provide particularly sensitive and skilled support on these occasions, which ensures that children keep on trying and experience success as a result. Children enjoy musical activities and sing a variety of songs and rhymes from memory. They confidently join in with songs and hymns in whole-school assemblies. A wide range of media is provided to enable children to express their ideas and work in two and three dimensions. They confidently use paint, crayon and pastel. Children's observational skills develop well. These skills were clearly demonstrated in the good quality pastel drawings children completed of themselves, dressed in Indian clothes. Children enjoy all aspects of their work in this area and engage in the activities provided with enthusiasm. This area of learning fully supports children's personal and social development, and does much to raise individual children's self-esteem.

ENGLISH

98. Standards in English are below average at the end of Year 6 and average at the end of Year 2. An improving trend has been established and inspection evidence shows that standards are rising throughout the school. In Year 6, standards are below average overall because of the significant proportion of pupils with special educational needs.
99. Inspection findings and the school's own assessments show that pupils make good progress as they move through the school, and achieve well in relation to their starting point. This is also true for pupils who have special educational needs, and those for whom English is an additional language. There are considerable variations in the number of lower attaining and higher attaining pupils, and also in the number of pupils identified as having special educational needs in each year group. These variations are clearly reflected year on year, in the results of national tests.
100. Contrary to the national trend, Year 6 boys have outperformed girls over the last two years. Whilst girls consistently make at least the expected progress, boys' progress is well above that expected. This difference was not strongly evident in lessons or the scrutiny of pupils' work, but is marked in the national test results for pupils aged 11. Weaknesses in teachers' planning of tasks to closely match the learning needs of all pupils contributes to these fluctuations.
101. Pupils with special educational needs are well supported throughout the school and make good progress in relation to the targets in their individual education plans. High quality additional provision for pupils with English as an additional language has been inconsistent for some time, particularly in Years 3 to 6. Despite this, these pupils make progress that is comparable to other pupils because they have very positive attitudes, respond well to help they receive in class and work very hard
102. Throughout their time in the school, pupils listen well and are very interested in what other pupils or their teachers say. They concentrate for extended periods during

discussion sessions. The majority of pupils develop into confident speakers, although some pupils experience difficulties in articulating what they want to say. By the time they are in Year 6, most pupils can talk confidently about what they have learned and challenge their teacher appropriately when putting their own point of view in debates and discussions.

103. Some of the weaknesses in writing identified in the previous inspection continue to be apparent in the work of many pupils. In Years 1 and 2, pupils struggle to build words and to record their ideas. Many pupils fail to master how sentences are constructed, which inhibits the flow, readability and variety of their writing as they move through Years 3 and 4 and continues into Years 5 and 6. In addition, many pupils use a limited vocabulary in their work. However, most pupils in Year 6 have mastered the skills of basic punctuation and sentence structure. The teaching of handwriting is very good across the school. The school has identified writing and spelling as areas needing improvement but has not yet appropriately focused on developing a working vocabulary in literacy, or in other subjects.
104. Over-reliance on teacher-modelled text being copied, and some worksheet activities both in literacy and in other subjects, provides too much structure that inhibits pupils' independent work and their achievement in writing in lessons. The development of pupils' spoken vocabulary in Years 1 and 2 has been a priority. This strategy is supportive of the development of pupils' writing skills. This work is not sufficiently developed in Years 3 to 6.
105. The teaching of reading and reading strategies is very good in Years 1 and 2, and is well supported by consistent phonic teaching. The effective use of adult support for individuals and reading groups is having a positive effect on reading. The daily group reading strategy continues in Years 3 to 6, and, although it contributes to pupils' reading progress, many classes devote too much time to finishing individual books rather than using a variety of shorter texts to give pupils a wider variety of reading challenges. By the age of 11, most pupils are able to read, understand and respond to texts that are appropriate for their ability.
106. The teaching of English is good overall in Years 1 and 2. In Years 3 to 5, teaching is consistently good and sometimes excellent. The National Literacy Strategy has been successfully introduced, and is supportive of teachers' planning. Direct teaching ensures pupils know what they are expected to do, and learn. Teachers and teaching assistants work in partnership and have established excellent relationships with their pupils so that learning proceeds within an atmosphere of mutual trust. Pupils are valued as individuals and teachers work hard to ensure that all pupils play a full part in all lessons. The organisation and behaviour management of pupils are always good and often very good. Teaching assistants and other adult helpers are usually well briefed. Where they are very clear about their role, they make a very positive contribution to pupils' learning. Lesson plans do not always take sufficient account of the learning needs of different groups of pupils, and pupils of different abilities. Lesson observations and scrutiny of pupils' work shows that all pupils in the class frequently attempt the same task.
107. Lessons are lively and teachers work hard to make them enjoyable and interesting. The very best teaching has a clear focus for learning that is communicated clearly to pupils. In the best lessons, pupils are encouraged to evaluate their own work. With the help of teachers they clearly identify areas of their work that need to be improved. Oral feedback from teachers appropriately praises pupils' efforts and raises their self-esteem. Most teachers' knowledge and understanding of English as a subject are

very secure. This provides the basis for well-informed teaching and the confidence to respond to opportunities for learning as they arise in the course of a lesson. The contribution of the speech and language therapist in the infant classes provides significant additional and effective support for the development of spoken language of the youngest pupils in the school. Teachers' marking is inconsistent, and no evidence was seen of the school's marking key being used. Some marking includes pupils' own written comments and clear advice from teachers as to how pupils might do even better, especially in Years 3 and 4. This is effective in providing valuable information for pupils about what they have learned and need to do next to improve their work further.

