

INSPECTION REPORT

RAVENSTHORPE PRIMARY SCHOOL

Peterborough

LEA area: Peterborough

Unique reference number: 110761

Headteacher: Mrs E A Walmsley

Lead inspector: Keith Sadler

Dates of inspection: 18th - 20th April 2005

Inspection number: 269463

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: | 199 |
| School address: | Brigstock Court Peterborough Cambridgeshire |
| Postcode: | PE3 7NB |
| Telephone number: | (01733) 263 342 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Canon Mostyn Davies |
| Date of previous inspection: | 21 st June 1999 |

CHARACTERISTICS OF THE SCHOOL

Ravensthorpe is an average sized primary school. The school is located in a housing estate in the north-west area of Peterborough. Pupils come from mainly below average socio-economic backgrounds. The percentage of pupils known to be eligible for free school meals is above the national average. The percentage of pupils whose first language is not English is high. Children's attainment on entry to the school is well below that found nationally. The percentage of pupils identified as having special educational needs is well above the national average. The school has a particularly high proportion of pupils that move into or out of the school at times other than normal admission or leaving dates. For example, 38 of the 199 pupils on roll at the beginning of the year either left or joined the school during the last year.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------|----------------|---|
| 16405 | Keith Sadler | Lead inspector | English English as an additional language Music Information and communication technology Physical education |
| 32741 | Ian Stewart | Lay inspector | |
| 22460 | Trish Davies | Team inspector | Foundation Stage Science Religious education |
| 32925 | Richard Hill | Team inspector | Mathematics Special educational needs History Geography Art and design Design and technology |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ravensthorpe Primary School provides a sound education for its pupils. Its **effectiveness is satisfactory** and it provides satisfactory value for money. Teaching is satisfactory with a relatively high proportion of teaching being good or better. The headteacher is very committed to raising standards, she is very well respected and provides satisfactory leadership and management. She has ensured that there is a very good ethos for learning throughout the school and all pupils feel included in the range of activities provided. Although in some lessons, pupils' achievement is good, it is satisfactory overall because pupils do not achieve well in information and communication technology (ICT) and religious education (RE). By the end of Year 6, standards are close to the national expectation in most subjects.

The school's main strengths and weaknesses are:

- The school's ethos for learning is very good and all pupils feel included.
- Standards in writing in the infant classes are too low.
- Standards in ICT throughout the school are too low and pupils do not use ICT well enough to support their learning in subjects across the curriculum.
- The pupils' attitudes and behaviour are very good.
- The curriculum is unsatisfactory because the statutory requirements for religious education are not in place.
- The school provides a safe and secure environment based on very good care and guidance.
- Leadership of the curriculum and teaching by several subject co-ordinators requires strengthening.
- There is a good range of extra-curricular activities, particularly in sport.

The school has shown sound improvement since the previous inspection. There has been very good improvement in the pace and challenge provided in oral and mental work in mathematics and this has led to a significant improvement in standards since the last inspection. There has been a very good improvement in the resources for ICT and RE though some weaknesses in ICT resources remain. In particular, there is a limited range of software and equipment. This reduces opportunities for pupils to achieve well. Subject leaders have improved satisfactorily their monitoring and evaluation role, though there is now a need to ensure that new subject leaders are given opportunities to develop their leadership of the curriculum and teaching.

STANDARDS ACHIEVED

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

Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E* – very low. Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils achieve satisfactorily in relation to their ability. Children enter the school with well below expected attainment levels. They make satisfactory progress in the Foundation Stage though few children attain the expected goals. Pupils' overall achievement is sound

in Years 1 and 2, but good in mathematics. By the end of Year 2 standards are in line with the national average in reading and above the average in mathematics. In most other subjects attainment is below the national expectation. In writing, standards are well below the national average. In Years 3 to 6 pupils achieve well in English and several other subjects, and satisfactorily in mathematics; standards in these subjects are in line with the national average by Year 6. In science, standards are below expectations, though pupils achieve satisfactorily; standards are below expectations and achievement is unsatisfactory in ICT and RE. Pupils with special educational needs and those learning English as an additional language achieve satisfactorily. The E* in the table above represents standards that are in the bottom five per cent nationally.

Pupils' personal qualities are very good. Pupils' moral and social development is very good and spiritual and cultural development satisfactory. Their attitudes to learning and to each other are very good. Their behaviour is very good and the pupils enjoy school and learning. The school has nurtured good levels of confidence and self-esteem in the pupils, and they enjoy the opportunities provided for them to be enterprising and to take responsibility. The school has an inclusive ethos which helps the pupils to have very positive attitudes. The school's systems to promote attendance are good and absence levels are falling, although are above those of most schools.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The **quality of teaching** and learning is satisfactory. Although 60 per cent of lessons seen were good or better, teaching is not satisfactory in ICT and RE where there are too many gaps in the work that teachers plan. The proportion of good and very good teaching is higher in the four junior years than in the rest of the school. Pupils' learning is supported by teachers' good subject knowledge, particularly in English in which the quality of teaching is very good. Teaching assistants provide very good support to pupils, particularly those with special educational needs. The curriculum is unsatisfactory because although there is a good range of opportunities provided in most subjects, in RE planning does not cover all the required elements. There is a very good range of activities to enrich the curriculum particularly in sport. In addition, visitors to the school and educational visits to places of interest support learning. These are strengths of the school. There are very good arrangements for the pupils' care and welfare. Support, advice and guidance for pupils are very good. Pupils' education is aided by the good links that the school has with the parents and the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher has a clear vision for the school and she has steered recent improvement projects effectively. Her leadership is satisfactory overall. In some subjects, such as mathematics and PE, leadership and management are very good. However in several other subjects, teachers have only recently taken on the role of co-ordinator and the impact of their work, so far, is limited. The teamwork within the school is strong. The school ensures that all pupils are included in activities. Governance is sound; governors have an appropriate understanding of the school's strengths and weaknesses, but do not fulfil their statutory responsibilities in respect of RE. Financial management is secure and the school runs smoothly. There are sound self-evaluation processes in place.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and they have positive views. In particular, they say that their children love attending the school and they make good progress. They also think that the teaching is very good and the school is well led. Pupils are very proud of their school and have a love of learning.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in writing in the infant classes.
- Raise standards in ICT and the pupils' use of ICT to support their learning across the range of subjects.
- Strengthen the leadership and management of the curriculum and teaching at the level of subject leaders.

And, to meet statutory requirements:

- Develop the curriculum for RE in line with the locally agreed syllabus.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

In the areas of personal, social and emotional development and in reading, children achieve well in the Reception Year. In other areas, their achievement is satisfactory, though few pupils enter Year 1 having attained the early learning goals. Pupils make good and sometimes very good progress in English and mathematics so that by the time that they leave school, standards are in line with expectations.

Main strengths and weaknesses

- Standards in writing are too low in the infant classes.
- There has been a significant improvement in standards in national tests in the last year.
- Due to the good emphasis placed on English and mathematics, inspection findings are that in these subjects, standards are close to the national expectation.
- Standards are too low in ICT and RE.

Commentary

1. In national tests, standards have been generally below the national average in comparison with all schools nationally. In the tests for seven-year-olds, standards in mathematics have been higher than those for reading and writing. In the 2004 tests, standards were above the national average for mathematics in comparison with all schools nationally and were well above average in comparison with similar schools. There is little difference between the performance of boys and girls.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.0 (15.1) | 15.8 (15.7) |
| writing | 12.8 (13.9) | 14.6 (14.6) |
| mathematics | 17.1 (15.6) | 16.2 (16.3) |

There were 28 pupils in the year group. Figures in brackets are for the previous year.

