

INSPECTION REPORT

BARNACK PRIMARY SCHOOL

Barnack

LEA area: Peterborough

Unique reference number: 110823

Headteacher: John Green

Lead inspector: Ian Wilson

Dates of inspection: 11th – 14th October 2004

Inspection number: 266369

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 5 – 11
Gender of pupils: Mixed
Number on roll: 128

School address: School Road
Barnack
Stamford
Lincs
Postcode: PE9 3DZ

Telephone number: 01780 740265
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Appropriate authority: Governing Body
Name of chair of governors: Mark Haines-Eynon

Date of previous inspection: 30th November 1998

CHARACTERISTICS OF THE SCHOOL

Barnack Primary School is located in a rural village, 5 miles from Stamford. It is below average in size with 128 pupils currently on roll of which 83 are boys and 45 are girls. The majority of the pupils are from British backgrounds. The percentage of pupils whose first language is not English is slightly above average. The percentage of pupils with special educational needs, mainly specific learning difficulties and some emotional and behavioural difficulties, is well above average. The percentage of pupils eligible for free school meals and the mobility of pupils are both below average. The majority of pupils come to the school via the pre-school, situated on the school site and are from mixed but overall above average socio-economic backgrounds. The attainment of pupils on entry to the school is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32747	Kathy Faulkner	Team inspector	Foundation Stage, English, history, geography, music, physical education, religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Barnack primary school is highly regarded by parents and justifiably so. **It is a good school**, which is successful at enabling pupils to develop very well personally and also to achieve well. **It provides good value for money.**

The school's main strengths and weaknesses are:

- Pupils achieve well and attain consistently high standards in national tests in English, mathematics and science.
- Pupils' attitudes, behaviour and values are developed very well by the school.
- Teaching is good overall and there is a high proportion of very good teaching.
- Pupils are known very well by the school and valued equally as individuals.
- The school provides a very high level of care, guidance and support for all pupils.
- The school development plan has weaknesses which limit its effectiveness as a tool for school improvement.

Barnack Primary School was last inspected in November 1998. Since then, it has improved standards in the lower part of the school and the high standards attained by older pupils have been maintained. Most of the key issues have been addressed well, and in particular the provision for pupils under five, is now a strength of the school. **Overall improvement since the last inspection is good.** There are still weaknesses, however, in the school development plan.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools*
	2002	2003	2004	2004
English	A*	A	A	A*
mathematics	A*	A	A	A
science	A*	A	A	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

**Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement of pupils is good. In the reception class, the attainment of pupils on entry is above average in communication, language and literacy and in mathematical development. During the reception year children achieve very well and most attain or exceed all the early learning goals at the end of the Foundation Stage. Pupils achieve well overall in Years 1 and 2 and 3 to 6 and attain standards in national tests at the end of Years 2 and 6 that are well above average in English, mathematics and science. Standards seen during the course of the inspection in geography, history, religious education and physical education were above those expected for pupils' ages. Standards in all other areas were in line with expectations.

The development of pupils' personal qualities, including their social, moral, spiritual and cultural development, is good overall and very good in the case of their social and moral development. The ethos of the school is one of a strong community spirit in which individuals are valued. This contributes substantially to enable pupils to succeed at school and to develop good self-confidence and self esteem. It is also reflected in the pupils' behaviour, attitudes to school and to learning which are all very good and in the very good way in which they work together and relate to adults. Attendance levels are above average.

QUALITY OF EDUCATION

The school provides a good quality of education. The **quality of teaching is good** and there is a high proportion very good teaching particularly in English, mathematics and the foundation stage. A very significant strength of teaching is the very effective planning, which meets the needs of pupils in the mixed year classes very well. Other strengths include, good pace in lessons, interesting lessons which motivate pupils, good day to day assessment of pupils' knowledge and understanding and very good, well planned support from teaching assistants. The school itself provides a good learning environment. These factors ensure that the **quality of pupils' learning is good.**

The curriculum offers pupils a good range of learning opportunities and helps promote good achievement. The planning and provision for pupils with special educational needs is very good and as a result, these pupils achieve very well. There are some good links between subjects, which add relevance and interest, but opportunities are missed, for example for developing further the use of information and communications technology in different subjects. Pupils are known very well by the school, and their academic progress is monitored well. The arrangements to ensure pupils' induction to the school and their subsequent care, welfare, health and safety are very good. Teaching and support staff have very good relationships with pupils and provide a good level of care for them. Links with parents, other schools and the local community are good.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is very good. The headteacher and other staff with responsibilities provide good leadership and the school is very well managed on a day to day basis. There is a shared sense of purpose in the school. The governing body is very effective. Governors are enthusiastic, committed and work effectively and have a good knowledge of strengths and weaknesses of the school. The school analyses its results very well and sets performance targets which are challenging. The school development plan has clear aims for the development of the school, but it has weaknesses in the way that objectives are prioritised, action plans written and means to judge success identified.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The overwhelming view of parents who attended the parents' meeting was that the school provided extremely well for their children. They were very complimentary about the school's commitment to high standards and to developing pupils personally. These views were also supported by the majority of parents who responded to the questionnaire. No major concerns were expressed by parents. Pupils like the school, feel safe, feel that they are well taught and also think that the school has improved in recent years. They particularly like the improvements to the accommodation.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve development planning so that it is more effective in guiding and evaluating action to improve provision.

and, to meet statutory requirements:

- Amend the minor omissions in the school bulletin and annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The school has continued to maintain high standards since the last inspection. In the Foundation Stage, standards are above average at the end of the year. Results in national tests and tasks at the end of Year 2 have improved since the last inspection and were well above average in 2004. Standards attained by pupils in national tests in English, mathematics and science at the end of Year 6 were also well above average. In all other areas of the curriculum standards are at least as expected for pupil's ages; above average standards were seen in geography, history, religious education and physical education. The overall achievement of pupils throughout the school is good.

Main strengths and weaknesses

- The school maintains high standards in the core subjects of English, mathematics and science.
- Standards at the end of the Foundation Stage are above average and pupils' learning is built on well in subsequent years.
- The achievement of pupils with special educational needs is very good.

Commentary

1. The attainment of pupils on entry to the reception class is above average in communication, language and literacy and in their mathematical development. Pupils achieve very well and make very good progress during the reception year and a result most pupils attain or exceed all the early learning goals at the end of the Foundation Stage.

