

INSPECTION REPORT

WESTFIELD JUNIOR SCHOOL

St Ives, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110698

Headteacher: Mr Stuart McCarthy

Lead inspector: John William Paull

Dates of inspection: 6 - 8 June 2005

Inspection number: 268230

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:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	318
School address:	Ramsey Road St Ives Cambridgeshire
Postcode:	PE27 5RG
Telephone number:	01480 375005
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Stephen Eggleston
Date of previous inspection:	26 - 29 April 1999

CHARACTERISTICS OF THE SCHOOL

- The school is bigger than most other primary schools.
- The percentage of pupils known to be eligible for free school meals is below the national average.
- The percentage of pupils' who speak English as an additional language is high in comparison with most schools.
- The largest ethnic group on roll is white, including a few pupils who are not British; the next largest group is from families of Asian origin, mainly from the Asian sub-continent. Other groups are of mixed origins, and a few black pupils are also present.
- The percentage of pupils identified as having special educational needs (18.1 per cent) is broadly in line with the national average, and about 3 per cent have a *statement*, which is above average (*statements* are documents that explain what must be done statutorily to meet the pupil's needs in school).
- Pupils' special educational needs are mainly related to difficulties with learning, including speech and communication. Other significant needs include pupils with autism and those with visual impairment.
- The school has an *Eco-School Silver Award (2005)*.
- The school is an *Investor in People (2004)*.
- The school is part of the *Healthy Schools* scheme.
- The school is linked with the local *St Ives Pathfinder Children's Trust*, which has resulted in the appointment of a social inclusion worker.
- The school has many significant links with the local community and its premises are used extensively by local groups, clubs and organisations.
- Overall, attainment on entry to the school is about average.
- Socio-economic circumstances in the area around the school are above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22028	John William Paull	Lead inspector	Mathematics Art and design Design and technology Music Personal, social, health and citizenship education Special educational needs
9092	Ron Elam	Lay inspector	
22113	Aileen King	Team inspector	Science Information and communication technology Physical education
8696	Abul Maula	Team inspector	English English as an additional language Modern foreign languages Geography History Religious education

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	19
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Westfield Junior School is a good school at which pupils achieve well. Teaching and learning are good and by the time pupils leave in Year 6 standards are often above those normally expected for their age. Nearly all pupils behave well and many have very good attitudes to learning. Leadership and management are good overall. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in Year 6 are currently above average in English, mathematics and science.
- Arrangements for pupils with special educational needs, including those with learning difficulties, physical impairment or with social emotional and/ or behavioural difficulties, are very good and result in very good progress.
- Planning to ensure pupils' spiritual, moral, social and cultural development is good.
- Procedures to assess pupils' progress and to evaluate their learning are good and are used well to ensure that teaching meets pupils' needs.
- While it is frequent and regular, information for parents does not always provide enough details about future plans and the progress of developments.
- The school's inclusion worker has very effective strategies to help pupils take advantage of what the school provides.
- Support for those few pupils at an early stage of speaking English is not always targeted enough.

The school has maintained its strengths since the inspection of April 1999. Pupils' good overall achievement and good rates of progress have been maintained. The school had no key issues after its last inspection, but improvements in information and communication technology have been made, ensuring that high standards have continued in this rapidly developing subject. Minor issues related to assessment and end of year reports to parents have been addressed successfully. While overall levels of attainment are a little lower now than in 1999, this factor is related to increased numbers of pupils with special educational needs and similar features, rather than to any reduction in provision.

STANDARDS ACHIEVED

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

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.

Good achievement and progress are evident. Work seen during the inspection indicates that standards in Year 6 are above average in English, mathematics, science, information and communication technology and many other subjects, so achievement is good, and many pupils are exceeding normally expected levels. While those who speak English as an additional language are represented proportionately at all levels, those who speak very little English do not always receive enough support in the classrooms. Pupils with special educational needs often make very good progress towards their expected targets. In the past few years, standards have not been as consistently high as a few years ago and the school's overall trend in results of National Curriculum tests has dropped below the national trend. In 1999, attainment on entry was above average and, in some respects, well above. Now it is about average, so, despite continued good teaching, this drop in standards has occurred. This change in characteristics on entry is partly owing to social

features within the town of St Ives and partly because the number of pupils with special educational needs has increased, which is reflected especially in the now above average proportion with a statement of need. Nevertheless, targets agreed with the local authority are challenging and, in 2004, were largely achieved.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Nearly all pupils behave well during lessons and their attitudes to learning are often very good. Attendance is also good.

QUALITY OF EDUCATION

The quality of education provided by the school is good and contributes well to pupils' learning and achievements. **Teaching is good** and includes a high proportion of very good lessons. No unsatisfactory teaching was observed. The curriculum and how it is planned is also good. As a result, pupils' learning is strong in all subjects. Teachers often use resources and their many links with the community and environment very effectively, all of which engage pupils' interests considerably. As a result, pupils apply themselves very well and often produce a lot of good work. Teaching assistants, who are well trained and fully involved in planning, support pupils with special educational needs very knowledgeably. A social inclusion worker supports the learning of those with social, emotional and/or behavioural difficulties effectively. In English and mathematics, pupils are grouped and taught effectively in classes that are based on their prior attainment. This grouping is used flexibly, as teachers often move a pupil temporarily between groups for a particular learning need, returning them when the need is met. Procedures for the care of pupils are good, although assessments of risks involving activity on the premises are not fully complete, which is unsatisfactory. The partnership with parents is good with respect to the support of pupils' learning.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher, deputy head and key co-ordinators lead and evaluate very effectively, ensuring that any necessary improvements in teaching, learning and the curriculum are made and carried out effectively. Management is good, ensuring that the school runs smoothly on a daily basis. Governors are well informed and supportive. They know the school well and question policy and standards effectively, although their procedures for ensuring that matters of safety are checked and recorded do not fully meet statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A significant majority of parents who returned questionnaires and who attended the meeting are generally pleased with the school. Nevertheless, concerns were raised about bullying, the size of classes and issues related to accommodation. Inspectors found that the school is dealing well with these matters, but that the information given to parents, while regular and frequent, is not always sufficiently detailed for them to form a complete picture. Pupils who were asked were also pleased with the school. They commented on the usefulness of the School Council and the school's system of friendship "buddies".

IMPROVEMENTS NEEDED

This good school has only few weaknesses. The most important things it should do to improve are:

- Provide parents with more detailed reasoning for policies and developments.
- Review and improve targeted support for pupils who are at an early stage of speaking English as an additional language.

and, to meet statutory requirements:

- Ensure that all assessments of health and safety risk around the building are carried out and recorded regularly and routinely.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is good, especially of pupils with special educational needs and standards in the core subjects of English, mathematics and science are above average. Standards in information and communication technology and work seen in several other subjects are above normally expected levels.

Main strengths and weaknesses

- In 2004, results of the Year 6 National Curriculum tests were well above average.
- Work in Year 6 is currently above average in English, mathematics and science.
- Standards of work seen in other subjects, including information and communication technology, are often above those normally expected.
- Pupils make good progress through the school.
- Pupils with special educational needs often achieve very rapid progress.
- Initial progress of pupils at an early stage of speaking English is sometimes hampered by a lack of specialist provision in class.