2. In the tests for 11-year-olds, standards have been well below average in three of the past four years. However, in the 2004 tests there was a considerable improvement, with pupils' performance in English and science moving closer to the national average and their performance in mathematics matching the national average. In comparison with similar schools, standards are in line with the national average overall, though they are above average in mathematics and below average in English. There are no differences in the performance of boys and girls.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 25.8 (23.0) | 26.9 (26.8) |
| mathematics | 27.5 (24.8) | 27.0 (26.8) |
| science | 28.4 (26.3) | 28.6 (28.6) |

3. Inspection findings are that standards are improving, particularly in English. Standards at the end of Year 6 are currently in line with national expectations in English and mathematics. This is because the school has paid close attention to raising standards in these subjects. Working closely with the Local Education Authority, the school has introduced a number of improvements in these subjects. The impact of this is positive and there are signs that standards in tests should improve in the coming years.
4. Children enter the school with well below average attainment. A few children on entering the Reception Year have extremely weak and limited literacy skills. The school has a relatively high proportion of pupils with special educational needs and, in addition, there is very high pupil mobility. Both of these factors present particular challenges in raising standards. Children make satisfactory progress in most areas of learning in the Foundation Stage. Their personal, social and emotional development is given a suitably high priority and, as a result of the good provision in this area, their achievement is good. There is a particular emphasis on developing the children's communication, language and literacy skills. Good support is provided for the development of early reading skills, though there are limited facilities for children to write spontaneously. By the time that they leave the Reception Year, only a small proportion of children attain the early learning goals with most attaining standards that are well below expectations.
5. Pupils' overall achievement is sound in Years 1 and 2. By the time they reach the end of Year 2 standards are in line with the national average in reading and above the average in mathematics. In most other subjects attainment is below the national expectation. In writing, standards are well below the national average.
6. In Years 3 to 6 pupils achieve well in English and several other subjects, and satisfactorily in mathematics, where standards are in line with the national average by Year 6. In science, standards are below expectations, though pupils achieve satisfactorily. Standards are below expectations and achievement is unsatisfactory in ICT and RE. In particular, pupils do not have the opportunity to make use of ICT resources and skills in class lessons, and this limits their achievement in many subjects. Pupils with special educational needs and those learning English as an additional language achieve satisfactorily.
7. In science, standards are below expectations, though the recent emphasis on strengthening the pupils' investigative skills ensures that their achievement is satisfactory. There are indications that standards in other subjects are in line with expectations.
8. The school has placed a good emphasis on improving standards in writing. This is having a positive impact, particularly in the four junior years, where pupils are achieving well and are currently working at close to nationally expected levels. However, by the end of Year 2, standards in writing are too low. In addition, standards of presentation are too low, particularly for the more able pupils whose weak handwriting skills have a negative effect on their achievement in writing across many subjects including history, geography and religious education.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes and behaviour are very good. Provision for personal development is good. Punctuality is good. Attendance is unsatisfactory.

Main strengths and weaknesses

- The positive ethos, based on celebrating achievement, has a marked, positive impact on the attitudes and behaviour of the pupils.
- Detailed monitoring of punctuality ensures that the majority of pupils are ready for work at the appropriate time.
- Pupils' relationships with staff, other pupils and visitors to the school, coupled with their very good attitudes to their work, have a marked impact on their learning.
- The pupils' spiritual and cultural development is hampered by the unsatisfactory provision made in religious education.
- Attendance has improved as a result of the school's good procedures, but remains below average.

Commentary

9. Pupils' attitudes and behaviour are very good and are strengths of the school. There is an inclusive ethos that ensures the achievements of all pupils are recognised, rewarded and celebrated. A wide range of rewards and celebration displays are used to promote individual and group achievements, both in lessons and at playtime. The Friday assembly is used to support this and, as a result, the good attitudes and behaviour reported on in the last inspection have improved.
10. The school successfully seeks to nurture children's personal and social skills from the moment they start school in the Reception class. In the Foundation Stage, because daily routines are firmly embedded and relationships are good, children work and play together with friendliness. On most occasions they concentrate very well, are productive and behave sensibly, and these qualities add significantly to their academic progress. Occasionally, however, they become restless and overexcited, or lack the confidence to take part in activities or respond to adults.
11. Throughout the school, pupils enjoy school and have a positive attitude to their work. The school utilises effectively educational visits to support learning and personal development. Relationships between staff and pupils, and between pupils themselves, are very good. Pupils are polite with adults. Most teachers give opportunities for pupils to work in pairs or small groups. At such times, there is a low level buzz of focused discussion about the task, which results in good learning and achievement. Pupils sustain concentration during lessons and are keen to talk about their work. For example, in a Year 3 mathematics lesson, individual pupils were able to stand at the front of the class in order to explain concisely, using appropriate vocabulary, how to put three similar four digit numbers in order.
12. Pupils are willing to take on responsibilities, for example, in acting as a playground buddy in order to support the school ethos. In an assembly a large number of Year 6 pupils volunteered to stand in front of the whole school in order to sing a song and demonstrate the actions that accompanied the song.
13. Behaviour in class is generally very good and pupils move around the school sensibly. Behaviour on the playground is good. All adults expect the pupils to maintain a high standard of behaviour, and effective methods, based on a positive expectations model, are used in class to ensure that this is achieved. As a result, pupils have a

clear understanding of the school rules and what is right and wrong. The school is careful in its use of exclusions. One pupil was excluded for a fixed period on three occasions in the last school year.

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Asian |
| Asian or Asian British – Indian |
| Asian or Asian British – Pakistani |
| Black or Black British – Caribbean |
| Black or Black British – African |
| Black or Black British – any other Black background |
| Any other ethnic group |

Exclusions in the last school year

| Number of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|--------------------------|-----------------------------------|--------------------------------|
| 141 | 3 | 0 |
| 1 | 0 | 0 |
| 8 | 0 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |
| 2 | 0 | 0 |
| 7 | 0 | 0 |
| 5 | 0 | 0 |
| 9 | 0 | 0 |
| 1 | 0 | 0 |
| 2 | 0 | 0 |

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

14. Despite the school's extensive efforts to improve attendance, which include a wide range of very good strategies, pupils' attendance was well below the national average last year. The school calls on the educational welfare officer and educational psychologist to support their attendance efforts. In addition, wall displays are used to promote good attendance and all pupils who achieve full attendance in a term are awarded a certificate which is then displayed in the main Reception area. As a result, attendance has improved and in the current school year is approaching the national average.

Attendance in the latest reported year (2003-04) (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 6.4 | School data | 0.6 |
| 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.

15. Pupils' moral and social development is very good and reflects the strong inclusive feel of the school and the very good arrangements for the development of pupils' attitudes and behaviour. Pupils' spiritual and cultural development is satisfactory. The school utilises assembly and 'circle time' effectively and offers pupils a range of opportunities to consider and respect the feelings and needs of others. For example, the pupils held non-school uniform days in order to raise money for Comic Relief and Children in Need. During the harvest festival, the pupils collected tinned produce and donated it to the local senior citizens. Although assembly is used to celebrate achievement and enhance the pupils' understanding of differing cultures and beliefs, the impact of religious education lessons on pupils' spiritual and cultural development is limited due to the unsatisfactory provision in this subject.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are satisfactory, but there are shortcomings in the curriculum. The school provides very good care, support and guidance for its pupils and has good relationships with parents and the community.

Teaching and learning

The quality of teaching and learning is satisfactory. Assessment is satisfactory.

Main strengths and weaknesses

- Teachers prepare lessons well.
- The teaching assistants make a very good contribution to lessons.
- Pupils enjoy lessons and they concentrate well.
- The quality of teaching and learning in English is very good.
- Teaching and learning in ICT and religious education are inconsistent and, overall, unsatisfactory.