108. The school's strength in personal development and behaviour management has provided a secure framework in which pupils of all ages and abilities respond positively in lessons and work conscientiously to complete the tasks they are given. All pupils try hard to follow discussions and to apply what they have been taught in their work. Pupils with English as an additional language find some work in English difficult due to the limited additional support available in some classes.
109. The English co-ordinator has worked hard to put in place policies and procedures that provide suitable guidance for staff, and for the work of the school in relation to English. She has observed lessons in order to audit strengths and weaknesses in teaching and learning. Her written reviews of teaching correctly focus on the appropriate areas for development. Alongside the headteacher she has analysed assessment data based on pupils' performance in national and optional tests. The results of this analysis have not been fully integrated into teachers' planning to secure improvement. She is a very good role model in her own teaching and is, therefore, well placed to influence practice and help staff to raise standards.

MATHEMATICS

110. Standards of attainment are below average at the end of Year 6 and average at the end of Year 2. Standards in mathematics are beginning to rise throughout the school. In the current Year 6, there are a significant number of pupils with special educational needs. Consequently, the standards overall for this year group are not as high as those at the time of the last inspection. By the time they are in Year 6, boys consistently outperform girls. The school has identified this as an area upon which to focus. Pupils, however, are making good progress because many of them start school with well-below-average attainment in mathematics. Pupils with special educational needs and those who have English as an additional language make similar progress to that of other pupils. The school has made satisfactory improvement since the last inspection. They have identified the need to raise standards in mathematics and have taken appropriate steps to ensure that the National Numeracy Strategy is implemented consistently and effectively across the school. The school has begun to analyse test results and assessment information well. A curricular target to improve pupils' ability to solve word problems has been set.
111. Standards in number work in Year 2 are average. Pupils know the value of digits in two digit numbers and use a number line for addition and subtraction. Standards in shape, space and measures are average. Pupils know the names and properties of two-dimensional shapes, can measure accurately in centimetres and can tell the time on an analogue clock to half past the hour. Higher attaining pupils can find the lines of symmetry in a square, rectangle and circle. Standards in handling data are average. Good opportunities are provided for solving word and number problems, and pupils

are encouraged to represent word problems pictorially to help them solve them. In Year 6, pupils calculate percentages, know a range of different calculation methods and written methods for calculation, and can convert mixed numbers to improper fractions. They calculate perimeters of compound shapes, and plot shapes in all four quadrants. In data handling, they can interpret pie charts, represent grouped data on a bar graph and can find the mean of numbers. They have regular opportunities to solve both word and mathematical problems and pupils benefit from an investigative approach to learning mathematics. Teachers plan work well to enable pupils to apply their literacy skills when working in mathematics, for example, in reading and understanding problems. Opportunities for pupils to use their mathematical skills in other subjects of the curriculum are not fully explored.

112. The teaching of mathematics is good overall with some very good features. The National Numeracy Strategy is firmly embedded in the work of the school. Although some planning takes account of the needs of all pupils, and clearly outlines the learning objectives for the different parts of the lesson, the approach across the school is inconsistent. Teachers usually make clear the objectives of their lessons by writing them on the board and sharing them with their pupils. In most classes teachers question pupils well to ensure that they have understood these objectives but this does not always happen. In the mental warm up part of the lesson, teachers use good strategies to ensure that all pupils are involved. For instance, pupils use individual white boards, answer with digit cards, work in pairs and demonstrate to the rest of the class on the board. However, this part of the lesson is sometimes too brief and does not have a 'warm up' feel to it. Teachers make very clear to pupils what they have to do but do not always tell the pupils how much time they have for the task. The summing up part of the lesson is not always used well to ensure that all the pupils' misconceptions and difficulties have been discussed and explained. The opportunity to assess thoroughly pupils' understanding in this part of the lesson is often missed. Teachers highlight mathematical language well, model it effectively for the pupils and actively encourage the pupils to use the correct mathematical words. Classroom displays support the mathematics being taught and there are good prompts and other mathematical resources to support learning in most classrooms. Pupils use these prompts well to help them learn. Teachers use a range of questioning to support pupils' learning. Teachers vary the difficulty of the questions they ask so that all pupils have the opportunity to answer. More emphasis needs, however, to be placed on getting pupils to provide explanations and reasons for their answers. The marking of pupils' work is often very limited, and does not usually indicate to pupils how they can improve. Younger pupils complete many worksheets. Consequently, they do not have enough opportunities to record their mathematics, particularly in number line, jottings and expanded methods forms. In Years 3 to 6, pupils usually record their work well and there is clear evidence that the work that the school has been doing on improving the teaching of written methods for mathematics is having a positive effect. Teachers provide good prompts to help pupils solve word problems that support pupils' use of mathematical vocabulary.
113. Pupils' behaviour and attitudes in mathematics lessons are good. They enjoy their lessons, work quickly and co-operatively, and present their work well. Teachers are positive and enthusiastic about mathematics and consequently the pupils respond well.
114. The leadership and management of this subject are good. The subject co-ordinator monitors teaching and learning regularly and gives feedback to teachers. She provides good support for her colleagues. Resources for teaching mathematics are good and they are accessible to pupils. The use made of information and

