

# INSPECTION REPORT

## **BRINGTON CE ( c ) PRIMARY SCHOOL**

Brington, Huntingdon

LEA area: Cambridgeshire

Unique reference number: 110827

Headteacher: Mrs Barbara Levene

Reporting inspector: Mr J T Bishop  
12184

Dates of inspection: 17 – 20 January 2000

Inspection number: 188617

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4-11 Years
Gender of pupils:	Mixed
School address:	Church Lane Brington Huntingdon Cambridgeshire
Postcode:	PE18 0PU
Telephone number:	01832 710383
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jennifer Barrett
Date of previous inspection:	9 July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Bishop	Registered inspector	English	What sort of school is it?
		Physical education	What should the school do to improve further?
		Religious education	How high are standards? a) The school's results and achievements
		Under fives	
Peter Oldfield	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Cecelia Davies	Team inspector	Mathematics	How well are pupils taught?
		Geography	How good are curricular opportunities?
		History	
		Music	
Lyn Lowery	Team inspector	Science	How well is the school led and managed?
		Information technology	
		Art	
		Design and technology	
		Equal opportunities	
		Special educational needs	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Brington Primary School is a Church of England Voluntary Controlled School providing education for 104 pupils of both sexes aged 4 to 11. There are 58 boys on roll and 46 girls. There are 13 children aged under five in the reception class. Most pupils arrive by coach or motor car from outlying villages. The school receives pupils from seven villages and is situated on the western edge of Cambridgeshire, close to the border with Northamptonshire. A significant number of pupils come from American Forces families at the Molesworth Air-Base. These pupils often attend the school for short periods of time. This changing school population affects academic achievement and makes accurate target setting difficult.

The school is situated in the rural village of Brington. The most recent census data and information gathered by the school indicates that the socio-economic circumstances of pupils is above the national average. The school's assessment of children on entering school is that attainment on entry is generally average or above with a few children below.

This, together with evidence gained during the inspection, indicates that attainment in literacy and mathematics is generally above what is expected of children of this age. The number of children from economically disadvantaged homes is well below average. The recorded percentage of pupils eligible for free school meals is 3 per cent, which is well below the national average.

All pupils have English as their first language. Although the ethnic composition of the school is mostly white, benefits are gained from teaching pupils who often have a wide experience of other countries. 23 per cent of pupils are identified as having some degree of special educational need. This figure is in line with the national average.

Since the last inspection, a new headteacher has been appointed. Several new policies, for example, assessment and marking have been put in place. The roles of subject co-ordinators have been re-defined and support has been strengthened for those pupils who have special educational needs. The school recognises the need to improve outdoor facilities for those children who are aged under five, to introduce the National Grid for Learning in information and communication technology, to improve the quality of creative writing and complete the writing of all necessary policy documents.

The school's published aims are:

- To develop well-educated children into well-educated adults
- To develop lively and enquiring minds
- To create socially well-adjusted children who are 'fit to live and fit to live with'
- To create a secure and friendly atmosphere in school
- To encourage self-confidence and independence through expecting the highest standards of work of which each child is capable.

### **HOW GOOD THE SCHOOL IS**

This is an effective school, which consistently maintains good standards, especially in English, mathematics and science. The quality of teaching is good. The headteacher and the governors give positive educational direction to the school. The strengths outweigh its weaknesses. The school provides satisfactory value for money.

#### **What the school does well**

- Attainment in the core subjects of English, mathematics and science is consistently good.
- Overall teaching is of a pleasing standard with over half of lessons observed being good or very good.
- The pupils enjoy school, are eager to learn and always try to do their best.
- Pupils' attendance at school is good.
- The school's partnership with parents is strong.

- The headteacher, with the effective support of the governors, creates an ethos that strongly supports learning.

### What could be improved

- Standards in information and communication technology are unsatisfactory at Key Stage 2.
- Teaching in design and technology has not improved since the last inspection.
- The role of subject co-ordinators is not sufficiently effective in monitoring and identifying what does or does not work well in lessons.
- The marking of pupils' work does not give them sufficient information of what it is they need to do to in order to improve.
- There is insufficient monitoring and evaluation of teaching to raise standards further.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection three years ago, a new headteacher has been appointed. The developments made in this time have been sufficient to maintain the good standards achieved by the pupils. A clearly defined curriculum for the under fives has been introduced. Appraisal of staff has been re-introduced and the special needs co-ordinator has some, but not enough, time to fulfil her duties. The assessment of pupils' work is good and is consistently applied in the three core subjects. A sound balance of time is now allotted to all subjects. Recent appointments have strengthened the teaching staff bringing fresh ideas to the school, but expertise in information technology and design and technology is weak, although new computers have the school poised to make progress.

The role of subject co-ordinators remains weak in that they do not sufficiently monitor pupils' work throughout the school. The quality of work in design and technology has not improved. Due to the leadership of the headteacher and the support of the governors, the school is well placed to continue to improve in the areas of teaching, learning and leadership.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	All schools			similar schools	
	1998	1999	N/a	1999	
English	A	B	N/a	D	well above average A above average B average C below average D Well below average E
Mathematics	A	C	N/a	D	
Science	A	D	N/a	D	

Most of the five year olds in the current reception class achieve beyond what is normally expected for their age in language and literacy and in numeracy. At seven years of age, standards compared to national averages in 1999 are high in mathematics, good in reading and average in writing. By the age of eleven, standards in 1999 were good in English, in line with national averages in mathematics and below average in science. The work pupils were doing during the inspection suggests that standards are returning to those of 1998 when the school recorded very high results in the three core subjects. It should be noted that in schools of this size, with small numbers taking the tests, percentage swings can be considerable.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and they generally give of their best. They are responsive and responsible and show positive attitudes in all they do. They respect the school's resources and handle them with care.
Behaviour, in and out of classrooms	Behaviour in classrooms is generally good although there are occasional pockets of misbehaviour. When this occurs, it is well handled by teachers. During the inspection, behaviour was good in the playground even though a few parents have expressed concern about this.
Personal development and relationships	Personal development is good overall. Pupils respond to the development targets which they have set themselves in conjunction with the teachers. Pupils respect each other as well as adults. Relationships throughout the school are good.
Attendance	Attendance is good and pupils enjoy coming to school.

The school has a positive ethos with teachers and other staff in the school acting as good role models. Pupils work willingly. No evidence was found during the inspection of bullying although large footballs in the playground were a cause of annoyance to those not engaged in playing football. In 1998 attendance matched the national average. At the time of the inspection, the current year had higher attendance levels.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The teaching of English and mathematics is generally good at both Key Stage 1 and Key Stage 2. English is particularly well taught at the end of Key Stage 2 and mathematics is very well taught in Key Stage 1. Teachers are enthusiastic; plan their work well and assess pupils' work so that future lessons will meet pupils' needs. Lessons are planned and conducted with an understanding of the differing attainments of pupils with the result that all abilities are challenged. Teachers' marking is not supportive in informing pupils what it is they need to improve next and the school's handwriting policy of employing cursive handwriting is not sufficiently enforced. Pupils often continue to repeat mistakes, and this slows their progress when marking is insufficiently informative. They have insufficient opportunities to develop research skills although this situation is now ready for improvement with the installation of a new reference library and the purchase of new computers. Thirty-three lessons were seen during the inspection. Of these, 91% were satisfactory or better 52% were good or better, 22% were very good with 9% unsatisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and caters well for the wide range of pupils' interests and abilities. Residential visits, educational trips and a limited range of extra-curricular activities provide practical experiences to extend the pupils' understanding of the wider world.
Provision for pupils with special educational needs	Work designed especially for them, enables pupils with special educational needs to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Weekly lessons make a positive contribution to pupils' personal and social development. There are clear codes of behaviour and all adults in the school are good role models. Strong Christian values pervade the school and there is sound provision for spiritual development. Learning about the world's major religions helps to further pupils' understanding of life in a multi-faith society although there are insufficient books available which reflect life in a multi-cultural society.
How well the school cares for its pupils	The school is very conscious of health and safety issues and has clear child protection procedures. The school provides a safe and well cared for environment.

### Partnership with parents

The school receives pupils from seven villages plus an American military base. Most pupils travel in from considerable distances. In order to counteract these difficulties, the school sends out detailed information on a regular basis. Parents are invited into school on numerous occasions to discuss the progress of their children. Many parents undertake effective and informed work as voluntary helpers in classrooms. There is a very strong School Association, which supports the school financially.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The ethos created by the headteacher and which is increasingly supported by the whole school community, strongly supports learning. Monitoring of lessons and of pupils' work is insufficient to further improve learning.
How well the governors fulfil their responsibilities	The governing body offers informed and enthusiastic support to the headteacher and to the school. Their attitude is a strong feature of the school's management.
The school's evaluation of its performance	The school has a general view of its work but has not succeeded in fully evaluating test and assessment results to identify areas in which improvement might be effected.
The strategic use of resources	Good use is made of staff, time, materials and the building. There are weaknesses in the use of the library and of computers.

