

INSPECTION REPORT

WARBOYS COMMUNITY PRIMARY SCHOOL

Warboys, Huntingdon

LEA area: Cambridgeshire

Unique reference number: 110715

Headteacher: Mr M Dickinson

Lead inspector: John Brennan

Dates of inspection: 7 – 10 February 2005

Inspection number: 268196

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	341
School address:	Humderdale Way Warboys Huntington Cambridgeshire
Postcode:	PE28 2RX
Telephone number:	01487 822317
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs H Wright
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Although the number of pupils has reduced since the last inspection Warboys is a larger than average primary school. Most pupils who attend the school live in the village although some come from the surrounding area. The vast majority of pupils come from a white British background and the largest other groups are pupils from other white backgrounds and pupils from a mixed Asian white background. There are no pupils for whom English is an additional language. Attainment on entry to school can vary from year to year but is broadly average, though it has been lower than this in the past. For the current children in Reception, skills and knowledge are typical of those found nationally. The percentage of pupils eligible for free school meals is below average but socio-economic indicators are average overall. The number of pupils either joining or leaving the school other than at the usual time varies from year to year. For the current Year 6 this number is above average, although there has been relatively little movement of pupils in the past two years. The proportion of pupils who have special educational needs, including those with statements for their needs is average. Pupils' needs cover learning and social and emotional needs. There has been an increase in the latter since the last inspection. The school is involved in the Leadership Development Strategy for primary schools and the School Whiteboard Expansion Initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32136	L Brookes	Team inspector	English Geography History Music Foundation Stage
28200	P Stevens	Team inspector	Art and design Design and technology Mathematics Physical education Science Special education needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school. The school has begun to turn around a dip in performance by younger pupils. Achievement is satisfactory, standards are on the whole average. Leadership succeeds in creating a positive ethos so pupils behave well and get on with each other. Actions to promote academic improvement have been less successful. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The good quality of teaching in Years 2 and 6, and at times in Year 1, helps pupils achieve well in these parts of the school.
- A lack of ambition in the teaching and weaknesses in the curriculum in Years 3 to 5 cause pupils' achievements to stall during these years.
- The calm approach of the headteacher sets a good tone for the school and, together with a good curriculum for pupils' social, personal and health education, ensures relationships are good and pupils are well behaved.
- In reading, a well organised curriculum and good teaching help pupils achieve well to reach standards that match expected levels.
- Achievement is unsatisfactory in information and communication technology (ICT) and standards that are well below expected levels.
- Good provision is made for pupils who have social and emotional needs.
- Management plans to promote improvements lack detail and cohesion and not enough is done by leadership to check that actions are having the desired effect.

Improvement since the last inspection is unsatisfactory. There have been some improvements to the quality of teaching, particularly in the management of pupils, but overall the teaching remains only satisfactory. Standards have declined in mathematics and in ICT. The school's promotion of good behaviour has improved so that some shortcomings in pupils' behaviour noted in the last inspection have been eradicated and better provision is now made for pupils who have social and emotional needs. Although there is more monitoring of teaching and learning, it is still not widespread enough and, until recently, has had too little impact on achievement.

STANDARDS ACHIEVED

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

*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.*

Pupils' achievements are satisfactory. In Reception, children achieve well in their personal and social development and from a below average base in this area of learning the vast majority are on course to achieve the goals children are expected to reach by the end of Reception. This year, attainment on entry is in line with that typically found elsewhere in all other areas of learning. Children's achievements are satisfactory in language and literacy, numeracy, knowledge and understanding of the world, creative and physical development, so many are on course to achieve the expected goals in these areas. The 2004 national test results for pupils in Year 2 were below average in reading and well below average in writing and mathematics. The trend of results has been below that found nationally but inspection findings show that standards have now risen. Much of this is down to good leadership in this phase of the school. Standards are now average in

reading, writing, mathematics and science and pupils are achieving well. This good achievement in these subjects is not maintained in Years 3 to 5. Here, achievement falters to become satisfactory before picking up again in response to good quality teaching in Year 6. The results of 2004 national tests for pupils in Year 6 were average in English and mathematics and well below average in science. The trend of results has also been below the national trend. Inspection findings show that standards are average in reading but below average in writing and mathematics, but it should be borne in mind that this current Year 6 group started school with below average standards. Standards in science are average. Until recently a lack of resources made it difficult for the school to provide adequately for ICT. The school has remedied this but, because new computers are not well enough used in the juniors, achievement remains unsatisfactory and standards are well below expected levels. Achievement in Religious education is satisfactory and standards meet expectations in Year 6. It was not possible to judge overall standards and achievement in other subjects. Pupils who have special educational needs achieve satisfactorily. The school makes good provision for pupils with social and emotional needs who are able to take part fully in what the school has to offer.

Pupils' spiritual, moral, social and cultural development is satisfactory. Attendance rates are satisfactory and punctuality good.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. Teaching and learning are satisfactory. All teachers establish good relationships with pupils. Teachers in Reception ensure that children experience a reasonably broad range of interesting activities. Teaching in Years 2 and 6 and, to lesser extent, Year 1 consistently sets pupils interesting and challenging tasks. However too much of the teaching in Years 3 to 5 lacks ambition and is not thought provoking enough. The school tracking procedures help spot pupils in need of extra help and teaching assistants provide good support for these pupils. The curriculum is not well organised in Years 3 and 4 and tasks for ICT, art and design and design technology are too mundane. The 'Active Start' programme for pupils in Year 6 makes for a lively and interesting start to the school day. The high profile given to the curriculum for personal, social and health education makes a strong contribution to pupils' personal development. Pupils have access to a very good range of clubs and the frequent use of trips and visits adds interest to the curriculum. The school works well with parents and the local community.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. The headteacher's very caring attitude has created a positive ethos in the school. Effective leadership by the phase leader for Years 1 and 2 has helped make important and successful changes to provision in this part of the school. Development planning at a whole school level and by co-ordinators lacks detail and coherence which undermines quality assurance work. As a result the good intentions of leadership are not always realised. Satisfactory governance is supportive of the school but is not proactive enough in determining how well changes are working. Governors successfully ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents feel that their children are looked after and that they like school. They feel that procedures for helping children start school work well. However, they feel that there is scope for the school to take greater steps to seek their views. Pupils feel that they are listened to and that teachers are fair. They appreciate the range of clubs the school offers them. Inspectors agree with these views.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- raise standards and achievement in ICT by making better use of the school's equipment and by consistently setting pupils interesting tasks.
- improve the quality of teaching and the curriculum organisation in Years 3 to 5.
- improve the coherence and quality of improvement plans and the quality of evaluative work by the headteacher, senior managers, subject co-ordinators and governors.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory and standards are in the main average. Achievement is stronger in Years 2 and 6 and, to a lesser extent, Year 1 than in the rest of the school. Achievement in the Foundation Stage is satisfactory.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well in their personal and social development.
- Pupils are achieving well through Years 1 and 2 and standards are currently average.
- Pupils achieve well in reading throughout the school to reach standards that meet expected levels in Year 6.
- Achievement in ICT is unsatisfactory and standards are well below expected levels.