communication technology to support learning is very limited. In addition to ongoing assessment, the school uses published resources to assess pupils' progress. This gives teachers good information about aspects of mathematics that pupils find hard to understand. Targets are set for pupils but more work is needed in this area to ensure that the targets are meaningful to all pupils. The co-ordinator has organised a range of interesting mathematical activities for pupils, including whole-school mathematics days. Pupils who are more able mathematically have had the opportunity to participate in problem solving and investigative activities at a Gifted and Talented Maths Day at the local secondary school. The use of homework to raise standards is good. Parents are fully informed about the targets their children are working towards.

SCIENCE

115. In 2002, teachers assessed standards in Year 2 to be below average compared to those of other schools nationally. Inspection evidence indicates that in 2003 pupils in Year 2 attain standards that are broadly average. Standards appear to have fallen since the last inspection when they were judged to be above average. However, because many pupils have underdeveloped language skills their ability to attain the higher level is limited. Given their standards on entry to school, all pupils make good progress, including those pupils with special educational needs and those who speak English as an additional language.
116. Results for pupils in Year 6 in 2002 were below average when compared with results nationally and those of similar schools. This is also true for the current Year 6. Although the majority of pupils attain standards that are average, few attain the higher levels resulting in standards being below average overall. This is because of the very high proportion of pupils with special educational needs in this particular year group. Pupils, including those with special educational needs and those who speak English as an additional language, make good progress in comparison with their prior attainment. This is because of the overall good teaching and the emphasis given to learning through enquiry.
117. Because teachers challenge pupils well, by the end of Year 2 most pupils understand that 'pushes and pulls' are forces. Effective use is made of practical investigations, for example, using a bicycle and scooter. Pupils understand the conditions needed for seeds to start to grow. More able pupils know the importance of light, water and heat for continued growth of plants. Pupils investigate materials and describe various ways of sorting them into groups according to their properties.
118. Most pupils in Year 6 are able to make predictions and understand the need for 'fair tests'. More able pupils systematically record their observations and measurements in a range of tables and simple graphs. They repeat measurements to check their findings and draw conclusions. In their work on materials, pupils carry out simple experiments safely to find out that the changes that occur when most materials are burned are not reversible. More able pupils explain their findings confidently, using correct scientific terms, such as 'reversible', 'irreversible', and 'materials'. Most pupils develop a sound understanding of various types of forces such as up-thrust and gravity. Pupils know about the life cycle of plants and some understand the processes of pollination and germination.
119. An analysis of pupils' work shows that they make good progress and achieve well in all aspects of science, from an initially low level of understanding. The emphasis across the school that is placed on learning through enquiry is leading to an improvement in pupils' enquiry skills in all areas of the subject. However, the demands made on pupils

are not always appropriate, as seen when pupils of very different abilities are set very similar work. Whilst teachers' planning is mainly appropriate over time, they do not consistently plan to address pupils' differing levels of understanding. All pupils enjoy investigative work. This is especially beneficial to pupils with special educational needs and those who speak English as an additional language. Where these pupils receive good quality support from adults and other pupils, they achieve well.

120. Teaching has improved since the last inspection and, as a result, pupils' learning has also improved. Teachers manage pupils well and, as a result, pupils keep on task, behave well and try hard to do their best. Teachers use a good range of resources effectively to capture and hold pupils' interest. Lessons are particularly successful when teachers' subject knowledge is very secure, they have high expectations and effectively challenge pupils of all abilities to achieve very well. For example, in a very good Year 5-6 lesson about changes in materials when they are burnt, the teacher adapted her questions well to effectively challenge, yet support, the high number of pupils with special needs. This enabled them to make very good progress. Where teaching is less effective, work does not sufficiently match the differing needs of pupils, hindering the progress made by some pupils. Marking of pupils' work is inconsistent throughout the school and does not always show pupils how to improve their work. Standards of work presentation are good throughout the school. Pupils take pride in their work. Excellent relationships are supportive of pupils' good attitudes to this subject. Good opportunities for collaborative work contribute very well to their social development.
121. Pupils use their literacy and numeracy skills well to record and communicate their findings through written work, simple charts, tables and graphs. Pupils use laptop computers to write up and tabulate experiments, but the use of information and communication technology to support learning is underdeveloped.
122. The curriculum is broad, balanced and meets statutory requirements, and documentation provides appropriate guidance for teachers' planning to ensure pupils' learning is progressive. This is an improvement since the last inspection. However, this guidance is not used consistently to plan and provide work that is sufficiently matched to pupils' widely differing needs and this limits the progress made by some pupils. Boys consistently outperform girls and the school has identified the need to find ways of improving girls' achievement. There is no agreed system for assessing and recording pupils' attainment and tracking pupils' progress as they move through the school. As a result, teachers are not able to use assessment information effectively to plan what pupils should learn next.
123. Subject co-ordination is satisfactory. The co-ordinator is supportive of teachers and has identified the further priorities for improvement. However, his role in monitoring and evaluating the results of assessments and teaching and learning is not yet fully developed and this restricts his overview of strengths and areas for development. Resources are good, accessible, and are used well. The school grounds are used effectively as a resource for investigative work.

