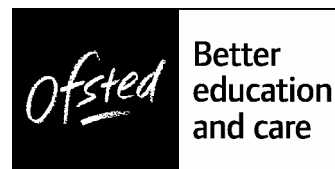


Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404045  
F 020 7421 6855  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



19 January 2007

Mr Manders-Jones  
Headteacher  
Market Deeping Community Primary School  
Willoughby Avenue  
Market Deeping  
Peterborough  
Lincolnshire  
PE6 8JE

Dear Mr Manders-Jones

Ofsted survey inspection programme – Science

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 17 January 2007 to look at work in science.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff, talking with pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of lessons.

The overall effectiveness of science was judged to be outstanding.

Achievement and standards

Achievement and standards in science are outstanding.

- Over the period 2003 to 2005 the achievement of pupils rose from being significantly below to significantly above the average for similar schools.
- In 2006 the achievement of pupils continued to be significantly above similar schools, and for the second year the school was in the top ten per cent of all primary schools for achievement.
- Observation of lessons and scrutiny of pupils' work confirm that pupils are making very good progress and that standards are well above the expected.

- Pupils demonstrate good responsibility and good willingness to contribute, thus showing good personal development.
- Pupils respond well to questions and give evidence of good self-confidence.
- Pupils are developing very good knowledge and understanding of science. It is particularly evident that the understanding and skills involved in carrying out science investigations are very well developed.

### Quality of teaching and learning of science

The quality of teaching and learning in science is overall outstanding.

- All teaching seen was at least good and much was outstanding.
- Very good planning permeates all science activities, exposing pupils to a wide range of experiences and activities.
- Teachers have high expectations of pupils and a clear view of the progress they are making.
- Teachers skilfully keep pupils engaged and provide good challenge to pupils whatever their understanding and needs.
- High levels of engagement are sustained through: effective questioning used to check understanding and involve pupils; use of assessment for learning techniques to ensure teachers have an informed view of progress being made; a strong emphasis on science investigation and involving pupils in planning and decision making.
- Teachers exhibit good subject knowledge and they give clear instructions and explanations to pupils. They do not expect pupils to be passive receivers of knowledge but ensure they are actively working as scientists.

### Quality of curriculum

The quality of the curriculum is outstanding.

- There is a strong emphasis on scientific investigation and problem solving. This underpins the good levels of progress that pupils make.
- The science education provided from Foundation Stage to the end of Key Stage 2 is very well planned, engaging and fully covers the requirements of the National Curriculum.
- The schemes of work are based on a clear belief in the effectiveness of the spiral curriculum. This ensures pupils revisit areas of science knowledge to encounter more demanding work and gain deeper understanding.
- The schemes of work throughout the school make clear the desirability of cross-curricular links where it supports effective learning in those areas e.g. linking electricity and motors in science to cogs and mechanisms in design and technology.
- The schemes of work and teachers' planning are providing an enriched science curriculum for the pupils.

- The long term planning provides a secure basis for teams of teachers to plan for the medium and short terms.
- The curriculum is supported by suitable resources including the provision of ICT equipment.

### Leadership and management of science

Leadership and management of science are outstanding.

- The strategy for assessment, recording and monitoring of pupils' progress is systematic and consistently deployed.
- The decision to raise the profile of science investigation and problem solving has contributed to a dramatic rise in pupils' achievement.
- There is excellent planning based on a very thorough scheme of work which is suitably detailed and sets the high standard for planning.
- There is thorough monitoring of planning and teaching.
- The analysis of performance data and evaluation of processes is well developed and consistently carried out, such that the co-ordinator can speak with authority on any of these matters.
- The co-ordinator has a clear vision of future developments in the subject and this is shared by senior leadership.

### Inclusion

The provision for inclusion is good.

- In observing teaching and in analysing performance data, there is no significant evidence of pupils not having equal opportunities to learn.

Areas for improvement, which we discussed, included:

- improving the extent to which pupils use ICT in science work
- developing the use of questioning to extend the learning of pupils, particularly the higher attaining pupils
- continuing the focus on the problem solving strand of key skills and scientific investigation.

I hope these observations are useful as you continue to develop science in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website.

It will also be available to the team for your next institutional inspection.

Yours sincerely

Ian Richardson  
Her Majesty's Inspector