2. Good planning and teaching ensures that pupils' learning in the Foundation Stage is built on well in Year 1 and enables pupils to achieve well during both years 1 and 2 and attain standards in National Curriculum assessments that are consistently above those of similar schools. The results have improved since the last inspection when they were in line with those of similar schools in writing and mathematics and the trend in results is higher than the national trend. In 2003, results at the end of Year 2 were very high compared with other primary schools. 2004 results were lower than those in 2003 but were still well above the national average, well above the average of similar schools in mathematics and above the average in reading and writing.

Standards in national tests at the end of year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	17.5 (18.4)	15.8 (15.7)
writing	16.2 (18.8)	14.6 (14.6)
mathematics	18.6 (18.8)	16.2 (16.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year

3. Good teaching enables pupils to continue to achieve well overall during years 3,4,5 and 6 and consistently attain, at the end of Year 6, high standards in English, mathematics and science in national tests. The results of the 2003 national tests for Year 6 pupils were well above the average when compared with both all schools and the results of similar schools. The results in 2004 were above those attained in 2003 in English and below in mathematics and science. They were still well above the average of all schools. In comparison with similar schools they were well above average in English, above average in mathematics and similar in science. The school exceeded its 2004 targets in English. In mathematics, the school achieved its target for the percentage of pupils attaining level 4 or above in national tests but missed its target for the percentage of pupils attaining level 5 or above.

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

Standards in:	School results	National results
English	29.8 (29.4)	26.9 (26.8)
mathematics	28.8 (29.7)	27.0 (26.8)
science	30.2 (30.9)	28.6 (28.6)

There were 17 pupils in the year group. Figures in brackets are for the previous year

4. Standards seen during the course of the inspection in speaking and listening, reading and writing were well above average. Pupils are confident in speaking and are good listeners, they are able to use their writing skills very effectively and develop them further in different areas of the curriculum. In mathematics standards seen in pupils' work and in lessons were also, overall, above average. Pupils have good mathematical skills and apply these well to learning in other subjects such as science and design and technology. In the smaller amount of work in science seen during the inspection standards were above those expected for pupils' ages.

5. Pupils' information and communications technology (ICT) skills are developing well and they are able to apply them to support learning in other subjects. The standards seen in ICT match those expected for pupils' ages. Standards in religious education and physical education were above average. Other areas of the curriculum were not major focuses for the inspection but, in the work seen, standards were above average in history and geography and average in art and design, and design and technology.

6. Pupils with special educational needs are very well supported in development of their literacy and numeracy skills and their overall achievement is very good.

7. The great majority of parents are very pleased with the progress their children are making.

Pupils' attitudes, values and other personal qualities

The development of pupils' attitudes and values is a strength of the school. It contributes significantly towards helping pupils learn successfully. It has improved overall since the previous inspection. There is a very strong community spirit in the school. Pupil's spiritual and cultural development, although good overall and improved since the previous inspection, is less well developed than their moral and social development.

Main strengths and weaknesses

- Opportunities in lessons and in the life of the school provide very well for pupils' personal development.
- Pupils' attitudes and behaviour are very good.
- Pupils' attendance and punctuality are very good.
- The social and moral development of the pupils are very good.

Commentary

8. The school is very good at stimulating in pupils a desire to learn, giving them confidence and developing their self esteem. Pupils are proud of their school, enjoy coming to school and participate with interest in the range of activities offered during and after the school day. This is reflected in the attendance of pupils, which is above the national average, and in the very good punctuality. There is a strong community 'feel' in the school. Pupils of all ages get on well together and help each other and the relationships between pupils and staff are also very good. Pupils are polite with staff and with visitors. They are good at taking responsibility and have a variety of opportunities for doing this including helping in class, participating in the school council, working in the school office or being

involved in the 'buddy system' which involves older pupils in befriending and helping younger pupils during break and lunchtimes. Overall, the school is very effective at developing pupils socially and morally.

9. Pupils' attitudes and behaviour are very good. There are good systems for rewards and sanctions in place and behaviour management by teachers and other staff is skilled. The school environment is well looked after by staff and pupils, with no litter, graffiti or vandalism evident. The school has had no exclusions in the previous twelve months. The pupils confirmed that bullying, harassment or racism in the school is extremely rare. They also remarked that talking about incidents in assemblies and during personal and social education gave them confidence to report any concerns to an adult.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0%	School data	0.4%
National data	5.1%	National data	0.4%

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

10. The taught curriculum contributes well to pupils' personal, social, moral, spiritual and cultural development. By the end of the reception year, children achieve the early learning goals in personal, social and emotional development. Pupils in other years have taught lessons in personal, social and health education (PSHE) and these provide good opportunities to discuss views and feelings. Pupils' understanding of other cultures is developed, for example by studying different religions, work in geography on different areas of the world and by inviting in members and groups of ethnic minority communities. Pupils are given time for reflection during daily acts of worship and in PSHE lessons. They experience incidents of awe and wonder, such as, observing moths develop from chrysalis in Y2 science or running under a communal parachute in the playground. Provision has improved since the last inspection, however, the feelings of self-knowledge and spiritual-awareness are not yet as fully developed as other aspects of their personal development and pupils' cultural development and understanding of different cultural traditions is not systematically planned across the curriculum.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good overall and there is a high proportion of very good teaching. The curriculum provides a good range of learning opportunities for pupils. The school provides a very good level of care and links with parents and the local community are good.

Teaching and learning

The quality of teaching is good throughout the school and there is a high proportion of very good teaching particularly in English, mathematics and the foundation stage. The school provides a good learning environment. As a result, the quality of pupils' learning is good.

Main strengths and weaknesses

- Teaching in the foundation stage and English is very good overall and there is a high proportion of very good teaching in mathematics.
- Lessons are well-prepared and meet whole class and individual needs very well.
- Support staff make a very effective contribution to pupils' learning.
- Teachers manage their classes very well, have high expectations and are good at motivating and involving pupils.
- Lessons have a very good pace and no is time wasted.

- Teachers assess pupils well and use this information to plan future work. Marking of work is good in English but lacks consistency in other subjects.
- Pupils enjoy learning.