ART AND DESIGN

124. Standards in art and design for pupils aged seven and 11 are above those expected nationally. Pupils, including those with special educational needs and those from the Speech and Language Centre, make good progress because lessons are carefully planned and pupils are well supported. Pupils with English as an additional language make progress that is similar to other pupils. All pupils have equal access to the

subject. Recent improvements to the scheme of work, the maintenance of high standards and award of the 'Silver Arts mark' (a national award recognising the school's commitment to the arts), demonstrate that good progress has been made since the last inspection.

125. The scheme of work ensures that teachers plan a broad and balanced range of activities that compliment and enrich pupils' experiences in other areas of the curriculum. Whole-school projects, such as African and Caribbean week, further enhance pupils' experiences and provide quality opportunities for pupils of all ages to experiment with a wide variety of media around a common theme. Art and design opportunities make a significant contribution to pupils' spiritual, moral, social and cultural development. In addition, these activities fully support pupils' personal development and in particular the raising of their self-esteem. Sketchbooks are used to explore properties of drawing media and for experimenting with and refining design ideas.
126. The teaching of art and design is consistently good with some very good features. Teachers are very clear about what they want pupils to achieve, and plan lessons to support that are interesting and varied. Teachers have good subject knowledge. Skills and techniques are systematically taught and pupils are provided with opportunities to successfully build on what they already know and can do. Assessment procedures that will enable teachers to clearly identify pupils' level of competence, and the progress they are making, are in the early stages of development. Links to other areas of the curriculum are extensive. These links make a significant contribution to pupils' learning overall. Teachers value all pupils' efforts and display their work very well. This appreciation of their work encourages pupils to continue to work hard, and try to always do their best. This approach has a positive effect on the standards of work produced overall. The use of information and communication technology is used effectively to support pupils in their design work and as a source of information. A common and effective feature of lessons is pupils' evaluations of their own and each other's work. Excellent relationships allow teachers and pupils to express their opinions honestly but constructively and pupils strive to improve their work as a result.
127. Pupils in Years 1 and 2 investigate ways of combining a variety of media including textiles clay and natural materials to create different effects. Pupils develop good observational skills and produce work that is detailed and well finished. They mix paint to create their own colours, and experiment with the thickness of paint to produce different effects. For example, they use thin and thick paint to create the background and foreground in their paintings. They study the work of famous artists such as Paul Klee and produce collective pieces of work to reflect his style. Pupils express their feelings through art after listening to music such as Debussy and explore how different colours can affect their feelings. For example, they describe blues as cold and watery, and reds and yellows as warm and cosy. The design element of pupils' work develops well and is fully supported by the range of artists' work they study.
128. In Years 3 to 6, pupils continue to develop their skills of observational drawing, painting and working in three-dimensions. They experiment with, and become skilled at, using a range of drawing media to create different effects. Pupils are introduced to an increasing number of artists whose styles are very different and succeed in producing work in their style. For example, Year 4 pupils working on the theme of 'water' study the work of artists as diverse as David Hockney and Van Gogh. By the time pupils reach Year 6 they are capable of producing work of a consistently good

standard and they work confidently in two and three dimensions. For example, they complete watercolours of their school grounds, and make Caribbean corn dollies from straw and textiles. As the school benefits from having its own kiln, pupils have regular opportunities to work with clay. They successfully learn a range of joining and decoration techniques to produce well-constructed and finished pieces of work.

129. Pupils thoroughly enjoy art activities. They behave very well and work very hard in lessons, and use what they have learned and their imagination to good effect. They respond positively to suggestions made by adults and their classmates as to how they might improve their work. Through the study of the work of artists from around the world and from different times in history, pupils learn to appreciate cultural diversity and beauty in many forms.
130. There is a positive approach to art across the school. The co-ordinator is knowledgeable and provides good support for teachers. Although relatively new to the post she has ensured the new scheme of work has been implemented successfully. In addition, she has clearly identified the need to improve assessment procedures. Resources are very good and used well to support pupils' learning.