The school is appropriately staffed with teachers and support assistants and this enables pupils to learn in a satisfactory manner. The school building is well cared for and the ample grounds include an environmental area and a swimming pool. The school also has the advantage of the local playgroup being housed on the site. The school is adequately resourced although there is a shortage of outside resources, such as wheeled toys, for the children who are aged under five. The governors offer very good support to the headteacher but the school has not developed a means of evaluating whether expenditure has been beneficial to the learning process.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The children like school</li> <li>• The teaching is good</li> <li>• The school is easy to approach</li> <li>• Children are expected to work hard</li> <li>• The school is well led and managed</li> <li>• The school is helping children become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Clearer information on how children are progressing</li> <li>• A wider range of extra-curricular activities</li> </ul>

The parents' meeting was very supportive of the school and in the way it educates the children who attend. In general, the inspection team would agree with the comments of the parents. There is a too limited range of extra-curricular activities even though these present organisational difficulties due to the short lunchtime and to the logistics of returning pupils to the outlying villages after club activities. Meetings are not always held at times which are readily accessible to working parents. Many parents praise annual reports.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Over the last four years, pupils have achieved consistently good standards in the three core subjects of English, mathematics and science at both key stages. The results in 1999 are lower than those for 1998 but it should be noted that in schools of this size, with small numbers taking the tests, percentage swings can be considerable. Work seen during the inspection indicates that standards remain above national averages during the current year for both key stages.
2. When children enter the reception class, their knowledge, understanding and skills are generally above those expected for their age. Children under five make sound progress in the reception class. Their personal and social development is satisfactory. They settle confidently into their daily routines, behaving well and gaining in independence. They listen attentively to adults and enjoy stories and rhymes. Children develop good speaking and reading skills and their writing shows steady improvement. Children begin to count and record numbers by sorting objects and examining patterns. They have a simple awareness of their immediate environment and enact aspects of this in role-play. Children use crayons and brushes competently and their artistic skills are good. The children's physical development is satisfactory. By the time they are five, the children have continued to make sound progress and standards are generally above what is expected for their age as they begin work on the National Curriculum.
3. Over much of the time since the last inspection in 1996, pupils' attainments in the National Curriculum tests at Key Stage 1 have remained above national averages in reading, writing and particularly in mathematics. According to teachers' assessments, standards have followed a similar picture with mathematics and science being above assessments for English. At Key Stage 2, standards over the past few years have remained constantly above national averages although they were closer to the national averages in 1999 than they had been in previous years. At the end of Key Stage 1, pupils' attainments for 1999 are in line with schools of similar intake in mathematics but below average in reading and writing. At the end of Key Stage 2, pupils' attainments are below comparable schools in English and mathematics and well below in science.
4. Taking the four years 1996 – 1999 together, the figures show that, at Key Stage 1, the performance of pupils in reading, writing and mathematics was above the national average. Taking the same four years, pupils' performance at Key Stage 2 in English and mathematics was well above the national average. Taking all the core subjects together, the performance of the pupils was well above the national average. Pupils with special educational needs attain levels appropriate to their abilities and in line with the targets set in their individual education plans. Teachers plan lessons carefully, generally providing work, which challenges pupils of all abilities into making good progress. There are no pupils for whom English is a second language.
5. In English, pupils at both key stages speak well and are making satisfactory progress in developing their listening skills. They generally listen well to one another and to adults. Pupils at Key Stage 1 are keen to answer questions and voice appropriate views when predicting the outcome of stories. At Key Stage 2, speaking is a strength with older pupils using sentences well and they are building up an effective vocabulary, understanding words such as "imagery". Most pupils at Key Stage 1 understand the sounds of letters, recognise many regularly used words and willingly attempt new and unfamiliar words. At both key stages, they show interest in their books and their reading is expressive, taking note of punctuation. Teachers have an effective understanding of the literacy hour and provide suitable opportunities for group and guided reading even though there are limited resources for this aspect. Classroom resources and the library are attractively laid out and encourage pupils to enjoy and value books. The library is a recent addition and is not yet fully effective in increasing pupils' interest in non-

fiction.

6. Pupils progress satisfactorily in writing at both key stages. At Key Stage 1, pupils are beginning to write at length with the oldest pupils using punctuation and adjectives effectively. At Key Stage 2, pupils write in a wide range of styles including storytelling, poetry and writing for other subjects of the curriculum. Work is usually well presented, although a significant number of pupils do not consistently use cursive handwriting.
7. Pupils at both key stages are making good progress in mathematics and the standards of work in this subject are a strength of the school. Pupils at Key Stage 1 add and subtract to at least 20, most using mental strategies which are being reinforced by the effect of teaching the numeracy hour. Most pupils of all abilities benefit from the appropriately challenging work set in most classes.
8. At the end of Key Stage 1, standards in science, according to teacher assessments, are above national averages and at Key Stage 2 they are in line with the national averages although the percentage of pupils attaining the higher level 5 is well below national averages. Pupils extend their knowledge effectively at Key Stage 1 in, for example, understanding about the materials used in house building for their topic on houses and homes. At Key Stage 2, pupils have a good understanding of how ball joints and sockets work in the human body. Pupils' knowledge of scientific facts is good and they have a sound understanding of fair testing in experiments.
9. Pupils' attainment in information technology is unsatisfactory at Key Stage 2; it is satisfactory at Key Stage 1. It is insufficiently used to support learning in other subjects. Until recently there have been an insufficient number of computers available for pupils to use, although this has now been rectified.
10. Teachers' lack of confidence in information technology is not helped by the absence of a scheme of work which covers all the elements which pupils are expected to learn. There has been little improvement in design and technology since the last inspection although a scheme of work has been introduced. This is not yet effective in informing teachers how better to present the subject.
11. Pupils' attainments at the end of both key stages meet the requirements of the local authority Agreed Syllabus for religious education. At Key Stage 1 pupils know about some of the main beliefs and festivals of Christianity and other major faiths. By the end of Key Stage 2, pupils compare facets of Christianity and Judaism, for example, they consider artefacts and their importance in worship. They relate religious teachings when considering the Ten Commandments to the development of moral concepts and to their own behaviour. In all other subjects, pupils make satisfactory progress in both key stages.
12. The school has agreed appropriately challenging targets for English and mathematics with the local education authority. It met these targets in 1999 and evidence from the inspection suggests that the school is likely to achieve them in 2000. Standards are generally consistent between boys and girls.

### **Pupils' attitudes, values and personal development**

13. Pupils are generally keen to come to school. The attendance levels in the current school year are very high, with no unauthorised absence. Parents respond well in providing explanations to support absence.
14. Older pupils, particularly, undertake a variety of responsibility tasks in the school, including helping to supervise younger pupils eating lunch, tidying physical education equipment and keeping classrooms tidy. Relationships between pupils are generally good; they play well together, although vigorous games of football in the school yard sometimes threaten girls and younger pupils. The school however, allows very young pupils to enjoy lunch first. When they go out to play vigorous games have been concluded. Special needs pupils are well supported and are able to take a full part in school activities. They are valued and all teachers ensure

they provide work for them which is at an appropriate level. The learning support assistant is able to ensure that both physical and intellectual needs are met. Pupils with special educational needs have positive attitudes and try hard to achieve good results and to improve their work.

15. Lessons are interesting and pupils generally remain on task, but there were isolated examples seen from some boys, of unsatisfactory behaviour in some classes. No bullying was seen during the inspection week. There have been no exclusions.
16. The school property is attractive and has a good standard of daily maintenance. Pupils respect the property and no signs of damage, litter or graffiti were seen.
17. Many of the children of the school arrive in coaches, they act responsibly towards each other and arrive, and depart from school in an orderly manner. Pupils are pleased to listen to other pupils present their work to the class. An example being in a Class 2 literacy lesson, when encouragement in the form of clapping gave encouragement and support to pupils. A number of parents interviewed during inspection week were able to indicate that their children were very happy at the school and enjoyed their work in classes. This was supported by views expressed in the parents' questionnaires.

### **HOW WELL ARE PUPILS TAUGHT?**

18. Overall, the quality of teaching is satisfactory or better in 91% of lessons. Good or very good teaching is seen in 52% of lessons. Teaching is a positive feature of the school.
19. The quality of teaching for children under five reflects the teacher's sound understanding of the needs of young children and her knowledge of the content of the guidance booklet "Early Years Goals". Children are encouraged to be independent and the purposeful atmosphere in the classroom promotes good learning habits for the children. On occasions, too many activities are organised at the same time which constrains the learning for those children who are not working with an adult.
20. At both key stages, teachers have at least a satisfactory subject knowledge of the National Curriculum programmes of study. Subject knowledge is good in mathematics and English but less secure in information and communication technology and design and technology. The teaching of religious education for the older pupils shows good subject knowledge and most teachers have a thorough understanding of the National Literacy and Numeracy Strategies. In their lesson plans, teachers clearly identify what it is that pupils are to learn in literacy and numeracy and planned activities are appropriately matched to the intended learning objectives.
21. Most teachers ask questions in all subjects which help pupils to understand and extend their thinking. In a minority of lessons, such as science, history and geography, the overuse of published worksheets inhibits the communication of information, ideas and the use of initiative. In both key stages, teachers explain ideas clearly to pupils so that they understand and learn. Teachers know their pupils well and generally provide activities which are well matched to their learning needs. In the best lessons, pupils are well challenged and teachers make learning interesting through the use of a range of resources. Pupils with special educational needs are given good support in lessons by the learning support assistant and through the provision of work matched to their needs.
22. In the best lessons, teachers engage the interest of their pupils through presenting information in an interesting way and with a brisk pace. Work is usually planned for different abilities and ages within the class, particularly in literacy and numeracy. Pupils are given opportunities to work on their own, in pairs or small groups which helps them to develop good learning habits. Teachers generally use time well, but in some lessons, there is insufficient focused teaching when pupils are involved in independent tasks; for example, in mathematics at Key Stage 2, teachers spend time helping individual pupils rather than working with a group in order to extend their learning.