Commentary

16. The quality of teaching is satisfactory overall. It is improving and this reflects the actions being taken to strengthen teaching and learning as part of a joint improvement project between the school and Peterborough LEA. However, teaching is not as strong as in the last inspection when the quality of teaching was good.
17. Children in the Reception class are taught satisfactorily overall, with good teaching of personal, social and early reading skills. Staff work closely together; lessons and activities are well organised, are often imaginative and benefit from a wide range of good quality resources. Close attention is given to promoting the main learning intentions of the lesson, but this is not the case for other activities taking place at the same time. As a result, children do not always gain as much as they could from these other tasks.
18. In the infant and junior classes, the quality of teaching varies, but is satisfactory overall. It is stronger in Years 3 to 6 than in other years. It is best in English where it is very good. In some subjects, particularly ICT, RE and science there are weaknesses in the teaching. Although the teaching observed in ICT was generally

good, teaching and learning have been inhibited by the temporary arrangements for the accommodation of the suite. This is not adequate to promote effective learning. In addition, too little attention is paid in making use of ICT in classroom lessons, thus reducing the overall effectiveness of teaching. Not all the curriculum is covered in RE and the inconsistent amount of teaching has had a negative effect on pupils' learning. Additionally, in science, there has been too little emphasis on the development of pupils' scientific skills, and as a result, pupils' learning has been limited. Nonetheless, over 60 per cent of the teaching seen during the inspection was good or better, with only one lesson being unsatisfactory.

19. Pupils of all ages enjoy school and they respect their teachers. Teachers use praise well and this encourages the pupils to concentrate and in many lessons they make good progress in their learning and achieve well.
20. The work of the teaching assistants and the two part-time classroom support teachers is particularly effective and they make a very good contribution to pupils' progress and learning. They work in the main with pupils who have special educational needs and with those whose learning needs to be boosted. Their work is effectively planned by class teachers and they interact purposefully with the children and ask relevant questions to extend learning so that pupils make good progress as a result.
21. Taken overall, teachers assess the pupils' work satisfactorily, though there are strengths. In the best lessons, teachers use assessment well. For example, in a mathematics lesson the teacher's questioning of pupils was of good quality and, as a result of the pupils' responses, she was able to make adjustments to her planning for the next day. The setting of targets for pupils in English and mathematics is a particular strength and these have been influential in the consistently good level of pupils' achievements in these subjects. The weekly targets are written on the whiteboard and, when linked to the lesson objectives that are referred to by teachers, help learning because the pupils know what is expected of them. In discussion, the pupils know what their targets are and, furthermore, they know what they have to do to meet their targets. There is a need to extend this practice to other subjects.

Summary of teaching observed during the inspection in 33 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%) | 6 (18%) | 14 (42%) | 12 (36%) | 1 (3%) | 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 where 30 or more lessons are seen.

The curriculum

Curriculum provision is unsatisfactory overall. Opportunities for enrichment are good. The accommodation and resources for learning are satisfactory.

Main strengths and weaknesses

- The curricular provision for religious education is unsatisfactory.
- Support for learning outside the school day is good – and in the case of sport, very good.
- Resources in the Foundation Stage are good.

- There is inconsistent quality in the writing and evaluation of the pupils' individual education plans, which hampers teachers' ability to assess accurately and to match work to the different needs of pupils.
- Use of ICT across the curriculum is unsatisfactory.

Commentary

22. Overall, the school's curriculum is unsatisfactory because the statutory requirements for the teaching of the locally agreed syllabus for religious education are not met. Apart from this subject, the school offers an appropriate range of learning opportunities by basing its curriculum on national guidelines. As a result, in all subjects other than RE, planning for teaching and learning has improved since the last inspection. This includes the curricular provision for children in the Foundation Stage in all the required areas of learning.
23. The school provides a good range of enrichment opportunities. A wide variety of outside expertise is utilised to support teaching and learning and, as a result, opportunities for enrichment are a strength of the school. For example, the City Team for personal, social and health education supported Year 6 in their personal development work and the 'Starlincs Planetarium' came into school in order to support the Year 5 science project on planets. A variety of theatrical and musical experiences are offered to all pupils. A range of sporting coaches are used to extend the skills and understanding of pupils in relation to gymnastics, football and rugby. The local environment is used well and the school offers a wide range of educational visits to all pupils in order to enrich and extend learning across the curriculum. Visits include outings to the local shopping centre and library, to local nurseries and parks and to the seaside.
24. The school is developing use of the creative subjects to support learning across the curriculum. For example, in a history project related to the Romans the pupils made mosaic pictures in art. In the Year 5 science project on the planets, teaching and learning are based around the theme of "a journey into space" which is linked well to music lessons. This strategy has a good impact on pupils' learning, particularly for those with special educational needs. However, in ICT too little opportunity is taken to make use of the facilities in classrooms for supporting learning and there are too few examples of curricular planning that include opportunities for ICT.
25. Curricular provision for pupils with special educational needs is satisfactory and there are strengths. Additionally, the school has made good use of a number of national initiatives to develop these pupils' abilities in English and mathematics. The monitoring of standards for pupils with special educational needs is detailed for those achieving at National Curriculum levels. However, the school's tracking of progress for pupils working below National Curriculum levels does not include the use of nationally agreed scales. This limits the opportunity of noting these pupils' progress. In addition, there is a need to ensure that more consistency is brought to the preparation of individual education plans for pupils with special educational needs. Although in almost all classes these plans are of good quality, some are unsatisfactory. Where they are weak, they have too open-ended targets such as "to improve number skills". This lacks focus resulting in inadequate assessment and evaluation.
26. The school has sufficient staff to meet the demands of the curriculum. Teaching assistants make a valuable contribution to the effectiveness of the school. The school's accommodation is very generous and overall is satisfactory. There are good

and detailed plans for a major restructuring and refurbishment of many areas in the school and funding has been secured for this to go ahead shortly. Taken together, many of the shortcomings in the current accommodation should be overcome. The accommodation for ICT, infant classrooms, music and library is included in these plans. The good quality of decoration and high quality displays of pupils' work in most areas of the school contribute effectively to the school's positive ethos.

27. Resources for learning are satisfactory. There are some strengths, for example in the wide range of equipment that is available in the Foundation Stage. However, there are weaknesses in the resourcing of ICT. There are too few software programs available for teachers to make good use of ICT across the curriculum and, in addition, there is a need to strengthen the resources for the teaching and learning of control and monitoring.

Care, guidance and support

The provision of care, welfare and health and safety offered by the school for pupils is very good. The provision of support, advice and guidance for pupils is good. The relationships between pupils and teachers are very good and the school makes good efforts to seek and act on pupils' views.

Main strengths and weaknesses

- The procedures for the health and safety of pupils are very good and result in an environment in which pupils feel very safe and provide effective support for pupils' learning.
- Provision for support, advice and guidance is good and pupils' progress is recorded and monitored well.
- Pupils have very good, trusting relationships with one or more adults at school.
- Pupils are made to feel welcome and secure when they start school.

Commentary

28. As at the time of the last inspection, the school continues to take very good care of its pupils. Procedures for child protection are in place and are secure. Staff refresher training is up to date and staff know what to do in the event of an incident. Health and safety procedures are all in place and secure. Issues are discussed regularly by staff and monitored by the governor with responsibility for health and safety, in order to provide a very safe environment and provide effective support for pupils' learning. Pupils confirm that they feel very safe at school. Effective risk analyses are carried out for all out-of-school visits by trained teachers.
29. The school provides good support, advice and guidance for its pupils. The teachers have good knowledge of every pupil as an individual and the quality of the monitoring and checking of each pupil's personal and academic development is good overall. Pupils have an input into their targets in discussion with their teacher. Teachers assess and monitor the progress of pupils with special educational needs through the regular review of their individual education plans, alongside the procedures used for other pupils. However, some of the targets set in their plans are unsatisfactory because they are too wide-ranging. Teachers have very good relationships with pupils, which are built on trust. As a result, pupils find it very easy to approach staff and discuss any problems or concerns with the expectation that they will receive appropriate help. A pupil, very reluctant to wear his first pair of glasses, was told by

his teacher it was 'cool' to wear them. They are now the first thing he puts on each day! Praise and rewards are used well to encourage effort, and achievements are recognised in assembly each week.