Commentary

1. The high expectations of children's behaviour begins in the Foundation Stage and, together with a principle of praising children's efforts, ensure that children's confidence and attitudes to school are fostered well. As a result, and from a slightly below average base children achieve well in their social and personal development. Many are on course to meet the goals expected of them by the time they enter Year 1. In all other areas of learning children's achievements are satisfactory and, from attainment on entry that is mostly in line with that found nationally, the vast majority are on course to achieve the Early Learning Goals.
2. In Year 2 results in national tests have been on a downward trend and in 2004 were below average in reading and well below average in writing and mathematics. When compared to similar schools, results were well below average in each subject. Inspection findings show that this is no longer the case. Under the direction of a new assistant headteacher for this part of the school and with the support of the headteacher a sense of urgency has been brought to improving teaching and learning. Pupils are now achieving well in Years 1 and 2 and there is no significant difference between the achievement of boys and girls. Although there are examples of good teaching in Year 1 it is consistently good or better in Year 2 and it is here where achievement is at its strongest. Improvements have been very recent and are yet to fully impact on standards in reading, writing, mathematics and science which meet expectations for pupils of this age

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

Standards in:	School results	National results
reading	14.9 (14.9)	15.8 (15.7)
writing	13.3 (13.4)	14.6 (14.6)
mathematics	15.3 (15.3)	16.2 (16.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year

3. As a result of weaker achievement in the past in Years 1 and 2 pupils have for some time begun Year 3 with standards below that typically found. In addition school data shows that pupils currently in Year 6 began school with skills that were below those found nationally. Therefore, although standards are currently below average, achievement is satisfactory. This does not paint the full picture however. Teaching is stronger in Year 6 than in other year groups in the juniors and the quality of education now delivered in the infants is not currently

maintained in Years 3 to 5. This leaves a lot for teaching in Year 6 to accomplish where, in the main, good teaching ensures that achievement improves. However, results in national tests have been below the national trend. Last year, although the school met its target for the proportion of pupils exceeding the national average in national tests, it fell a little short for the proportion reaching the national average. To some extent this is due to the increase in pupils who have special educational needs, especially those with social and emotional needs that now attend the school.

4. There are some variations in standards and achievement in subjects in the juniors, although there are no major differences between the achievement of boys and girls. Results in the national tests of 2004 showed that standards were average in English and mathematics and well below average in science. This same pattern was evident when comparing performance with similar schools. Inspection findings show that pupils are now achieving well in reading, largely because of a better organised curriculum and the balance the school strikes between hearing individuals read and teaching reading to groups of pupils. Standards in Year 6 are now average. However, in Years 3 to 5, weaknesses in the teaching of writing and the organisation of the curriculum undermine achievement in writing. Achievement is satisfactory in Years 3 to 5 and, although achievement is good in Year 6, standards are below average. In mathematics, pupils' achievement is satisfactory, there is scope for pupils to experience more problem solving and standards are below average in Year 6. In science the picture is somewhat better with pupils now reaching standards that meet national expectations in Year 6.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.0 (27.4)	26.9 (26.8)
mathematics	26.9 (27.4)	27.0 (26.8)
science	27.1 (28.5)	28.6 (28.6)

There were 42 pupils in the year group. Figures in brackets are for the previous year

5. The school has responded well to the increase in pupils who have social and emotional needs. The ethos of the school and the thought given to specific strategies to help meet pupils' needs ensure that pupils are able to join in well with the rest of the class. The emphasis the school puts on a curriculum programme for pupils' personal, social and health education also plays a major part here. Pupils whose needs are more learning based achieve satisfactorily, although many do make sufficient progress to attain the average standards in the national tests for 11-year-old pupils.
6. It is in ICT where standards are at their lowest and for pupils in Year 6, standards are well below expected levels. Until recently the school did not have sufficient equipment for pupils to cover the full range of necessary experiences. The recent improvement in resources means that this is no longer the case. However, although the school is making appropriate use of computers in Years 1 and 2 they are not getting full value out them in the juniors. With the exception of Year 5, pupils are still not using them often enough. This undermines the scheme of work which introduces pupils to the necessary elements of ICT because elements are not covered in sufficient depth. Achievement therefore, especially in the juniors, remains unsatisfactory and standards are yet to rise. Pupils achieve satisfactorily in Religious education to reach expected levels. It was not possible to assess overall standards and achievement in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes are both good. Their spiritual, moral, social and cultural development is satisfactory overall although stronger for social and moral development than spiritual or cultural. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- The school consistently sets high expectations of pupils' conduct and has well defined strategies to promote this.
- Pupils form constructive relationships with staff and one another which helps foster their learning and a spirit of community.
- Assemblies make a good contribution to pupils, spiritual development but more could be done in lessons to foster self-knowledge.

Commentary

7. Standards of behaviour have improved since the last inspection as a result of the new coherent behaviour policy in which staff have been trained to ensure its consistent application. This includes specific training on strategies for managing and influencing the attitude and behaviour of pupils who have social and emotional needs. This has led to staff being more confident in managing behaviour and a school-wide consistency which ensures pupils know what to expect. The good provision made in Reception for children's personal and social development sets a good base for work in other year groups. The school successfully builds on this through an ethos of personal responsibility and through its well-organised personal, social, citizenship and health education curriculum which has been thoroughly reorganised. Improvement in attitudes and behaviour is especially marked in Year 6. Here the success of 'Active Start' can be seen with the vigour that pupils join in with the activities and the positive views they have of the programme. A reasonably wide range of responsibilities adds to the personal development of pupils by encouraging them to take some responsibility for how well the school operates. The varied strategies used by the school and the attitude of care, effectively promoted by the calming influence of the headteacher in particular, encompass the promotion of self-respect which naturally impinges on pupils' self-control and their respect for others. As a result, the school provides well for pupils' moral and social development.
8. In all lessons seen, behaviour was never less than satisfactory and, in most instances was good. There were no exclusions last year. This reflects the positive relationships that teachers establish with pupils and a keenness by pupils to participate in learning. Pupils build good relationships with one another and readily share tools and resources. In talking to pupils many stated that the after-school clubs were their 'favourite thing about school' as were the residential trips for those who had gone on them. These foster a spirit of participation and fun which again helps generate the good attitudes and behaviour and further adds to pupils' social development. On the whole, pupils are keen to come to school and punctuality is good. Attendance is in line with the national average, as are unauthorised absences.
9. The positive ethos of good behaviour through self-respect is seen in assemblies. Here appropriate moments of spiritual reflection and prayer add to the moral theme of these gatherings. The spiritual aspect of personal development is not so well developed in lessons and in particular the patchy implementation of strategies aimed at promoting pupils' knowledge of learning, such as target setting, undermines pupils' knowledge of ways in which they might improve performance. The cultural aspects of personal development are also not so well-developed because the range of experiences and opportunities, although adequate, is not so pronounced as those related to moral and social development. The school has however improved multicultural provision since the time of the last inspection through extending opportunities in art, geography and English.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.1
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory overall, although better in Years 2 and 6 and, to lesser extent Year 1, than in the rest of the school. Pupils enjoy a good range of activities that enrich the curriculum. The curriculum overall is satisfactory. In some year groups in the juniors the curriculum is not well enough organised and learning suffers because of this.

Teaching and learning

The quality of teaching and learning is satisfactory although there are variations from year to year. The quality of assessment is satisfactory.

Main strengths and weaknesses

- The good relationships that teachers establish with pupils and consistent implementation of strategies for managing pupils' behaviour helps create a good atmosphere for learning.
- The increasing confidence with which teachers use interactive whiteboards helps make demonstrations interesting and clear.
- Teaching in Year 1 and, especially Years 2 and 6, is more ambitious than teaching in Years 3 to 5.
- Teaching assistants provide good support for pupils who have particular needs but on occasions are not used to best effect.
- Although marking refers pupils to key learning intentions, teaching does not refer to these consistently enough during the course of lessons.

Commentary

10. A consistent strength of the teaching is the quality of relationships teachers establish with pupils. This begins as soon as children start school in Reception. The strength of the teaching in this part of the school is to be found in children's personal and social development. Here adults instil an interest in school and back this up with a suitable range of activities. Teaching in other areas of learning, although satisfactory is not as strong as this. Throughout the school teachers treat pupils with consideration and respect and, because of this and the use of effective strategies for managing behaviour, pupils work hard. At the centre of the warm and encouraging atmosphere that pervades many classes is the use of praise. Teachers are quick to praise pupils' academic and personal efforts and pupils say that they appreciate this approach. Praise is backed by effective strategies for managing behaviour. The consistent use of a cumulative set of warnings gives pupils every opportunity to consider the consequences of their behaviour and for many this is enough for them to rein in inconsiderate behaviour. The upshot of this positive approach is that pupils feel that they can give of their best and classrooms become pleasant places for pupils and staff to work in.
11. Teachers are making increasingly effective use of interactive whiteboards, especially at the beginnings of lessons, across a range of subjects. On occasions they provide a 'hook' to switch pupils onto the upcoming lesson. In Year 2 for instance a partially revealed shape was left for pupils to ponder what it might be. This proved to be an intriguing prelude to the lesson.