Commentary

11. The quality of teaching has improved since the last inspection. There is a higher proportion of very good teaching and the quality of teaching in Years 1 and 2 has improved from satisfactory to good, overall. There is now no unsatisfactory teaching. The teaching of English and mathematics and in the Foundation Stage is especially strong and leads to the above average attainment at the end of the foundation stage and the well above average results in statutory assessments in Years 2 and 6.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	11	8	0	0	0

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

12. A very significant strength of teaching is the effectiveness of teachers' planning for the needs of pupils in their mixed year classes. They know their pupils very well and prepare their lessons carefully so that work is very well matched to the pupils' varied prior knowledge, understanding and skills. Teachers have high expectations of pupils and provide appropriate levels of challenge in lessons. Teachers are aided by support staff, who are well briefed and well deployed, and make a very valuable contribution to helping pupils to learn. They work with individuals and groups as directed and support them very well. These are significant factors in helping pupils achieve well overall and pupils with special educational needs achieve very well. The causes of the lessons being satisfactory rather than good were varied. For example in one lesson pupils lost concentration after a long period of earlier intensive high quality work; in another lesson the objectives were not sufficiently clear. In a couple of lessons, the management of pupils' behaviour needed to be tighter. The very good lessons were particularly well prepared and challenging.

13. Teachers are very good at encouraging pupils and ensuring that all pupils have opportunities to participate. They manage and organise their classes very well overall. Teachers and support staff have very good relationships with pupils.

14. Lessons usually start with teaching to the whole class. This is effective and teachers are good at involving all pupils, through for example, well targeted questions. Teachers have good subject knowledge and explain things clearly so that pupils understand what they have to do when they move to varied individual or group work activities. Teachers are enthusiastic and plan lessons that are interesting, thereby motivating pupils and helping them to enjoy learning. The majority of lessons have good pace and no time is wasted. Pupils show good levels of concentration and high levels of motivation. They work very well individually and in their groups. This is an improvement on the situation at the time of the last inspection when it was found that pupils needed to take more responsibility for their own learning. The presentation of their written work is of a generally high standard.

15. Assessment has improved since the last inspection. Day to day assessment of pupils' learning by teachers, helped by support staff is very effective. This includes, questioning, observation, discussion with pupils and effective plenary sessions at the end of lessons. This information is recorded and contributes very effectively to records of pupils' attainment, and to planning. Pupils' work is regularly marked. Marking is particularly good in English because of the use of formative comments which give guidance to pupils on how to improve. In other areas of the curriculum the marking is less consistent. Although all teachers are good at providing oral feedback to pupils, written feedback in books varies from class to class.

16. Classrooms are well organised and provide attractive learning environments. Displays are good though there are variations in the amount of pupils' work displayed in different classes. Teachers make good use of teaching and learning resources including the library. Use is made of ICT to support learning in English and mathematics and as a learning resource for other subjects but opportunities for using ICT are also sometimes missed.

The curriculum

The curriculum in the school is good. It is well supported by the good range of additional activities provided by the school and by the good accommodation and resources.

Main strengths and weaknesses

- The curriculum in the foundation stage meets the childrens' needs very well.
- The strong emphasis given to English, mathematics and science in Key stages 1 and 2 promotes high standards.
- Provision for pupils with special educational needs is very good.
- Opportunities to link subjects are sometimes missed.

Commentary

17. Curriculum provision has improved since the last inspection when it was judged to be satisfactory, the main area of weakness then being the provision for the foundation stage. This aspect of the school's work has improved substantially and is now a strength. It is very well planned, meets the needs of the children very well and promotes high achievement.

18. Strong emphasis is given to English, mathematics and science in the school. The curriculum for these subjects is very well matched to the needs of pupils in the mixed age classes and is very well planned with good use being made of the national literacy and numeracy strategies in English and mathematics. The curriculum promotes high standards. Curriculum planning for science, the foundation subjects and religious education is based around nationally provided schemes of work and the locally agreed syllabus for religious education. This helps ensure the meeting of statutory requirements and overall curriculum balance. The times allocated to the different subjects in the curriculum are appropriate but the balance and timing of activities on some of the long lessons after morning break could be better. For example, although pupils concentrate very well, they found it difficult to maintain high levels of concentration during these sessions. Also the time allocated for some personal, social and health education lessons was quite short and limited the opportunities for discussion and developing ideas fully.

19. Teachers plan links between different subjects and this helps make learning more interesting and relevant to pupils. For example, work in religious education on different religions was linked to design and technology work on food through a study of breads from around the world and the making bread to celebrate a Jewish festival. Some good examples of the use of information and communications technology to support learning were seen during the inspection, for example researching rivers on the internet as part of a geography project and use of mathematics programmes during mathematics lessons. However, systematic whole school planning of links between different areas of the curriculum has not been tackled. Opportunities are missed, for example for developing further the use of information and communications technology in different subjects.

20. The planning and provision for pupils with special educational needs is very good. There are reliable systems in place for assessing the special needs of pupils and monitoring their progress. The arrangements for the allocation of the use of learning support are very effective. The special education needs coordinator reviews pupil's individual education plans to ensure consistency of provision and pupils' needs are met very well by a combination of in class support or carefully planned withdrawal. Teaching and support staff know the targets in pupil's individual education plans and plan well to enable them to be met. The school makes good use of specialist LEA staff to

support individual needs. The school has recently introduced a register of 'gifted and talented' pupils and is in the process of planning enhancements to the curriculum for these pupils.

21. Provision for the development of pupils' personal, social and health education is very well underpinned by the ethos of the school, for example the very good relationships, the good role models provided by adults, the valuing of individuals and the strong community spirit in the school. Sex and drugs education is provided and the appropriate statutory policies are in place. The school is enhancing provision through involvement in initiatives such as the 'Healthy Schools' award scheme and the national 'School Sports Partnership' initiative.

22. There are good links with the community and this helps enhance the curriculum through involving pupils with the local church and charitable activities. The curriculum is also enhanced by visits to the school, for example, from musicians, local religious leaders and the police and from the range of visits undertaken by pupils. The various residential trips are a strong aspect of such visits. The school provides a good range of extra curricular activities including sports, drama and chess. Arrangements for the induction of pupils into school and for the transition of pupils to secondary school are good.

23. The numbers of teachers and support staff are very well matched to the needs of the school. The school buildings and grounds have been substantially improved in recent years. They are well looked after and provide an attractive learning environment. Resources are generally good.

24. Parents were very pleased with the quality of education provided by the school.

Care, guidance and support

The pupils' care, welfare, health and safety are **very good** as is the provision of support, advice and guidance that they receive. These aspects have improved since the previous inspection. The school's involvement of pupils through seeking, valuing and acting on their views is good. Overall, the school provides a very safe and caring environment within which the pupils' learning can flourish.

Main strengths and weaknesses

- All of the staff know the children very well and all respond to individual needs.
- The induction arrangements for pupils are very good.
- The school provides a healthy and safe environment.
- The school monitors achievements very well and the pupils are very well supported where needed.