30. The school has good arrangements to ensure that the relatively large portion of pupils that join the school during the school year are inducted well. Parents' positive comments in the pre-inspection parents' meeting regarding their children's settling in to the school are confirmed by inspection findings. Pupils settle well, quickly join in with others and firm friendships are made. This is both as a result of the 'watching eye' maintained by adults and also the inclusive ethos of the school.
31. The school's arrangements to seek the views of pupils through questionnaires once or twice each year are good, and many pupils express their views readily in class. This has resulted in additional play equipment and improved, healthy school meals, which pupils say they now like. The related discussions between pupils and staff enhance the learning of citizenship.

Partnerships with parents, other schools and the community

The school has created links with parents and the community that are good. It has satisfactory links with other schools.

Main strengths and weaknesses

- The views of the parents about the way the school tries to involve them are very positive.
- Parents and pupils state that all staff are very approachable and helpful.
- The school seeks the views of parents and acts on them whenever possible.
- The provision of general information about the school is good, as is information on pupils' standards and progress.
- The school has good links with the community which enrich the pupils' learning experience.

Commentary

32. The school has a good relationship with parents who believe that the school provides well for the education of their children. They are pleased with their children's progress and the high expectations that staff have for their pupils. There are good communications with parents, which are maintained by a good, weekly newsletter, leaflets and questionnaires once or twice a year. This keeps parents suitably aware of the procedures, expectations and events in the school. The prospectus is a readable and informative document. Pupils' annual reports provide parents with a comprehensive picture of progress and targets for the future, although these are general and not subject specific. Parents feel very comfortable about approaching the school if they have any concerns or complaints, with the expectation that they will be dealt with sensitively and promptly. Parents and teachers meet formally, usually twice per term. At these consultative meetings, progress and targets for improvement for the pupils can be discussed and agreed. Although the ways in which the school tries to involve parents by seeking and valuing their views are good, very few parents actually help in school.
33. Links with the local community are good. Good use is made of the school's facilities, with a number of local clubs and associations taking regular lettings. The Jack Hunt

Secondary School provides a teacher to give German lessons to Year 6 and provides good support for the pupils' sporting activities. The school provides a range of visits and welcomes a number of visitors, such as local police, a gymnast specialist, a music agency and football/rugby coaches. These all provide enrichment of the curriculum and good support for pupils' personal and social development.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. The headteacher provides satisfactory leadership, but the leadership of the curriculum and teaching by subject leaders is unsatisfactory in several subjects. Governance is satisfactory but governors do not fulfil their statutory responsibilities for the curriculum for religious education.

Main strengths and weaknesses

- The headteacher has taken timely action to improve standards in English and mathematics.
- There is a breach of statutory requirements for RE.
- The leadership and management of mathematics and physical education are very good and serve as a model for other subject leaders, where leadership of the curriculum and teaching requires improvement.
- There is a strong commitment to the needs of individual pupils and equal opportunities.

Commentary

34. The last few years have been challenging for the school, which has had to cope with the impact of staff changes and difficulties with recruiting new teachers, including senior staff positions. When the national test results for Year 6 fell dramatically in 2002, the headteacher promptly turned to the LEA for guidance and help, and has used their support well. Participation in the National Primary Leadership Strategy, for example, and training in monitoring and evaluation skills have given the school greater capacity to assess the level of its success and improve its effectiveness. These strategies have been particularly influential in the leadership and management of mathematics, which are very good. Improved national test results reflect the considerable effort the school has given to raising standards in English and mathematics, and this has been recognised by the LEA. However, a significant proportion of key staff are new to their responsibilities. Although longer-serving senior teachers have taken on important pastoral and developmental roles, the school still does not have a substantive deputy headteacher to help promote long-term strategic direction and development. At the same time, and because of the need to concentrate first on the core subjects of English and mathematics, other subjects have had less attention, and plans to review the curriculum have been delayed. Taking account of all these factors, the leadership and management of the school are currently satisfactory overall, whereas at the time of the last inspection, and before these circumstances arose, they were found to be very good.
35. The school manages the integration of the relatively large portion of pupils joining and leaving the school through the school year very well. Teachers know the pupils well and the arrangements for both teaching and non-teaching staff to provide care and support for these pupils enables them to settle quickly. This was reported as a positive feature by parents and is confirmed by inspection findings.

36. Governance is satisfactory. The governing body has also sought to improve its role, so that its undoubted support for the school can be more sharply focused and productive. Governors are aware of the need to monitor and question the school's work more closely, and key governors are beginning to move this forward. The governing body is aware of the need to ensure that statutory requirements in relation to the teaching and learning of RE are met. Statutory requirements are met in all other areas.
37. There are suitable arrangements for performance management, with responsibilities usefully delegated to key stage leaders, and the inclusion of learning support staff in this process is just being introduced. Suitable arrangements have also been made to accommodate reforms to working practices, which start in September 2005. Teacher's targets are linked with those of the headteacher, and focus closely on raising standards. The headteacher monitors lessons, but this practice is less widespread among subject leaders, so that they are not yet fully able to determine any inconsistencies in the effectiveness of teaching and learning and take action. This is particularly so for RE, where the subject's management is unsatisfactory. Strategic planning for English and mathematics is detailed and incisive, but other developmental planning is less finely focused.
38. The day-to-day administration of the school, including financial systems, is efficient. The school benefits from governors with specific expertise in this area and the office is well managed. Governors keep a careful eye on expenditure but have not established formal systems for checking whether financial decisions really do have a positive impact on pupils' experiences and how well they achieve.
39. The table below shows that the school has a substantial carry-forward, which amounts to almost 11 per cent of its total budget. A large portion of this money is allocated for expenditure relating to the refurbishment of the buildings.

Financial information for the year April 2004 to March 2005

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 673,070 |
| Total expenditure | 654,993 |
| Expenditure per pupil | 3,291 |

| Balances (£) | |
|--|--------|
| Balance from previous year | 53,312 |
| Balance carried forward to the next year | 71,389 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Three areas of learning, **communication, language and literacy, mathematical development** and **personal, social and emotional development** are reported on fully. However, due to the nature of the school's timetable, it was not possible to make full evaluations of the provision for the children's **knowledge and understanding of the world**, their **creative development** or **physical development**. These three areas of learning were sampled.
41. The quality of provision for children in the Reception class is, as a whole, satisfactory, as are teaching and learning, and the overall level of achievement. While these findings are not as positive as those of the last inspection when achievement, for example, was good, the strength in the encouragement of personal and social skills has been sustained. There are also areas of particular success within aspects of communication, language and literacy. The current team of teachers and support staff work closely together to give children a good level of pastoral care and a varied range of activities. The curriculum has also been improved since the last inspection because there is now a suitable balance right through the day, between direct teaching from adults, and activities where children can be more independent. The leadership and management of this key stage are satisfactory, and are characterised by the benefits of much informal daily contact and liaison.
42. Children enter this class in the September of the year in which they have their fifth birthday. Most have attended the playgroup held on the school site and are, therefore, familiar with the school, have taken part in joint activities and have visited the class before they start. The school is keen to develop these pre-school links further, and plans are in place to have a children's centre included in the forthcoming building project, with extended childcare services and links with families. Another planned improvement is the creation of an area for outdoor education; and although children use facilities around the school grounds, they do not currently have a space that has been developed for their sole use and particular needs.
43. Early assessments of children when they first join this class show their attainment to be well below that expected of children of a similar age; higher levels of attainment on entry are rare and a significant minority of children have English as an additional language. The school reports significant areas of low attainment in the areas of personal and social development and in language and literacy skills. Hence, the school appropriately focuses more attention on these areas. As a result, children make good levels of progress in the growth of personal and social skills and some areas of communication, language and literacy, while achievement in writing and mathematical skills is satisfactory. Those with emerging special educational needs are carefully monitored and, together with the small group of children with English as an

additional language, are given suitable support so that their achievement is sound. The attainment of the current Reception group is on course to be below the expectations of the early learning goals for these young children when they enter Year 1.