The most common use however, is to aid the demonstration of key concepts. In a good mathematics lesson in a mixed Year 3 and 4 class pupils were able to see very clearly how an angle measurer should be used. As well as helping with the teaching of new skills the use of whiteboards makes the beginnings of lessons more interesting so that pupils watch, listen with interest and join in well with questioning. This sets up the remaining part of lessons well, contributing to the productive atmosphere of most classrooms.

12. It is the ability of teachers to exploit the positive atmosphere of lessons and the good start that many of them get off to that sets the best teaching apart. This is most consistently done in Years 2 and 6 and, to a lesser extent Year 1. There are two key features which set the good quality of teaching commonly found in these parts of the school apart from that found in other classes.
 - *The thought provoking nature of the tasks.* The best teaching ensures that pupils have to think hard about what they are doing. For example, in an excellent mathematics lesson in Year 2 pupils were set the intriguing task of programming their fellow classmates through a mapped out course using a series of instructions involving elements of turn. Pupils responded with relish to the challenge this set them, to the independence it provided them and to the outlet it provided for their early work on quarter and half turns. This can be contrasted with an otherwise good lesson on angles in a mixed Year 3 and 4 class in which pupils practised measuring a set of angles but having done so accurately did not go onto to solve any problems with the skills they had learnt.
 - *Links are made across subjects.* Learning in the most successful lessons is also made more interesting through working across subjects. Pupils in Year 6 have, for example, combined work on history with journalistic writing and some basic word processing skills in ICT. This combination of subjects enables pupils to make connections across subjects and gives them a route for the application of a key skill, in this case a particular genre of writing. Such teaching is not commonly found in Years 3, 4 and 5 where there are missed opportunities for establishing creative links between subjects. For example, work in design and technology in Years 3 and 4 involved making boxes from various three-dimensional shapes, yet in mathematics pupils were studying an unrelated element of work in space and shape.
13. Teaching assistants provide good support for pupils who have particular needs. In the Foundation Stage assistants work well class teachers to ensure the smooth running of the classes and are well deployed in the mixed Reception and Year 1 class, so that organisational issues of teaching across this age range are by and large solved. However, they are more effective when working directly with a group than when helping pupils in whole class sessions. There are times here when they are under-involved. The exception to this is the help given to pupils with social and emotional needs. Here, closer order is kept in class teaching times and because of this pupils generally achieve well and are able to join in with the rest of the class. The use of teaching assistants also extends to teaching groups for art, design and technology and ICT. Learning resulting from these sessions is not always of the highest quality because planning does not always give assistants sufficient detail, sessions are too long and, in some instances, assistants lack the necessary expertise to adjust the lesson in the light of how well it is going.
14. Teachers conscientiously mark work in line with the school's marking policy. This usefully informs pupils whether or not they have met the key learning intention of the lesson. But involving pupils in assessing these for themselves is more mixed and, at present, teachers are not involving pupils in learning and assessment often enough despite this being as seen as a key improvement tool and one which has been the focus of school development. Although pupils are allocated targets these are not at the forefront of their minds when it comes to work because they are rarely referred to in lessons. In a similar way opportunities are not grasped for involving pupils in assessing their efforts against longer term targets or against the objective for a lesson. There are occasions when this works well, as was the case in a very good literacy lesson in Year 6, pupils were required to assess their work against the key criteria for persuasive writing. This helped pupils craft their work with more care and helped them become more critically aware of their efforts. Elsewhere however, as was the case in a

mixed Year 3 and 4 class, the teacher did not list the techniques which authors use when describing a character. As a result pupils could not recall them when they were writing and so made little use of them. This also undermined the plenary because pupils had no reference points against which to measure their success.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	5 (13%)	12 (32 %)	17 (45 %)	2 (5 %)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The quality and range of learning opportunities are satisfactory. There is good enrichment of the curriculum. Accommodation is good and resources give satisfactory support to the curriculum.

Main strengths and weaknesses

- The innovative practice of the 'Active Start' to the day in Year 6 builds up pupils' self-respect and their positive attitudes.
- The carousel of activities in the juniors and especially in Years 3 and 4 for art, design and technology and ICT are not working well enough to promote effective learning.
- The good range of extra activities, such as clubs and visits, does much to broaden and enrich pupils' experiences.
- The accommodation offers good opportunities to extend pupils' learning and personal development.

Commentary

15. In response to some perceived poorer attitudes to school and unsettled behaviour by pupils in Year 6 the school has sought to make changes to the curriculum to address this. The signs are that these are working well with the innovative 'Active Start' programme turning attitudes and behaviour around and ensuring that the day gets off to a positive start. The physical exercises associated with this programme sharpen up pupils' alertness to begin learning immediately afterwards. One morning a week the programme is changed to offer a wide range of activity packs of linked art and literacy tasks that are associated with children of their age, such as football, or pets, or inventors and inventions. Pupils can choose which packs they do and how long to take, although they must complete a pack once chosen. Pupils says that they enjoy this programme and that it makes for an interesting and varied start to the day. This sets up the rest of the day well and the good start made by pupils often continues.
16. The carousel of activities in junior classes used mainly for ICT, art and design and technology is not working well enough and reflects a lack of evaluative work in how the curriculum in this part of the school fits together. The inclusion of ICT in the cycle of activities in Years 3 and 4 and, to a lesser extent in Year 6, makes poor use of the time available for using the school laptops. Pupils in Years 3 and 4 in particular are not doing enough ICT. Activities in other subjects, once again especially in Years 3 and 4, are somewhat limited. The school makes use of teaching assistants to teach some sessions but the planning for these lacks sufficient detail for assistants to bring out subject specific aspects of lessons. For example, in one group, pupils used oil based pastels to compose their own pictures. However, no reference was made to work of other artists that might guide pupils' efforts or indeed to sketching the immediate landscape. Pupils' work was therefore reduced to drawing landscape from their imaginations. Many finished early and simply read or rested for the final part of the afternoon.

Work produced was below expected levels. Although the potential exists in these times for

teachers and assistants to look for links across subjects this is given too little thought so that on the whole activities are often a disparate collection of lessons lacking in cohesion.

17. There is good enrichment of the curriculum through activities additional to the day-by-day lessons. Pupils have opportunities to attend after-school and lunchtime clubs in a good range of areas, including football run by Cambridge City club, French and chess for all year groups, computer and drama as well as activities in a variety of sports. All of these activities are very well attended. They motivate and interest pupils and add variety to their curriculum diet. The school hosts regular sports competitions and events. Pupils' knowledge and personal development are strengthened by a good range of visits. Trips to places of interest, residential journeys in both Years 4 and 6, which nearly all attend, and a reasonable number of visitors, add an additional dimension to the curriculum in a range of subjects.
18. The good accommodation enables learning to spread beyond the classroom. The well stocked infant library and the newly established junior library offer good opportunities to encourage an interest in books and are having a positive effect on achievement in reading. Although rather spread out, many areas of the school have additional spaces which are used for a variety of group teaching purposes. This in particular allows for targeted work to be carried out with pupils who have special educational needs. The large well-drained playing field is often used for hosting sporting and community events adding to pupils' pride in the school and their awareness of community. The interesting landscaped garden feature adjacent to the playground adds depth to pupils' enjoyment of the physical environment through such features as its solar-triggered fountain. However the school is not getting full benefit from the high quality adventure play area for Reception children because its use is not fully planned for. This undermines the otherwise satisfactory nature of the Foundation Stage curriculum, accommodation and resources. The recent improvement in resources for ICT has helped address a shortfall in equipment although as yet the school is not doing enough to see these are used to good effect. In contrast the investment in interactive whiteboards is having a beneficial effect on the quality of teaching and learning especially in the first part of lessons.

Care, guidance and support

The overall quality of pupils' care, welfare and support is satisfactory with some good features. Satisfactory provision is made for seeking and acting on pupils' views.

Main strengths and weaknesses

- Good pastoral guidance helps pupils build up their self-respect and enables them to feel safe and supported.
- Tracking information is used well to provide additional help for pupils who have special educational needs.
- Good child protection procedures allow prompt recognition of potential issues.
- Good induction procedures let pupils settle in easily.