DESIGN AND TECHNOLOGY

131. Standards are in line with those expected for pupils aged seven and 11 and are similar to those found at the time of the previous inspection. All pupils, including those with special needs and those who speak English as an additional language, make good progress.
132. Too few lessons were observed during the inspection to support a rounded judgement on the overall quality of teaching. Judgements are based on discussions with pupils and staff, scrutiny of work, photographic records of pupils' work and teachers' planning. Teachers' plans show that they provide a balanced design and technology programme. They have secure subject knowledge. An appropriate emphasis is placed on safety. Levels of challenge in work show that teachers' expectations are appropriately high and that resources are used effectively, indicating good teaching over time, an improvement since the last inspection.
133. By the end of Year 2, pupils produce ideas to design model cars, and select and use appropriate tools and materials. They discuss their ideas, use pictures and words to explain their designs, and are able to suggest ways of improving their work. For example, pupils design and make puppets using their own simple, written plans and drawings that clearly show what they intend to do. They use their numeracy skills to support their work when using shape, pattern and measuring. Pupils show appropriate cutting, joining and sticking skills. They use a range of materials and tools and are able to explain their choices appropriately. Pupils collaborate effectively in small groups. When working in the area of food technology, pupils list ingredients, as they design and make 'Birthday Biscuits', paying good attention to hygiene and safety.
134. As they move through the school, pupils' skills, knowledge and understanding develop well. By the time they leave the school, pupils have experienced the full range of designing and making skills, including food technology. In Year 6, pupils design and make waistcoats and other functional garments from recyclable materials. They work collaboratively in small groups. They generate ideas by collecting information, making labelled sketches as part of their detailed plans, recognising that the quality of their design depends on the suitability for its purpose. Most pupils understand that their designs have to meet a variety of needs. In Years 5 and 6, pupils confidently design,

make, test, alter, evaluate and improve their work. They demonstrate these skills well when making model 'roundabouts', as they explore and check various ways of joining and combining components with developing precision. Pupils undertake practical investigations to distinguish between what works well and what could be improved.

135. Teachers' assessment of pupils' work is informal, and inconsistent across the school. As a result, teachers are not able to accurately track pupils' progress and have insufficient information to guide their planning.
136. Subject co-ordination is good. The co-ordinator has secure subject knowledge and supports staff very well. She has collated a portfolio of designs and photographs of pupils' work, which are annotated to describe standards in the subject in support of teachers' assessments. Her role regarding the monitoring of teaching and learning is not fully developed, limiting an overview of strengths and areas for development. Resources are good, accessible and used well to support learning.

GEOGRAPHY

137. Pupils aged seven and 11 achieve standards that are in line with expectations. This is a similar situation to that found at the time of the last inspection. Evidence to support this judgement comes from the analysis of pupils' work and lesson observations. Pupils' work provided very little evidence to show that activities were planned taking into account pupils' prior attainment. Consequently, all pupils in a class are often completing similar work. In some of the lessons observed, teachers' planning of tasks reflected pupils' prior attainment, indicating an inconsistent approach in the school. The scrutiny of work and the lessons observed showed that when pupils of different year groups study the same geography topic, work is not being planned sufficiently well to take account of the fact that some pupils are a year older. Pupils with special educational needs make similar progress to their classmates, as do pupils with English as an additional language. Boys and girls make similar progress.
138. In Years 1 and 2, pupils know their own address, and can identify key places in their own locality. They understand that land is used in different ways. Aerial photographs and a field trip are used to help them make a map of their local area. Pupils are able to draw a simple plan of their bedrooms and articulate their views on the local environment. They use a computer program to record information in graphical form on the types of houses that they live in. In Years 3 and 4, pupils carry out a traffic survey in the immediate locality and know where Cambridge is in the world. They build successfully on what they learned in Years 1 and 2. Geography work has linked well with the work pupils complete in history. In Years 5 and 6, pupils build further on their geographical skills. They are able to use grid references, and know about keys and the different scales used on maps. They compare and contrast different climates, for instance, that found in Brazil with Antarctica, and they explore the issues surrounding conservation.
139. The quality of teaching in geography in the lessons observed was good because teachers had prepared well, and used interesting resources. For instance in a Year 3 lesson on the water cycle, the class teacher used a very good classroom display to reinforce what he was teaching and to ensure that pupils had access to the spelling of the associated vocabulary. In a Year 5 and 6 lesson, the topic associated vocabulary was clearly displayed in the classroom. A range of interesting resources including newspaper articles and websites were used effectively to stimulate the interest of pupils in Years 5 and 6 as they investigated sustainable environments. Pupils from

the Speech and Language Centre are well supported in some of these lessons by their teacher who successfully reinforces the subject specific vocabulary used by the class teacher by using additional written resources. These resources are also of great value to other pupils in the class. At times pupils are kept sitting on the carpet for too long during the initial input to the lesson. As a consequence, pupils find it difficult to maintain concentration and stay on task. Homework is used well to support learning. Visits and visitors are used well to enrich the geography curriculum. For instance, the lollipop man has been into school to talk about traffic, and pupils have the regular opportunities to go on field trips. On some of these visits, pupils use a digital camera to record what they have found out. Opportunities to develop literacy and numeracy are not fully pursued. The use of information and communication technology to support pupils' learning is not extensive, but is developing well.

140. Pupils enjoy geography lessons. Their attitudes and behaviour are good. Relationships are very good. Pupils work hard and co-operate well.
141. The co-ordination of geography is satisfactory. Limited monitoring of the quality of teaching and learning in this subject has taken place. The co-ordinator attends relevant training to keep up to date with developments in the subject. She has developed a useful evidence file of assessed work. However, assessment is unsatisfactory as procedures are not yet in place for all year groups. Resources are good, which is an improvement since the last inspection. Good links have been established with an outside organisation to help with the development of geography in relation to the pond and wildlife area in the school field.