44. Broad themes are followed in the **knowledge and understanding of the world** area of learning such as growing and living things. There are many opportunities for children to use computers. They confidently use the mouse to select icons or to move objects across the screen. They use simple tools and a range of materials to make items such as musical instruments.
45. There are indications that the children's **physical development** is suitably promoted. The quality of children's artwork suggests that they use small items of equipment competently, although the same skill is not seen in their formation of letters and numbers. They moved confidently around the space during a dance lesson in the hall, varying their movements to the sound of percussion instruments and prompts from the teacher. The enthusiastic teaching gained their full attention, and the one or two with special educational needs were well supported by the teaching assistant who sat with them or took their hand to move safely round the hall. The children responded particularly well to the imaginative stimulus of 'growth', and controlled their movements well to curl up, grow up tall, spin and turn. There are opportunities to use wheeled toys outside or play in the adventure playground, but without having their own space, these activities cannot take place as a natural adjunct to the school day and, therefore, do not fully promote the development of physical skills.
46. The school reports that the children thoroughly enjoy working in the area of **creative development** and inspection evidence supports this view. The quality of their artwork displayed around the classroom reflects the same care children were giving to the printing activities taking place during the inspection. Percussion instruments were demonstrated and used with enjoyment by children, during the dance lesson described above. The stimulus given by the sound of each instrument was thoughtfully and accurately interpreted in the children's movements, and levels of attention and involvement were high. Children were also quick to move to the catchy rhythm of the counting song during the mathematics lessons.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are well-established routines and expectations.
- Children have good relationships with adults and with each other.
- Achievement in this area is good.

Commentary

47. This area of learning continues to be given a high priority, and with a good level of success. It is clear from the ease with which children move from whole-class discussion to independent and small group activities, quickly form a circle, or quietly take the initiative to place the remains of their fruit in the bin, that they know exactly what is expected of them. This is because daily routines have been firmly embedded and children are expected to behave sensibly and responsibly. The well-oiled working

practices of adults also model expectations, as do the warmth and care of their relationships with the children. In response to praise and encouragement, children's confidence blossoms over time, although for some this process is slow. As a result, children work happily together during activities, either independently alongside others or in co-operation, and many are friendly and self-assured with adults, although a minority remain shy, reserved and reluctant to speak.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is good support for developing early reading skills.
- There are limited facilities for children to write spontaneously.

Commentary

48. The quality of teaching and learning in this area of learning is satisfactory as a whole, as is the children's achievement. Knowledge of letter sounds and the appreciation of books and stories, however, are well taught, and in these aspects the children achieve well and reach just below expected standards. The school's assessment information for last year's Reception group, for example, shows good progress in reading, with a few children achieving very well and reaching average standards. Letter names and sounds are constantly reinforced through repetition, key words and actions, and many children are familiar with many, but not all, letters. This approach is particularly useful for lower attaining children and those with special educational needs or English as an additional language. Children's enjoyment of stories is reflected in their ready recall of a wide range of fairy stories. Children with English as an additional language also show great pleasure when they initiate the sound effects and actions of characters on the computer screen. Books are handled carefully and looked at with interest.
49. The focus on letter sounds is also linked valuably with writing, but the children do not make the same good progress in this aspect of language and literacy as they do in reading, and standards remain well below expected levels. A significant proportion makes marks to convey meaning, and the few children with relatively higher levels of attainment form recognisable letters, write their name, or copy the name of a friend. However, letters are usually poorly formed. Focused writing activities in small groups are useful in nurturing and improving these skills, but the facilities for the children to practise them independently are not as effective as they might be because the space is too small and cluttered. Consequently, achievement in writing is satisfactory, rather than good.
50. The effective support for nurturing personal and social skills also has a beneficial impact on encouraging speaking and, particularly, listening skills. On most occasions children listen attentively, although they are sometimes restless, and even noisy. Children with English as an additional language are encouraged to sensitively answer questions during whole or small group activities. Many are keen to contribute to discussion, but there is also a small, but significant, minority who are reluctant to speak and often communicate by gesture alone.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Imaginative games and activities are used well to promote knowledge and understanding of number.
- There is limited identification of learning objectives.

Commentary

51. The teaching of mathematical development is satisfactory. Activities which involve the whole class, and those for smaller groups, capture the children's interest and attention because they are stimulating and good fun. They enjoy number songs, for instance, although not all take part with confidence. Large group games also help them to count in sequence, with many able to contribute the next number up to 20. A small minority count further and copy these numbers onto a number grid, although they struggle to form some numbers correctly. With the close support of adults, higher attaining children carefully count objects one by one to find the total number of objects in two small groups. Doing this within the context of a giant board game or with a toy frog to 'catch' the bugs captures their attention and they are keen to have a turn. Knowledge and understanding are more limited, however, when activities move beyond simple sequential counting. For example, only a minority correctly identified where to place missing numbers between one and ten.
52. During these sessions children benefit from good resources and a wide range of tasks. Because these activities are well organised, and children know exactly what they have to do, they waste no time getting on, and concentrate well. These factors make a positive contribution to children's satisfactory mathematical achievement. However, although those activities that are guided by adults have clearly identified learning objectives, this is not the case with others where children operate more independently. In addition, adults do not routinely check these other activities to ensure that the children gain as much from them as they can, or to correct mistakes. This is also true for some language and literacy activities.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are too low in writing in the infants, though there are signs of improvement.
- The quality of teaching and learning is very good.
- Working in partnership with the LEA, the improvement projects in English are having a positive impact.
- Pupils thoroughly enjoy lessons. They make good progress and they achieve well.
- Pupils with special educational needs and those who speak English as an additional language achieve well. This is partly due to the very good support that is provided by teaching assistants.
- Handwriting and presentation skills are poor.