Commentary

19. Pastoral support and guidance are centred on the principle of self-respect that the school effectively generates primarily through the good behaviour policy and its openness to listen to pupils' feelings. For example, the Red Room to which pupils are sent when they receive a Red card is a place where the causes of their unacceptable behaviour are discussed. This dialogue helps pupils to remedy their behaviour by allowing them to see where they went wrong as well as allowing them to air their views if they feel hard done by. Such strategies not only add to the good provision made for pupils who have social and emotional needs but typifies a listening approach to children. The well run school council adds to provision and ensures that the school responds to pupils' views in a satisfactory manner. As a result many pupils feel that they have an adult to turn to if needed.

20. The school keeps track of the progress made by pupils who have special educational needs through the use of targets to guide both social and emotional development and academic development. These are well monitored by the special needs co-ordinator. All pupils' academic progress continues to be checked as they move through the school. Information is used well so that pupils who fall short of academic milestones are given extra help and resources mainly in terms of increased help from teaching assistants. However, the school continues to rely on the vigilance of staff and on informal means to monitor pupils' continuing personal development.
21. Prompt recognition of potential child protection issues is achieved by three strands of the provision. There are three members of staff trained to deal with child protection issues which is more than found in most schools. All other members of staff are updated at least once per year by these managers. The headteacher leads this positive approach and further supplements it by trying to find ways that the school may assist social services in the productive resolution of cases where it can. All in all therefore procedures are thorough and extensive.
22. There are good induction procedures for children beginning school in the Reception class. A combination of home visits and a gradual approach to starting school ensures that from the very beginning good partnerships are established with parents and children settle easily to the demands and routines of school life. Induction procedures for pupils that enter school after Reception year are also well-organised and in the main pupils settle to school quickly. The school is well-practised in the art of this provision: in the recent past when the local RAF base was open the high mobility of pupils was a regular part of school life. Each new pupil is given a buddy from their class and the relationship is closely monitored by the class teacher. Pupils expect this opportunity and are keen to volunteer. Similarly good transition arrangements to secondary school support pupil welfare well.

Partnership with parents, other schools and the community

The school has good links with parents and with the community; this guiding ethos of wanting to involve parents and the community stems principally from the lead of the headteacher. Links with other schools and colleges are satisfactory.

Main strengths and weaknesses

- The varied ways parents are involved in school and the quality of information they receive enables them to be very involved in the school and their children's education.
- There is scope to add to the ways the school consults with parents.
- The school acts as an important focal point for community activities.
- Transition arrangements are good, enabling pupils to settle into school well and to make the change to secondary school easily

Commentary

23. The headteacher has built on the good links with parents at the time of the last inspection by offering many opportunities for parents to get involved. This is typified by an open-door reading session taken up by a good number of parents across the age groups. This ensures that reading is given a high profile and that pupils benefit from an increased level of individual attention. As well as enlisting parents as helpers, the school runs regular workshops offering practical advice on how they can help their children, mainly targeted at the younger age groups. Parents speak highly of these and feel that it has helped them support their children's learning at home. Parents respond positively to the school's open attitude so that the very active Parent Teacher Association for example, contributes regular sums of money to help fund resources, for example the interactive whiteboards or the reading scheme books.

24. Information in both annual reports and about what children are learning support the good links with parents. Annual pupil reports in the Reception give a very vivid portrayal of the child's achievements and how they can improve. The addition of a small black and white photograph of the child during various activities completes this picture. Year 1 reports are almost as good. For the remaining year groups reports give a good amount of information on achievement, levels of attainment and what the child needs to do to improve. Curriculum information is supplied by each year group every half term and together with the addition of timetable and homework reminders, keep parents in touch well.
25. These links with parents foster a spirit of involvement which adds to the cohesive sense of community that the school generates. However, the degree to which parents are involved in the development of the school through seeking their views is not as good because the consultation with them relates to specific issues and does not give parents a more open-ended opportunity to make their views known. Nevertheless changes have resulted from consultation; for example, parents' evenings have recently been made more formal and regularly achieve a high turn-out.
26. Good links with the community are underpinned by the very regular community use of both school halls. The school makes its facilities available to local groups every night of the week except one. The school is also the base for the active local Community Association. Regular use of the school for sports events and the involvement of both a local football and local cricket clubs contribute to pupils' personal development and learning. The popular May Ball and the summer fete are further examples of the central role the school plays in the local community.
27. In addition to arrangements found in most schools, the school offers two strands to enable pupils to make the transition to the secondary school, where most pupils go, easier. Extra day visits are laid on for example to use the library in the secondary school and extensive bridging work covers, ICT, mathematics and English. This allows pupils to continue work begun in Year 6 well into their first weeks at the new school, making the break less apparent.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. The leadership of the headteacher is satisfactory. The variable quality of leadership by other staff and weaknesses in management practices mean that overall management is satisfactory. However, the good intentions of leadership are not always realised. The quality of governance is satisfactory. The school has responded well to the challenge provided by the increase, since the last inspection, in the number of pupils who have social and emotional needs.

Main strengths and weaknesses

- The headteacher's very caring attitude has created a positive ethos and a mutually supportive team of staff and governors.
- Effective leadership by the phase leader for Years 1 and 2 has added urgency and clarity to the school's attempts to improve achievement.
- Development planning at a whole school level and by co-ordinators lacks detail and coherence which undermines quality assurance work.
- Governors are supportive of the school but have not been proactive enough in determining how well changes are working.

Commentary

28. Leadership, especially that of the headteacher, has created a school with a very positive atmosphere. The headteacher leads the way, through the very open and considerate way in which he works with pupils and adults, setting a very good tone. Staff treat each other and pupils very well. This is one of the principal reasons why the behaviour and attitude have

improved since the last inspection and why provision for pupils with social and emotional needs is good. Performance management systems strike a balance between meeting the needs of the school and the professional needs of staff. The inclusion of teaching support staff into this system places value on their work and has helped staff develop particular expertise, for example in managing pupils who have social and emotional needs. All in all therefore staff feel valued and morale is high. This creates a sense of optimism in the school and a readiness among many staff to search for best practice.

29. Structures and systems that build on the inclusive culture of leadership are however weaker and, because of this, the school has been slow to address a downturn in performance. There are a number of reasons for this.
- The School Improvement Plan lacks the necessary detail to guide the actions of leaders. An improvement in the analysis of performance data has helped leadership identify pertinent areas for development. However, actions to address these are too general and in particular not enough thought has been given to success criteria and to ensuring that well intentioned changes have actually taken place and are having the desired effect. The implementation of some actions is therefore superficial and too reliant on the competence of individual teachers. Target setting and assessment for learning for example, both key strategies to promote stronger achievement, are not embedded in daily practice, have not been the focus of any evaluative work and are therefore not as successful as they might be.
 - The school has now supplemented the use of performance data to judge teaching and learning with the use of direct observation of work happening in classrooms. This forms part of a calendar of monitoring tasks in which subjects await their turn to be a focus. While observations of teaching arising from this cycle are of a reasonable quality they are not sufficiently tied to the School Improvement Plan and do not inform leadership about the success of key actions. Priorities such as improving provision in ICT, despite being a central plank of the School Improvement Plan, has not been given a high priority in terms of monitoring time. The lack of synchronization of the school's monitoring calendar and the School Improvement Plan means that staff charged with responsibility for the implementation of specific actions are not supported with the necessary tools to take provision forward.
 - Until of late too little has been done to improve the effectiveness of co-ordinators. The well chosen decision to use the Primary Leadership Programme to help train literacy and numeracy co-ordinators is working well and has led to a greater range of work being carried out by these co-ordinators. The same cannot be said for leadership in other subjects. In ICT and religious education for example, leadership and management are unsatisfactory. In several other subjects and aspects of the school such as the Foundation Stage, co-ordinators have not drawn up an improvement agenda. This further weakens school improvement planning and the urgency with which improvements have been identified and implemented.
 - Weaknesses in subject management have also drawn assistant headteachers, who have responsibility for parts of the school, into working as subject co-ordinators. The assistant headteacher for Years 3 to 6 for example, has carried out monitoring in science. However, this was not used as an opportunity to improve the skills of the science co-ordinator and has distracted the assistant headteacher from considering how the curriculum as a whole works in this part of the school. As a result some weaknesses in curriculum organisation in Years 3 to 6 are left unchecked.
30. The well considered appointment of an assistant headteacher for Years 1 and 2 has added urgency and clarity to improvements in this area of the school. After a period of declining results, inspection findings show that the quality of teaching and curriculum has improved. Much of this is down to the effective work of the assistant headteacher who has been more successful in maintaining a broad overview of provision. Here the drawing up of a detailed action plan has created the necessary conditions for improvement because the ongoing cycle of evaluative exercises is built into the routine work of the assistant headteacher. Detailed analysis of the curriculum achieves a cohesive approach to curriculum planning and makes for a more interesting and successful curriculum to that found in Years 3 to 6. The running of parents' workshops has also brought parents on board, several of whom spoke positively

