

INSPECTION REPORT

ST MATTHEW'S PRIMARY SCHOOL

Cambridge

LEA area: Cambridgeshire

Unique reference number: 110750

Headteacher: Mr David Somerville

Reporting inspector: Mrs E Pickford
23128

Dates of inspection: 22nd - 25th January 2001

Inspection number: 209519

Full 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: | Community |
| Age range of pupils: | 3 to 11 |
| Gender of pupils: | Mixed |
| School address: | 19 Norfolk Street Cambridge |
| Postcode: | CB1 2LD |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr Ian Eyres |
| Date of previous inspection: | December 1998 |

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| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------|----------------------|---|--|
| 23128 | Esme Pickford | Registered inspector | Information and communication technology | The characteristics and effectiveness of the school The school's results and achievements Teaching and learning Equality of opportunity |
| 19430 | Trevor Hall | Lay inspector | | Pupils' attitudes, values and personal development Pupils' welfare and health and safety Partnership with parents and carers |
| 17710 | Maureen Sillifant | Team inspector | The foundation stage for nursery and reception pupils Religious education English as an additional language | Quality and range of learning opportunities |
| 13754 | Judy Morris | Team inspector | Science Design and technology Special educational needs | The assessment of pupils' attainment |
| 10611 | Martin James | Team inspector | Mathematics History Geography | Leadership and management |
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REPORT CONTENTS

| | Page |
|---|----------------|
| PART A: SUMMARY OF THE REPORT | 4 - 8 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 9 - 12 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 12 - 14 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 14 - 16 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 16 - 17 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 17 - 18 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 18 - 19 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 20 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 21 - 24 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 25 - 42 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Matthew's is an above average sized community school, for pupils age three to eleven years. It is a popular school situated in the centre of Cambridge and a quarter of the 414 pupils travel from outside the catchment area. Pupils come from a very wide range of social, cultural and ethnic backgrounds. Over a third of the current pupils are from single parent families. The 12 per cent of pupils known to be eligible for free school meals matches the national average. On average, 10 per cent of pupils move in and out of the area during a year. The number of pupils speaking English as an additional language is very high (24 per cent) and these pupils are at various stages of fluency. Seventeen per cent of pupils are on the register of special educational needs, which is below average. The majority of these pupils are identified as having moderate learning difficulties, but some have emotional and behavioural problems, dyslexia and autism. Three pupils have statements of special educational need, which is below the national average. Families have access to before and after school facilities in premises adjacent to the school.

The initial assessments made of attainment when pupils join the reception classes shows a very wide range of ability, but tends to be average, overall.

HOW GOOD THE SCHOOL IS

The overall effectiveness of St Matthew's is good. Standards of attainment are above average in English, mathematics and science by the age of 11. Pupils have positive attitudes to learning. Almost all the teaching is good or better and provides opportunities for pupils of all abilities to learn well. There are good arrangements to support all pupils and strong links with parents and carers. Good leadership and management have resulted in the considerable improvement made since the last inspection in 1998. The school is very caring and inclusive in its outlook and practices and is led and managed in a cost effective way, providing good value for money.

What the school does well

- The pupils achieve above average standards in English, mathematics and science by the age of 11.
- The very good teaching and provision for children in the nursery and reception classes enable them to make very good progress, whatever their ability.
- The good leadership and management has led to improvements in curriculum planning and improved the quality of teaching which is good, overall.
- There are very good links with parents and carers and they are kept well informed about the curriculum and their children's learning.
- The school and governing body look very carefully at standards and take action to improve them.
- Children learning English as an additional language are very well supported and make very good progress.