Commentary

1. The school's overall trend in results of Year 6 National Curriculum tests is below the national trend. This feature reflects recent results, which have not been as good as at the time of the last inspection, while results nationally are better now. However, attainment on entry to the school is also lower than in the years prior to the last inspection, so this situation is neither without reason nor unexpected. At the time of the last inspection, attainment on entry was above average, often well above. Overall, it is now broadly average. This factor is likely to continue. For example, in the present Year 3, while the proportion of pupils who entered with above average attainment remained high, the proportion with lower than average attainment was also larger than was the case in the past. This feature is reflected in the number of pupils with special educational needs of types that are likely to affect learning significantly. Taking into account different criteria for assessing these pupils, their representation in the school has also increased, including a steady rise in the number with a statement.
2. As indicated in the table below, results of the 2004 National Curriculum tests at the end of Year 6 recovered from a disappointing picture in 2003, and were well above average in English, mathematics and science. Despite the changes in attainment on entry, nearly all pupils make good progress, which is similar to what was found at the time of the last inspection, and achievement is good. Targets that were agreed with the local authority in English and mathematics, in terms of the proportions of pupils who attained the expected level and who exceeded it were largely met. Again, owing to differences in patterns of entry, especially those related to pupils with special educational needs, this more erratic element in results from year to year is set to occur more frequently. The number of pupils who are entering the school at times other than the beginning of each educational year is another increasing factor. These pupils include a few who speak English as an additional language. Among them is a low, but also increasing number, who have arrived from overseas with little knowledge of spoken or written English. This factor is another that is likely to produce erratic patterns from one year to the next. Pupils' age on entry is the key factor. It determines how much time they will have to acquire the level of English required to do their best under test conditions.

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

Standards in:	School results	National results
English	28.8 (26.1)	26.9 (26.8)
mathematics	28.1 (26.6)	27.0 (26.8)
science	30.0 (28.2)	28.6 (28.6)

There were 68 pupils in the year group. Figures in brackets are for the previous year.

3. Towards the end of Year 6, in the core subjects of English, mathematics and science, standards of work seen during the inspection were above average. The number of pupils who are working successfully at a level above that normally expected for their age is higher than in most other schools nationally. This feature is an indication that achievement continues to be good. However, the proportion with special needs and at lower levels than normally expected is also higher than in 2004. The overall standard has therefore dropped back a little. This finding is likely to be reflected in the 2005 test results, fitting in with the recently more erratic trends. Pupils' skills in literacy and numeracy are good and are frequently used well in other subjects across the curriculum.
4. Standards of work seen in other subjects, including information and communication technology, are often at a level above that normally expected. Pupils' skills in information and communication technology are used in a variety of situations to make presentations, to word-process and to support learning. Much of the artwork on display around the school and what was seen in design and technology is above what is normally expected. Pupils sing well and music contributes much to good cultural provision, which includes many opportunities to perform and to play instruments at a good standard. Physical education, especially dance, also contributes well to concerts and shows that are staged for parents and, in an observed lesson, the quality of dance was good. All of this work contributes further to good overall achievement.
5. In English and mathematics and, to a slightly lesser extent, science, the school has extensive systems for keeping track of pupils' progress. This information indicates that progress is generally good. It is used effectively to group pupils into different classes (often known as sets) that are based on their previous knowledge and understanding. This system is used flexibly to meet various needs. Examples occur when a pupil struggles with a particular piece of work, and teachers agree to swap them into a slower moving set for a short time. The idea might be to help such a pupil to boost performance or to regain confidence on a task that is a little easier, before putting them back into their original set. Teachers in Year 3 explained cases when this practice had worked effectively, helping to maintain overall progress and to ensure good achievement.
6. The co-ordination of provision for special educational needs is particularly good. The co-ordinator manages arrangements for the development of teaching assistants and the school's social inclusion worker knowledgeably and very effectively. As a result, high-quality support ensures that many of these pupils make very rapid progress towards their well-constructed and assessed targets. This strong feature is another contributory feature to overall good achievement.
7. Pupils who speak English as an additional language, in broad terms, achieve as well as all other pupils. However, those who speak English at a very early stage do not always have access to enough specialist support in their classrooms, which slows initial progress. The main difficulty is with written English, which these pupils understandably find very difficult. Once their spoken language improves and they are able to follow lessons more effectively, their progress picks up. Their uses of syntax, spelling, and therefore vocabulary, become more flexible. Nevertheless, pupils who attend the school for at least a couple of years are often represented amongst its higher attainers.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is good. Their attitudes to what the school offers are very good and their behaviour is good. Personal development, including pupils' spiritual, moral, social and cultural development, is also good.

Main strengths and weaknesses

- The level of attendance is consistently above that of similar schools around the country.
- Pupils' very positive attitudes to work have been maintained since the last inspection.
- Behaviour is often very good in lessons.
- Pupils with identified social, emotional and behavioural difficulties are supported very skilfully.
- Good provision for personal development leads to strong relationships between pupils, and also between pupils and adults, and good awareness and respect of cultural diversity.

Commentary

8. The table below indicates pupils' absences in relation to national figures. Since the last inspection, the school has maintained its good level of attendance at 95 per cent or above every year. Punctuality is satisfactory, with most pupils arriving on time in the morning although, on most days, a few parents fail by a few minutes to get their children to classrooms on time. Nevertheless, very good procedures ensure that such lateness is recorded and that activities start promptly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	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.

9. Pupils' attitudes are very good, as they were at the time of the last inspection. During lessons, they produce a lot of recorded work and try hard. They listen well to their teachers, which makes a strong contribution to the quality of learning. Many lunch-time and after-school activities are provided and pupils show their appreciation by attending these clubs regularly in good numbers. Many pupils are willing to accept responsibilities that help to keep their classrooms running smoothly, distributing or collecting resources, books and carrying out similar tasks. Pupils move around the building sensibly with due regard to their own and other's safety.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	261	1	0
White – any other White background	7	0	0
Mixed – White and Black African	2	0	0

Mixed – White and Asian	1	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	30	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – any other Black background	2	0	0
Chinese	1	0	0
No ethnic group recorded	3	0	0

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

10. One exclusion for a fixed period of time has been necessary during the past year and, overall, behaviour is good. It is often very good in lessons. Pupils' very good responses to good teaching enhance achievement in all subjects, because very little time is lost in correcting immature behaviour. In the pre-inspection meeting and in letters that they wrote to inspectors, a few parents expressed concerns about bullying on the playground. Inspectors found some evidence of occasional unkindness, such as older pupils kicking away footballs of younger ones. However, no overt bullying of a systematic kind, racist abuse or oppressive behaviour towards others was observed. The school's procedures for dealing with incidents of this kind are robust and anything that might occur is recorded and dealt with. Pupils themselves expressed the view that they are safe and nearly all of them felt that they knew an adult at school whom they would trust sufficiently to turn to. The school also has a very good "buddy" system. One of these pupils explained how the system had helped her when she first joined the school. This support resulted in her wanting to contribute to it herself, so now she has volunteered to become a "buddy". This type of responsible attitude is typical of many pupils in the school.
11. Teachers and teaching assistants use a range of effective strategies to support pupils with social, emotional and/or behavioural difficulties. A very knowledgeable social inclusion worker, together with the co-ordinator of special educational needs, guides and counsels these pupils regularly and offers considerable advice to help them to settle into classrooms. Records indicate that this very good practice is nearly always successful in ameliorating difficulties and it is often very successful indeed. When incidents do occur, they are dealt with quickly and effectively, so little teaching time is lost.
12. Planning for the development of pupils' personal qualities, including their spiritual, moral, social and cultural development is good. As a result, pupils of different social backgrounds and ethnicity play together well and co-operate effectively during lessons. Pupils are involved in discussions about rules and understand the difference between right and wrong. Relationships between pupils and between pupils and adults are generally good. During a range of subjects, including geography, history and religious education, pupils are taught about the richness of a range of cultures and religions. As a result, pupils see differences as positive.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education that is provided is good. Teaching and learning are good. The curriculum is broad, balanced and enriched very effectively. Weaknesses exist in arrangements for health and safety, although guidance and personal care of pupils are good. Links with the community are generally very good.