about the changes made in this part of the school. Crucially a careful eye is kept on the quality of teaching, especially in relation to identified areas for improvements. The assistant headteacher's action plan is annotated with notes which indicate that it is followed through closely and so a good deal of consistency is achieved. The school has not introduced an action plan for Years 3 to 6 and it is no coincidence that it is here where the quality of teaching and provision is more variable. Although the quality of teaching is more consistent in the Foundation Stage, here the lack of an action plan undermines the new co-ordinator's vision for the future.

31. Governors offer the school good support. They do not, however, follow up on improvements closely enough and are not helped in this by the quality of the School Improvement Plan. Visits are made to the school but, with the exception of the literacy governor who has, for example, looked to see how well guided reading is being taught, many of the visits lack a defined purpose. Finance is well planned and has led to improvements in resources, most notably of late in ICT. Governors are not however, following through on spending decisions to assess their impact on pupils' achievement. Governors do however meet their statutory duties.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	880,121	Balance from previous year	25,000
Total expenditure	890,727	Balance carried forward to the next	14,394
Expenditure per pupil	2545		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for the children in the Foundation Stage is **satisfactory**.

Children in the early years' classes receive a suitable start to their education. Teaching is good in personal, social and emotional development, and satisfactory in all other areas. A new planning system has recently been introduced and the six areas of the curriculum are appropriately balanced, with provision judged to be satisfactory overall. Satisfactory assessment systems enable the staff to track children's experience and development, although there is scope for comment to be more evaluative and to give greater emphasis to highlighting areas for improvement. The reports to parents are of a very good quality and paint a full picture of children's experience in Reception. The area's co-ordinator is newly in post and has not had time to develop more than satisfactory management. The reorganisation, and subsequent planned use, of the three classroom areas used by the children is a recent development. Whilst some activities are well thought out, as yet it is not overall an exciting or stimulating environment. These recent developments have yet to be reviewed and there is no current action plan for the early years' provision. Although standards on entry cover a broad spectrum, the majority of the children currently of Reception age are assessed as being average, but slightly below this standard in their speaking and listening and social skills. This marks a change from previous years in which pupils' attainment on entry to Reception was below that found nationally. They make satisfactory progress and achieve appropriately. By the time they move into Year 1, a good percentage of the pupils are likely to achieve the early learning goals in all six areas of the Foundation Stage curriculum, or are close to doing so.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are developing their levels of personal independence well.
- They are learning to work and play together well.
- Behaviour is good.

Commentary

32. Children quickly develop their confidence and establish good relationships with one another, the class teachers and the classroom assistants. With high expectations of behaviour, and good behaviour management techniques, they behave well and are encouraged to be considerate of others. Adults capture children's interest and attention by their enthusiasm, and by their good use of resources. These qualities, together with suitable planning, ensure that pupils' concentration is being fostered and maintained appropriately in directed activities. With the strong focus on the development of social skills, teaching and learning is good. All the children receive plenty of praise and encouragement. This is effective in building up their self-esteem and confidence. They manage to change for physical education with limited adult intervention and cope well with their own toileting because of staff's expectations with regard to independence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking and listening skills are fostered effectively through many activities but some opportunities are missed when talking to the class as a whole.
- Early reading is suitably promoted but writing tasks are not always demanding enough.

Commentary

33. Good opportunities are provided for children to extend their speaking skills through all areas of learning. Consistent adult input and intervention encourages them to talk about what they are doing and this is most effectively done when adults join in with group activities. There are times when teaching the whole class that adults talk for too long and do not give children enough opportunity to express their thoughts and feelings. Although adults are generally patient with those who need more time to think about what they want to say, they sometimes intervene too quickly. Children do not always have sufficient time to vocalise their thoughts, which means that their confidence in speaking does not receive the boost it needs to develop further. For most, reading skills are at an early stage of development, but reading is suitably promoted. A few of the children are beginning to read some simple words. There is a good range of story books, together with some non-fiction titles, and this is supplemented by many suitable books in the infant school library, adjacent to the classroom. Some children are trying to write their names unaided, and letter formation is usually correct. Teachers encourage this through setting up a variety of activities which involve writing and join well with children to help model correct techniques. This is most effectively done when children are prompted to write in interesting ways, for example, writing a sentence about how the bear feels in 'We're all going on a Bear Hunt.' However tasks are not always this demanding and there are times when children are not challenged to write more than single words. This is particularly limiting for higher attaining children. Suitable use is made of classroom computers to support children's early reading and writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A consistent focus on counting routines is helping children to develop a sense of number sequence and to count with confidence.
- Questioning of the whole class does not always engage all abilities.

Commentary

34. The children are making satisfactory progress in their early understanding of number, shape and measure, due to satisfactory teaching. They can count to 20, and backwards again. Counting forms part of the introduction to each numeracy session as the children count together, although many are insecure with numbers above 20. There are occasions especially in the mixed Reception and Year 1 class when questions are not finely enough tuned to children's differing abilities. In a satisfactory mathematics lesson for example the teacher's opening question and counting activity worked well for the more able who were able to answer her questions. However too little was done to improve the understanding of the less able. One or two handle correctly simple calculations, such as 'one more than' with numbers between 0 and 10. Resources are generally used well to promote understanding. For example a classroom assistant had made a bridge, cave and tree to capture children's interest in a session where positional language was being promoted. Games and puzzles, specifically

designed to support early understanding of number, are available and generally used effectively and make learning fun. Children are developing a suitable understanding of different two and three-dimensional shapes and can name them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The curriculum developed for this area gives the children good opportunities to explore and learn about their world in the classroom, outdoors and sometimes away from the school site.
- The learning potential of some activities is lost because children are left to their own devices for too long.

Commentary

35. Children make satisfactory progress in this area of learning because they have suitable opportunities to experience a range of activities. They show a curiosity and interest in the variety of activities presented to them. Due to satisfactory teaching they make suitable gains in their learning. The children learn more about their world by handling and discussing, for example, different materials and through simple cookery. For example, they have learnt to make porridge, and sample the results, to link with the theme of 'Goldilocks'. Such activities are most successful when adults work directly with groups of children. However, there are occasions in independent activities when children are left to their own devices for too long and although playing, actions lack a sense of learning. They make regular 'expeditions' in the school grounds, and further afield, which add interest to children's learning. Visits to the local post office and to the baker's have been used as a stimulus for learning back in the classroom. Computers are a regular feature of children's learning and so they quickly learn to use them, and are developing good control of the mouse.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children have suitable opportunities to develop their physical skills on a range of large exercise equipment indoors.
- Children have a well-resourced outdoor play area, but its use is under-developed.

Commentary

36. Children have regular access to a secure outdoor area adjacent to their main classroom. They also have an attractive adventure area with large exercise equipment, but its planned use is not yet an integral part of the timetable. This reduces the learning potential of this area, which at the moment, acts very much as a break from lessons rather than an integral part of them. Appropriate use is made of timetabled sessions in the school hall, and planned physical education sessions are used to develop children's large muscle skills and co-ordination. Teaching in this area is satisfactory and is matched by children's learning. In a session in the school hall children were observed 'Going on a bear hunt', which linked to their work in other curriculum areas. Good teaching in this particular lesson was mirrored by good learning as children moved imaginatively through 'the long grass' and 'the mud'. The children are encouraged to choose from a range of resources to create and construct models and have suitable opportunities to manipulate a range of small equipment and this helps with the development of fine motor skills.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children have plenty of opportunities for imaginative play.
- They have a suitable range of activities to develop their creativity but a limited choice of resources can undermine the potential of activities.