What could be improved

- There are insufficient opportunities for pupils to use information and communication technology to support their learning, due to limited resources and standards are below those expected by the age of 11.
- Assessment systems have not been fully established in all subjects. As a result, in these subjects, teachers cannot plan as effectively for the next stage of learning.
- There is some insecurity in teachers' subject knowledge in physical education, which is restricting pupils' progress.
- The range of extra-curricular activities provided.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection in 1998, when serious weaknesses were identified. All the Key Issues identified in the last report have been tackled through the action plan and considerable progress has been made over two years. The governing body now complies

with the statutory requirements specified. The curriculum is now effectively managed by subject co-ordinators and schemes of work are in place. Assessment information is used very effectively to set targets for improvement in the core subjects. In other subjects, assessment systems are not yet established. The curriculum is broad and balanced and the well planned curriculum framework ensures that new learning builds on what has gone before. Financial planning is carefully linked to the school development plan. All co-ordinators have audited resources and made plans for renewal and improvement as funding allows. The school has worked very well with parents and carers to improve punctuality. Other improvements have been made in the quality of good and better teaching, as a result of improved planning and the monitoring systems which are now in place. The school has overcome previous weaknesses and is well placed to continue to improve.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| English | A | A | A | A |
| Mathematics | A | B | B | B |
| Science | A | B | B | B |

| Key | |
|--------------------|---|
| Well above average | A |
| Above average | B |
| Average | C |
| Below average | D |
| Well below average | E |

By the age of 11, pupils achieved above average standards in mathematics and science and well above average standards in English in the 2000 National Curriculum tests. In comparison to schools with similar intakes, standards were well above average in English and above average in mathematics and science. The inspection found standards in Year 6 to be well above average in mathematics and above average in English and science. There is no consistent or significant difference in the performance of boys and girls at the age of 11. The upward trend in the Key Stage 2 results since 1997, shows improvements in line with those made nationally. In the 2000 National Curriculum tests, the attainment of pupils aged seven in reading and mathematics is below the national average and average in writing. The percentage of pupils reaching the higher level 3 is close to the national average in reading, writing and mathematics. These results are average in comparison with similar schools in writing, below average in reading and well below average in mathematics. Teacher assessed standards in science are below average. The decline in standards in comparison with previous results was anticipated by the school because of the unusual special needs profile and the high turnover of pupils within the group, during Key Stage 1. Inspection found standards in the current Year 2 to be above average in reading, writing and mathematics and average in science. The school uses assessment information collected to set realistic targets for improvement for each year group which are being met.

The majority of pupils achieve the early learning goals in all six areas of learning by the end of the reception year. Many pupils achieve high standards in speaking and listening and overall progress is very good. By the age of seven and 11, standards are as expected in art and design, music, design and technology and religious education. Standards are above average in history and geography at the end of both key stages, due to teachers' secure subject knowledge and enthusiasm for the subject. Pupils aged seven achieve satisfactory standards in physical education. No judgement was made on standards in physical education at 11, because no lessons were seen. However, the overall standards seen in Year 4 were below those expected for age. Standards in information and communication technology are below those expected at both seven and 11, due to a lack of resources which limits access to computers for use across the curriculum. Standards in literacy and numeracy are above expectations at the end of Year 2 and Year 6 and pupils have plenty of opportunity to use their skills in other subjects. The average attaining pupils make good progress and many achieve above average standards. They are keen to rise

to the challenges set for the oldest and most able in the mixed age classes. Lower attaining pupils and those with statements of special educational need make good and often very good progress due to careful monitoring of their progress and quality of support they receive. Pupils who speak English as an additional language are given very good support, their teaching is carefully structured and, as a result, they make very good progress.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Most pupils show enthusiasm for their work and concentrate well in lessons. |
| Behaviour, in and out of classrooms | Satisfactory. The vast majority of pupils behave well in lessons and at play. Behaviour is very good in the nursery and reception classes. Elsewhere, there are a few pupils who interrupt the flow of the lesson by chattering and are boisterous in the playground. |
| Personal development and relationships | Pupils' personal development is good. Older pupils show maturity and take their classroom responsibilities seriously. Most pupils work co-operatively and harmoniously in groups during lessons but do not always show enough courtesy and consideration for others elsewhere. |
| Attendance | Good. Attendance is above the national average and punctuality has improved. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Very 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.