Commentary

53. In the national tests for seven-year-olds, standards in reading have been showing steady improvement over the past four years. In the 2004 tests, standards, in comparison with all schools nationally, were average. In comparison with similar schools, standards were well above average. In writing, standards have been well below average in three of the last four years both in comparison with all schools nationally and similar schools. Inspection findings for pupils in Year 2 reflect test results. Attainment in reading meets national expectations and pupils are achieving well. In writing, standards are too low and, though there are signs of improvement, achievement is unsatisfactory. The high level of pupils with special educational needs results in a significant minority of pupils who are achieving well continuing to produce work which is well below expectations. The improvement in reading is due to the focused work that the school has instigated. Provision in English has improved since the last inspection.
54. In national tests for 11 year olds, standards in English have been well below average. In the 2004 tests, standards were below average both in comparison with all schools nationally and similar schools. Inspection findings are that there have been significant improvements in the last year with a large majority of Year 6 pupils working at nationally expected levels. Throughout the four junior years, pupils are achieving well and making good progress in lessons. This improvement in attainment and achievement results from the focused work that has been put into quickening pupils' progress.
55. There is now little difference in the achievement between boys and girls. Pupils with special educational needs and those who speak English as an additional language achieve well. This is because they are supported very well by good teaching assistants as well as by their teachers. The high mobility of pupils and the growing number of pupils who enter the school with poor language skills or special educational needs have a negative effect on the school's overall test results.
56. Although pupils enter the school with well below average literacy skills, including speaking and listening, pupils quickly become confident speakers, due to the good provision. Pupils are helped to become confident when speaking out loud and in many lessons teachers give good opportunities for pupils to explain their answers. As a result, by the time that they leave the school pupils' confidence and communication skills are in line with national expectations.
57. Pupils make good progress in developing their reading skills throughout the school. The rate of progress is good. In Year 2, pupils are confident readers. They read with enthusiasm and accuracy and, as a result of the good teaching, they make use of the full range of text, illustrations and phonic clues to tackle difficult words. As a result, they generally read with expression. Pupils enjoy reading, though few report that they read at home. Pupils make good progress in their reading skills throughout the junior years and by the time that they leave the school, standards in reading are currently at least in line with the national average. Pupils make good use of the skills of inference and deduction to explain the meaning of texts and characters in stories. Most have developed a genuine pleasure in reading and preferences for different authors. The school has made a particular effort to strengthen its approach to the teaching of reading through dedicated and well-planned sessions. The impact of this is positive.
58. Writing standards are below those expected in Year 2. In Year 6 pupils are currently working at nationally expected levels. Progress in improving writing standards in Key Stage 1 has been stubbornly slow, though there has been some improvement and

pupils in Year 2 now write with a sound understanding of punctuation and sentence construction. By the time that they reach Year 6, pupils' writing is clearly structured and is lively, thoughtful and logical. For example, pupils were studying persuasive writing at the time of the inspection. They were writing a radio advertisement for a new toy. This work was of good quality with the large majority of pupils achieving nationally expected standards. They planned their work well, concentrated very well in the lesson and, as a result of the very good teaching, produced work of good quality using adventurous vocabulary. Standards of handwriting are below average. Many more able pupils have limited graphical skills and they write very slowly, which affects their achievement in other subjects.

59. The quality of teaching and learning is very good. Teachers plan meticulously to ensure that the work meets national guidelines and is suitable to match the varying ability levels of the pupils. In every class, the teaching assistants and the two part-time teachers who support pupils with special educational needs and those whose progress needs boosting provide particularly effective support. There are clear, weekly literacy targets for each class. This has a positive impact on pupils' achievement. Targets and lesson objectives are referred to by teachers. This is good practice because it both helps to keep the pupils focused and also gives them a clear understanding of what is required in order to meet their own targets. Teachers have good subject knowledge and they manage the pupils well. As a result, pupils concentrate very well, enjoy lessons and make good progress.
60. The new subject leader has made an excellent start. With support from the LEA consultant, she has a clear vision of what needs to be done and a good action plan for improvement has been prepared. She has the potential to bring about the necessary improvements. Recently introduced arrangements for tracking pupils' progress and setting targets are already having a positive impact on the provision and standards in English.

Language and literacy across the curriculum

61. The use of language and literacy skills in other subjects is good, particularly in Key Stage 2. Pupils use literacy skills well in their history and geography work. They are asked to develop their speaking and listening skills in most lessons. The use of ICT in the subject is barely satisfactory. This is because too few opportunities are taken to make use of the facilities in classrooms as part of most lessons.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards have improved significantly in recent years due to the impact that improvement strategies have had on teaching and learning.
- Leadership and management of the subject are very good and provide a model of good practice for the school to follow.
- The school has developed effectively the pace and challenge of oral and mental work.
- Assessment procedures for pupils working within National Curriculum levels are very good and are used effectively.
- There is insufficient use made of ICT to support teaching and learning.

COMMENTARY

62. The school has made a significant effort to improve standards in mathematics and has successfully instigated a range of improvements to achieve this. As a result, in the national tests for seven-year-olds, standards have improved since the last inspection and, in comparison with all schools nationally, standards are above the national average. In tests for 11-year-olds, standards have improved year on year for the past three years and are now in line with the national average. In comparison with similar schools, standards in the 2004 tests were well above the national average. Pupils make good progress in lessons and their achievement is good in Years 1 and 2 and sound in Years 3 to 6.
63. The school offers an appropriate range of mathematical learning opportunities by basing its curriculum on national guidelines, with annotations added by the teacher to ensure that the work is appropriately pitched for both higher achieving pupils and those with special educational needs. This marks an improvement in planning since the last inspection. Furthermore, at the time of the last inspection there was a particular weakness in that too little attention was paid to the pace and challenge of oral and mental work. This weakness has been eradicated. All lessons now start with a well-paced oral and mental activity which enables the pupils to rehearse, develop and demonstrate their understanding of key vocabulary and concepts.
64. At the time of the inspection most classes were focussing on developing number skills - specifically place value and partitioning. Pupils in Year 2 achieve well and are working at levels appropriate to their age and abilities. They could identify how many tens and units were in a given number up to 99 and could then name the number correctly. They could round a number to the nearest 10 and could use an abacus line to demonstrate their understanding. More able pupils are working at above expected levels, for example: working with numbers greater than 100; simple multiplication and division; and using lists, tally charts and block graphs to solve problems.
65. By Year 6, most pupils are working at the level expected for their age group with a minority of pupils working at above expected levels. The detailed planning ensures that all pupils are challenged appropriately and that the more able are extended effectively.
66. The quality of teaching and learning is satisfactory. However, in some lessons it is very good. In these cases, it is a result of detailed planning, ensuring that the lesson operates at a brisk and purposeful pace. Teachers have a secure knowledge of the subject and use key vocabulary effectively in order to ensure that pupils understand the concepts and skills being taught. As a result, pupils are able to use the vocabulary with confidence in order to communicate their understanding. Teachers' good questioning of pupils results in effective teacher assessment. In most lessons, because of the good support provided by teaching assistants, pupils with special educational needs are well provided for as a result of effective planning and assessment. However, occasionally, the activities set are too difficult and this limits their progress.
67. Leadership and management of the subject are very good and are a key reason for the improvement in standards. The subject leader has a clear understanding of the developmental needs of the subject as a result of very effective monitoring of teaching and learning. Pupils' progress is effectively tracked through half-termly assessments and action is taken where necessary in order to keep pupils' learning on target.

Mathematics across the curriculum

68. PUPILS ARE ENCOURAGED TO USE THEIR MATHEMATICAL LEARNING IN OTHER SUBJECTS. FOR EXAMPLE, IN A YEAR 2 DANCE LESSON THE PUPILS COUNTED THE NUMBER OF ACTIVITIES THEY HAD ACHIEVED AND WERE ABLE TO DESCRIBE THIS AS "4 SETS OF 4 ACTIVITIES". IN YEAR 3, PUPILS USE RULERS TO MEASURE CAREFULLY MATERIALS IN DESIGN AND TECHNOLOGY. IN FOOD TECHNOLOGY THEY USE STANDARD MEASURES TO READ WEIGHT AND CAPACITY SCALES. IN HISTORY THEY USE THEIR UNDERSTANDING OF PLACE VALUE TO CREATE AND ORDER TIME LINES AND IN GEOGRAPHY THEY USE GRAPHS TO PRESENT A VARIETY OF INFORMATION.
69. Across the school there is insufficient use of ICT to support learning in mathematics, although in one Year 6 lesson the pupils were able to use a spreadsheet to solve simple calculations.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There have been improvements in the last two years in the national test results for pupils in Year 6.
- Recent improvements to scientific investigational activities are impacting positively on pupils' achievement, though there is more to be done.
- The quality of teaching and learning in Years 3 to 6 is good.
- There is limited monitoring of teaching and learning.
- Too little use is made of ICT.