23. Overall, teachers manage pupils well. They expect pupils to behave well and on the occasions where a minority of pupils misbehave, teachers are quick to react and deal appropriately with any unacceptable behaviour. Throughout the school, teachers encourage pupils to concentrate on their work and to complete tasks. In most lessons there is a purposeful working atmosphere in which pupils' contributions are valued.
24. The pace of most lessons is brisk but sometimes, the pace slows down when pupils are working independently; pupils are not always encouraged to reflect on what they have learnt in a lesson. Sufficient opportunities are provided for pupils to consolidate their learning, particularly in English and mathematics when discussions take place and work is shown at the conclusion of lessons. Resources are sufficient in quality and quantity but information and communication technology is not used effectively in order to promote learning across the curriculum. Very good use is made of parents who help in the classroom, particularly at Key Stage 1.
25. Teachers listen carefully to pupils and make informal assessments of their learning. Praise is given orally to pupils for their efforts in lessons. However, written work is not always marked and the school's marking policy is not fully implemented. Opportunities are missed for showing pupils how to do better next time.
26. Homework is sometimes used effectively to reinforce what is learnt in school, particularly in English and mathematics. Pupils with special educational needs are set clear targets in their individual education plans and are provided with good support, particularly in literacy and numeracy.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

27. Overall, the school provides a broad range of opportunities for the pupils. The curriculum meets statutory requirements with most subjects given an appropriate amount of time. Information and communication technology is not time-tabled for discrete lessons and aspects of the curriculum are underdeveloped, as are aspects of the design and technology curriculum.
28. The curriculum for children under five in the reception class is closely linked to the "Early Learning Goals" and it also takes into account the early stages of the National Curriculum. The National Strategies for Literacy and Numeracy are being implemented effectively with an appropriate amount of time allocated for teaching. Staff have worked together conscientiously in order to implement these new national initiatives and to provide a range of opportunities to develop pupils' basic skills. The curriculum is socially inclusive with all pupils, including those with special educational needs, having equality of access and opportunity and teachers ensure that pupils' needs are taken into account when planning work for the whole class.
29. Extra-curricular provision includes netball, football and an opportunity to play in a small orchestral group called Fiddle Fingers. These clubs are suitable for pupils of different ages and needs and enrich the curriculum, as they did at the time of the last inspection. Most parents responding in the Parents' Questionnaire are satisfied with the provision for homework. About a third of parents are not satisfied with extra-curricular provision; as the majority of pupils travel to and from school by bus, this does make the organising of activities more difficult.
30. As part of their history and geography work, pupils are taken to places of interest such as the Fitzwilliam Museum, Buckden Towers, Hunstanton, the Challenger Centre for Space Education and participation in a Victorian enactment day. The opportunity for pupils to take part in a local music festival brings pupils into contact with others who will attend the same senior school whilst at the same time enabling them to learn musical skills in more depth. The school serves several villages in the area and has an established programme of visits from members of the wider community, including clergy from several Christian denominations, artists and musicians. These visits and activities contribute significantly to pupils' learning.

31. The school makes adequate provision for personal and social education, which includes health and sex education and drugs awareness. In Year 6, each pupil has a personal target displayed in the classroom as a reminder. The weekly lessons for personal and social education make a positive contribution to pupils' development.
32. There are very constructive links with the play group which meets in a building on the school site. Children who attend play group are familiar with the school and staff before they start their full time education which helps them to settle quickly into school routines. For those pupils who are transferring to secondary school, there is an opportunity to visit their new school in the summer term. Links with local primary schools, for example, the Music Festival, enrich the curricular opportunities.
33. Overall, provision for pupils' personal, spiritual, moral, social and cultural development is sound. There is good provision for pupils' social development. Brington is a happy school which offers pupils a secure and caring environment. Staff work hard to promote the development of pupils' balanced and reasonable attitudes.
34. Provision for pupils' spiritual development is sound. The pupils visit the local church and clergy from several Christian denominations are regular visitors to school. In subjects such as science, art and religious education, pupils are introduced to the beauty and wonder of the world and their relationship to the environment. Acts of collective worship meet statutory requirements.
35. The provision for pupils' moral development is sound. School and lunchtime rules are displayed; each class has its own rules. Effective reward systems, such as 'stars' for the best table at lunchtime and 'marbles in a jar' to reward good classroom behaviour, are in place. Pupils understand right from wrong. Teachers adopt a calm approach to control their classes, even when a small minority of pupils behave inappropriately. All individuals are valued.
36. Good opportunities are provided to promote social development. Pupils are given a range of responsibilities within classes and older pupils take on whole school responsibilities, such as ringing the bell and helping younger pupils. The opportunity for older pupils to participate in a residential visit provides a further opportunity for social development. Pupils are encouraged to think of ways to improve school life, such as how to improve the terrace area in the playground. Pupils' social development is strongly supported by good role models provided by teachers and other adults who work in the school.
37. Provision for cultural development is satisfactory. In religious education, pupils are developing an understanding of the major world faiths. In literacy, art, geography, history and music there are opportunities for cultural development. Educational visits and visitors to the school make a sound contribution. In the library there are insufficient books which reflect life in a multi-faith and multi-cultural society.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. The school provides good support to all its pupils and has very effective child protection procedures and a high regard and care for pupils' welfare.
39. A senior teacher is the designated person responsible for child protection and has completed appropriate training courses. All local authority procedures are correctly followed. She is well supported by the member of the governing body responsible for child protection. The school has good contact with a range of agencies, including the school nurse and doctor and can make referrals to the Family Centre. Speech therapy and learning support is well provided.
40. Children aged under five benefit from good assessment procedures, individual records are maintained upon the attainment and progress of these pupils. Children who are about to join the school undergo detailed introduction procedures. The personal development of special educational needs pupils is carefully and frequently monitored. All records are updated frequently and contain valuable information. Their progress is frequently measured and records of improvements kept. The school's individual education plans not only identify difficulties experienced by pupils but also what they do well. Pupils are given clear, achievable targets each term and receive good support to enable them to achieve.
41. Sex education and drugs awareness are part of the comprehensive personal, social and health education programme. Circle time discussions further develop the self-esteem of pupils; they suggest topics to support their learning in circle time. The school has well developed procedures to care for pupils involved in minor accidents; two trained first aiders are on hand. Appropriate portable electrical apparatus testing and fire safety testing has been done. Fire drills are regularly held.
42. The school assesses pupils' academic performance well and teachers gather a considerable amount of information about pupils' attainment. Recent National Curriculum data shows that teachers' estimations of pupils' attainment in English, mathematics and science are generally consistent with test results at the end of both key stages. Teachers use baseline assessments effectively when children start school and testing in mathematics and English occurs routinely as pupils move through the school. Assessment information is used appropriately to inform future planning of the curriculum although analysis of key stage test papers is insufficient to clearly identify the learning areas which pupils have most difficulty with. There is no portfolio of assessed work which would assist teachers in accurately measuring pupils' work against national benchmarks.
43. Attendance at the school is good, and pupils learn and play well together. No bullying was evident during the inspection. Great care is taken by the school to ensure that pupils enjoy school life.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. An overwhelming number of parents and carers fully support the school and are happy with the work produced. A few parents expressed an opinion that the school does not always make them fully aware of the progress of their children and this may be justified, in that comparison with national levels is not always shown in pupils' annual reports. A few parents did not feel that the school worked closely with them but this does not seem to be fully justified as teachers can be seen on any day on an informal basis. Three parental afternoons are set aside for the examination of work and three evenings for full discussion about progress in the course of a year.
45. Homework is not always set upon a sufficiently regular basis although reading books are sent home. Most parents interviewed were happy with the present arrangements, and details of projects for the term are known in advance.
46. Parents are fully involved in reviews of individual education plans. They are also informed as

soon as the school has a concern about a pupil and are involved in providing support whenever possible. The vast majority of parents take up the invitation to attend review meetings about their children and know what targets are set for them each term.