Overall, the quality of teaching observed during the inspection was good. Ninety six per cent of teaching was satisfactory or better and 20 per cent of teaching was very good or better. Four per cent of teaching was unsatisfactory. Eighty two per cent of teaching was good or better and shows considerable improvement since the last inspection. Improvements in planning and the monitoring of teaching have contributed significantly to the improved standards. Excellent and very good teaching was observed in the Foundation and both key stages. Four per cent of the teaching in Key Stage 1 and 2 was unsatisfactory. Two of the three unsatisfactory lessons occurred in physical education, due to insecurity of subject knowledge and low teacher expectations. The unsatisfactory literacy lesson did not engage the majority of pupils sufficiently. The teachers and staff working in the Foundation Stage are experienced and skilled in teaching nursery and reception children. The teaching at this stage is very good in all six areas of learning and, as a result, very good progress is made by children of all abilities. In Key Stage 1 and 2, progress is good, especially in literacy and numeracy lessons where tasks are carefully matched to the ability groups within the class. Basic skills of reading, writing and number are well taught and developed through other subjects. In English and mathematics, assessment is used effectively to plan for the next stage of learning. The setting arrangements in Key Stage 2 mathematics provide good challenge for all and, in particular, the oldest and most able. The additional teaching provided for pupils with special educational needs is good and often very good for pupils learning English. In most lessons, staff manage pupils' behaviour well and establish clear routines and a well ordered working atmosphere in their classrooms. Teachers make very good use of any additional adult help available.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is now broad and balanced and planned to promote progress as pupils move through the school. The requirements regarding numeracy and literacy are met. Very few additional activities outside lessons are offered at present. |
| Provision for pupils with special educational needs | Good. Pupils are quickly identified and assessed and parents are kept fully informed. Pupils make good progress towards the targets on their individual education plans as a result of the support and good teaching they receive. |
| Provision for pupils with English as an additional language | Very good. Pupils are well supported by teachers and bilingual assistants and their work is well structured to enable all pupils to access the work of the class, whatever their level of fluency. Very good progress is made. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school provides good opportunities to cultivate pupils' moral, cultural and social development. Parents are pleased that this provision produces a well-rounded child who feels valued. Spiritual development is not given as much emphasis, although an appropriate policy is in place. The daily act of collective worship does not meet legal requirements. |
| How well the school cares for its pupils | Pupils are known and valued as individuals by all staff. The school's procedures for child protection and ensuring health and safety are good. There are good systems for monitoring and promoting good attendance and punctuality. Pupils' academic progress is regularly monitored in order to help everyone achieve their best. |
| How well the school works in partnership with parents | Parents' views of the school are positive and the majority are supportive of their children's learning. The school provides very good information about the curriculum as well as children's progress. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The effective leadership of the headteacher, deputy and other staff with management responsibilities has successfully led the school through a period of considerable change in response to the last inspection. There is a shared commitment to raising standards. |
| How well the governors fulfil their responsibilities | Good. Governors are very supportive and have a good working relationship with the school. They are well informed, monitoring the work of the school and fulfilling their legal responsibilities. |
| The school's evaluation of its performance | The school has made very good use of the analysis of school data to gain an overview of its strengths and weaknesses and set targets for improvement. The school improvement plan establishes appropriate priorities for development over a three year period. |
| The strategic use of resources | The school makes good use of the funding received to support identified priorities. Nationally specified grants for special needs, support for ethnic minority and traveller pupils and funding for training are used for the designated purposes. Best value for money is obtained. |