Commentary

70. There has been an upward trend in the national test results for science since they fell in 2002, particularly in relation to the standards attained by girls. This has been achieved despite the school giving most of its attention to increasing pupils' performance in English and mathematics. However, standards remain below the national average. There has been a satisfactory rate of improvement since the last inspection, bearing in mind the significant disruption caused since that time by changes to staff. The new subject leader has benefited from training to increase his monitoring and evaluation skills, and has recently introduced improvements which are beginning to have an influence on the quality of teaching and learning. While their impact can be seen in areas of good teaching, their introduction is still too new to be fully effective right across the school. The subject leader has not been monitoring the subject long enough to identify and eradicate remaining weaknesses and inconsistencies.
71. The school's analysis of national test results indicated that greater emphasis should be given to developing investigational skills, and the need for a more systematic approach to planning investigations. In response to these findings, there are more frequent opportunities for pupils to plan and carry out tests and investigations; a structured planning sheet has been adopted in Years 3 to 6 to guide and support pupils, and a modified version of this format has been introduced in Years 1 and 2. As a result, there are now signs of rapidly accelerating progress, particularly in this aspect of the subject, though more remains to be done. The more practical approach to

learning is increasing pupils' scientific knowledge and understanding, but not as yet at the same pace as independent and investigational skills. Neither have these improvements had as marked an impact in Years 1 and 2 as they have in Years 3 to 6. Therefore, achievement throughout the school is satisfactory. This includes the achievement of pupils with special educational needs and those for whom English is an additional language. Pupils in the current Year 2 are on course to meet national expectations. Those in the present Year 6 are on track to be below national expectations. These findings are very broadly similar to those of the last report, except in relation to progress in Years 3 to 6 which was then found to be good. There is no difference in the performance of boys and girls.

72. The quality of teaching and learning is satisfactory. The introduction of more practical work has been timely. It has helped to resolve some issues from the last inspection about independent learning and is also starting to address weaknesses in pupils' earlier work, the most significant being inconsistencies in the amount of recorded work and the degree of challenge that is set for the pupils. Not enough work had been recorded in Year 6, for example, and earlier activities in Years 1 and 2 had been largely undemanding. Sometimes, expectations of presentation were not high enough, and some work in Years 3 to 6 was too often untidy. Recently, however, there have been some marked changes, and as a result, teaching and learning as a whole are satisfactory. All the lessons seen in Years 3 to 6 during this inspection were well taught. Teaching and learning in Years 1 and 2 are satisfactory. There are now regular opportunities for pupils to take part in activities which investigate a wide range of scientific topics, but these are sometimes too heavily directed by adults. Marking in general is now more focused on scientific content, although comments remain brief.
73. All the most effective features of teaching and learning were seen in a well-taught lesson for Year 6 pupils. A relaxed manner ensured pupils felt comfortable enough to make suggestions, and the teacher's confident subject knowledge enabled him to respond effectively to spontaneous observations. Crucially, the pupils were well prepared and directed, resources were at hand and expectations were clear. As a result, pupils got straight on with their planning, gave simple explanations for their predictions and demonstrated a good understanding of a fair test, varying just one factor, in their subsequent investigation. Children with special educational needs received good support so that they were able to keep pace with the rest of the class. There was also enough challenge for the few higher attaining pupils, who demonstrated their marginally greater understanding in their explanations, explicitly linking these with what they already knew about the solvent of their choice. In another lesson in Year 5, pupils were also given the chance to discuss their ideas with a partner, which meant that they had more to contribute to the following discussion. The teacher made insufficient use of time, however, during activities to deepen pupils' understanding through well-focused discussion with targeted groups and individuals.
74. Leadership and management of the subject are satisfactory. Assessment has been improved with the analysis of national and other test information, and is also satisfactory. The subject leader has started to review pupils' work and monitor lessons, starting in Years 3 to 6, but has yet to extend this scrutiny into Years 1 and 2. The existing strategic plan for science is in need of updating, and the full potential of ICT is not being used to enrich pupils' experience and knowledge of science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards in ICT, although improved since the last inspection, are below national expectations and pupils' achievement is unsatisfactory.
- Accommodation for the computer suite is not satisfactory and seriously limits pupils' learning.
- There have been good improvements in the ICT resources since the last inspection.
- The quality of teaching of ICT lessons is good, but too little use is made of ICT in class lessons.

Commentary

75. By Year 6 pupils' ICT skills are below national expectations and their achievement is unsatisfactory. This shows a slight improvement since the last inspection where it was not possible to make a judgement about standards as resources were too limited to enable the required curriculum to be taught. Currently, pupils' attainment is in line with expectations in many aspects of the curriculum such as communicating information, where pupils have well-developed skills. For example, pupils in Year 2 are able to save, reload and use the machines to produce writing. In addition, they show good control in both Year 1 and Year 2 in creating pictures using a paint-based program. By the time that they reach Year 6, pupils make multimedia presentations, for example, about Harry Potter, using sophisticated commercial software. In addition, they use word processing as part of English lessons, when, for example, working on the poem "The Lady of Shalot". However, pupils' skills in the use of ICT for monitoring are very underdeveloped. This leads to the below expected levels as pupils have not had sufficient opportunities to develop their skills in this important area.
76. The quality of teaching and learning in ICT lessons is generally good. Teachers plan lessons well and usually ensure that the work set for ICT lessons in the suite contributes well to other subjects. Hence, there is a broad range of work which meets national expectations; it includes spreadsheet work for mathematics and design and technology, and preparing costings for menus. There are good examples of pupils using multimedia presentations to introduce the Tudors in Year 5, which show good skills and complement learning in this subject, and examples of the story of Noah written for religious education.
77. However, learning is seriously limited because pupils do not systematically make use of computers to assist their learning in the classroom. There are limited opportunities, for example, for pupils to research work in the classrooms, rather than in the computer suite in ICT lessons. The computers are not linked to enable Internet research to occur.
78. Additionally, the school's CD-ROM resources are limited. Furthermore, the accommodation for the suite makes teaching and learning very difficult and this limits the pupils' progress. It is recognised that the current arrangements will be substantially improved when internal refurbishments are completed over the summer holidays. However, the suite has been sited in its current position for some time and the area is a corridor as well as being part of the open-plan infant area, which makes sound intrusion difficult for both teachers and pupils. In addition, the school does not have adequate arrangements for the use of the data projector, which is currently in a precarious position and casts a slanted and small image on the provided whiteboard. Again, there are plans to ensure that this will be improved in the new suite. This will

also include an interactive whiteboard, which will be a useful additional teaching resource.

79. Despite all these severe limitations, there has been considerable improvement in the ICT resources since the last inspection. At that time, there were far too few machines available for pupil use. Currently, the ratio of machines to pupils exceeds significantly the national recommended minimum.

Information and communication technology across the curriculum

80. Teachers ensure that ICT lessons are invariably linked to current work in, for example, English, mathematics, science, history, geography and design and technology. This provides a good context for teaching and learning of the subject. However, there is too little evidence of use of ICT in lessons other than in the suite. Teachers' planning rarely includes reference to links to the use of ICT, and consequently very little use was seen during the inspection and only a very small quantity of classroom ICT work was available for scrutiny. Hence, overall this is unsatisfactory.

HUMANITIES

There were no **history** lessons taught during the inspection and hence no evaluation of provision in this subject can be made. **Religious education** and **geography** are reported on in full.

81. No **history** lessons were taught during the inspection and hence no overall judgement on provision can be made. The evidence gathered, from a scrutiny of pupils' work and work displayed indicates that pupils are working at levels that are broadly in line with national expectations. There are good examples of pupils' learning being underpinned through teachers making the work interesting and relevant. For example, in a Year 6 project on World War 2, the pupils experienced an educational visit in order to participate in a day of role-play living the life of an evacuee. This resulted in the pupils writing a diary as part of their English programme and making gas mask cases in design and technology. The outcomes of this project are celebrated effectively in a large display.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- No use is made of the locally agreed syllabus for RE.
- There is too little recorded work.
- Achievement is unsatisfactory and standards are below expectations.