Commentary

37. Children have a range of opportunities to develop their creativity. Planning and teaching of this area are generally appropriate, giving children a satisfactory range of artistic experiences. They use a variety of pencils, paints and collage to create images. Sometimes the range of resources available, and the activities themselves, are too proscribed, which limits children's creativity. They do not have unlimited access to a broad range of media from which to choose. Examples of children's work are displayed. These show that the children have used different techniques to create patterns, such as making collage pictures with natural objects collected outdoors. They handle play-dough and use a variety of tools to create different effects. They learn to sing a number of songs and rhymes, and are given opportunities to listen to music as well as playing percussion instruments. They have suitable opportunities to use their imagination through role-play and are enjoying acting out the different roles in the 'Three Bears' Cottage'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Improved resources, organisation and teaching of reading ensure that pupils are achieving well throughout the school.
- Pupils achieve well in Years 2 and 6 as a result of good teaching.
- The increasingly skilled use of interactive whiteboards and the comfortable relationships that pervade classes serves the teaching of speaking and listening well.
- Some imaginative planning of writing tasks is helping to motivate pupils and raise standards, but the practice is not universal and writing remains the weakest aspect of pupils' English skills.
- The inconsistent use of targets and of marking undermines the potential these have to move pupils learning forward.

Commentary

38. The leadership and management of English are satisfactory. A recent school innovation is the appointment of a co-ordinator for each of the key stages in the subject. While the partnership is new, it has already proved to be effective and has had an impact on the organisation and evaluation of the subject, especially in reading. The co-ordinator has been effectively supported through the Primary Leadership Programme. With help, the school has conducted a self-evaluation audit and devised a good quality action plan that builds on the strengths of the school and identifies and addresses weaknesses. Some monitoring of teachers' planning and pupils' work has already taken place. As yet no formal monitoring of teaching has taken place, so that it has not been possible to identify, and then disseminate, some of the very good practice which clearly exists in the school. As a result there are variations in the quality of teaching and learning which, although consistently good in Year 2 and 6 and to lesser extent Year 1, are satisfactory overall. In general, the teaching of reading and speaking and

listening is more successful than the teaching of writing where variations in the quality of teaching and the curriculum organisation undermine achievement. While standards for reading and speaking and listening remain at the same level identified in the last inspection, standards in writing have declined.

39. Leadership has been most effective in revising the school's approach to reading, so that from a below average base, pupils are achieving well to reach standards that are average in Year 2 and in Year 6. Standards in reading are monitored closely, using standardised tests to identify pupils who are below the standard expected for their age and these pupils are given additional help. The school strikes a good balance between hearing individuals read and teaching groups of pupils together. Group reading sessions are held in each class on most days, and these provide a further, effective input into the development of pupils' reading skills. In these sessions, pupils receive focused support from teaching assistants and parent helpers, as well as from their class teachers and so receive regular and varied help. The success of reading sessions has been helped by improvements made to the book stock and in particular to the separate library areas for Years 1 and 2 and Years 3 to 6. The improvements have already had a positive impact on enthusiasm for books and reading.
40. The easy relationships that teachers establish with pupils set a good tone for developing speaking and listening skills so that in the main pupils throughout the school achieve well to reach expected standards in Year 2 and Year 6. However, there is a wide variation in the quality of pupils' spoken responses. While more articulate pupils speak in well-constructed sentences, using a wide range of vocabulary, there are some whose language development is still below the level expected for their age. On most days, opportunities for speaking and listening are used effectively by teachers to develop pupils' confidence in speaking. Interactive whiteboards are used well by most teachers as a springboard for involving pupils as either speakers or listeners. Interest in the beginnings of lessons is well promoted through the use of these and so pupil participation is high. However, there are occasions when teachers rely too heavily on asking pupils with their hands up to answer questions. This can lead to some passive behaviour and can be contrasted with other occasions when the use of partners to share thoughts leads to all pupils joining and benefiting from listening to others and explaining their thoughts.
41. The school has been less successful in helping pupils acquire writing skills. It is only in Years 2 and 6 and, to a lesser extent Year 1 that writing is consistently well taught. Pupils are achieving well through Years 1 and 2 where standards, following a decline since the last inspection, are now on the up. They are yet to recover fully however and currently in Year 2 are below average. However shortcomings in teaching and the organisation of the curriculum in Years 3, 4 and 5 mean that achievement flattens out before picking up again in Year 6. Standards in Year 6 however, remain below average and so overall achievement is only satisfactory within this variable pattern.
42. There are several features which illustrate the better teaching of writing. For example, imaginative planning, which enables pupils to work on substantial pieces of work over a number of lessons is a key feature of the very good teaching in Year 6. Throughout the week of the inspection pupils were learning how to identify and construct the features of persuasive text. Understanding of how to include essential characteristics of this genre were developed skilfully in early lessons and sufficient time was provided in subsequent lessons for pupils to expand their writing and, eventually, to produce some good quality pieces of work. Pupils' skills were channelled into the identification of the key features of a persuasive piece of argued writing. Lesson targets, set at the beginning of the session, as an integral part of the learning structure, were referred to by teachers and pupils and so pupils crafted their writing with clear success criteria in mind. There is a consistently structured approach to the development of writing in Years 1 and 2, where the teachers strike the right balance between encouraging pupils' free writing and correcting elements such as key words, use of capital letters and full stops. In this way, pupils are developing a willingness to have a go, whilst gradually learning the conventions of writing and spelling. Pupils' writing is sometimes bound

together to make books, which reinforces the purpose of writing and celebrates pupils' successes.

43. Although in Years 3 and 4 there are a few examples of more extended writing tasks, over which pupils take some care, English lessons are often more fragmented. This is largely because of the reorganisation of pupils in differing groups for two lessons each week. While this serves the needs of the less able well, it breaks up the flow of learning for many other groups, especially as new groups form in the middle part of the week. Work for these is either unrelated to that started earlier or covers some of the same ground. This tends to lead to lessons not flowing well over time and to writing not building smoothly. In addition, too much emphasis in Years 3, 4 and 5 is placed on mechanical tasks, focusing on aspects of grammar, spelling and vocabulary. These do not motivate the pupils and do not help them to develop more advanced writing skills. Teaching in this part of the school is not sufficiently skilled at utilising high quality texts to help pupils learn the techniques that writers use. Questioning is often too shallow and techniques are not modelled well enough or listed for pupils to use when they come to write. As a result the potential of using the writing of others as a mirror for pupils' own writing is lost.
44. Teachers often make helpful and encouraging comments, written at the end of pupils' work, especially in Year 6. However their impact is reduced as pupils rarely go back over their work to make improvements and learn from their mistakes. Targets that arise out of an analysis of pupils' work are set but the inconsistent use of these undermines their impact. There are examples of teachers using them well in lessons. For example, the plenary session at the end of observed lessons in Years 2 and 6, focused on whether targets were met, how work can be improved and how it related to the learning which comes next. However, this is the exception rather than the rule and in most instances too little use is made of targets and learning criteria to help focus pupils' thoughts

Language and literacy across the curriculum

45. One of the major reasons for weaknesses in pupils' writing is that the school does not make enough use of opportunities to develop pupils' writing across the curriculum. The development of cross-curricular links, so that work in one subject can benefit work in another, is uneven. For example, there is good practice in science, but it is poor in religious education. It varies from year to year as well. Where teaching is of high quality, pupils are given every opportunity to write in every subject. However, the practice is not universal and some topic books contain very little writing, but a proliferation of cutting, pasting and drawing activities and the use of worksheets which require very little written input. Speaking and listening skills are promoted more uniformly across the curriculum. For example, there are plenty of opportunities for whole class discussion and teachers frequently ask pupils to discuss answers or opinions with a partner or in a group.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Improvements made to teaching and the curriculum for pupils in the infants are leading to good achievement here.
- Too little emphasis is given to the teaching of problem solving or to the application of skills, especially in Years 3 to 6.
- Marking helps guide future work but the use of specific targets is not, as yet, leading to improvement.