Teaching and learning

The overall quality of teaching and learning is good, and includes very good elements. The use of assessment of pupils' progress is good.

Main strengths and weaknesses

- Good teaching and learning have been maintained since the last inspection.
- The *National Literacy and Numeracy Strategies* are used effectively.
- Learning resources and links with the community are used very effectively to enhance pupils' learning.
- Extensive procedures for assessment, especially in English and mathematics, are used effectively to help teachers plan and to place pupils in suitable teaching groups.
- Arrangements to ensure that pupils of different prior attainment, backgrounds and ethnicity receive equal opportunities to learn are good.

Commentary

13. At the time of the last inspection, the quality of teaching was good and contributed significantly to the quality of education. Teaching and learning remain good, with a high proportion of very good teaching - an excellent lesson occurred in Year 3, in mathematics. The previously strong picture found in the inspection of 1999 has been maintained. In fact, the proportions of good and very good teaching have risen slightly. As indicated in the table, over a quarter of the observed lessons were very good and over half of the remainder were good. No unsatisfactory teaching was observed.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	9 (27%)	18 (55%)	5 (15%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

14. Teachers at the school have a thorough understanding of how to plan English, mathematics and science lessons, including the use of the *National Literacy and Numeracy Strategies*. Provision in mathematics has recently been the subject of review, evaluation and developmental work. This process has clearly met with success. Teachers' plans indicate the steps through which pupils of different prior attainments must pass and the skills that they need to develop in order to learn effectively. This particular element is not as consistently apparent during literacy hours. However, teachers and teaching assistants support pupils well and have strategies for introducing good ideas whenever they struggle with their thinking. Many examples of this good support were observed in different years and classes; when pupils write, for example, or when they need help with understanding of what they read. In science, enquiry and testing skills are planned and used effectively as the basis for teaching through the school. As a result of this good practice in these subjects, learning is thorough and pupils' achievements are good. Teaching and learning of this good quality result from strong and knowledgeable leadership in these subjects. Teaching that was directly observed in other subjects was also of good quality and reflected these strengths.
15. Teachers use learning resources, links with the community and the environment very effectively to enhance pupils' acquisition of knowledge and skills. In lessons in all age groups, frequent examples were observed when resources and similar teaching aids were used to help pupils follow key points of learning. For example, in a good lesson, in Year 5, calculators were used very well. As a result, pupils concentrated on learning the required mathematical operations and methods without becoming confused by complicated calculations. Other telling examples occurred in Year 6, enhancing learning in art and the humanities, when different classes went out to sketch the environment; to visit the local church, and to observe

at first hand how St Ives has grown geographically in historical stages. At other times, a visiting artist has shown pupils how to make a very attractive mural of the town and musicians, dancers, theatre groups and many others have also contributed to pupils' acquisition of knowledge and skills.

16. Procedures for assessment of pupils' work and tracking their progress are extensive in English and mathematics. National Curriculum tests are carried out in all year groups including, of course, statutory tests in Year 6. Standardised tests are also carried out soon after pupils enter the school in Year 3. Assessments are also made in science and new systems are currently being explored in other subjects, especially in information and communication technology and design and technology. The results of these assessments are used well to build up a picture of how quickly each pupil is progressing. If progress is not occurring as rapidly as it should, reasons are sought and acted upon. In English and mathematics, pupils are placed into sets based on their prior attainment and progress and further refinements into groups are made within these broader sets. Teachers are also good at assessing pupils' progress on a daily basis in lessons. They use this type of information to adapt their weekly plans, ensuring that what is taught is meeting pupils' current needs.
17. The school's good practice with regard to assessment has placed it in a strong position to provide equal opportunities for pupils from different social backgrounds and with a wide range of abilities. Those with special educational needs are very well served. Accurate assessments mean that these pupils' learning requirements are very well understood. As a result, resources are adapted well to their use and specialist equipment such as *booster tops* for desks, personal word-processors, as well as adapted everyday equipment are supplied as needed. All of this addresses pupils' learning very well and ensures that achievement in the case of these pupils is often very good. Work is also adapted well for pupils who demonstrate strong aptitudes and abilities and, as a result, more pupils than is the case nationally attain at higher than normally expected levels. Partnerships with other schools, including the local secondary school, are extensive and long-standing with many links already in place for a wide range of purposes. Such links are being explored further to improve provision for pupils with particular gifts and talents.

The curriculum

The curriculum provided is good, overall, with very good opportunities to enhance pupils' learning. Resources, staffing and the school's accommodation are good, overall. Space indoors is limited and presents problems for staff, while the grounds around the building are particularly good.

Main strengths and weaknesses

- Key strengths in the curriculum have been maintained since the previous inspection.
- Limited accommodation inside the building presents some difficulties for teaching.
- The curriculum is very well enriched through a range of sporting and other activities.
- The curriculum is planned effectively.
- The school has a strong commitment to inclusion and provides good opportunities for all pupils to engage actively in learning.
- The provision for pupils identified as having special educational needs is very good.

Commentary

18. At the time of the last inspection the curriculum was judged as relevant to pupils' needs and effective in promoting the school's aims. It reflected statutory requirements for teaching the National Curriculum, religious education and sex education. Staffing was good and resources were looked after and used well. These strengths in the curriculum have been maintained and opportunities for enrichment are very good.
19. Accommodation was considered to be very good in the inspection report of 1999. However, inspectors do not now consider that accommodation inside the building is always suitable or

sufficient. For example, it is necessary to use the hall as a classroom for some literacy and numeracy sessions; storage space is relatively limited and two classes are housed in mobile classrooms. With their hard work and careful planning, the staff make light of these difficulties. Nevertheless, the situation is far from ideal and even some of the main classrooms are relatively small, making it difficult, especially for older (and therefore taller and bigger pupils in Years 5 and 6) to move about easily in their rooms when the demands of a practical subject require it. It is a testimony to the good attitude of these pupils that they move from room to room as quickly and efficiently as they do when they go into their sets. Conversely, outdoor space and facilities are very good, with plenty of space and a variety of habitats that enhance learning in many subjects.