47. The school sends out regular newsletters and letters to support the information given to parents. An active school association is very supportive to the school and has recently purchased two new computers to assist learning.
48. The school has a good number of parents who regularly help in classes and provide very good quality support to teachers and pupils. There are good links with parents and carers to consolidate and extend learning and the school makes a valuable contribution to the village community it serves.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The headteacher, supported by a competent governing body, is effectively managing the school. They have agreed a school development plan which appropriately identifies the main priorities for future development. They take this into account when identifying staff training needs and financial commitments. The headteacher, together with the governors, is successfully promoting high standards in most aspects of school life, although there are weaknesses in the provision of information and communication technology. All the staff work well together to maintain high standards in the core subjects, particularly mathematics. The headteacher and governors closely monitor standards in national tests but have not completed a sufficiently detailed analysis of what it is that pupils find difficult so that weaknesses may be compensated for. The school has co-ordinators for all subjects and for each key stage. They make a useful contribution to the teaching of their subjects across the school, but the lack of regular non-contact time makes it difficult for them to rigorously monitor teaching and curriculum provision. The school has carried out staff appraisal but the headteacher is not yet systematically monitoring teaching in the school in order to raise standards. She is aware of the need to begin to do this as a matter of urgency. The headteacher uses some of her time to release the special educational needs co-ordinator and subject co-ordinators. This is currently on an ad-hoc basis and has insufficient impact on teaching and learning. The school has appropriate aims and values and is successful in achieving most of them. There are good relationships evident between pupils, staff and parents. The school takes steps to ensure that all pupils have the chance to partake fully in all aspects of school life. The governors are committed to the support of pupils with special educational needs. They allocate a significant proportion of the budget to supporting these pupils. The result is that these pupils achieve good standards for their ability and their quality of learning is good.
50. The governing body fulfils its statutory responsibilities and is fully aware of the performance and improvement in the school. Since the last inspection, many new governors have been appointed and they take their responsibilities seriously. They have attended a large number of appropriate courses on a wide range of subjects related to their roles.
51. They are well informed and make a valuable contribution to all aspects of school life. Committees have been set up with responsibility for finance, personnel and the curriculum. All meet regularly and are very knowledgeable about the school's current position and where it would like to be. Many of the governors help in classrooms on a regular basis and informally gain an understanding of the school's strengths and weaknesses. Others make formal monitoring visits to classrooms and share their findings with teachers and the governing body. Specific governors have taken an interest in, and responsibility for, special educational needs provision, child protection and health and safety. The chair of governors meets with the headteacher on a weekly basis and is fully aware of the way the school functions and its strengths and weaknesses. The governor with responsibility for finance is very well informed and takes the role seriously. He has a very clear understanding of the budget and plans very carefully, taking into account trends identified for the next three or four years. Day-to-day administration of the budget is tight. Steps are taken by the headteacher and governors to ensure that they shop around for the best value before making any financial commitments.

Spending is linked to the school development plan but this does not identify subject resource needs on a long term basis. This is an important factor, particularly in information and communication technology where plans for repair and replacement need to be put into operation. Since the last inspection report, the monitoring of the school's finances has been significantly improved and it is now very effective.

52. The school has taken sensible steps to evaluate its performance and is clearly aware of its strengths and weaknesses. It is taking steps to secure improvements in most of these areas, although improvement in information and communication technology since the last inspection has been very limited. There are plans to address this issue since the very recent installation of the National Grid for Learning computers, but no dates have yet been set by which improvements must be apparent and evaluated. The school has identified its educational priorities and spending decisions are directly related to these. For example the school is committed to good quality provision for special educational needs pupils and is successful in achieving this.
53. The school is generously staffed and this has a positive impact on standards. Classes are relatively small and the non-teaching headteacher is able to relieve the school of supply teaching costs and does give staff a limited amount of time, currently too little to be really effective, to carry out their roles as co-ordinators. The accommodation is very well maintained and a stimulating working environment is created. The school benefits from an environmental area, extensive playing fields and a hall and swimming pool. However, it does not have a designated play area for the youngest pupils and there are no wheeled toys for outdoor use. The school is already aware of the need to provide these resources, but there are no immediate plans to do so, despite their importance. Provision for information and communication technology has just been enhanced so that it is adequate in terms of hardware and software. The school has not identified the need to ensure funding can be made available to upgrade provision at Key Stage 1 so that it is as good as it is at Key Stage 2. Design and technology resources are restricted as there are no facilities for pupils to work with wood using appropriate tools. Subjects generally have a satisfactory range of resources but there are too few non-fiction books available for pupils in the school library although those they have are of good quality. The lack of information and communication technology resources has had a direct and negative impact on the quality of learning in this subject and has caused current Year 6 achievement to be below national expectations.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

54. The school should:
- Improve standards in information and communication technology by ensuring that:
    - The policy and scheme of work covers all required aspects;
    - Information technology is used to support learning across the curriculum;
    - Teachers further develop their confidence and subject knowledge;
    - Long term financial plans are developed to replenish resources.
  - Improve the quality of learning in design and technology by:
    - Including in the scheme of work an assessment strategy which measures pupils' progressive acquisition of skills and understanding;
    - Increasing the range of resources available to include working with wood;
    - Further developing teachers' subject knowledge.
  - Develop the role of the subject co-ordinator to include:
    - Evaluations of the effect of spending on the quality of learning;
    - The identification of future spending needs;
    - An increased influence across the school by formalising a system of monitoring of

teachers' planning and of pupils' work.

- Increase pupils' progress by:
  - Fully implementing the marking policy so that all pupils have a clear idea of how they can develop their work.
- Further raise standards by:
  - Increasing and developing the monitoring and evaluating of teaching.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7	10	13	3		

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	104
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	6
	Girls	9	9	9
	Total	13	13	15
Percentage of pupils at NC level 2 or above	School	81 (86)	81 (86)	94 (93)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	6	6
	Girls	9	9	9
	Total	13	15	15
Percentage of pupils at NC level 2 or above	School	81 (86)	94 (85)	94 (93)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	11	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	8	7	8
	Total	12	12	13
Percentage of pupils at NC level 4 or above	School	75 (100)	75 (90)	81 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	5
	Girls	7	7	7
	Total	10	12	12
Percentage of pupils at NC level 4 or above	School	63 (73)	75 (91)	75 (73)
	National	68 (63)	69 (64)	75 (69)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	108
Any other minority ethnic group	3

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	22.6
Average class size	28.2

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	54

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
	£
Total income	208,229
Total expenditure	204,862
Expenditure per pupil	1,767
Balance brought forward from previous year	4,603
Balance carried forward to next year	7,970

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	104
Number of questionnaires returned	52

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	57	36	5	0	2
Behaviour in the school is good.	52	43	2	0	2
My child gets the right amount of work to do at home.	55	36	7	2	0
The teaching is good.	73	25	0	0	2
I am kept well informed about how my child is getting on.	34	50	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	25	5	2	0
The school expects my child to work hard and achieve his or her best.	61	34	2	0	2
The school works closely with parents.	45	41	14	0	0
The school is well led and managed.	66	27	5	0	2
The school is helping my child become mature and responsible.	61	34	0	0	5
The school provides an interesting range of activities outside lessons.	31	36	26	2	5

### Other issues raised by parents

The parents' meeting was attended by 18 parents. The overall tone of the meeting was very supportive of the school. The only minor issues which arose are listed below:

- 1) Some parents do not know what homework they expect their children to do on a daily basis.
- 2) Some parents believed that information technology was weak at Key Stage 1.
- 3) Parents recognised that recent improvements included more settled staffing, better library, better lunchtime behaviour, better reading standards.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

55. Children enter the school at the beginning of the academic year in September. These children will reach their fifth birthday by August 31<sup>st</sup> of the following year. At the time of the inspection there were 13 children in the reception class along with 14 pupils who were in Year 1.
56. Children's attainment on entry to the school is generally above that expected nationally for children of similar age in all areas of learning. They make satisfactory progress overall and quickly become happy and confident learners, taking a full part in the range of activities offered to them. By the time the majority of the children reach the age of five years, they are generally above the expected levels of attainment in all areas of learning.

#### **Personal and Social Development**

57. Children concentrate well and persevere in what they are doing. They play independently and with their friends in the post office corner, setting up simple role-play activities such as shopping or setting up puppet shows with the popular fox and badger glove puppets. They listen to each other in class discussion sessions. The children behave well and show respect for their teacher and other adults, as well as for each other. They appreciate one another's achievements and applaud success. They show appropriate emotion in response to stories and when listening to the experiences of each other. The development of independence and a positive attitude is constantly reinforced. The children learn to share and make choices during play.

#### **Language and Literacy**

58. The majority of the children listen well to their teacher and other adults. They follow instructions with a good degree of accuracy, and listen closely. When problems occur in the classroom, the children have opportunities to discuss the events, and this helps them develop expressive and descriptive language. Younger children are introduced to books and stories through literacy lessons and class readings from 'big books'. Several children are beginning to develop early reading skills through using the attractive reading area and by learning key words. They also use word games to identify and match words. The majority of children are beginning to understand that words and pictures carry meaning and they re-tell stories from memory. They extract simple information from books by studying illustrations. They treat books carefully in school and when they take them home. Most of the children attempt to copy write and are beginning to form letters with increasing accuracy. Some are beginning to write meaningful sentences when using the post office writing area. However this writing area is not always available and this restricts the choices available to those children who wish to write.