The school is adequately staffed with suitably qualified teachers to teach the National Curriculum and religious education. Additional teaching staff support pupils with special educational needs, pupils learning English as an additional language, swimming, and musical instrument tuition. Nursery nurses and learning support, and bilingual assistants enhance learning in a variety of subjects. The accommodation enables pupils to benefit from several specialist facilities. Resources are satisfactory to teach the planned curriculum. The ratio of computers and quality of equipment for information and communication technology is improving as funding allows.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none">• Children like school.• The school works closely with parents and they are kept well informed about the curriculum and their children's progress.• The school is very approachable and reacts quickly to concerns or complaints.• The values of equality of opportunity which the school promotes and the parents share.• The homework teachers set. | <ul style="list-style-type: none">• The range of activities outside lessons.• Better continuity of teaching staff. |

The team agree with parents positive views about the school. Inspectors also agree that very few additional activities are offered by the school at present. Staff turnover is high, but the school has been successful in filling vacancies.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The initial assessment of children made at the start of the reception year shows a very wide range of ability, but overall standards are close to those expected nationally for children of this age. The group of higher attaining pupils is balanced by a similar group of lower attaining pupils. Several children are at a very early stage of fluency in English.
2. In the 2000 National Curriculum tests, taken at the end of Key Stage 1, pupils' attainment in reading and mathematics was below the national average and average in writing. The percentage of pupils reaching the higher level 3 was close to the national average in reading, writing and mathematics. These results are average in comparison with similar schools in writing, below average in reading and well below average in mathematics. This decline in standards in comparison with previous results was anticipated by the school and well documented. Teacher assessments matched pupils' performance in the tests. The lower standards were due to the very unusual special needs profile of this group. Over half of the pupils on the special educational needs register with significant learning difficulties are in this year group and, although these pupils had made good progress in relation to their attainment when they started school, they did not reach the level expected for seven year olds. Over a quarter of the pupils had joined the school in Key Stage 1 and this group of pupils performed relatively poorly in the tests. These factors lower the school's results, overall. Inspection findings show that for the current group of pupils, overall, standards of attainment for the current Year 2 pupils were found to be above average in reading, writing, mathematics, and average in science. Gender trends over the last three years show that seven year old girls do better at spelling and a higher percentage of girls attain the higher level 3 in writing.
3. At the end of Key Stage 2, pupils achieved above average standards in mathematics and science and well above average standards in English in the 2000 National Curriculum tests. In comparison to schools with similar intakes, standards were well above average in English and above average in mathematics and science. The inspection found standards in Year 6 to be well above average in mathematics and above average in English and science. There is no consistent or significant difference in the performance of boys and girls at the age of 11. The upward trend in the Key Stage 2 results since 1997, shows improvements in line with the improvements made nationally.
4. Children entering the nursery have experienced a wide variety of pre-school learning and some have been at home with their families. Standards are average, overall, in all the areas of learning: communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development and personal, social and emotional development. By the time they start Year 1 the majority achieve the early learning goals in most of these areas as a result of the very good progress they make and start working on the earliest stages of the National Curriculum. Children are given very good support to improve their spoken English and many achieve above average standards in speaking and listening by the time they are six. Many children can read very well.
5. Standards in speaking and listening were found to be above average in both key stages. Pupils benefit from the good opportunities given for discussion in lessons and emphasis given to the development of specialist subject vocabulary. The standard of reading heard during the inspection was above average. All the pupils in Key Stage 1 and 2 have benefited from a structured approach to the teaching of reading provided in the Literacy Hour and all teachers encourage an enthusiasm for reading. Pupils have a good knowledge of sounds and make good use of these to read unfamiliar words and in their spelling. Pupils take home reading scheme and library books on a regular basis. Adults and parents hear pupils read regularly. There is good communication through the reading diary and parents are fully aware of pupils' literacy targets. Pupils are encouraged to read a wide range of books. Older pupils read fluently and expressively and acquire basic library

skills. Standards of writing and spelling seen in lessons and in work samples indicate that many pupils attain above average standards. Pupils in Year 2 can write imaginative stories and poems that are well punctuated and correctly spelt. The least able pupils write in sentences. Pupils in Year 6 are able to write for a wide range of audiences. Their writing often shows good description and imagination. By the end of Year 2, the majority of pupils write in a clear, legible, joined hand. Handwriting styles mature as pupils get older, but they do not always take enough care with the presentation of their work when using worksheets.