HISTORY

142. Standards for pupils aged seven and 11 are in line with those expected nationally and are similar to those found at the time of the last inspection. Pupils, including those with special educational needs and those who speak English as an additional language, achieve well over time.
143. No lessons were observed during the inspection. Judgements are based on a scrutiny of pupils' work, teachers' planning and discussions with pupils and staff. This is insufficient evidence to make secure judgements about the overall quality of teaching. However, teachers' plans indicate that a balanced history programme is organised. Teachers have secure subject knowledge and resources are used effectively. Levels of challenge in work seen show that teachers' expectations are high, indicating that teaching is good, an improvement since the last inspection.
144. By the age of seven, pupils develop an appropriate sense of time by writing about, and sequencing significant events in their own lives through topics such as, 'How I have changed since I was a baby'. Pupils develop an understanding of the passing of time and begin to use terms such as 'long ago', 'then' and 'now'. Pupils find out why people in the past acted as they did through studying lives of famous people such as Grace Darling. Effective links are made with personal, social and health education topics such as 'Being brave'. Pupils learn factual knowledge and develop an understanding of past times by finding out about 'Old and New Toys'. This is enhanced through playing 'old' games from the museum and observing 'Old and New Teddy Bears'. Teaching builds effectively on pupils' experiences and what they already know. For example, they find out what homes were like 90 years ago and compare and contrast them with their own. This contributes effectively to their understanding of how past life was different from their own. Younger pupils are proud

of making simple 'Time Chart' zig-zag booklets when learning how car designs have changed over time.

145. By the age of 11, pupils develop appropriate knowledge and understanding of aspects of ancient Greek life. They design and make a Greek salad, effectively linking their work in history with food technology. Pupils organise their work appropriately, and use correct terminology and dates when creating time-lines linking sequences of events from the ancient Greeks to modern day. These activities help pupils to recognise that past time can be divided into periods that have similarities and differences. When studying the Aztec civilisation, pupils write about 'The impact of the Spanish Conquistadors on the Aztec civilisation', evaluating it appropriately. Teaching builds effectively on pupils' previous learning. History and geography are suitably linked through a local study of Arbury. By studying features of the locality in the past and those that exist now, they compare and contrast life in the 1930s with the present day. They benefit from the knowledge of a local visitor, who is able to tell them about life in the 1930s, which further reinforces their understanding of how things change over time. Effective links are made with art, and design and technology as pupils study the history of the bicycle. Pupils understand that the past has been represented and can be interpreted in different ways. This is an improvement since the last inspection. Pupils throughout the school select information about the past from an increasing variety of sources, including books, stories, videos and CD-ROMs.
146. Curriculum documentation has improved since the last inspection and provides helpful guidelines for teachers' planning. However, this guidance is not always used to plan work that is sufficiently matched to pupils' widely differing needs and this limits the progress made by some pupils. Links to literacy are appropriate but opportunities are missed to develop pupils' extended writing. Numeracy skills are used effectively, for example, through using time lines, charts and tables to record work. The use of information and communication technology to support the subject is developing appropriately. Good use is made of visits, for example, to the Museum of Classical Archaeology, to enrich the curriculum. Assessment is informal, and provides limited information to assist teachers in their planning of what pupils should learn next.
147. Subject co-ordination is effective. A portfolio of pupils' assessed work, which demonstrates progression across the school, provides useful reference material for teachers. The co-ordinator has reviewed the school's history policy and checks coverage of the curriculum and links with other subjects. However, her role in monitoring and evaluating teaching and learning is not fully developed, limiting her overview of strengths and areas for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

148. Standards in information and communication technology meet expectations in both the infants and juniors, and progress through the school is good. Pupils with special educational needs achieve well and reach standards commensurate with other pupils. Pupils whose first language is not English achieve well and attain similar standards. Inspection evidence shows standards are still meeting expectations although the curriculum has changed. To maintain this standard has required improvement in provision for the pupils, and the training of staff. The maintaining of standards is a result of the good leadership and management of the subject leader who has ensured the curriculum meets statutory requirements and is being integrated across the curriculum.