#### **Mathematics**

59. Sound progress is made in this area of learning. There is a wide range of activities and opportunities that emphasis numbers and enable the children to develop the skills of counting. Many count accurately to twenty and some much further. Most recognise numerals up to 10 and correctly order them. When using counters, most of the children identify patterns of numbers and investigate ways of making numbers. They are beginning to be aware of number operations such as addition and subtraction. The children use appropriate vocabulary, such as when using two-dimensional shapes, they identify triangle, square and circle, and correctly identify coins when shopping in the post office. They relate this vocabulary to their studies of the "Hen House" by Allen Allberg in literacy lessons and identify the shapes in the house. Many have a good understanding of words such as full, empty and half-full and use this in sand play, but this aspect of learning is limited by their being no regular ready access to water play.

#### **Knowledge and Understanding**

60. Satisfactory progress is made in this area of learning. The children develop a good knowledge of the world around them. They are growing in confidence when using computers, controlling the cursor on the screen with increasingly deft use of the mouse. There are appropriate

programmes to support their learning of two-dimensional shapes in mathematics. They develop their scientific knowledge when for example, they make porridge and use it to test and understand their five senses. An awareness of history is developed through comparing old and new teddy bears and studying Advent calendars. They develop early geographical skills by making plans of how to get to the "Jolly Postman's" house. They make good use of the school's environmental area when the weather is suitable.

### **Physical Development**

61. By the time they are five, most children are likely to meet the expectations for their age. Progress is satisfactory. The children are given a wide range of opportunities to develop their co-ordination and manipulative skills and they handle pencils, brushes, scissors and tools confidently. They take part in a range of activities such as printing, gluing and using construction apparatus. The children move confidently during physical education sessions in the school hall, where a range of activities is provided for the development of balance and control over their movements. They learn to match movement to rhythm. However, their development is restricted by the lack of appropriate outside equipment such as wheeled toys or balancing apparatus. The children use the school's swimming pool during the summer term.

### **Creative Development**

62. The children make sound progress in this area of learning. A wide range of media and resources is provided. The children are confident in choosing materials and using them independently. They have made hand and wheel prints, experimented with texture when making plaster-covered trees and mix powder paints to discover new colour shades. Percussion instruments are available but they are not readily available and their use is limited. The children make music using their hands to clap and have made musical instruments as part of the topic on the senses.
63. The teaching of under fives is usually good. Support staff and parent helpers are used effectively to support children and they play an important part in monitoring progress. Lessons are well planned and work is well matched to the different abilities and ages within the class. The teacher has a good understanding of the curriculum for the under fives and uses this knowledge to provide demanding challenges particularly in language, literacy and mathematics although teaching in science has a sometimes over complex organisation which causes noise levels to rise too high with some children working for too long on unsupervised activities. A high priority is rightly given to literacy and numeracy and children are provided with a sound foundation, which prepares them for the National Curriculum. There are shortcomings in the teaching when it is not always clear whether a child has regularly visited the full range of activities available.
64. The assessment of children's progress is sound. Clear and comprehensive records are kept and these are well used to plan future lessons. All adults working with the class contribute to the records. Reports to parents are concise and clearly outline what the children can do. Children respond well to their time in class and are keen to join in all activities. They work well together as well as individually. They show confidence in attempting new work. There is a wide range of resources and these are well used to raise standards.
65. The 1996 inspection report found that there was above average attainment in language and literacy and mathematics and that progress was good. These standards have been maintained. The report also found that insufficient guidance was available on the under fives' curriculum and that afternoon arrangements were unsatisfactory. Since the last inspection, a good policy for under fives' has been produced which offers clear guidelines for teaching an appropriate curriculum. Time is now well used throughout the day.

## ENGLISH

66. Pupils' attainment in English is broadly above national averages at both key stages.
67. Pupils' attainment in the National Curriculum tests at the end of Key Stage 1 in 1999 was broadly in line with the national average for reading and writing, for pupils attaining level 2. The number of pupils attaining the higher level 3 was above the national average in reading and in line in writing. At Key Stage 2, the number of pupils attaining the expected level 4 in the National Curriculum tests in 1999 was above the national average. It was also above the national average for those pupils gaining level 5. The standard of work seen during the inspection coupled with the school's consistently good National Curriculum results over the past four years indicate that standards in English are good at both key stages.
68. The above average attainment reported at the time of the last inspection in 1996 has been maintained.
69. At Key Stage 1, pupils listen well and concentrate for long periods of time as they listen to, read together and talk about books in the literacy hour. They are relaxed and are keen to express their views. Pupils enjoy listening to poems and one class has made up alphabet poems to strengthen their knowledge of the alphabet. At Key Stage 2, the development of speaking and listening is not planned for but pupils in Year 6 speak very confidently offering complex contribution in discussions on Ted Hughes' "Amulet" using words like "imagery" with understanding.
70. Pupils at Key Stage 1 read "The Three Little Pigs" together with obvious enjoyment and talk with understanding about the effect of speech on writing. They understand about full stops, capital letters and they know about speech marks. They are beginning to understand how words are built up and, for example, use "sl" to make words such as "slither" or "slow" Dictionaries are well used in Years 3 and 4 and they understand the effect of strong adjectives on the power of advertisements. Throughout Key Stage 2, pupils read demanding books with expression and enjoyment although their knowledge and enjoyment of non-fiction is limited. Insufficient use is made of the newly provided library to further develop reference skills.
71. By the time pupils are seven; they are used to writing in a variety of ways. They tell stories such as "Ashley's Disappointing Christmas" and write for other subjects such as "Memories" or "Houses" in history. By the age of eleven pupils are stimulated to write by visitors to the school such as Brian Ogden, the author of "Maximus" stories. Pupils write for a wide range of purposes. In Years 3 and 4 they learn to write advertisements which require different skills to writing narrative. The school policy for handwriting is insufficiently followed with too few pupils using cursive handwriting. Pupils' handwriting is also inhibited by many pupils having unorthodox pencil grips.
72. At both key stages, pupils with special educational needs make good progress towards their individual targets. Much of the work set is matched to their needs, as it is to pupils of all abilities, and the teachers, classroom assistants and parent helpers give very good support in helping individual pupils.
73. Pupils generally make good progress at both key stages and this is assisted by the pride, which most pupils take in their work, which is usually well presented. Progress in spelling is improving at Key Stage 1, where it is a focus of homework. English work is not often set for homework at Key Stage 2 and has little impact on learning in English, although pupils do regularly take home reading books.
74. Pupils enjoy their work and take an active part in class discussions. They generally settle down to work quickly and sensibly and most sustain effort for long periods of time. Pupils work well together.
75. Literacy is being used to good effect when pupils write in support of topics they are studying. By the end of Key Stage 2, pupils understand how contents pages and indexes work. They know how to find books in the library, but do not often use these skills to choose books to

further their knowledge. Pupils use computers to word process some of their work but make very little use of technology to support their learning.

76. Overall, teaching is good at both key stages, but ranges from very good to unsatisfactory. Strengths include good lesson planning and particularly probing questions, which stimulate discussion and increase pupils' learning. Resources such as thesaurus and dictionaries are routinely used at Key Stage 2. Pupils have individual learning targets to remind them of what they need to improve next. Work is well graded to the different abilities in the class, stretching all abilities. Behaviour is good with pupils keen to learn. The marking of pupils' work is neither detailed nor helpful in assisting pupils to understand what it is they need to improve on next; this is particularly restricting to further improving the quality of pupils' writing.
77. The co-ordinator for English is relatively new to the post. At present, there is insufficient monitoring of pupils' progress but there has been some effective analysis of National Curriculum tests, which might further raise standards. The English curriculum is broad and balanced and is based on the National Literacy Strategy. English makes a sound contribution to the spiritual, moral, social and cultural development of pupils, especially in the relationships built up by the way pupils are encouraged to listen to and read about others' views, beliefs, ideas and values.
78. At the time of the last inspection in 1996, attainment in English for both key stages was above average. This has been maintained. There were plans to provide more curriculum guidance to teachers and this has been largely provided by the National Literacy Strategy. This has given a consistent approach to the teaching of English.
79. The accommodation is spacious and well used with pleasant displays. Resources are satisfactory. The library has good quality books but there are too few in quantity. There is insufficient information available to pupils, for example, about other ethnic cultures. There is a good range of reading and fiction books but the supply of group readers is inadequate. Dictionaries are plentiful and well used.