20. Statutory requirements are in place, with up-to-date and regularly reviewed schemes of work and policies that are used effectively as the basis for lesson plans. Religious education is based on the locally agreed syllabus and the governing body meets legal requirements in providing policies for sex education, special educational needs and related matters. Learning resources are of good quality and meet the demands of the curriculum very effectively. What is taught is very well enhanced by a variety of sporting activities and other opportunities for learning. For example, themed history days are planned. A recent Tudor day involved pupils in dressing in fashions of the era, preparing food and many other similar activities. Such themed days and visits are strongly linked to what is laid down in the National Curriculum and the school's schemes of work, and therefore promote learning and achievement very effectively. Concerts and performances provide rich opportunities for the performing arts and a very wide range of lunch-time and after-school clubs are available to pupils. The expertise of other agencies is used effectively, particularly in physical education and music. Experience of modern foreign languages has been introduced in Year 5 with support from *The Esme Fairbairne Foundation*. The expertise of natural speakers of foreign languages in the area is also harnessed to support pupils who are at the very early stages of learning English, although this is not always possible. The local area and school grounds are used very well to support work in geography and science. A further notable link has been established with *Eco-Schools*. This organisation's bronze and silver awards have been gained in subsequent years. Pupils have been involved in planting an orchard in the school grounds to preserve varieties of fruit that are no longer grown commercially
21. The *National Literacy and Numeracy Strategies* are used effectively and form the basis for planning lessons in English and mathematics. Planning is good, overall, with teachers in each year group working together, which contributes well to the good quality teaching and learning that was observed. Time allocated to each subject is similar to what is recommended nationally. In-service training is used well to develop teachers' professional knowledge of subjects in the National Curriculum. Mathematics and information and communication technology are examples of subjects that have recently been reviewed and developed successfully.
22. Commitment to including all pupils in what is provided is good, owing partly to very well managed provision for pupils with special educational needs, for those pupils with social, emotional and behavioural difficulties, and for the sensitive induction of pupils of different backgrounds and ethnicity. As a result, the curriculum is adapted successfully to meet individuals' needs. In English, mathematics and science, sets are used flexibly and pupils' learning and progress are assessed regularly. If pupils find a particular task too difficult or are particularly adept, they are moved temporarily to another suitable group. This fluidity allows them either to revise what they have learned or to try more challenging work. Pupils are also prepared well for all subsequent stages of learning, including secondary transfer, for which a teaching programme that begins work in Year 6 and completes it in Year 7 has been introduced.

Care, guidance and support

Owing to weaknesses in procedures for monitoring health and safety, arrangements for pupils' care and welfare are unsatisfactory, overall. However, the provision of support, advice and guidance is good and involvement of pupils in what the school provides is also strong.

Main strengths and weaknesses

- Adults in the school take very good care of pupils.
- The governing body does not have an adequate system to oversee health and safety arrangements, and written risk assessments are missing.
- Pupils trust their teachers and other staff.
- The school monitors and guides pupils' progress effectively through the school.

Commentary

23. As at the time of the last inspection, adults in the school are very supportive of pupils and know them well. Parents are pleased and see the school as a caring community where staff are approachable if any problems arise. In particular, parents agreed that their children settled quickly when they first came into Year 3. One of the main reasons is that good links have been established with the adjoining infant school. Pupils in the infant school visit on various occasions and teachers in Year 3 liaise effectively with their Year 2 counterparts. Year 6 pupils act as "buddies" to pupils in Year 3 when they arrive. Pupils consider that they are supported very well by the staff and know to whom they would go if they needed help. They also consider that their teachers listen to their ideas. The school provides several opportunities for them to express their opinions, including occasions in class, during lessons when they sit in a circle and talk about matters that concern them, and through the school council.
24. The school follows local procedures for child protection, and teaching and support staff have received guidance on how to deal with any concerns that might arise. Arrangements for first aid are good and nearly all staff have received training; records of treatment are kept, and letters are sent to parents if pupils bump their heads. Teachers ensure that pupils are aware of health and safety issues during lessons, such as science, and design and technology. The caretaker and other staff take action if they spot any problems around the school. While assessments of risk are in place for visits off the premises, as required under health and safety procedures, the school has few written risk assessments for activities within the school. In addition, governors have no arrangements to ensure that they oversee safety procedures. For example, they do not have representation on a school safety committee, as outlined in the local authority manual.
25. Assessments of pupils' academic progress are analysed and monitored well. The results of such analysis are made available to staff and the implications are discussed fully between class teachers, key co-ordinators and senior managers. Most pupils' personal development is not formally recorded. However, pupils' personal qualities are well understood by the staff and the school's work in this aspect is successful. Monitoring of provision for pupils with social, emotional and behavioural difficulties is, however, established well and information passes effectively between the special needs co-ordinator, social inclusion worker and class teachers. Parents and outside agencies are also involved. The personal, social and health education programme contributes well to pupils' understanding of living in a society and is enabling them to start to understand their feelings and relationships. Pupils' self-esteem is raised by a good range of rewards, including praise and recognition in class and assemblies. The variety of lunch time and after-school clubs encourages pupils of different ages to work together. Residential trips are provided for pupils in Years 4, 5 and 6. Pupils speak very highly of these opportunities and themselves agree that the experience enhances their social skills and independence.

Partnership with parents, other schools and the community

Links with parents and other schools are good and links with the local community are very good.

Main strengths and weaknesses

- A large majority of parents hold the school in high regard and are pleased with what it provides.
- While information about progress and learning is often very good and well presented, parents are not always well-informed about other matters.
- The involvement of a wide range of organisations and individuals in the community extends pupils' experiences well.

Commentary

26. In their responses to questionnaires and at the pre-inspection meeting, a large majority of parents showed that they are pleased with what the school provides. This situation is similar to what was reported in 1999. Parents believe that their children like school; that the staff expect pupils to work hard, and that good teaching means that their children make good progress. A few parents expressed concerns about behaviour. However, inspectors found that nearly all pupils behave well and that the staff deal effectively with occasional squabbles that might arise.
27. Some parents help in school and others assist the staff in accompanying pupils' visits to places of educational interest. The school sends out its own questionnaires to parents, though they are usually focused on particular areas of school life. Each week the school sends home attractive newsletters about general matters and highlights particular events. This good communication includes outlines of what each year group will be studying and is supplemented with other letters when necessary. The school also runs occasional sessions on, for example, mathematics and family learning. Teachers are readily available at the end of the day, often coming into the playground with their pupils. Many relaxed, informal conversations were seen taking place on these occasions, so it is apparent that parents are usually comfortable in approaching and talking to members of staff. Year 6 pupils have a homework diary, which includes useful comments from teachers, helping parents to understand how their children are getting on. Annual reports on pupils' progress, provided in the summer term, offer a good summary of what they know and can do in English, mathematics and science, together with targets for improvement. An indication of progress in the other subjects is also included. Many parents commented that this document is a marked improvement on what it replaced. This provision is informative and frequent. However, a number of important issues were raised in the meeting, about which parents did not appear sufficiently well-informed. For example, some felt that the headteacher and governors did not have the will to carry out a refurbishment of the pupils' toilets. This view seemed to have arisen because parents did not have sufficiently detailed information. While delays had occurred, they were beyond the control of the school's management. A similar pattern emerged with regard to concerns about wasted expenditure on resituating the library. In fact, very little cost was incurred as the second move used furniture that had already been in the school. Inspectors did not agree with those parents who suggested that the school applies its system of awards unfairly. Inspectors support the view of staff that higher standards should be expected of pupils who already work and behave well, so much more should be expected of them in order to gain rewards.
28. As at the time of the last inspection community links are wide ranging. An active association of parents and friends of the school is effective in running both fund-raising and social events. Pupils' understanding of society is enhanced by visits to religious buildings, participation in the local carnival and collections for charity. The school choir entertains elderly people and from time to time sings with a choral society. Learning is enhanced by links with museums and similar institutions in the locality and further afield. The school gains the support of local people in a variety of community groups that use the school's facilities extensively. Pupils take part in sports' tournaments with other schools, and contacts at the secondary school help

to smooth the transfer of pupils into Year 7. The school's work in developing the local cluster of schools has provided shared training opportunities, developing expertise and has led to improved relationships with the nearby infant school.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good and the leadership of the headteacher and key staff is very good. The governing body fulfils its role well.