Commentary

25. Pupils are known very well and are very well cared for by the school. Pupils say that they feel safe and secure in school and that they have someone to turn to for advice or comfort. Their views are confirmed by their parents. Pupils are very well supervised at playtimes, lunchtime and entering and leaving school. Unusually, for a school of this size, a good hot meal is cooked on the premises and served in very hygienic conditions. A good proportion of pupils in the school make use of this facility.

26. Child protection procedures are in place. The school policy is up-to-date and staff have been provided with the necessary training to implement it. The school has very good liaison with the welfare service. Health and safety procedures are very good. Required procedures to deal with accidents and administration of medicines are followed and there are trained first aid personnel. Risk assessments are carried out as needed. Escape routes are accessible and well marked and emergency exercises are held each term. All fire, portable electrical and physical educational equipment are date checked. The school has an up to date internet safety policy approved of by parents.

27. The induction arrangements into main school are caring and effective. The deputy head teacher is on the playschool committee and acts as adviser. Children starting in September come into the school during the previous summer on a weekly basis and stay for lunch, to which parents are invited. The children also visit celebration assemblies. The deputy head teacher also makes home visits and parents are invited in for an evening meeting.

28. From talking to the school council it is clear that the school is good at taking account of pupils' views. A good example of this is the way in which the toilets have recently been completely revamped to the children's design. Pupils have also successfully instigated the use of 'buddies', who support, help and play with younger pupils.

29. Pupils' achievements, including personal development are very well monitored and recorded on both, school reports to parents and pupil personal files. The school knows exactly how well pupils are attaining and progressing in the core subjects of English, mathematics and science and this information is used well to provide additional support for pupils, where needed. The arrangements to identify pupils with special educational needs are very good. Individual education plans (IEPs) for these pupils are good and contain clear targets which meet their needs. Teachers and classroom assistants support pupils very well and as a result they meet their targets and achieve well. Good use is made of outside agencies in supporting pupils where needed.

Partnership with parents, other schools and the community

The school has good links with its parents, other schools and the community. Procedures to deal with any concerns and complaints are very good. These aspects compare well with the previous inspection and help towards the success of the children's learning.

Main strengths and weaknesses

- Parents have easy access to the head teacher and staff.
- Complaints and concerns are dealt with very effectively.
- Parents are confident in the school.

Commentary

30. The school provides its parents with good information. This includes a regular and informative newsletter, copies of school policies and information about issues such as homework and behaviour expectations. The prospectus and the governors' report to parents have minor omissions, of which the school is now aware, but are a mine of up-to-date and useful information. Reports about pupils' attainment and progress have improved since the last inspection. They explain clearly what each pupil can do and give realistic targets. Statements for pupils with special educational needs and IEPs are shared and reviewed with parents. Parents were complimentary about the usefulness of the reports and the opportunities to discuss their children's progress with teachers.

31. Parents are welcomed into the school and the school's 'open door' policy is recognised and appreciated by parents. Parents feel that complaints and concerns and the occasional, anxieties and misunderstandings are dealt with very effectively. Every two years parents are sent a questionnaire and information received is acted on, for example recently they have influenced the introduction of more extra curricular sport. Parents are also asked for their views on policies for example on homework. The school has a good response from parents to requests for help either in school or at home, such as: art activities, use of computers, outside visits and support for various projects and topics. The energetic parent teachers association raises considerable funding which is used well to improve resources in the school.

32. Links with the community are good. Local vicars come in and take assemblies. Every Thursday the children invite senior citizens in for lunch and also to their play at Christmas. Various

charities are supported by the school including, for example, the National Children's Homes and the 'Rumanian Shoe Box' appeal. The school's very good outdoor site is made freely available to the community as a park and for play. Currently some local concerns are donating towards the school's grounds development plan.

33. Overall, parents feel very confident in the school and the quality of education it provides for their children. Parents are very positive about the links with the playgroup, located on the school site, from which most pupils transfer to the reception class. They feel that their children are well prepared to enter school. They were equally complimentary about the links with the local secondary school and felt that their children were well prepared to start secondary education.

LEADERSHIP AND MANAGEMENT

The headteacher and other staff with responsibility provide **good leadership** and both the management and governance of the school are **very good**. There is a shared commitment to high achievement and good teamwork

Main strengths and weaknesses

- Overall management of the school is very good; routines and procedures are well established and the school makes good use of its resources.
- The Headteacher has a clear vision for the development of the school and there is a shared sense of purpose by all staff.
- The governing body is very well led, has a very good understanding of the school's strengths and weaknesses and works well as a team to support school improvements.
- Data is used very well by the school to set targets.
- The school development plan has weaknesses which limits its effectiveness as a tool for school improvement.

Commentary

34. The leadership and management of the school have improved since the last inspection, when they were judged to be satisfactory overall. The good leadership of the headteacher enthuses all the staff to have high aspirations for the achievement of all pupils. A particular strength, shared by all of the staff, including support staff and the governing body, is the sense of purpose in the school; there is a very strong focus on pupils, and individuals matter. This has resulted in the school continuing to improve and maintain high standards. Staff with responsibility provide good support and advice to colleagues and lead and manage their areas of responsibility well, thereby contributing to the overall effectiveness of the school.

35. The overall management of the school is very good. Routines are well established, teachers and support staff are very well deployed to make good use of their respective strengths and the school runs very smoothly on a day-to-day basis. The school analyses its performance very well in the core subjects and information is used to set school targets which are challenging and appropriate. The school has not yet developed a systematic procedure for monitoring and evaluating the standards in the foundation subjects and this makes it more difficult to decide on development priorities in these subjects. Performance management arrangements are effective. They involve both teachers and support staff, are underpinned by regular monitoring and are linked to achievement of school targets. Financial management is very effective and the school makes good use of its resources, taking care to achieve best value in its expenditure.

36. The governing body is very capably led and has a very good understanding of the strengths and weaknesses of the school. All governors visit the school regularly and talk to the children and teachers to gather their views on the school's progress. They receive regular reports from the headteacher, and staff with responsibility are invited to attend governing body meetings and report on the progress of their areas of work to the governors. This enables governors to make informed

decisions based on first hand knowledge. The Governing Body has effective procedures and carries out its statutory requirements very well. It meets twice a term and also communicates information monthly by e-mail. New governors receive appropriate induction. The concerned interest and the real involvement of the governors plays a significant part in the success of the school and its continuing development.