Commentary

46. The consistently good or better quality of teaching in Year 2 has helped turn around a downward trend in results. However, although pupils are now achieving well in Year 2, standards are average. A lack of understanding of how to teach problem solving and a lack of emphasis given to this in the curriculum mean that the momentum of good achievement is not maintained through the juniors. Here both teaching and achievement are satisfactory and, because pupils currently in Year 6 have not had the benefit of the recent improvements evident in the infants and began school with a lower than average level of attainment, standards are below average and are not as high as they were at the time of the last inspection. As a result of the mixed quality of teaching, teaching and learning overall are therefore satisfactory.
47. A consistent strength of the teaching is the rapport teachers establish with pupils. Teachers carry out lessons which set a purposeful tone, so that pupils concentrate well on their learning. Demonstrations of key points are helped by the good use many teachers make of interactive whiteboards. This adds clarity to instructions and prepares pupils well for follow up work in the remainder of the lessons. Lessons are generally well prepared and often pupils of differing ability are given differing levels of work. Teaching assistants provide good support for the least able but are generally more effective in group work because there is a tendency in some instances to be under-involved in whole class teaching.
48. While throughout the school there are examples of pupils being involved in problem solving the rather simplistic view taken of this undermines teachers' efforts. There is a tendency for work to be made harder by giving more able pupils bigger numbers to work with. While this may test pupils differing computational skills, thought processes are essentially the same and so the level of challenge is not sufficiently different. For example, all pupils in Year 6 have learnt how to convert mixed fractions into pure fractions, however the only difference is that the most able are working with 'harder' fractions such as sevenths, while the least able stick to halves and quarters. Teachers rarely face pupils with problems that require more than one calculation. Consequently, they do not learn to how to think problems through. Furthermore, teachers do not help pupils to find answers by seeing patterns or rules within numbers and equations.
49. Teachers mark work constructively and this motivates pupils to try hard. However, the use of group and individual targets, which the school sees as a key strategy in boosting achievement, is undermined by the lack of reference to them in lessons. Targets do not therefore, sufficiently guide the thoughts of pupils when they set about their work.
50. One of the principal reasons for the improving picture in the infants has been the good work of the co-ordinator. With the help of a consultant allocated through the Primary Leadership Programme a close eye has been kept on the quality of teaching and on the curriculum. Testing here is used to good effect to alter pupils' upcoming work. For example, testing showed that in the main pupils were knowledgeable about aspects of shape and space. Lessons assigned to this were cut back and used to target problem solving which testing had revealed as a weaker area. It is however, with the recent appointment of a co-ordinator in the juniors that influence has extended into this part of the school. Although the newly established co-ordinator has been offered good support by her more experienced partner she is yet to influence provision to the same extent. Overall therefore the quality of leadership and management is satisfactory.

Mathematics across the curriculum

51. The school meets with mixed success in incorporating mathematics into other subjects. While there are opportunities in art for example for pupils to make symmetrical prints, the lack of purposeful planning means that there are missed opportunities elsewhere. In an ICT lesson in Year 6 on spreadsheets for example, the opportunity for pupils to be taught how to

systematically seek ways of adding the cost of sweets to reach a set amount was lost and pupils' efforts were reduced to hopeful guesses.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Close attention is paid to pupils' factual knowledge but too little emphasis is given to the development of investigational skills.
- Not enough has been done to help the co-ordinator develop the full range of skills needed for the successful management of science.

Commentary

52. Although, in the main, pupils are achieving well in both the infants and the juniors to now reach average standards in Year 2 and Year 6 their factual knowledge is in advance of their ability to carry out investigations and so standards remain much the same as they were at the time of the last inspection. In both Year 2 and Year 6 pupils reveal a good knowledge of a wide variety of scientific concepts, ranging from an understanding of friction and the use of Newtons in Year 6 and, in Year 2, to recognising that changes to some materials are irreversible. However, pupils in Year 2 have difficulty in explaining for example, why they set up particular experiments and more capable pupils show little understanding of a fair test. In addition many pupils in Year 6 still rely on the teacher for instructions on how to carry out experiments. This is because teachers pay too little attention to developing pupils' capacity to carry out independent investigations.
53. It is the ability to help pupils to plan and carry out investigations that sets the best teaching apart. In an excellent lesson in Year 2 to test the effects of slopes with different steepness, teaching was very lively and touched with good humour. Pupils responded with great eagerness to carry out their own investigations and report their findings to the rest of the class. The teacher prepared resources very thoroughly so that pupils were independent, giving her the opportunity to assess their learning and to give supportive advice. Such challenging teaching goes to show what can be achieved. Analysis of test scores by the co-ordinator has spotted this gaps in pupils' understanding and some changes to provision have been made. However, the action plan lacks the necessary detail to guide change fully and too little has been done to assess how well changes work. For example, an additional lesson per week has been planned for pupils in Years 3 and 4 with the specific intent of providing extra hands-on science. Groups for this are kept deliberately small to facilitate practical work. However, good intentions are undermined because work in this lesson does not link to pupils' current unit of work.
54. A lack of thought given to the roles of the subject co-ordinator and the assistant headteacher for the juniors leads to some confusion over respective roles. The satisfactory leadership of the science co-ordinator is undermined by her lack of involvement in monitoring teaching and learning. This has been carried out by the assistant headteacher so that chances have been missed to help the subject co-ordinator to extend her skills by working alongside the assistant headteacher. In addition observations were carried out without any particular focus and so the opportunity to follow up on how well investigational skills were being taught was lost.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses.

- Although now adequate the school is not making the best use of the resources it has available.
- Plans for the future are undermined by a lack of monitoring.
- Good use is made of interactive whiteboards to demonstrate new skills.
- Tasks, especially in Years 3 to 6, do not exploit the potential of computers to promote thought.

Commentary

55. Under the direction of the new co-ordinators, the school has recently updated resources. The decision to invest in a bank of portable laptops is working smoothly and has ensured that the school now has an adequate level of resources to teach the curriculum. Laptops are easily transported from classroom to classroom and because most classrooms have interactive whiteboards, the potential exists to use classrooms as computer suites. After some initial problems with internet connections most logistical issues have been overcome, apart from printing, where the remoteness of the printer from the point of work makes it difficult for pupils to see the fruits of their work. However, the school is not getting best value from its investment. Although a timetable exists that allows for one computer lesson per week, many classes in the juniors make alternative arrangements. The incorporation of ICT lessons into a carousel of other activities in Years 3 and 4 is not working well enough. Over the course of this half term for example, pupils have only had two computer lessons. While the situation is more positive in Year 6, where pupils receive an extended ICT lesson on a more regular basis, problems still exist. Here, lessons of almost two hours test the stamina of the pupils and the assistant given responsibility for teaching the lesson. While the teaching assistant has sufficient knowledge of ICT to impart knowledge and teach to the script of the lesson, the potential to look for creative links with other aspects of pupils' work is lost. The upshot of this is that in Years 3 to 6 in particular, achievement and learning are unsatisfactory and pupils are currently working well below expected levels. This represents a decline since the last inspection.
56. The lack of monitoring has not only missed shortcomings in Years 3 to 6 but also undermines plans for the future. The new and enthusiastic co-ordinators are well aware that provision in ICT needs to improve but have inherited a weak action plan which is overly concerned with resources and not with the quality of teaching and learning. To date too little time has been allowed for them to get to grips with provision and so the potential of their leadership is unrealised and currently leadership and management of the subject are unsatisfactory.
57. A consistent strength of the teaching, which overall is satisfactory, is the use of interactive whiteboards to make demonstrations clear. Teachers are using this newly installed equipment with increasing confidence. This is helping make the introductions to lessons more interesting for pupils and enables pupils to see what is expected of them. In a good lesson in Year 2 for example, instructions on the use of key tools were built into the teachers modelling of how to use lines and block shapes to compose pictures in the style of Piet Mondrian. As a result, pupils enjoyed success when they set to work and many produced finished pieces which contained key features of the artist's work.
58. The best teaching ensures that new ICT skills are taught as part of purposeful work that links with pupils' wider study. This makes learning more interesting because there is a wider reason for using a computer. This is most successfully done in Years 1 and 2. For example, pupils in Year 2 used an art package to design coats linked to the retelling of Joseph's coat. Following computer aided design, pupils went on to make their coats as part of their work in design and technology. Pupils in this phase of the school are now beginning to make up for lost time when resources were inadequate and, although now achieving satisfactorily,

standards are currently below expected levels. This approach can be contrasted with much of the work pupils complete in Years 3 to 6. These are often a series of one-off lessons with little sense of wider purpose. Pupils in Year 5 for example, have spent time practising how shapes can be incorporated into a page by designing their own theme park. Not only was this unrelated to any other work pupils were undertaking but in terms of skills required is not far advanced from that being taught in Year 2. In Years 3 and 4 pupils spent a small amount of time producing branching databases. This was little more than a single lesson in which the theme of animals was chosen despite it not being part of any continuous work pupils were doing at the time. When this happens pupils learn skills in isolation and are unable to see any application for them