## **MATHEMATICS**

80. In 1999, the percentage of pupils at Key Stage 1 attaining the expected level was well above the national average and broadly in line with the averages for similar schools. Taking the four years from 1996 to 1999 together, the trend shows that the performance of pupils at Key Stage 1 has been above the national average. At Key Stage 2, whilst the performance of pupils in the four year period from 1996 to 1999 has generally been well above the national average, in 1999, the percentage of pupils reaching the expected level was close to the national average. In comparison to similar schools in 1999, test results at Key Stage 2 were below the average for these schools. However, evidence from the inspection shows that standards being achieved at the end of both key stages are above national averages and that the introduction of the National Numeracy Strategy is having a positive impact in raising attainment. Standards have been maintained since the last inspection.
81. At the age of seven, attainment is above that expected of pupils of a similar age nationally. Numeracy skills are developing well, with pupils confidently adding and subtracting to 20. Higher attaining pupils put in the missing numbers on a 100 square and order numbers up to 1000. With support, lower attaining pupils identify odd and even numbers. Pupils identify cubes, cuboids and cylinders from a range of packages, with higher attaining pupils identifying the number of faces, corners and edges for each shape. Younger pupils in the key stage identify different coins and give change when buying stamps in role-play activities. Higher attaining pupils count how much money is in a purse when working independently. Throughout the key stage, mental strategies are developing well.
82. At the end of Key Stage 2, attainment is on course for pupils to achieve above average levels by the time they leave the school. By the age of 11, most pupils have a firm understanding of the basic processes of addition, subtraction, multiplication and division. They have very well developed numeracy skills and their ability to carry out mental calculations is good. Higher

attaining pupils understand the place value of decimals to three places and successfully order a list of decimal numbers accurately. Examples of previous work show that pupils have a good knowledge of how to solve number and money problems; they round up figures to the nearest hundred in order to estimate the answers to calculations. Lower attaining pupils accurately measure the length of straight and curved lines in centimetres. Younger pupils at Key Stage 2 explain the different ways of adding 3 two digit numbers together and confidently count in 3's, 5's and 10's. They complete number chains by doubling and doubling again.

83. In both key stages, pupils have good attitudes to their lessons in mathematics. They quickly settle to their work and usually concentrate well on the challenging tasks set by their teachers. Throughout the school, teachers have good subject knowledge and are implementing the National Numeracy Strategy conscientiously. A strength of the teaching is the good questioning of pupils so that their skills and understanding are effectively developed. Teachers encourage pupils to explain their methodology and this has a significant impact on pupils' learning. There is good support for pupils with special educational needs from the learning support assistant and through the provision of work well matched to their abilities. These pupils make good progress in their learning. The involvement of parents in lessons, particularly at Key Stage 1, also plays a significant part in pupils' learning. Higher attaining pupils are suitably challenged and make good progress in their learning of mathematics. All teachers plan lessons well, identifying for each lesson what it is that pupils will learn. They generally have high expectations for pupils so that pupils' knowledge is extended. An appropriate amount of time is given for pupils to consolidate their learning. In the best lessons, the plenary session at the end is used effectively to assess what pupils have learned. However, when marking pupils' work, teachers rarely tell them what to do next time in order to improve. At Key Stage 1, teachers make the learning of mathematics fun and enjoyable through practical activities which motivate pupils to learn. At Key Stage 2, more emphasis is on written work which most pupils enjoy and are keen to complete. Teachers know pupils well, managing and organising their classes well. In Year 2, when a small minority of pupils showed unacceptable behaviour, the teacher showed considerable expertise in dealing with situations so that learning for all pupils was not disrupted. At the top of Key Stage 2, pupils respond positively to the high expectation of good behaviour by the teacher and this has a significant impact on the learning. Overall, the teaching of mathematics is good, with very good teaching at Key Stage 1. The high standard of teaching contributes positively to the good learning.
84. The subject is well led by the co-ordinator who has a clear direction for the development of the subject. She sees teachers' plans but, as yet, has not had the opportunity to observe teaching or effectively monitor pupils' work throughout the school. Resources are good. This year, new resources have been purchased to support the introduction of the National Numeracy Strategy. No evaluation of the effectiveness of the spending has taken place to see how it has improved pupils' learning in mathematics. Information and communication technology is under-used in order to enhance learning. Since the last inspection, there has been an improvement in the procedures for assessing pupils' attainment and progress and in the leadership of the subject.

## **SCIENCE**

85. Attainment over time has been consistently high in science when compared with national figures and those in schools of a similar type. After three years of consistently high standards, the 1999 results show a fall in standards. Key Stage 1 pupils attained few level 3's which meant that achievement overall fell below the national average and was well below when compared with schools of a similar type. Similarly, a smaller percentage than normal achieved level 5 at the end of Key Stage 2. This means that although the overall attainment at Key Stage 2 is close to the national average, when compared with schools of a similar type, it is well below. However, the cohort of pupils in Years 2 and 6 is so small in this school that the results of only one child can change the comparison with other schools from below average to in line. Therefore, the trend over the last four years, lesson observations and scrutiny of current pupils' work gives a more accurate indication of the good standards achieved by the school. Pupils at the end of Key Stage 1 are almost all achieving level 2 and, this year, a good number indicated in oral work that they are working at level 3 in terms of their understanding of

materials and their properties. They also have a lot of experience of investigations and a similar number are achieving this level. That is, they confidently predict and observe the results closely which enables them to reach sensible conclusions. They have a good understanding of fair testing and can suggest how simple investigations can be carried out. The vast majority of Key Stage 2 pupils are on target to achieve level 4 with about a fifth of the class demonstrating the ability to achieve level 5 in their work on the skeleton. They clearly understand its function, can give a good range of common and medical names for bones and understand how different types of joints work. They demonstrate a good level of understanding in their work and particularly on magnetism. Working with the class teacher, who clearly has high expectations of them, this term they are making good progress and are being challenged by the work set. If this rate of progress continues, it is likely that the standards achieved will, once again, be above the national average.

86. Pupils at both key stages are generally making good progress. This is more evident in their oral work than their written work. Teachers generally match the level of work well to pupils' level of attainment, providing extension activities for the higher attainers in addition to whole class activities. Pupils with special needs are well supported, particularly by the learning support assistants, and make good progress. In some cases, such as in the Class 2 materials lesson, the skilled learning support assistant input enabled them to reach high standards for their ability.
87. Pupils' attitudes towards the subject are good. A small amount of silly behaviour by a minority of pupils in a few classes is quickly dealt with and these pupils are not allowed to affect negatively the work and attitudes of the rest. Pupils particularly enjoy practical activities. They showed genuine interest in some of the well chosen resources provided for them during the inspection. For example, there was clear awe and wonder when Years 5 and 6 were shown real 'x' rays of different parts of the skeleton and strong curiosity in the semi-precious stone brought into Class 3. Key Stage 1 classes have enjoyed looking at samples of materials used to build houses and have used their senses well to describe their properties. Throughout the school, pupils are keen to ask and answer questions. They are quick to settle to written work and the majority try to do a lot of work and present it neatly. When working in pairs or groups, pupils are co-operative and are willing to help each other and share ideas. They behave appropriately with the large number of parent helpers who have a very positive impact on the quality of pupils' learning.
88. The quality of learning is at least satisfactory at both key stages and it is often good. Teachers have a secure understanding of the subject and plan interesting activities. A real strength of the teaching is the ability of all the teachers to ask questions skilfully so that pupils are challenged to think, justify, explain and predict. All manage pupils well and create a positive working atmosphere in the classroom. Resources are interesting and well used, including the environmental area and visits to places of scientific interest. The school library lacks sufficient up-to-date science and information and communication technology resources are currently very limited. Relationships between teachers and pupils are good. The quality of teaching is enhanced by the large numbers of parents who willingly volunteer to help teachers in the classroom. The weaknesses in teaching are that too few opportunities are provided for pupils to carry out their own research and find their own way of presenting their findings. Work is generally frequently marked, but it often does not include evaluative comments which indicate how to improve. The co-ordinator is not able to monitor teaching formally due to a lack of contact time and her influence and understanding are restricted to her own key stage.