37. The objectives in the school development plan are appropriate and are designed to improve the quality of the learning at the school whilst ensuring that the school maintains its strong ethos of pupils developing and growing in a caring, safe and stimulating environment. Major objectives such as the successful development of the school grounds, the substantial improvements to the accommodation and the new computer suite have been achieved. The school also analyses its results very well and sets challenging performance targets. However, objectives, particularly those related to the curriculum, are not sufficiently well prioritised in the plan and action plans to achieve them are not well detailed. School development planning was a weakness in the last inspection especially the lack of criteria to measure improvements and evaluate outcomes. This is still the case.

FINANCIAL INFORMATION

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	429,467	Balance from previous year	7,606
Total expenditure	418,028	Balance carried forward to the next	19,045
Expenditure per pupil	3,215		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the children in the reception class has improved since the last inspection when the curriculum had a number of weaknesses. Provision is now **very good**. There are strong links with the pre-school providers and good communication means that the learning acquired in the pre-school stage is built upon. This enables a smooth transition into the reception class.

Children begin school in September in small groups initially on a part time basis for two weeks and all attend full time by October half term. This carefully planned induction process ensures that all children settle to school happily. The safe, caring and stimulating environment ensures that the children make a good start and are happy in school.

Children's mathematical development and skills in communication, language and literacy are assessed when they start school. The standards in these areas are above those expected for children of their age. The results of the assessments are used very well to plan learning, set individual pupil targets and track progress. Most pupils achieve very well with all expected to attain or exceed all the early learning goals at the end of the foundation stage. Analysis of children's work from last year shows that, by the end of the reception class, the attainment of many children is above that expected for children of their age, for example, they can write simple sentences with correct punctuation and add and subtract with pairs of numbers to 10.

The quality of the teaching ranges from good to very good and is very good overall. Enjoyable activities that are well matched to children's needs are planned and this helps ensure that all children make very good progress in the year. The class teacher works in close partnership with the teaching assistants. They make an effective team who know the children very well and set high expectations of learning and behaviour. They watch carefully for any children who need support or help especially in independent activities and intervene sensitively so securing the emotional well being of the children. The children worked co-operatively with each other despite having only been in school for a few weeks at the time.

Leadership and management of the Foundation Stage are very good. The Foundation Stage teacher has a very good understanding of how children learn.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Planning of opportunities for children to take responsibility is very good.
- Quality of relationships with adults and other children are very good.

Commentary

38. Children are encouraged to become self confident and independent learners through well planned and constructive activities. During whole class teaching they are praised for their efforts and so are motivated to listen and learn. In subsequent individual and group work the teaching assistants support the children with special educational needs building effectively on the whole class teaching. The range of practical activities, good quality resources and very good relationships help maintain children's enthusiasm and enjoyment. Children are given choices and can express preferences. They are good at waiting and understand the need to share and take turns. Behaviour is very good because the staff set high expectations and explain carefully and the children respond well. They take part in the whole school assembly confidently joining in with the singing and knowing to be silent

during the prayer. By the end of reception most children attain the expected goal in their personal, social and emotional development.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teaching of reading is very good.
- Activities are planned for the children to use and apply literacy skills independently.

Commentary

39. The very good provision in this area of learning helps all pupils to make very good progress. The curriculum is well planned and linked to the National Literacy Strategy. All the staff working in the class provide effective support to the children because they are well briefed by the teacher, for example after listening to the story of 'Mrs Honey's Hat' read by the teacher the children revisited the story with the teaching assistant. Good questioning gave children the chance to express their understanding of the story and the children accurately recounted and sequenced the story correctly. The children are developing a very positive attitude to books. The attractive reading corner gives the children the opportunity to read quietly and comfortably, rehearsing and practising reading skills independently. They know that print conveys meaning and that words go from left to right. They are taught to recognise letters by name and sound and are beginning to form letters correctly. They are encouraged to write independently and a good range of writing implements and paper promotes the development of writing skills. This emphasis on communication, language and literacy enables most pupils to attain above average standards at the end of the foundation stage.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and has a strong emphasis on learning through practical activities.

Commentary

40. New concepts are explained carefully and the children practise with good quality resources, which helps them develop a secure understanding. For example, the children were able to handle coins and recognise their value. They were then challenged to find different ways of making 2p and 4p using the coins. The resources used are carefully chosen so that the children have sufficient to achieve the expected learning objectives. In independent play the children were able to build towers using solid shapes, thread beads in a sequence and sort objects by one criterion. The children's efforts are always valued and this has a positive effect on their attitudes to learning. By the end of reception most children exceed the expected goals in their mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are beginning to develop good ICT skills.
- The environment of the outside play area does not stimulate children to be independent and imaginative in their play.

Commentary

41. A good range of activities is planned to help the children achieve well in this area and attain the early learning goal by the end of the year. The children have explored the school grounds to observe first hand the changing of the seasons. The children's understanding of the wider world is developed through following the travels of 'Barnaby Bear'. It was not possible to see the full range of learning in this area but through looking at plans and discussion with the teacher it is clear that the children are making good progress. The children were observed to be confidently using the laptop computers in the ICT suite. They use the mouse to spell out weather symbols. The higher attaining pupils use the save, file and shut down functions of the computer. The children have daily activities in the large outside playground that are well planned and linked to other areas of learning. There is a lack of resources such as sand and water trays and a lack of playground markings and this limits imaginative play. There are insufficient wheeled toys. Lack of suitable storage makes it difficult for staff to easily set up activities and for the children to take responsibility for tidying equipment at the end of sessions.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff provide a stimulating range of activities for children to develop good physical skills.

Commentary

42. Children make good progress and the standards they attain are above average. Children are developing their fine hand control skills through the good provision of resources such as crayons, pencils, paints, the construction toys and computers. These experiences are also helping the children to improve their drawing and writing. There is a good balance between direct teaching of skills and provision of independent choice. Outside activities observed during the inspection included the children co-operatively using a parachute. There were whoops of delight as the children counted down and lifted the parachute as other children ran into the space. Children used large balls and followed instructions well. The children are developing a good understanding of the use of space and awareness of each other when they are using the wheeled toys and larger apparatus.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- There is a good balance between direct teaching and opportunities for children to be creative.