Main strengths and weaknesses

- Governors carry out their responsibilities effectively, although weaknesses in procedures for health and safety were apparent.
- The leadership of the headteacher and key co-ordinators is very good.
- Management of provision for pupils at an early stage of speaking English as an additional language does not always result in focused support for these pupils.
- Management of the staff's performance and professional development is good.
- Management of the school's finances and resources is good.

Commentary

29. Governors understand the school's strengths and weaknesses and their contribution to leadership and management is good. At the time of the last inspection, the school's provision was strong and only minor issues were raised. These points were related to improving assessment and the reporting of pupils' progress and have been fully addressed. Governors fulfil their role well, supporting the headteacher and staff, while asking pertinent questions about how achievement is maintained. In general, governors fulfil their statutory responsibilities diligently, although some required procedures in the recording of health and safety risks are unsatisfactory.
30. The headteacher provides very good leadership. He has good ideas and strong aspirations for the school's future, which are communicated well to staff and governors alike. He has an effective senior leadership team, which shares this very clear agenda for further improvements. The priorities identified in the school development plan are appropriate and are closely linked to the school's budget. Senior managers and staff maintain the school's commitment to inclusion and provide very good role models to pupils, including effective monitoring and checking of what goes on. All of this provides the basis for the school's positive climate for learning and pupils' continued good achievement.
31. The school is well managed. Co-ordinators have a good grasp of standards in their subjects and contribute to planning for improvement, supporting their colleagues well. Their involvement in monitoring and evaluating the quality of teaching and learning in their subjects is beginning to increase. The special educational needs co-ordinator manages this aspect very well. However, provision for pupils whose English is at an early stage of acquisition is not consistently focused on the specific development of vocabulary as needed in the classroom.
32. Procedures for management of the staff's performance are good, and are linked well to developmental. These procedures are evident in the school's award as an *Investor in People* and its current involvement in the *Primary Leadership Programme*. Identified areas for development provide the basis for subsequent priorities in improvement plans. Progress towards priorities are monitored closely and reported regularly to the governing body.
33. The financial and day-to-day management of the school is good. The effective work of the office staff ensures that the school runs smoothly. Governors are involved fully in financial planning. They monitor the budget closely and ensure that financial decisions and spending

are linked to the priorities for development identified in the improvement plan. Principles of best value are applied to the purchase of services and resources. Minor issues raised in the last audit report have been addressed fully. The school provides good value for money.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	894,306	Balance from previous year	72,694
Total expenditure	848,033	Balance carried forward to the next	118,967
Expenditure per pupil	2,650		

34. The school's balance to be carried forward is larger than is usually the case. The main reason is that it contains committed funding for capital projects including funding for the refurbishment of pupils' toilets.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Nearly all pupils achieve well because of good teaching and learning.
- Good standards in reading are achieved.
- Writing is good with only minor weaknesses.
- Leadership and management of the subject are very good.
- Assessment is used effectively to group pupils.

Commentary

35. Nearly all pupils achieve well in relation to their prior attainment and make good progress. In Year 6, overall standards in work seen are currently above average in all aspects of English, largely because a significant group is achieving at above normally expected levels for their age. That said, this year has a larger than usual group of pupils with special educational needs, who have been well catered for and, as a result, a few of these pupils are attaining at around the expected level. This level represents very good achievement in the case of these pupils. The school's effective teaching is based on analyses of each individual's past performance and includes well-targeted lessons in sets that are organised on the bases of this analysis. Such practice allows teachers to plan more efficiently for the learning needs of those pupils in their class. Nearly all pupils achieve well in relation to their capabilities, including those with learning difficulties that provide significant challenges, for whom adaptations of what is taught are often very good.
36. Most 11-year-olds demonstrate well-developed speaking and listening skills in the way that they explain their views. Their contributions to discussions show how much they gain from their teachers' effective questioning and opportunities for talk with a partner. On occasions, a few pupils have difficulty in sustaining concentration, and several pupils lack confidence in projecting their voice when they speak to a large group. The school has rightly identified the need to develop a formal approach to assessing pupils' speaking and listening skills. Many pupils of all age groups read with a high level of accuracy, fluency, understanding and expression. Achievement is good and standards are above those normally expected. Only a small minority has difficulty in this respect, mainly those who are at an early stage of speaking English as an additional language. To some extent, this is understandable; however, it is also partly owing to a lack of focused support on this aspect in the classroom for these pupils. In general, however, the school's systematic approach to the teaching of reading, including its well-established guided reading sessions, ensures that pupils read to a good standard. The availability of a good range of books, including those in the school library, together with an encouragement to read for pleasure at home, is working well for the large majority. Pupils also taught good research skills in the context of a range of subjects across the curriculum, including the use of the Internet in information and communication technology.
37. Pupils' writing skills are also well developed. Pupils respond enthusiastically to the opportunity of writing for different audiences and purposes. Year 6 pupils were observed writing diary entries and poems based on the feelings and emotions expressed in a story. The use of persuasive language was seen in Year 5, while pupils in Year 3 made good progress writing letters, and those in Year 4 did so producing their own playground rhymes. By Year 6, several pupils, working at higher than expected levels, employ a very good range of vocabulary including connectives, metaphors and similes. Some of these pupils have recently

won prizes in the Rotary Club's *Young Writer of the Year Competition*. Handwriting, spelling and presentation have improved since the last inspection, although the use of pens is not taught early or systematically enough.

38. Pupils' generally good achievement occurs because teaching and learning are good, sometimes very good. Teachers and teaching assistants understand their roles well and during literacy hours; the engagement of pupils and the quality of questioning are good. A slight weakness is that not all teachers adapt tasks sufficiently to meet the needs of the full ability range within their set. When this occurs, some loss of time results because further explanation is then required to enable strugglers to understand what to do. Nevertheless, control of pupils and classes is good and use of resources is another consistently strong feature. Visitors such as story tellers, poets and actors from the *Young Shakespeare Company* enrich what is taught very effectively, and make a strong contribution to pupils' personal and cultural development.
39. Leadership and management of the subject are strong. Extensive and effective monitoring and assessment procedures are in place, and literacy hours are well resourced. Links with other schools, including those from which pupils enter and those to which they go in Year 7, are being strengthened.