Commentary

82. A key issue of the school's last inspection was to increase resources for RE, and this weakness has been satisfactorily improved. Pupils in Years 1 and 2, for example, watched an informative video about Christian baptism. A change of agreed syllabus has taken place in relatively recent times, but staffing difficulties have delayed the school's planned intention of merging the expectations of this document with the current planning. As a result, the school is not fulfilling its statutory requirements for this subject. The subject leader has only been in post a few weeks and is starting to

gather information. She has undertaken some training and is liaising with staff about resources and needs, but has not yet come to a review of planning, or had the chance to monitor what is taking place in lessons. At this very early stage, her first steps as subject leader are satisfactory but, with no opportunities as yet to check the quality of teaching and learning, the management of this subject is unsatisfactory.

83. There is a broad outline plan for religious education, based on national material, and teachers opt to take half hour weekly sessions or combine them to form a one hour lesson every two weeks. Topics in Years 3 to 6 cover a range of major world religions in addition to Christianity, but pupils' knowledge and appreciation of these faiths and traditions are rarely enriched by visitors or trips to visit places of worship. Indeed, because the subject is underdeveloped it adds little value to the nurturing of pupils' spiritual, moral, social or cultural experience and awareness.
84. Two lessons were seen during this inspection, and both were satisfactorily taught. One of these in Year 6 gave pupils a valuable opportunity to use their language and literacy skills to write play scripts, in order to retell the story of Esther. They remembered the story and the name of the Jewish festival of Purim, but could recall little of any earlier studies, and teaching and learning, as a whole, are unsatisfactory. Throughout the school, there is only a limited amount of recorded work in pupils' books and, too often, topics are covered at a level below the expectations of the agreed syllabus. As a result, pupils' achievement is unsatisfactory and standards in Years 2 and 6 are below expectations.

GEOGRAPHY

Provision in geography is **good**.

MAIN STRENGTHS AND WEAKNESS

- A cross-curricular approach to teaching is used effectively to support learning.
- Pupils achieve well.
- Teaching is good.
- Arrangements to monitor teaching and learning are unsatisfactory.
- The use of ICT to support learning is underdeveloped.

COMMENTARY

85. The good provision is an improvement since the last inspection. This is due to the strengthening of the curriculum and the improved quality of teaching and learning, which is now good.
86. Throughout the school, standards are in line with national expectations and pupils' achievement is good. This is as a result of the good quality teaching and learning and, in particular, the detailed planning, which is based on national guidelines.
87. In Year 2, pupils enjoy lessons, achieve well and make good progress. They are able to show where they live on a map of the British Isles and a local map of Peterborough. They can identify the key features of specific areas in the world and are able, for example, to list the appropriate clothing for each country.
88. Pupils continue to make good progress in Years 3 to 6 and achieve well. For example, in a Year 4 lesson the pupils used investigation in order to identify and recognise a

range of environmental features around the school grounds. They were able to offer suggestions for improvement and could use key vocabulary, such as “conditions” and “quality”, appropriately. By the time they reach Year 6 pupils’ attainment is in line with national expectations. Cross-curricular links are used effectively to support learning; for example, in a Year 6 lesson the pupils made a three-dimensional model of a river system having previously explored the key features and vocabulary in the main lesson.

89. The quality of teaching is good. Teachers plan effectively and provide appropriate activities and resources in order to meet the needs of the pupils. Teaching is particularly effective where planning includes differentiating activity and support, resulting in all pupils achieving well. For example, in a Year 2 lesson the more able pupils were challenged to find their home address on a large and detailed black and white map of Peterborough without support, while the less able pupils were sensitively supported throughout an art activity which enabled them to rehearse the details of their home address.
90. The quality of learning is good. Pupils thoroughly enjoy lessons and they have a positive attitude. As a result of the teachers’ effective behaviour management strategies, the pupils behave very well in lessons and are always willing to answer questions or show their work. Teaching assistants make a significant contribution to enabling this.
91. The subject leader is currently on long-term sickness leave. As a result, there has been too little monitoring of teaching and learning. However, end-of-year assessments are recorded and pupils’ progress is monitored. In addition, teachers’ planning is monitored. There are clear plans in place to strengthen the leadership and management of the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection, too few lessons could be seen in **art and design**, **physical education**, **music** and **design and technology** to enable secure judgements on provision to be made.

92. Reviewing pupils’ work in **art and design** indicates that standards are in line with the national expectations. Pupils are given good opportunities to participate in a range of activities and have explored a variety of media and processes in order to develop their skills and understanding. Art is used effectively to support cross-curricular teaching. For example, as part of a geography topic on forests, Year 1 pupils mixed differing shades of green in order to paint pictures of a rainforest. In Year 5 the pupils used splatter painting and sponge printing to produce solar system pictures as part of a science project on the planets. Throughout the school, display is used effectively to both celebrate pupils’ achievement and enhance the learning environment. There are indications that the leadership and management of the subject are at least satisfactory. The subject leader has developed useful assessment materials, including a subject portfolio for each curriculum year. Teaching and learning are monitored by reviewing both planning and by work produced.
93. A scrutiny of pupils’ work indicates that standards in **design and technology** are in line with national expectations. The pupils are able to develop a range of skills through participation in a variety of good activities and by using a wide range of equipment and media. Throughout the school, the subject is used effectively to support other learning.

For example, in Year 1 pupils used clay to make Divas pots as part of a religious education topic on Diwali. Year 2 pupils made wolf masks, as part of a project on “Little Red Riding Hood”, to support their literacy development. In Year 4 the pupils used sewing and collage skills to produce samplers of Viking ships as part of their history topic. As part of their science project on electricity, Year 6 pupils explored effectively the use of motors to drive a model fairground.

94. Two lessons were seen in **physical education**. In both these lessons, a dance lesson in Year 2 and a gymnastics lesson in Year 3, the quality of teaching was good. Pupils learned well, made good progress and achieved well. Standards in these lessons were at least in line with national expectations. In both lessons the teachers placed an emphasis on the improvement in the pupils’ performance. In the Year 3 lesson, this led to the pupils being able to work in pairs and to develop good quality sequences that included a jump, roll and balances. In both lessons, the pupils showed good levels of application and control which were helped by the teachers’ timely interventions, questions and raising suggestions which invariably led to improvements. The curriculum is of good quality. It is well organised by the subject leader, who has supported other teachers in providing a broad and balanced programme that effectively covers each of the required elements. There is also a very good range of extra-curricular activities. The school has benefited from its involvement in the Peterborough Sports Partnership which has led to access to a range of coaches in many different sports.
95. Two **music** lessons were observed: one in Year 3, which was satisfactory, and one in Year 1, which was good. In both lessons, the teachers’ planning was of good quality. Pupils enjoyed the lesson, though in the Year 3 lesson the pupils’ achievement was limited by some boisterous behaviour by a few pupils. The curriculum for music, which is based on a commercial scheme, is of good quality.

PERSONAL, SOCIAL AND HEALTH EDUCATION

96. No personal, social and health education lessons were observed and therefore it is not possible to make an evaluation of overall provision in this area. However, the subject makes a strong and positive contribution to the life of the school. Classes are timetabled to have one lesson each week and the curriculum is well planned and organised. The school places a suitable emphasis on personal, social and health education and it is an aspect of learning that is well supported in most classes. The pupils’ personal and social education is very good. It has a positive impact on all that the school seeks to do in terms of developing confident people. The school works hard to ensure that pupils work and operate harmoniously.

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 | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 5 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils' needs | 5 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 2 |
| 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 | 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).