## **ART**

89. Art continues to be an important part of the school's curriculum and good quality displays of pupils' work contribute to the creation of a stimulating learning environment. The school teaches all the requirements of the National Curriculum programme of study for art. Pupils are taught a wide range of skills and have the opportunity to work with an appropriately broad range of materials. Consequently, pupils at both key stages are achieving sound standards. There are some examples of work of a good standard around the school. For example, the Class 1 studies in paint of old and new bears show good observational skills and the ability to colour mix appropriately using power paints. There is some skilful colour mixing from pupils in Years 1 and 2 where attention has been paid to shades of colours. During the inspection, pupils in Years 3 and 4 demonstrated the ability to use pencil techniques to accurately represent what they observed. Displays of Years 5 and 6 pupils' work on mark making are also of a good standard. As they move through the school, pupils use a broad range of materials including paint, pastels, pencil, charcoal, clay, modroc, fabrics and threads and different types of paper and card. They learn about the art of other cultures, for example through the use of the excellent resources in Class 3. These successfully created awe and wonder in the pupils. In history they have examined art in Ancient Greece and Egypt. The older pupils look at how artists produce portraits and how this has changed throughout history. Pupils have the chance to find out about the work of different artists, for example, the younger pupils will be studying Vermeer and Canaletto later this term. As pupils move through the school, they develop their close observational skills and become more competent at reproducing what they see on paper. They develop their ability to mix colours. They improve their ability to mark make skilfully. They begin to work in three dimensions as well as two dimensions and can work on a larger scale. They know about a number of artists and understand how their work is different from each other's.
90. Since the last inspection, the school has taken the opportunity to provide staff with some training from an art specialist. This has improved the teachers' own skill level and has enabled them to improve the quality of learning for the pupils. The co-ordinator still does not have the time to monitor the subject formally but she has taken appropriate steps to extend the range of learning resources available. There is still no system of assessment in place but the co-ordinator is planning to prepare one at the same time as the new scheme of work is introduced.
91. Pupils enjoy art. They are well motivated and enthusiastic in lessons. They are keen to do well and the vast majority take care with their work, showing a pride in its presentation. They look after the resources well and from a very early age show good levels of responsibility when collecting and tidying away materials. When given the opportunity, most show imagination.
92. Overall, the quality of teaching is satisfactory at both key stages and sometimes it is good. Teachers all have a secure subject knowledge and make good use of the skills acquired during their recent training. They provide clear explanations and demonstrations of new skills. They provide pupils with an interesting range of activities which are well resourced and regularly link well with ongoing work in other subjects. Their use of information and communication technology to support learning in this subject is limited. Good use is made of parent helpers who are generally well briefed and make a positive contribution to pupils' learning. The pupils benefit from the assistance of a local potter who kindly allows the school to use her kiln and, on occasions, is involved in teaching the pupils her craft skills. Teachers are well organised and take care to value the work of all pupils. Opportunities for pupils to choose their own materials and made their own decisions are limited, particularly for older pupils.

## **DESIGN AND TECHNOLOGY**

93. At Key Stage 1, pupils make sound progress and achieve satisfactory standards. They work with an appropriate range of materials including fabric, food, junk materials, card and clay. They use a variety of construction kits which are appropriate for pupils of their age; for example, pupils in Year 1 have made some good models of buildings using construction kits. The pupils produce simple drawings of what they intend to make and choose the materials they

intend to use from a restricted range. They evaluate their work orally by saying what they like about it or what they found difficult. They use scissors and glue safely, they can sew simple stitches using different types of thread and they understand the process of weaving. They learn to follow a set of simple instructions, for example, when making sandwiches.

94. Pupils continue to develop their practical skills as they move through Key Stage 2 and the quality of their finished products improves. They put more thought into what they are going to make and the materials and techniques they intend to use. However, they do not develop their drawing skills sufficiently and too few opportunities are provided for them to evaluate their work in greater detail than at Key Stage 1. The tightly structured tasks planned for the pupils mean that the pupils all achieve a good quality of finish regardless of ability. They have produced some attractive cross stitch samplers based on the history topic, the Victorians. Some of these have involved a lot of time and effort and are of a very good standard.
95. The pupils become competent at using more complex construction kits. However, the pupils' ability to produce detailed, measured plans and systematically evaluate and adapt their work is very limited.
96. The school has only made limited improvement to the teaching of design and technology since the last inspection. Teachers still do not have a sound understanding of the nature of the subject, particularly at Key Stage 2. Their planning indicates that there is still no plan to develop pupils' technological skills systematically as they move through the school. Linking design and technology work to ongoing topics means that the same skills are repeated, often at a similar level, while other important experiences are missed; for example pupils at Key Stage 2 do not have the chance to work with wood or to use woodworking tools. There is still confusion about which activities are art and which are design and technology. There is inadequate guidance from a policy and agreed school scheme of work, and teachers do not provide enough suitable activities that build upon what has gone before in order to prepare pupils for the new stage.
97. Pupils at both key stages enjoy design and technology. They particularly enjoy making things. There is evidence that pupils use imagination when deciding what to make and they take care with the quality of finish of their products. When given the opportunity, they make sensible choices about which materials and techniques to use. They demonstrate an awareness of safety issues and are good at cleaning away at the end of lessons. Talking to pupils show they have an interest in the work of other people and remember what other members of the class had made, particularly if they were impressed by it.
98. There were few opportunities to observe the teaching of design and technology during the inspection. Consequently, judgements on the quality of teaching are based on discussions with the co-ordinator, teachers and pupils, examinations of the subject policy and teachers' planning, observing the work on display and photographic evidence. The quality of teaching is broadly satisfactory at Key Stage 1, but at Key Stage 2 it has significant weaknesses. Teachers lack sufficient guidance and consequently all plan independently even though not all have a secure understanding of the subject. This results in pupils carrying out an interesting range of activities which fail to develop systematically their skills and knowledge in a logical sequence. There is insufficient emphasis on the development of designing and evaluation skills, particularly at Key Stage 2, which limits the level of achievement. Activities are often too constrained and pupils' opportunities to decide for themselves what to make and with which materials to do it, are very limited. Teachers explain activities clearly, they demonstrate skills well and have high expectations in terms of the quality of finish. They make good use of the resources available and display the pupils' work attractively. There is no assessment strategy in place and consequently teachers are not fully aware of what skills pupils are learning. The school has not updated its teaching approach to ensure that there is an appropriate balance of focused practical tasks, where pupils can take things apart to see how they have been made, and, designing and making activities in which they use the skills and knowledge gained from the other two activities in order to help them plan and make items for particular purposes.
99. The curriculum includes the use of most of the resources specified in the National Curriculum, but pupils do not have the chance to work with wood and the school does not have sufficient

resources to allow them to do so at the moment.

## **GEOGRAPHY**

100. No lessons were observed in geography at Key Stage 1 and only one lesson was observed at Key Stage 2. Evidence was gathered from scrutiny of pupils' work, wall displays and teachers' planning.
101. Overall, in both key stages, attainment is what might be expected for pupils of a similar age. Standards have been maintained since the last inspection. At Key Stage 1, pupils are learning about houses and homes. They bring in photographs of their houses and locate their position on a large scale map of the villages. Graphs are made to show in which village the pupils live, providing a good use of mathematics. Pupils at the end of Key Stage 2 know the names and locations of the continents and oceans. Higher attaining pupils understand how high and low land is represented on a physical map. The use of geographical vocabulary is developing soundly. Whilst working independently, pupils show that they are confident in using an atlas index.
102. Pupils have positive attitudes and the older pupils enjoy working collaboratively with a partner, finding places in an atlas. Most pupils sustain concentration. Teaching is generally satisfactory; the sound subject knowledge of the teacher and the brisk pace to the start of the lesson contribute to the pupils' learning. However, teaching is less successful when pupils are involved in written activities, the pace of the lesson is slower. One of the activities given to the oldest pupils was to count the classroom windows - an activity which did not extend the pupils' geographical understanding or link to the main lesson focus. Marking does not follow the agreed policy and opportunities are missed to encourage pupils to improve their work and do better. This leaves the quality of learning as satisfactory rather than good.
103. The co-ordinator has a good understanding of the geography curriculum; a policy is now in place which is an improvement since the last inspection. As yet, there is no identification of what resources are needed to improve learning and no evaluation of the effects of previous spending on standards. The monitoring of teaching is underdeveloped. Resources are satisfactory but insufficient use is made of information and communication technology to develop geographical skills.

## **HISTORY**

104. No specific history lessons were seen at Key Stage 2 and only one lesson was seen at Key Stage 1. Evidence to support the judgements made is taken from the scrutiny of pupils' work, talking to pupils and looking at teachers' planning. The findings of all these activities indicate that pupils throughout the school attain the standard expected for their age. At the time of the last inspection standards were higher.
105. Pupils at Key Stage 1 begin to understand that things change over time, for example, their houses have been modified and updated. Higher attaining pupils are aware that in the villages, labourers' cottages became vacant when more machinery was used on farms and so less manpower was needed.
106. In the only lesson seen at Key Stage 1, the teaching was satisfactory. The teacher shows good subject knowledge which leads to confident teaching; the effective use of questions develops and deepens pupils' understanding. They are increasing their knowledge of how homes have changed over time. There are good relationships between teacher and pupils so that they contribute ideas which are valued. Although pupils are willing to ask questions, they do not always listen well to each other. A small minority of pupils are insufficiently engaged in the task and there are inappropriate comments and talking. However, the teacher managed these pupils well and tried hard to focus their learning.

107. At Key Stage 1, history is taught as part of a topic; teachers' plans clearly identify the elements of history to be included. Last term, pupils at Key Stage 2 studied Ancient Greece and Ancient Egypt. Generally, pupils present their work well. However, much of the work involves the completion of published worksheets which constrains learning as pupils are not able to communicate information and ideas in various ways; opportunities are missed to develop literacy skills. Marking of work does not follow the guidance in the school's policy.
108. The subject is well led by an enthusiastic co-ordinator. She also has responsibility for several other subjects and whole school aspects and, as yet, has not had an opportunity to monitor teaching or to evaluate the effect on learning of any spending on resources. The curriculum is enhanced by visits such as to the Fitzwilliam Museum, Buckden Towers as part of the Tudor Topic and participation in a Victorian Day. Some use is made of information and communication technology in order to develop historical skills and concepts, but this is limited.