Language and literacy across the curriculum

40. Literacy skills are used well across the curriculum. Good emphasis is placed on learning new vocabulary that is specific to other subjects and literacy skills such as factual writing are being used throughout the school. Pupils record results of their investigations in science; they report fieldwork and weather conditions in geography, for example, and describe various events and artefacts associated with historical topics such as ancient Egyptian pyramids and the Second World War. Another telling example occurred when stories were developed through artwork at the top end of the school.

Modern foreign languages

41. In Year 5, the curriculum is enhanced with a programme of modern foreign languages. This provision is part of a scheme arranged through *The Esme Fairbairne Foundation*. The rationale is to promote ways of introducing the teaching of foreign languages with resources that are already available, in preparation for the future introduction of similar work into primary schools nationally. One of these sessions, which featured **German** was observed during the inspection. The quality of teaching was good. As a result, pupils responded enthusiastically and learning was also good. They acquired several basic words and phrases for use in social interaction.
42. Part of this scheme also involves learning about the people who speak the featured language(s) and aspects of their way of life. In this way, links are established with geography and history, and good opportunities arise for pupils' further cultural development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and achievement is good.
- Teaching and learning are good.
- Arrangements for pupils with special educational needs are very good.
- Leadership of the subject is very good.

Commentary

43. At the time of the last inspection, in Year 6, standards in mathematics were very high compared with other schools nationally. Often, pupils entered the school with already high standards for their age, so that their attainment was maintained at a high level and achievement was good. While overall achievement remains good, attainment on entry is not as consistently high, and more variation occurs from year to year, owing mainly to an increase in numbers of pupils with special educational needs. This feature is the main reason that National Curriculum test results are now more erratic and standards are not quite as high. Nevertheless, results were still well above average in 2004 and the work of many pupils seen through the school is currently above expected levels. Overall, standards are above average in Year 6. Pupils' understanding of place value in numbers and their uses of different operations to solve problems is good. Similarly, their skills in work in shape, position and space, and data-handling are often in advance of what is normally expected.
44. Teaching and learning are good. The teaching of mathematics has recently been a focus for development and this attention has clearly been effective, suggesting that co-ordination of the subject is carried out very ably. For example, no teaching of less than good quality was observed and several very good lessons were also seen. Planning is nearly always good and teachers use resources very well. In Year 6, for example, very good teaching took place, using a programme related to pupils' forthcoming transfer to secondary education. Pupils learnt to use their prior knowledge of factors and multiples in a new situation. They employed letters of the alphabet that were coded numerically to make anagrams in the context of the "commutativity of multiplication". By the end of the session, nearly all of them had made good progress and were finding solutions of their own.
45. Provision for pupils with special educational needs is very good. The clearest example occurred in a set of lower-attaining pupils in Year 3. This lesson was excellent. Pupils were shown how to organise information with the use of *Venn* circles. A range of simple mathematical resources, used by the teacher and teaching assistants in a bright, pacy manner, resulted in very interested pupils. As a result, by the end of the session, they were able to sort coloured sweet wrappers and other objects into the correct circle, and were ready to progress to ideas about *Venn diagrams* with circles that intersect. Provision for pupils with special educational needs was very effective. For those with a statement, specialist equipment was to hand and used to assist with understanding and to focus concentration on tasks. For pupils with other types of need, adaptations of work were very apt, so that they were enabled to follow and make rapid progress, often close to that of all other pupils in the set. Good examples of these types were seen in nearly all lessons where pupils with special needs were present. However, another different feature typified this lesson. A bilingual adult speaker of Spanish was present, and she was able to support a newly arrived pupil whose knowledge of English was at a very early stage. Educational inclusivity was remarkable and set this excellent lesson apart from others. Every good feature of the school's provision came together in abundance, exactly matching the requirements of each individual in the group and producing very rapid progress. Another strong feature of provision is that pupils are taught in sets, known as core, extension and support classes. As a result, pupils' needs are frequently very well met. If they experience too much difficulty or find something easy, teachers use these groups flexibly to move pupils to a more suitable group. In this way, a particular topic might be repeated or more challenging work might be attempted as required. Sometimes these moves are for a short time, because a pupil finds a particular idea too hard. Then, as soon as the difficulty is overcome, they are moved back.
46. Leadership and management of the subject are very good. Monitoring and evaluation have been used successfully to establish points for improvement and appropriate action has led to consistently good teaching. As a result, good achievement is based on ensuring that skills are built on successively in planning as pupils move through the school. A clear example of this feature was observed in Year 4, when pupils used previous work with *Venn diagrams* to approach tasks using *Carroll diagrams*. Procedures for assessment are used extensively to

ensure that what is taught matches requirements. Further development, in association with the local group of schools, is planned to ensure that higher attainers and gifted and talented pupils continue to attain the high standards that they should.

Mathematics across the curriculum

47. The use of mathematics across the curriculum is good. Teachers use cross-curricular approaches in their work. As a result, pupils apply simple mathematical skills in various situations. For example, they use time-lines in history and order events. Problem-solving is often treated as a cross-curricular learning skill, when questions of a mathematical nature arise in, for example, science or design and technology. Pupils' mathematical skills make a positive contribution to their achievements in subjects such as art and design, when they use shape and pattern effectively, for example, in Year 3. Simple computer programs are used regularly to consolidate number skills and to extend learning in data-handling.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above average.
- Teaching and other provision are based securely on previous learning.
- Pupils have generally good attitudes towards the subject.
- While marking evaluates and encourages, it is not consistently informative, so opportunities are missed to tell pupils how they might improve.
- Leadership and management of science are very good, based on careful evaluation of standards and the progress pupils make.

Commentary

48. Overall, standards are above average in Year 6, which is attained from an overall average level of attainment on entry. Pupils produce good amounts of well presented work, including those with identified special educational needs. Achievement, overall, is good amongst all groups of pupils, including those who speak English as an additional language. This good level of achievement has been maintained since the previous inspection.
49. The quality of teaching and learning, the curriculum and what is taught are good, overall. This provision is based on a good practical approach that contributes well to pupils' understanding. Pupils make good progress in lessons, because teaching is securely planned to enable progress from a solid base of things that they already know and understand. A good example is found in the area of life and living processes. In Year 3, teachers employ interactive whiteboards very effectively to enhance learning about plant life and growth. This learning about plants is developed well in Year 4, when pupils move on to studying animals in a range of habitats. Further development of understanding of life and its processes occurs in Year 5, when pupils learn about issues related to healthy organisms and how to maintain their own well-being. Progress is carefully monitored. The school uses particular areas of teachers' expertise effectively to promote learning. In Year 6, for example, pupils are well prepared for their transfer to secondary education in a transition programme that covers topics related to changes in materials and explorations of bubbles of air. Each teacher plans a different approach, which is then shared.
50. Pupils have generally good attitudes towards scientific studies and experiments and are nearly always attentive and interested. They apply themselves well to their tasks. As a result, much of their recorded work is detailed and neatly presented. Support for pupils with special educational needs is positive, which promotes self-esteem, so that these pupils also make good progress, even though support staff are not always provided in science lessons.