Commentary

43. Children learn to use paint, glue and scissors through experimenting with a range of paper, card and materials. They were observed to be thoroughly engrossed with play dough, shaping, rolling and cutting out shapes. The role-play area enables them to play imaginatively giving them further opportunities to develop speaking and listening skills. Children are able to select from limited choices when more closely directed in their learning such as making circle pictures linked to letter formation. At these times an adult supports the intended learning and ensures all the children achieve well. The displays in the classroom shows the high value placed on the children's creative efforts encouraging them further. The children are on course to attain this early learning goal at the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in speaking and listening, reading and writing in national assessments are well above average.
- Teaching is very good and pupils' achieve very well.
- Individual pupil targets for reading and writing are helping the pupils to make very good progress.
- Teacher's careful marking gives pupils clear guidance on how they can improve.
- Pupils are given good opportunities to develop their speaking and listening skills in English and other subjects.

Commentary

44. The overall high standards in English have been maintained since the last inspection and they have improved for younger pupils. Standards attained in National tests by pupils at the end of Year 6 have been well above average over the past four years and they are very high in comparison with similar schools. Attainment of pupils at the end of Year 2 in National tests and tasks is also well above average. The very high standards result from the consistently high expectations set and achieved by the school and from the very effective and challenging teaching which is very good overall. Teachers know the pupils very well and plan lessons that are very well matched to pupils' attainment and abilities. For example, in a Year 1/2 lesson different tasks in a poetry lesson enabled the lower attaining pupils to consolidate their understanding of simple rhyming pairs. The higher attaining pupils were provided with a range of poetry books and were expected to read independently, select and identify more complex rhyming words. A review at the end of the lesson consolidated the learning and all pupils benefited from sharing their achievements with each other.

45. As pupils progress through the school their achievements are built upon. Individual targets in writing are set and they are reviewed regularly. The careful marking by all teachers acknowledges individual achievements and importantly confirms what has been done well and what the pupil needs to work on next. Pupils are very well supported by the teachers and teaching assistants. This contributes well to their personal development and all pupils are positive in their attitudes to learning. The result of this consistent whole school approach in literacy lessons enables all pupils, including higher attaining pupils, to achieve very well and make very good progress. Pupils with special educational needs and the few with English as an additional language also make very good progress.

46. Pupils write neatly and legibly and the presentation of their work is of a high standard. Writing is well structured and carefully linked to the individual pupil targets in grammar, punctuation and spelling. Pupils write for a variety of purposes and the standards seen in writing were well above average. They use ICT well to present some of their writing.

47. Standards seen in reading during the course of the inspection were well above average. The well planned and effective guided reading sessions in lessons give pupils confidence in tackling unfamiliar words. Teaching assistants quietly support less able pupils to ensure their inclusion in lessons. Pupils' progress is monitored carefully by all teachers. Regular assessment identifies pupils requiring extra support and programmes are put in place to help these pupils improve. The home-school reading record shows the regular support parents give to helping their children become confident readers. The school makes the best use of the limited library facilities. Pupils are given guidance on how to use the library to find a book on a particular subject. There is an adequate range

of good quality books that are attractively organised and displayed in the restricted space. The lack of suitable furniture prevents pupils from reading quietly or carrying out independent research in the library area.

48. Pupils are confident speakers and listen very well. For example, in a Year 6 lesson about synonyms all pupils were expected to contribute by writing a synonym of the word “big” on individual whiteboards. They then listened to each other’s contributions and explained with good reason why some of the words would add more interest to their writing than others.

49. The leadership of the subject is good. Good use is made of the National Literacy Strategy guidance for planning and teaching. The subject leader observes teaching, monitors teachers’ planning and has a good knowledge of the strengths and weaknesses in the subject and uses this information to develop the subject. Arrangements for teachers to review and compare standards in writing across the school are not in place.

Language and literacy across the curriculum

50. There are good links between English and other subjects. In Year 6 for instance, pupils wrote poems about water, reflecting moods and feelings, after studying rivers in geography to the benefit of each subject. In history pupils develop skills in writing factual accounts as shown in writing about the building of the railways in Victorian times. In religious education pupils write comparative descriptions of family life as an Hindu or as a Christian. Pupils are also encouraged to debate, justify and explain their thinking in other subjects such as history, geography, and religious education. This gives the pupils further opportunities to use and apply speaking and listening skills on a range of topics helping them to gain confidence and self-assurance.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain well above average standards in National Assessments
- Teaching is good overall and there is a high proportion of very good teaching.
- Good use made of the National Numeracy Strategy
- Although all work is marked, the use of comments giving guidance on how to improve is inconsistent.
- Little use of ICT was evident in the work seen during the inspection.

Commentary

51. Standards attained by pupils in mathematics in National Curriculum assessments at end of Years 2 and 6 are consistently well above average. Standards seen in lessons and in pupils’ work were above average and pupils are on track to attain well above average standards by the end of Year 6. Pupils have good mental arithmetical skills and good command of written methods of calculation – addition, subtraction, division and multiplication. By the end of Year 2 they know place value to 2 and 3 digits, add two digit numbers and classify shapes according to their properties. By the end of Year 6 they multiply and divide whole numbers and decimals; they work out equivalent fractions, estimate, measure perimeters, identify symmetry in shapes, analyse data using tally charts and frequency tables. They use knowledge to solve problems well.

52. Attainment of pupils at the start of Year 1 is above average. Pupils of all abilities and levels of attainment achieve well overall and continue to make good progress each year. Pupils with special educational needs are well supported and achieve very well.

53. Mathematics is taught well in the school. The teaching seen ranged from satisfactory to very good. It is good overall and there is a high proportion of very good teaching. Pupils enjoy mathematics lessons and they show very good levels of concentration and high levels of motivation. They work very well both individually and in groups. A particular strength is the very good planning to meet the needs of pupils in the mixed year classes work very well matched to pupils' needs. Teachers know pupils very well. This, combined, with high expectations is one of the main factors behind the good achievement and high standards. Teachers are good at explaining things clearly, maintain good pace in lessons, manage pupils well and make good use of questioning to check pupil's knowledge and understanding. Classroom assistants are effective and used very well by teachers to support learning by different groups of pupils. Classrooms provide good learning environments. Pupils' work is marked regularly but relatively little use is made of comments giving guidance on how to improve. In one mathematics lesson seen, good use was made of ICT to support learning but there was relatively little evidence of it being used systematically.

54. The subject is well led. The subject leader has good subject knowledge and is well aware of the strengths and weaknesses in the school. She supports colleagues and provides training where needed. Good use has been made of the National Numeracy Strategy to develop mathematics, for example in teaching of mental mathematics, use of written methods, teaching of problem solving and the use of mathematical resources. This, combined with good staff expertise and the support of teaching assistants, enables the demands of the mathematics curriculum to be met well.