149. Pupils at seven give instructions to a programmable toy. They create graphs of their favourite foods, which supports their learning in mathematics. English is supported through pupils word processing text, and labelling activities such as the different parts of a house. Pupils at 11 research the Internet for information to support work in history. They use digital cameras to produce images for their multimedia presentations, such as 'The Evacuees'. They use a word processor to support their work in English to create and edit text; for example, when presenting a play script, and for use on displays such as their work on 'The eyes of the Fox'. Pupils use information and communication technology to support science and mathematics when creating and interpreting graphs, and when researching into the probability of the colours of 'Smarties' in a tube.
150. Pupils with special educational needs are supported well, fully included and take a full part in all lessons. All pupils enjoy information and communication technology and work very well together in pairs or small groups. Good use is made of the laptops to allow pupils access to a computer during lessons, such as the play scripts writing. Pupils work hard, respect each other and share responsibilities. They are well behaved and this makes a significant contribution to the pace of lessons. These aspects make a significant contribution towards pupils' spiritual, moral, social and cultural development.
151. The quality of teaching is good. The strengths in lessons are overwhelmingly the teachers' relationships with pupils and their enthusiasm, which generates good behaviour, involvement and enthusiasm in pupils. Individual teachers have good subject knowledge and understanding. This was evident, for example, in a Year 6 lesson when pupils were questioned and challenged well to develop the necessary alterations to present a chart in graphical format, so that younger pupils in the school would be able to understand and interrogate it. In the most successful lessons a good pace is maintained. Where teaching is less successful it is due to the poor access to the Internet that the school has at present, for all its networked computers. This slows the processes down and can lead to frustration, although this is usually well managed.
152. The school has a detailed scheme of work and is making good progress in developing it to ensure the subject is integrated well into the curriculum as a whole. This ensures that information and communication technology skills are developed and practised across the curriculum. The subject co-ordinator is knowledgeable and enthusiastic and has been instrumental in ensuring the subject has sufficient resources through development of the recently installed computer suite. She has also been instrumental in developing teachers and learning support assistants' knowledge and understanding and skills to ensure the subject is fully implemented and integrated into the school's planning.
153. The school makes good use of the computer suite and associated resources. To improve the subject further the school should consider:
- developing the assessment system to ensure that work challenges the full range of ability in classes, particularly higher attaining pupils;
 - developing teachers' expertise to ensure lesson planning includes clearer identification of the steps towards particular lesson objectives based on pupils' prior attainment; and,
 - continuing the integration of information and communication technology into other subjects to ensure the skills learnt are applied fully.

MUSIC

154. Standards in music are in line with those expected for pupils aged seven and 11. However, pupils' singing is well above average. Older pupils sing with clear diction and vary the dynamics, showing good understanding of how to achieve crescendo and diminuendo. Pupils learn new melodies or parts rapidly, and many pupils are able to keep a 'part' going while their teacher sings the main tune. Pupils who learn individual instruments are given good opportunities to contribute to the school's music making. For example, pupils accompanied whole-school singing during assemblies.
155. Older pupils compose successfully in small groups and listen carefully to each other's ideas. For example, when working on the theme of water, pupils in Year 4 investigated the usefulness of sounds from a good range of instruments, which were linked to graphic symbols and used to compose musical scores. Pupils worked co-operatively to refine their scores to present to the class as recorded performances. Pupils demonstrate good collaboration and teamwork, and achieve tasks successfully. Pupils show a sound knowledge of musical notation to record beats.
156. The youngest pupils can clap the rhythm to songs and keep good time. They follow a beat specified by notation cards and then extend this to maintaining the rhythm on untuned percussion. They sing and clap rhythm, and parts of rhythm with expertise. They can guess a tune from identifiable parts played by their teacher and other pupils.
157. All classes are taught using an extensive and well-written scheme of work, which greatly supports non-specialist teachers. The Programme of Study builds progressively on what pupils know, understand and can do from year to year. Lessons develop at a rapid pace, moving from learning to performance. Teaching is good overall. Teachers display enthusiasm and engage pupils fully in the activities. Lessons are enjoyable and pupils gain much from their musical experiences.
158. The teaching of singing is excellent and leads to the high standard achieved. Very regular opportunities for singing in lessons and assemblies, in the school's dramatic productions and the choir fully support pupils' achievements in this area of music. Pupils clearly enjoy singing. They retain concentration during sessions, listen carefully to the guidance provided by their teachers and always do their best. They know that they perform well and take pride in their achievements. Music makes a very significant contribution to pupils' spiritual, social and cultural development.
159. The choir is outstanding. A wide ability range and age of pupils have chosen to be part of the choir, clearly demonstrating their enthusiasm for the activity. Pupils are taught to pay attention to their breathing and posture when singing, and their diction is clear. Most pupils in the choir sing confidently and many are keen to perform short solo pieces in songs. They make very good progress in learning to develop control of pitch and rhythm; and learn a good repertoire of songs. This was especially evident when singing songs in four parts, and a more complicated cultural song.
160. The orchestra works as a self-managing group of pupils who have outside music lessons in flute and piano, and in-school lessons on violin and recorders, supported by percussion work from school music lessons. The standard of performance is very good. The pupil conductor is able to keep time. Pupils follow the conductor's directions well, to play their music very successfully. The teaching of recorder playing in an extra-curricular club makes a further, good contribution to pupils' musical skills.

161. The co-ordinator is a key strength and has supported teachers very well through the development of the scheme of work. Effective use is made of written resource sheets and an extensive range of good quality instruments.