Information and communication technology across the curriculum

59. There are examples of computers being used in other subjects, for example in a mathematics lesson in Years 3 and 4, the teacher made good use of the laptops to play a game which helped pupils practise measuring angles. However, provision is patchy and unsatisfactory overall. Not all classes are habitually making use of the laptops despite the ease with which they can be moved about school. Provision is supplemented by desktop computers that classes also have access to. However, once again, too much is being left up to individual teachers in deciding how best to use these so that the use of these is not built into planning in different lessons. As a result they are often left unused.

HUMANITIES

60. Insufficient work was seen during the inspection for inspectors to form an overall judgement about provision in history and geography. No lessons were observed but pupils' work, teachers' planning and the subject co-ordinators' files were scrutinised, and the content of classroom displays noted.
61. An examination of pupils' work and teachers' planning in **history** indicates that pupils study an appropriate range of time periods. Pupils in Years 1 and 2 know details of the life and times of some famous people, such as Florence Nightingale, and are developing an adequate understanding of time as they notice how toys and homes have changed over the years. Teachers provide some opportunities for pupils to develop their literacy skills in this subject, for example as they write diaries in the role of people experiencing the Great Fire of London. An appropriate range of visits supports pupils' learning, together with 'Tudor' and 'Victorian' Days experienced in school.
62. In **geography** there are suitable curricular plans which outline the themes pupils are to explore from class to class. They set out the skills to be developed in each class. The curriculum is sufficiently detailed and sometimes identifies how literacy, numeracy and ICT skills can be taught through the subject, although not in sufficient depth. The locality is used appropriately as a resource, supplemented by visits and two residential weeks for pupils in Years 4 and 6.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Management practices have missed inconsistencies in the implementation of the scheme of work.
- Visits and drama often form interesting starting points for lessons.
- Too little of what pupils study is written down.

Commentary

63. The unsatisfactory leadership of the co-ordinator fails to provide a firm steer for the implementation of the scheme of work. Variations exist in the amount of time pupils spend studying religious education and confusion exists over the units to be taught. Monitoring time provided through the school's quality assurance calendar has been badly used so that the co-ordinator has too little idea of how well pupils learn. No action plan exists for future development and so much is left up to individual teachers. Most teachers do a reasonable job of filling this void. Teaching and learning are satisfactory overall and, although achievement is satisfactory, there are inconsistencies from one year group to the next. In the main however, pupils reach standards in Year 2 and Year 6 that meet the requirements of the agreed syllabus. This was the same as the last inspection.
64. Teachers do strike a suitable balance between studying Christianity and other faiths. Teachers search for stimulating starting points for work so that pupils experience religious education through visits to the local church and through drama. The good relationships that exist in classes suit such approaches. However, teaching does not always make the most of these times to ensure that the religious element of lessons is given enough prominence. As part of a unit of work on Hinduism pupils in Year 5 for example, put much effort into acting out their version of the birth of Krishna. While this served pupils' speaking and listening development well, the teacher's use of the story did not put sufficient stress on the intended aim, namely to compare this story with the birth of Moses. The review of this was all too brief and so opportunities to make comparisons between faiths were lost. This can be contrasted with a good lesson in Year 1 in which a visit to the church was used well to consider key elements of baptism and of the symbolism of church artefacts.
65. In general too little emphasis is given to what pupils write in lessons. To date, little written work has been produced. Some teachers, such as in Year 6, set interesting starting points, for example, in introducing pupils to a range of creation stories for them to retell. However, in general, pupils have few opportunities to reflect on the motives of key religious characters or on the significance of important religious events. In Year 5 for example, work on Rosh Hashanah was limited to inserting missing words into a paragraph that pupils copied out. Such mundane work fails to use religious education in an interesting and challenging enough way. As a result, religious education does not contribute well enough to pupils' writing and misses instances for personal reflection. Pupils therefore have a reasonable knowledge of the key features of Christianity and of other faiths but are not as forthcoming when it comes to discussing deeper aspects of religion.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Too little evidence was gained from the inspection to make secure judgements about provision in **art and design** and **design and technology**. An interview was conducted with each co-ordinator. Work on display was generally below expected levels. Exceptions to this are watercolours in the Chinese style and tents designed to be compact enough to store in a small space. The carousel of activities carried out in the juniors does not always lead to good quality work. Planning for some of these is superficial and work can lack a sense of purpose. For example, in a design and technology lesson in Years 3 and 4 pupils were making boxes from templates given by the teacher. This reduced learning to cutting and colouring and the necessary elements of design, making and evaluation were not given due attention. The co-ordinators have too little influence on teaching and learning and there are currently no action plans to guide future improvements.
67. **Music** was not a focus of this inspection and only one lesson was observed. Those who play an instrument are well served by peripatetic teachers, and their standards are good. Singing in assemblies is generally tuneful and the pupils show that they enjoy singing. A scheme of work exists to ensure that pupils are introduced to a suitable breadth of experiences.

68. Too little evidence was gained from the inspection to make secure judgements about provision in **physical education**. Lessons seen were only in the areas of dance and games. An interview was conducted with the co-ordinator. The lessons suggest that attainment at the ages of seven and 11 is average in dance and games, which represents good achievement from attainment on entry to the school. Some pupils at seven control a ball satisfactorily, but many still find it hard to exert the right amount of force when hitting so that their partner can catch it. In the lessons seen teaching was good and pupils were achieving well. On the whole lessons were conducted at lively pace and involved good demonstration of skills. Pupils' performance improved because of the pointers given by teachers and of the additional time given for the refinement of movement. The co-ordinator provides good leadership and management, and ensures pupils have access to a wide variety of challenging extra-curricular activities. Gifted and talented pupils have good opportunities to develop their skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- A good programme encourages pupils to become mature
- The quality of classroom teaching is variable

Commentary

69. Good leadership and the higher profile given to pupils' personal development have led to an increase in depth and range of the programme for personal, social, citizenship and health education. Provision has therefore improved since the last inspection and contributes well to pupils' moral and social development. The drugs education aspect, insufficient at that time, is now in place and well-planned. Work on diet, health, sex and relationships education, and the dangers of drugs, as well as personal safety is covered in thoughtful and interesting ways. This programme not only helps pupils to develop a safe and healthy life-style, but also to develop their self-confidence and good relationships with one another and staff. For example each class has a 'favourite menu of the week' competition. This heightens their sense of good eating and carries with it its own reward, in that the winner has that menu cooked at lunchtime for the whole school.
70. The quality of the teaching is good overall but in general is stronger in Years 1, 2 and 6 than in the rest of the school. In all classes the open relationships that exist establish fertile ground for discussion on sensitive issues. It is the ability of teachers to exploit this atmosphere that sets the good teaching apart. In a good lesson on feelings in Year 1 for example, the teacher's sensitive and patient questioning of the class enabled them to empathise with the feelings of an imaginary school girl who was feeling irritable. The use of props which act as a 'talking stick' ensures that a contemplative atmosphere was maintained throughout the lesson and that pupils listened in a courteous way to each other. This can be contrasted with a less successful lesson in Year 5 on conflict resolution. Here rather shallow questioning elicited superficial responses such 'as be kind' as a way of rebuilding friendship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
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	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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