55. There has been good improvement since the previous inspection. High standards have been maintained by the school, good use is now made of assessment information for planning support and the subject leader monitors teaching, planning and pupils' work.

Mathematics across the curriculum

56. Pupils make good use of their mathematical skills in different areas of the curriculum, for example in science, pupils use bar charts and graphs well to record and analyse data, and in design and technology pupils are able to carry out the accurate measurements required in projects. Good attention is paid by teachers to the development of mathematical language, with new terms and language being explained clearly. There are good displays of mathematical concepts and vocabulary in most classrooms.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain high standards in national assessments.
- Work is very well matched to pupils' needs.
- Although all work is marked, the use of comments giving guidance on how to improve is inconsistent.
- Little use of ICT was evident in the work seen during the inspection.

Commentary

57. Attainment in national assessments is consistently high, being well above average at the end of both Years 2 and 6. It was only possible to observe a small amount of science teaching during the inspection and there was relatively little work in pupils' books due to the time of the year. In a Year 1 lesson seen, pupils carried out a simple investigation into growing cress, recorded results in a diagram and began to draw conclusions. Their attainment overall was above average. In a Year 3/4 lesson pupils displayed very good investigational skills, carefully studying porosity of different kinds of rocks, having first made predictions from observation of the rocks. They paid good attention to making tests fair. They had good knowledge of rock types. Pupils with special educational needs

achieved very well because of support provided for them. Overall attainment was also above average. Older pupils know how to carry out fair tests, record results in tables and graphs and draw conclusions. They know the properties of solids, liquids and gases, know what a force is and how it can be measured and know about the properties of sound.

58. Teaching and pupils' learning are good. Lessons are very well planned and very well matched to pupils' needs. Teachers give clear instructions and explanations and make good use of questioning and review sessions to check understanding and reinforce the main learning points from the lesson. Good help and support is provided by classroom assistants. Practical work is well organised. Pupils' work is marked but written guidance on how to improve is better in some classes than others. Little evidence of the use of ICT in science work was seen. Pupils enjoy science. They listen well and carry out practical work with enthusiasm and interest. They work very well together, for example sharing equipment.

59. The subject is well led. The subject leader has very good subject knowledge and monitors the subject well checking that national curriculum requirements are met and keeping track of standards and the quality of teaching. She supports colleagues, provides training where needed and introduces new ideas, for example a new record keeping procedure. There has been good improvement since the previous inspection. High standards have been maintained, better use is made of numerical skills and the role of the subject leader is much stronger.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching of ICT is good.
- ICT resources are good.
- Opportunities for cross-curricular use of ICT are missed.

Commentary

60. A priority for the school has been to develop ICT resources. The provision of hardware and software has improved considerably over the past year and is now good. There is spacious computer room with both desktop and lap top computers and the school is developing a wireless network to enable laptops to be used in different areas of the school. ICT lessons are well planned and organised and pupils are well managed. Teaching assistants provide good support enabling all pupils to achieve the lesson objectives. As a result, pupils develop their ICT skills systematically as they move through the school. In Year 1, pupils can programme a Roamer with a simple version of 'LOGO' computer language. Older pupils, for example those in years three and four can use email. By the time pupils reach Year 6, they are competent computer users, able to use different computer programmes including spreadsheets and databases. They cut and paste from different sources and produce good quality documents and they use the internet for research purposes. Pupils' achievement in the lessons seen during the inspection was good and they achieve above average standards in some areas of their work. However, pupils' overall attainment is in line with that expected for pupils of their age and achievement is satisfactory as they need more opportunities to use ICT to solve problems and to use and apply ICT skills more widely in different areas of the curriculum. This has been identified as an area for development by the school.

61. Leadership and management of the subject are good. The recently appointed subject leader is enthusiastic and clear about what needs to be done to develop the subject in the school. She has provided training for staff but has not yet monitored teaching. Pupils' attainment is assessed at the end of units of work and arrangements to collate this information to get the overall view of attainment in the school, needed to plan for the development of the subject, are being developed. Improvement since the previous inspection is satisfactory overall.

Information and communication technology across the curriculum

62. The use of ICT to support learning in different areas of the curriculum is satisfactory. Pupils with special educational needs use ICT to develop language and numeracy skills. It is used as a research tool, for example Year 6 pupils used the internet to research information about rivers. Good use is made of ICT for word-processing.

HUMANITIES

During the inspection two history and geography lessons were observed and a limited range of pupils' work and displays around the school analysed were evaluated. It was not possible to make an overall judgement on the provision in these subjects but some comments can be made.

Geography and History

63. Teaching and learning in the lessons observed ranged from good to very good. This was as a result of the teachers' careful planning, exciting interest and pupil participation. In the history lesson, pupils were required to role-play characters from Victorian times. This challenged them to justify their viewpoints on the Bryant and May strike with thoughtful dialogue and debate giving them a real sense of time and place. This active learning resulted in pupils beginning to understand the difference conditions in the workplace between the Victorian and modern times. In geography, the pupils responded well to the topic on India where they identified the similarities and differences between the transport systems there and in England. The standards achieved by the pupils, including those with special educational needs in these lessons were above average.

64. The school plans the curriculum carefully based on national guidance and taking account of the mixed aged classes. The work is well matched to the pupils' abilities ensuring all pupils make good progress in the lessons. Educational visits and first hands experiences add to their learning in other subjects such as English, religious education and art. The use of artefacts, together with books and other resources also help the pupils to learn well.

65. In geography the older pupils are developing their understanding of the wider world showing their developing ability to use an atlas to locate important rivers and describe how rivers such as the Orinoco and Danube flow from the source to sea. Younger pupils are challenged to name all the countries passed through on the journey from the United Kingdom to India. In history pupils are beginning to understand the chronology of historical events. The topic about the Ancient Greeks and the recent Olympic games is helping them to understand the changes in the ancient and modern world. Younger pupils study toys from the past and compare them with their own toys and talk about the differences.

66. The subject leaders review the curriculum and resource in their subjects at the end of the year but as yet there is no systematic procedure for lesson observations or scrutiny of work to enable them to evaluate the standards and quality of provision in order to help raise standards.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and pupils' learning are good.
- Religious education contributes well to pupils' personal development.

Commentary

67. Standards in the lessons seen matched those expected for younger pupils and were above expectations for pupils in Years 3 to 6. Pupils' achievement is good. Since the last inspection, the curriculum has been reviewed and teaching plans follow the new Peterborough Agreed Syllabus. This has resulted in improved provision for the younger pupils.