51. Pupils' work is marked regularly. This marking is good in terms of offering encouragement and summarising the standard reached. However, it does not consistently include comments about what could have been better and how improvement might be achieved. An exception is in Year 5, where remarks of this kind are more frequent. Another relatively weaker aspect is in missed opportunities for pupils to share their ideas and work collaboratively during observational studies.
52. Resources are good, overall, and the school grounds are used very effectively to promote learning in science. Leadership and management of science are very good. The co-ordinator has a very clear vision of how to improve standards and maintain the good progress that has been made.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils have good skills in using computers and other technology.
- Teaching and learning are good, overall, and very good in Year 3.
- Leadership and management are very good.
- Resources are good, overall, and are to be developed further.

Commentary

53. By Year 6, standards are above average, including many pupils who work at a level above that normally expected for their age. Amongst younger pupils, standards are particularly good. Standards were also good at the time of the last inspection. However, requirements in the subject have moved on since then. Good planning for the future and developments in provision have therefore contributed to positive change. Pupils' overall achievement is good, with all groups, including those with special educational needs making good progress. Furthermore, new technology is used advantageously to support these pupils, helping them to make progress.
54. Teaching and learning are good, overall, and often very good in Year 3. For example, in a lesson in Year 3, very good expertise shown by the teacher linked to very good support from a teaching assistant meant that pupils acquired skills rapidly. Pupils stayed on task very well and achieved a good level of work for their age. Their skills in using databases to collect and classify information were above what is normally expected at their age. This work also provided good examples of cross-curricular links with science, as pupils sorted fruit by recognising different criteria. Skills in word processing are used frequently to support learning in literacy. In Year 5, pupils are taught to use geometric tools effectively, to create objects on-screen and, by then, they are also familiar with some applications in spreadsheets and databases. The approach is based on pupils developing such skills in practical situations in other subjects. For example, in Year 4, pupils learn to make repeating patterns using imaging techniques. Their new skills are linked closely to art and design and used to create patterns that might be seen in Islamic art. In this way, pupils' cultural awareness is also raised. Programs that generate diagrams, graphs and charts support work in numeracy and for recording scientific observations.
55. Leadership and management of information and communication technology are very good. A policy for safe access to the Internet has been drawn up by the subject leader and governing body and meets statutory requirements. Developments in provision are planned carefully and effectively, and implications for resources are thought through properly. This very good management results in good resources that are subject to frequent review to check when further updating and replacement is required. An example is that interactive whiteboards are to be introduced into all classrooms. This equipment is presently being very well used in

Year 3. A well-organised computer suite is available and is used effectively by all year groups, allowing the focused tuition of particular skills that can be used subsequently in other situations, helping pupils to learn.

Information and communication technology across the curriculum

56. Information and communication technology is used well to support learning in other subjects. Specific computer skills are mainly taught in the suite and then used in other situations in subjects across the curriculum. In literacy and history in particular there is good evidence of the range and variety of uses that are offered to pupils in their work. For example, a power point presentation on *Macbeth*; pupils' letters to describe life as an evacuee in the Second World War, and work based on the diary of Anne Frank, are all examples.

HUMANITIES

57. These subjects were not amongst the main focus for the inspection, so no overall judgements of provision, strengths or weaknesses have been made. However, two lessons – one in each subject – were observed. Discussions with staff and pupils also took place and samples of pupils' work were seen, so these elements are reported below.
58. Both lessons observed were of good quality. That in history enabled pupils to find out successfully what life was like in ancient Greece and, in geography, how water is cleaned after we have used it.
59. Planning indicates that the National Curriculum is taught effectively and that both subjects have strong cross-curricular links. Field trips, visits to museums and historical sites, expert visitors and days when pupils and staff dress and carry out role-play in the style of an historical era, all enhance teaching and learning very effectively. In **geography** activities for younger pupils are often focused on the locality. This good practice enables comparisons with and explorations of, for example, mountainous environments to be carried out with older pupils. Opportunities for pupils to develop map-reading skills are provided, while good links with the *Eco-Schools Project* enhance opportunities in environmental geography. In **history**, older pupils have made good studies of Britain since 1930, while younger pupils have found out many facts related to settlers such as Anglo-Saxons and their influence on the development of England. Good teaching has succeeded in placing an emphasis on pupils' use of historical evidence and artefacts to make arguments about the validity of historical research.
60. Both subjects gain from good leadership and management. The co-ordinators have a clear understanding of what works well and what needs developing further in their respective subjects. They have already identified the possible use of drama in history, and increased fieldwork and the purchase of new atlases in geography. Improvements since the last inspection have been good with regard to the introduction of non-European history and on teaching geographical skills, rather than simply facts, in a more systematic way.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Teaching and learning are good.
- Assemblies are used well to raise awareness of major world faiths.
- Good co-ordination has correctly identified that monitoring and assessment are not sufficiently systematic and that visits to places of worship are not sufficiently broad in scope.

Commentary

61. The requirements of the locally agreed syllabus are met by the end of Year 6, and many pupils exceed them. Achievement is good and similar to that found in the last inspection. Pupils develop a good understanding of the main teachings associated with major world faiths. For example, they study Christianity with a focus on the Christmas story, rites of passage and the events of Holy Week and Easter and they gain a great deal from visits to a local church. They know about the Buddhist teaching related to *The Eight-fold Noble Path* and *Guidelines for Living*. Their awareness of the meaning of *Sabbath* and its significance for a Jewish family was reflected in a lesson that was observed in Year 4, while Year 5 pupils were observed learning how Sikh children are given their names. Younger pupils learn about the Holy Koran and Muslim clothes.
62. Teaching observed was good, reflecting secure knowledge and a planned approach to the use of relevant vocabulary and appropriate resources. This good teaching has a strong impact on learning, although samples of work indicate that its outcomes are often oral, with less written work than in other subjects. Pupils show a great deal of enthusiasm in exploring family celebrations such as birthdays and those related to coming-of-age in a range of faiths and cultures. Another feature of good teaching is that pupils behaved well in observed lessons and demonstrated respect for cultures and beliefs different from their own.
63. Themes followed in assemblies contribute well to pupils' religious awareness, and stories such as *Joseph's Many Coloured Coat* make a good contribution to their spiritual, moral, social and cultural development. Cross-curricular links are established, with the study of gods and goddesses in ancient societies such as those of Egyptian and Greek antiquity and how religious ideas have developed since.
64. The headteacher recently visited a Mosque, and saw at first-hand the importance of its place in Muslim pupils' learning. This visit has also opened the possibility of a new link that the school is seeking to develop further. It is understood that, other than to local churches, pupils' visits to places of worship to enhance learning are not frequent enough. Nevertheless, management of the subject is good. The co-ordinator, although relatively new to the post, has a clear view of what needs to be done next. For example, procedures for monitoring and assessing progress are underdeveloped and rather informal, with little recording. A lack of expertise has been identified in this respect. Successful steps have already been taken to ensure that planning cuts out unnecessary repetition of topics or any omissions that might have occurred.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. These subjects were not a main focus of the inspection, so no overall judgements in provision, strengths or weaknesses have been made. However, two lessons in each of design and technology and music, and one in the violin were observed. Pupils were observed in a dance session, during part of a lesson in Year 4, and a little coaching was observed after school. Samples of work were made available and displays around the school were seen. Some informal discussion with pupils took place and discussions with teachers were held. These aspects are reported below.
66. At the time of the last inspection, standards were above those normally expected in all these subjects. On the bases of the lessons and work that were sampled, standards have at least been maintained.
67. In **art and design**, pupils' work indicates a strong emphasis on the development of skills. Examples of how the scheme promotes good progress were observed. In Year 3, pupils' studies and creation of patterns is linked well to their cultural development by including work on Islamic art. In Year 4, a display of mathematical work showed how ideas of pattern are taken further. A study of shapes that tessellate provided useful artistic starting points for development in mathematics. Pupils' work in the style of Paul Klee also indicates a strong emphasis on observing and using particular approaches and skills. In Year 6, work with fabrics, using resist and batik methods provides opportunities for further study of art in

different cultural settings and nearly all the work that was seen was of a high standard. Visits and visitors are used effectively to raise the profile of the subject and to provide pupils with insights into how famous and living artists develop their talents. A notable example was the partnership with Alexandra Baraitser, a local artist, who worked with pupils to create a mural of St Ives.