## **INFORMATION TECHNOLOGY**

109. By the end of Key Stage 1, pupils' attainment is broadly in line with standards achieved nationally. However, by the end of Key Stage 2, attainment is below expected levels. This is due to the limited progress which has been made since the last inspection. The planned spending on hardware and software did not take place until immediately before this inspection. Consequently the ratio of pupils to computers has been high since the last report, the machinery was old and the range of software available has been limited. The subject is not being formally monitored and the school still does not have a common approach to assessment. The curriculum weaknesses identified last time still remain. The National Grid for Learning computers and two others provided by the School Association were installed the week prior to the inspection. The class teachers will be trained to use them in the week after the inspection and this should lead to an improvement in standards. The school now has two computers in each classroom and the ratio of pupils to computers is now in line with national figures.
110. By the end of Key Stage 1, pupils use a keyboard and a mouse. They use a word processing program to record text, using upper and lower case letters and printing with assistance. They use the mouse to select icons and drag and drop. They produce pictures using the 'Draw' program, selecting colours and different methods of applying them. They use simple programs to develop their numeracy skills and to help their reading. They have opportunities to give instructions to a programmable toy, to make it move around the floor in different directions.
111. Progress is limited at Key Stage 2. Pupils further develop their ability to communicate using information and communication technology and by the end of the key stage they can change the font, size of letters and page layout. They incorporate illustrations into their text and print their work without help. They increase their accuracy when word processing. However, the current Year 6 pupils have had a narrow experience of computers. They have not used databases or spreadsheets and have not had a chance to produce pictures using the computer. They program a remote control toy so that it will move through a maze, which clearly shows progression from Key Stage 1, but they have not programmed a screen. They have not used the CD Rom to access information and pictures for their topic work, but many pupils have the skill and resources to do this at home. The pupils' opportunities to use information and communication technology to support their work across the curriculum, for example in music, science, art and geography have been very limited. However, if the new resources are used appropriately there should quickly be an improvement in standards.
112. Pupils' attitudes are very positive. They are keen to use computers at both key stages. Many pupils use their computers at home to help them with their school work. Throughout the school, pupils work sensibly on computers and are happy to take turns and help each other. They make the most of the help given to them by parent volunteers and are keen to learn.
113. The quality of teaching is satisfactory at Key Stage 1; frequent use is now being made of the extra computers and teachers are making the most of offers of parental help in the classroom.

They are using computers to support work in some, but not all, subjects. They have sufficient knowledge and understanding to enable them to teach the Key Stage 1 programme of study now they have improved resources. Teaching at Key Stage 2 is currently unsatisfactory, but there are indications it will improve once the teachers have completed the National Grid for Learning training. Currently, they do not have sufficient expertise and understanding of the National Curriculum programme of study to enable them to cover all that is required and consequently pupils are underachieving. Teachers lack the guidance of an effective school policy and scheme of work. Consequently planning is fragmented and this affects pupils' progress. The co-ordinator intends to produce an agreed policy for the staff, but there is no deadline by which this must be done. She has insufficient non-contact time to monitor the curriculum and consequently is not fully aware of strengths and weaknesses in each class and across the school. There is no system of assessment in place for information and communication technology and consequently practice is variable. Some recording of attainment is good as it indicates not just work covered, but also the specific learning objective achieved. When teachers explain to pupils how to use new programs, they do so clearly and there are good examples of teachers using pupils to teach each other.

## **MUSIC**

114. During the inspection, only one teacher-led lesson was observed at Key Stage 2 and a volunteer-led lesson was observed at Key Stage 1. The volunteer is a parent who is also an instrumental music teacher. The use of this expertise enhances the quality of experiences for pupils and also provides opportunities for class teachers to develop their own expertise.
115. Progress is sound at both key stages, with the high standard in singing maintained since the last inspection. Younger pupils sing tunes whilst clapping a different rhythm. They follow a beat and respond to changes in rhythm. Older pupils develop an appropriate musical vocabulary related to their musical experiences and identify changes in mood and character of what they are hearing. The pupils sing tunefully and give attention to phrasing and expression. They capture the mood of songs by varying the emphasis and the dynamics. They understand that low, slow musical sounds are used to convey sadness.
116. Pupils enjoy their lessons and are enthusiastic about their work. Teaching is good at Key Stage 2, with a radio programme being well used to give pupils a range of opportunities to develop their musical skills. Pupils are encouraged to empathise with the music through skilful questioning; this is significant in extending pupils' learning as is the good use of praise. Pupils are managed well, with any reluctant pupils encouraged to participate. In a Key Stage 2 lesson, pupils are given a task to do at home, which enhances their learning.
117. Resources are adequate. Opportunity to have instrumental lessons, to sing in a local Music Festival and participate in the 'Fiddle Fingers' club enhances the curriculum for some pupils. Music has been identified by staff as an area for further development.

## **PHYSICAL EDUCATION**

118. The provision of physical education now benefits from the introduction of a policy with guidelines to support and advise the teacher. This is an improvement since the last inspection and enables the school to provide a curriculum which encourages the progressive development of pupils' skills.
119. According to the schools' detailed records, the standards in swimming are good with most pupils successfully swimming 25 metres before they leave. No lessons were seen at Key Stage 1 but discussions with teachers and study of lesson planning indicate that pupils receive appropriate experiences and progress adequately.
120. Pupils at Key Stage 2, make consistent progress in all aspects of the physical education programme. Pupils skilfully develop and repeat sequences of movements in dance lessons.

They have a clear awareness of their own space and move among other pupils safely. In dance lessons, pupils improvise well, observed the movements of others and use this information to improve their own sequences of movements. In gymnastics, lessons are efficiently run with pupils well trained in introducing and removing apparatus efficiently. They develop sequences of movements in gymnastics and complete activities with a stylish flourish. The "Top Sport" scheme is about to be introduced to enhance games provision at both key stages. The older pupils benefit from a bi-annual visit to a residential outdoor pursuits centre. The "Ten-Step" awards scheme for athletics is pursued during the summer term.

121. Four lessons were seen at Key Stage 2. The quality of teaching ranged from satisfactory to very good. Teachers use praise well to encourage pupils and as a result many of the movements produced show considerable creativity and initiative. The pupils enjoy lessons and are keen to improve their skills. They observe and evaluate what they are doing and are able to improve because the lessons are well planned and structured, providing appropriate challenge. However, the choice of musical programme for dance in Years 5 and 6 asked pupils to "balance" like an E-mail and "slide like the internet". The pupils found this approach difficult to link to reality and standards of performance were consequently reduced but nevertheless they continued to try their best.
122. The curriculum co-ordinator has introduced a new scheme of work for physical education but does not monitor its effectiveness. There is a good range of apparatus available. There is extra-curricular provision in netball and football, although the older pupils are still playing eleven- a- side matches which is contrary to Football Association guidelines. Although teachers generally have a good awareness of the quality of pupils' performances in physical education, there is no system to measure and record progress except for swimming and athletics.

## **RELIGIOUS EDUCATION**

123. Standards in religious education are satisfactory throughout the school and pupils make sound progress. From the lessons observed during the inspection period along with a review of teachers' planning and a scrutiny of pupils' work, it is clear that the school is following the locally Agreed Syllabus and is meeting all requirements.
124. Key Stage 1 pupils were observed listening to a visitor to the school; this supported the syllabus requirements for pupils to meet people who are active in the Christian Church. The pupils showed interest in the photographic resources used and made positive contributions to the discussion. Years 3 and 4 are learning about the life of Jesus and understand the moral questions lying behind the story of the "Good Samaritan". Pupils offered well-thought out strategies to the teacher's question "what would you do if you were in the Samaritan's position?" Years 5 and 6 study Judaism. Pupils evaluate the "Ten Commandments" and discuss their relevance to modern day society showing good insight into the moral implications of their behaviour, as well as gaining an increased understanding of Judaism's similarities to other religions .
125. The satisfactory standards of the last inspection have been maintained although there is still insufficient monitoring of teaching and pupil performance. This latter point has resulted in an inconsistent delivery of the subject by teachers with insufficient teacher awareness of how much pupils are learning.
126. Learning resources are now good and there is a wide range of artefacts and books available.
127. Teachers use humour well and one lesson was enlivened when one pupil suggested lying was a lesser sin than most. Lessons are well planned; questioning by the teachers is very good and promotes interesting discussions. Lessons have brisk pace and resources are well used and, where necessary, reverently handled by pupils. Teachers have good relationships with their classes and this is reflected in the way pupils' value and consider the comments of others. On occasions, however, the quieter members of the class are not always fully involved in oral sessions.

128. The co-ordinator has very good subject knowledge but this is not always used to support other members of staff fully in increasing their subject knowledge to support pupils' progress in learning. Good use is made of visits, for example, to the local church. Pupils enjoy lessons and show sound knowledge of what they have learnt from previous lessons.