68. The teaching observed was effective because of the careful planning of the lessons to meet the needs of all pupils. It also ensures that pupils have a balanced knowledge of the major faiths studied. The teachers have very good subject knowledge, use good, well-prepared resources and plan for pupils to work together in a collaborative way. This results in pupils improving their speaking and listening skills and their ability to take turns and share.

69. In a Key Stage 1 lesson seen, pupils' knowledge about Christianity was built upon and the pupils recalled previous learning following a visit to the local church. Pupils remembered the names of all the important and symbolic features of the church. The learning was extended by the opportunity to talk about the visit in small group discussions. The pupils were well guided by the teaching assistants in this activity. All the pupils' observations and views were valued, giving them confidence in speaking to a larger group. In a very good lesson in Key Stage 2, the teacher carefully linked a lesson about Hinduism with the wider community of Peterborough helping the pupils understand that they live in a multi-faith community. Good links are made with other subjects such as art, geography, design and technology and English and this increases interest and relevance. In a lesson on Judaism pupils made 'challah' bread and learned about the food Jewish people eat as part of their beliefs. This is helping the pupils to be sensitive to and respectful to the rituals and symbols of the other major faiths and contributes well to their personal development. The good questioning, praising of the pupils, valuing all contributions ensures that all pupils including those with special educational need are able to achieve well in lessons.

70. The subject leader manages the subject well. Resources are good and support the teaching and learning. Pupils are able to handle artefacts from different faiths such as a skullcap and the Qur'an. Displays around the school reflect the important dates in the Christian calendar and there is a good range of quality books to support the teaching of the subject. The subject is reviewed annually with the Headteacher, but there are limited opportunities to monitor the teaching in order to help identify areas to improve pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson in art and design, two lessons in design and technology and one lesson in music were seen. These observations were supplemented by scrutiny of pupils' work in their books and on display. It was not possible to make a judgement on provision in these subjects although some judgements can be made.

Art and design

71. It was evident from work on display that pupils undertake a variety of art and design activities. Pupils have sound drawing skills and are given a variety of opportunities to develop these, for example in freehand drawing or copying using grid paper. Pupils can mix colours to produce good effects, for example in Year 6 work producing seascape paintings. In the one lesson seen good teacher knowledge coupled with good demonstration /modelling enabled pupils to achieve good results when making a 'Rangoli' mat. The work was linked well to work in religious education on Hinduism. The standards of the painting and drawing work seen was broadly in line with national expectations. There was very limited work seen in which pupils used other materials and techniques.

Music

72. Pupils have a variety of opportunities to develop their musical education. In assemblies, they listen to classical music as they enter and leave the hall and identify the musical instruments being played. They sing hymns tunefully. Music is taught by a specialist music teacher. In the one music lesson seen the teaching was enthusiastic and enabled pupils to develop their understanding of

different kinds of rhythm; their attainment was in line with national expectations. Many pupils also have individual music lessons in the school, taught by visiting music staff.

Design and technology

73. Pupils undertake a good range of design and make opportunities, drawing plans when needed, working with different materials and evaluating their designs as they progress. Standards attained by pupils in the work seen were in line with national expectations. Work in the subject is linked well to other subjects, for example, pupils designed and made Jewish bread, linked to their work in religious education.

74. The teaching seen ranged from good to very good. Good use is made of teaching assistants in lessons and time is used well. Pupils enjoy design and technology activities and are well motivated. They show high levels of concentration and perseverance in completing a task. In a very good lesson seen, the pupils had a challenging task to design and make a wallet. The support was very carefully planned and this helped them achieve very well. The pupils developed good skills of designing and making a pattern, which they then could use to produce the finished wallet.

75. Curriculum planning ensures that national curriculum requirements are met in the subject. There is as yet no overall evaluation of standards or tracking of pupil progress in the subject making it difficult to plan for a progression of skills from year to year.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils are enthusiastic and attain above average skills in lessons.

Commentary

76. In the lessons seen during the inspection pupils' learning was effective because the teachers demonstrated skills to be learned, planned for the pupils to practise, refine and improve the skills and use them for a real purpose. In a very good dance lesson the pupils were enthused by the activity that was well matched to their age and interest. The visual input from a video showing dance movements resulted in the pupils designing, practising and performing a sequence of their own. Good management of the pupils' behaviour and high expectations of involvement by all the pupils culminated in an innovative whole class dance. All the pupils, including the more able and those with special educational needs, attained well. They were able to co-ordinate a series of movements and match them to the rhythm and timing of the music. The teaching assistant was effectively deployed to ensure that resources were ready and pupils were well supported in the lesson. In a gymnastics lesson pupils worked imaginatively in groups on the apparatus to develop a sequence of joined movements. Standards attained by pupils matched expectations for the younger pupils and were above expectations for pupils in Years 3 to 6, an improvement since the last inspection. Pupils' achievement is good.

77. Pupils assess each other's performance and are mature enough to suggest areas to improve as well as praise achievements so helping each other to make good progress in a lesson. A further assessment during the lessons by the teacher and teaching assistants ensures that any weaknesses are planned for in the next lesson to improve progress.

78. The outside trim trail is a new and exciting resource for the pupils to develop fitness and improve co-ordination. The teaching assistants help pupils make good use of outdoor equipment at lunchtime. They also teach the pupils playground games. Specialist football coaches and gymnastic teachers provide lessons outside of the school day enriching the learning in physical education for

the pupils. Subject leadership is good. The subject leader is very enthusiastic and has identified dance as an area for improvement and is planning staff training to help them with this aspect of their teaching. Provision in the school is being strengthened through the school's involvement in the national 'School Sports Partnership' initiative.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- The school's ethos contributes well to developing pupils personally and socially.
- Good opportunities are provided for pupils to discuss views and feelings.
- The length of some of the lessons limits learning opportunities.

Commentary

79. The school's ethos for example, the very good relationships, the high level of care for individuals, the very good role models of all staff and the high expectations for pupils' behaviour, all make a substantial contribution to the provision. A new scheme of work has been introduced and its implementation in each year carefully planned to offer a balanced programme for pupils. This is an improvement since the last inspection. The provision includes sex and drugs education and good use is made of outside professional help such as, police and the school nurse. All classes have weekly PSHE lessons and these provide good opportunities for pupils to discuss views and feelings and issues such as friendship and what do you look for in a good friend. Lessons are well planned and pupils participate well but the shortness of some of the lessons and timing at the end of a long morning limits pupils' learning opportunities and hence the overall quality of provision.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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