PHYSICAL EDUCATION

162. Standards in physical education are in line with expectations for pupils aged 11. This is a similar situation to that found at the time of the last inspection. All pupils, including those with special educational needs and those who have English as an additional language, make good progress. There is no significant difference between the attainment of boys and girls. Evidence to support these judgements comes from lesson observations, an extra-curricular club, photographs and discussions with staff and pupils. Insufficient information was gathered to make a secure judgement regarding standards for pupils aged seven.
163. All Year 3 pupils have the opportunity to learn to swim in the autumn and spring terms. The majority of pupils achieve the 25 metre standard. However, those who do not achieve this standard are given another opportunity to do so as Year 5 pupils. All pupils are fully included in lessons and all extra-curricular activities are open to boys and girls. Good improvement has been made since the last inspection as a result of the school's focus on improving the teaching of gymnastics.
164. Year 6 pupils have good gymnastics skills in terms of balance, control and their ability to perform a sequence of movements. They know about and can explain well why exercise is important for a healthy lifestyle and why it is important to warm up before exercising and cool down afterwards. Pupils really enjoy physical education. They work well independently and together. All pupils join in and try hard. They are able to make sensible decisions about which piece of apparatus they will work on and who they will work with. They get the apparatus out and put it away quickly and safely. They are very appreciative and supportive of each other's efforts. They are beginning to evaluate their work and the work of others.
165. No overall judgement can be made about the quality of teaching. However, in the lessons observed, teaching was very good. Well-focused lesson objectives and expectations about behaviour are very clearly communicated to pupils. Consequently pupils are very active, behave very well and make good progress. Good emphasis is placed on improving performance. Teachers demonstrate well and use pupils very well to demonstrate how to perform specific skills. For example, in a very good Year 5 swimming lesson, the teacher demonstrated very clearly to the whole class and to individuals how to move their arms when swimming a front crawl stroke. In a very good Year 5-6 gymnastics lesson, many pupils had the opportunity to demonstrate to their classmates how to perform different balances well. Where teachers take account of pupils' prior attainment to set them the right amount of challenge and give them sufficient support, all pupils make good progress. This was a strong feature of the swimming lesson seen. Teachers make very good use of time by starting lessons promptly, planning them well and having all the necessary resources ready. All pupils' dress appropriately for physical education, they change quickly, and consequently little time is lost.
166. The co-ordination of physical education is currently being carried out on a temporary basis by the headteacher and is good. She has monitored lessons and given feedback to teachers. A new policy and scheme of work are in place. Resources and their storage have been improved since the time of the last inspection and are good. The co-ordinator has clearly identified dance and an after-school gym club as areas for development. The school holds an annual sports day in the summer term and there are after-school clubs for football, cricket and dance. There are good facilities for physical education, including a hall that is only used for gymnastics and dance, a playground area and a very large field. Pupils are assessed well for

swimming. However, assessment requires improvement for the other areas of physical education as there is no systematic recording of pupil progress in this subject.

RELIGIOUS EDUCATION

167. Evidence gained from the lessons, the scrutiny of pupils' work and discussions with pupils shows that they make mainly satisfactory progress in religious education as they move up through the school. The standards attained by pupils at age seven and 11 broadly meet the expectations set out in the locally agreed syllabus.
168. Throughout their time in the school, pupils develop a sound knowledge of the Christian traditions, festivals and stories that are part of their British cultural heritage. Through visits to the church, regular visits by the vicar and through discussions in class, they learn that Christianity is a religious faith that has particular significance for those who follow the teachings of Jesus Christ. In Years 1 and 2, pupils learn about the life and work of Jesus. They know that he was a real person born into a Jewish family, and is regarded by Christians not only as the Son of God, but also as a friend, helper, healer, storyteller and teacher. All lessons feature good use of resources, including artefacts to support pupils' understanding. Additional features, such as roleplay, discussion of books and pictures and information from a website, further reinforce pupils' learning. Clear links are made between life in Jesus' time with life today.
169. In Years 3-6, pupils become increasingly aware of the special nature of Jesus' teachings and of his work. They know about the parables and begin to understand the messages and morals contained in some of the stories he told. Pupils are aware that religious traditions in the United Kingdom are mainly Christian, and they develop an awareness of other major world faiths. By the time they are 11, they have a satisfactory level of knowledge about traditions, festivals and stories related to Judaism, Buddhism, Sikhism and Hinduism. They know about the religious leaders whose faith inspire their respective followers, and also about the sacred writings, such as the Qu'ran. They are able to recognise some similarities between the beliefs and traditions of different religions, for example that the celebration of 'light' is significant not only in Christianity but also in Judaism and Hinduism. In all years, pupils develop their knowledge and understanding of Christian symbols and of buildings as special places of worship. They learn about places of worship in other religions and they can talk in simple terms about the purposes and uses made of different parts of these buildings. Overall, however, pupils' ability to draw parallels between various religions is rather limited, and their knowledge about religion is much stronger than their understanding of what can be learned from it.
170. The quality of teaching is mainly satisfactory, and occasionally good. In the best lessons, teachers use appropriately interactive methods to engage pupils' interest, and often make direct links to the pupil's own experiences. Appropriate questioning by teachers helps pupils to explore issues such as how suffering raises questions for people of faith and how they respond. Pupils learn to appreciate the wonders of the world, and remember and think about natural disasters in connection with the schools' efforts to support others through fundraising. Assemblies compliment pupils' learning in lessons.
171. Religious education is taught through themes that are clearly linked to the agreed syllabus. All themes have well-developed lesson plans to support the non-specialist teacher. However, they rely on many worksheets as the main resource and at times

this results in tasks that are not well matched to the range of learning needs of all pupils. Teacher assessment of pupils' achievement is inconsistent across the school.

172. The co-ordinator is supportive of teachers through the provision of information, ideas and resources. Lesson plans and resources boxes are available. The co-ordinator has correctly identified areas for development. The subject has a low time allocation in comparison to other subjects.