68. In **design and technology**, a similar good emphasis on the development of specific skills as that seen in art is apparent. This focus on skills enables pupils to produce work of good quality. For example, in Year 5, pupils designed and made containers, so skills in the use of clay were introduced to enable them to make jars, pots and vases. This work was linked closely to art and design, as many pupils were given time to decorate and glaze their work, so the finished product would look attractive as well as fulfil its purpose. In both the lessons that were observed, one in Year 4 and the other in Year 5, teaching and learning were very good. As a result, pupils made rapid progress, standards were high and they achieved well. In Year 4, they achieved very well in understanding several of the linkages and mechanisms in pop-up books. This work was a preparatory exercise, leading into their own designing and making of such books for younger children. Links with other subjects were again a strong feature. During literacy sessions, pupils were challenged, not simply to think of a fairy tale that they knew already, but rather to write their own story for this pop-up book. In both lessons, another very strong feature was the provision and use of resources. In Year 5, pupils explored examples of real moving toys, looking at cams, shafts and pivots, working out the effects of features such as off-centre joints, followers and how to turn linear motion into rotary motion or vice-versa. This very good provision results in very interested pupils, who enjoy what they do. This lesson was characterised by several little shrieks of delight, when pupils made toys work. At the same time, learning was of a very high calibre, as was seen when questioning showed how well they had understood the task, forming their ideas of how what was observed could later on be used in their own designs.
69. In **music**, in the lessons that were observed, teaching and learning were not as strong as in design and technology. None the less, the quality was never below satisfactory and usually it was good. A lesson in the violin was of good quality, involving an early learner. This pupil explained to an inspector that she was not yet used to playing in front of someone else, but she coped confidently. She chose *Summer Sun* to play in the lesson. The teacher's questioning was of good quality, focusing well on the requirements of the instrument and the music. In the satisfactory lesson, after listening to part of Stravinsky's *The Firebird*, pupils were to write down ideas that they could interpret, using various instruments, in compositions of their own. As insufficient emphasis was placed on choosing characteristics that could be interpreted as sounds, a few pupils had not fully understood this aim of the lesson. Nevertheless, learning was satisfactory, as good questioning ensured that pupils thought about the different effects that instruments could produce. In a lesson in Year 3 on the pentatonic scale, good methods and uses of other adults present ensured that all pupils progressed well. Provision for pupils with special educational needs was a strong feature of both these lessons. In one case particularly, prompt action dealt effectively with an emotional difficulty. As a result, a potential interruption in learning for other pupils was successfully avoided.
70. Music is used to enhance pupils' cultural development and daily life in school. For example, pupils enter assembly to music and the title and composer of what is played is placed on to a noticeboard for all to see. Singing in assembly is of a good standard. Concerts and productions are prepared and parents and friends of the school are invited as the audience. Parents are generally very pleased with the standard of these productions and most pupils enjoy the opportunities to perform in them.
71. In **physical education**, coaching sessions and observations of pupils in a Year 5 dance class indicate that a good standard of work is achieved. On all occasions, pupils moved confidently with good control and co-ordination. The Year 5 lesson focused on encouraging pupils to move in a sequence of fluid movements to music from *Pictures at an Exhibition*. They succeeded well, achieving good variation when the music indicated change.

72. An extensive range of opportunities is offered for pupils to engage in physical pursuits. Activities involve taking part in tournaments that include netball and football; a very good variety of games and sporting clubs are available, and gymnastics is also provided. The school grounds provide very good space and facilities for these activities and contribute much to the development and honing of skills. While the school hall is of a good size, it serves many purposes and, at times, part is used as a normal classroom for sets in English and mathematics, which restricts its availability, so its use has to be carefully planned. Nevertheless, resources are good, overall. New climbing apparatus has been purchased recently with help from the parents' association and the school benefits from a swimming pool on site. This pool is used by pupils in Years 3 and 4. Older pupils from Year 5 onwards use the larger and more challenging facilities at the local secondary school. As a result, the vast majority of pupils learn to swim 25 metres by the time they leave Year 6 and many exceed this distance, with good skills in a variety of swimming strokes.

Co-ordination of creative, aesthetic and practical subjects

73. Co-ordination of these subjects is good. The co-ordinators of each are knowledgeable and have good plans for developing provision in the future. In physical education, for example, two subject managers are in place and are very well qualified: one as a gymnastics coach and the other as a swimming instructor. These skills are put to very good use throughout the school. In all these subjects, plans of what is to be taught have been very carefully formulated and offer good guidance as to what pupils are to learn in each year group.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. One lesson in **personal, social and health education** was observed in Year 6; discussions with staff took place, and planning was scrutinised. These elements are reported below.
75. Teaching and learning in the observed lesson were good. This lesson focused on helping pupils to distinguish between fact and opinion. It took place against a context of the use and misuse of drugs and alcohol. It was well resourced, with a set of printed statements about drugs. These resources were used effectively in small groups. Pupils decided whether each statement was factual, or whether it was simply someone's opinion. By the end, pupils had made many accurate decisions deciding, for example, that "MISUSING SOLVENTS CAN CAUSE DEATH" is a fact. What was taught was realistic and produced good teaching about logic and links with the language of probability. For example, the teacher drew the distinction between the statement as given, and one that might say "IF YOU TRY GLUE YOU WILL DIE". He explained how a statement of this type is not a fact, because, however likely it might be, it is not a certainty.
76. The school's scheme provides opportunities for pupils to learn about healthy eating, keeping safe and working co-operatively with others. Furthermore, it includes a good programme of induction to secondary education for pupils in Year 6. Pupils are also given opportunities to acquire information about what it means to be a good citizen. Links have been established with residents in local sheltered accommodation and a school council enhances pupils' ideas of democratic processes by offering them this practical application.
77. Strong links with personal development occur during sessions when pupils sit in a circle and raise or discuss matters of importance to them. For example, pupils are involved in discussions about rules and are taught principles that help them to decide between right and wrong. Other strong cross-curricular elements of what the school provides are found in a range of subjects, including geography, history and religious education, when pupils are taught about the richness of other cultures and religions. As a result, pupils see such differences as positive. Work on personal safety is linked successfully with safe practice in physical education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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