6. Inspection evidence found the attainment in mathematics of the pupils in the current Year 2 to be above average and well above average in Year 6. The benefits of the structured numeracy lessons are beginning to show in the improvement of pupils' mental agility, which is regularly developed at the start of lessons and which pupils enjoy. All pupils systematically develop good basic mathematical skills which they can effectively apply when solving problems. They can explain their working strategies and make confident use of correct mathematical terminology. Pupils in Key Stage 2 benefit from the setting arrangements which helps pupils of all abilities to achieve their potential and contributes to the high percentage achieving level 5 in national tests.
7. Standards in science were judged to be in line with the national average at the end of Key Stage 1 and above average at the end of Key Stage 2. Pupils in Year 2 have sound subject knowledge and develop satisfactory investigational skills through practical activities. In Key Stage 2, pupils develop a very good knowledge and understanding of living things, materials and forces through the experiences they are given and make good progress. However, the satisfactory progress made in experimental and investigative science lowers the overall attainment.
8. Pupils at the end of Key Stage 1 achieve the expected standard in art and design, music, design and technology, physical education and religious education. At the end of Year 6, standards are as expected for this age in art and design, music, design and technology and religious education. No judgement was made about standards in physical education at 11, because no lessons were seen. However, the overall standards seen in Year 4 were below those expected for age. Standards are above average in history and geography at the end of both key stages due to teachers' secure subject knowledge and enthusiasm for the subject. Standards in literacy and numeracy are above expectations at the end of Year 2 and Year 6 and pupils have plenty of opportunity to use their skills in other subjects.
9. Standards in information and communication technology (ICT) are below the expected standard by seven and eleven. Subject requirements have changed since the last inspection, when standards were as expected. Pupils have benefited from regular teaching of key skills, better resources and long term planning to cover the programmes of study. Pupils in Year 6 are making good progress, but have not fully benefited from the changes and still have gaps in their knowledge. There is still insufficient use of ICT throughout the curriculum, due to a lack of classroom computers.
10. The average attaining pupils make good progress and many achieve above average standards. They are keen to rise to the challenges set for the oldest and most able in the mixed age classes. Lower attaining pupils and those with statements of special educational need make good and often very good progress, due to careful monitoring of their progress and quality of support they receive. Pupils who speak English as an additional language are given very good support, their teaching is carefully structured and, as a result, they make very good progress.
11. More able pupils are identified and their progress is monitored through regular testing and their above average achievements are reported to parents. These pupils are given more challenging activities in literacy and benefit from the setting arrangements in mathematics. In other subjects little extension work is planned at present.
12. Some trends are beginning to emerge from the data collected over the last three years relating to the attainment of boys and girls and pupils from different ethnic backgrounds. The overall attainment of Pakistani pupils at seven is below average in English, mathematics and science and Black African and Black Caribbean pupils are below average in English. In Year 6, there is a pattern of low achievement emerging amongst Black Caribbean pupils, especially in mathematics.

The school is addressing these trends through the targeting of additional support.

13. The school sets challenging targets for improvement for each year group informed by the detailed assessment information it is collecting. Standards are very carefully monitored and trends considered, so that all pupils can have the opportunity to achieve their full potential. This has contributed to the very good improvement since the last inspection.

Pupils' attitudes, values and personal development

14. Attitudes are good, overall. Parents are pleased that their children like school and make good progress. Some pupils have very good attitudes, resulting in the high standards of work seen. Most pupils are eager to join their class and show enthusiasm for their work. They concentrate well in lessons and will cheerfully correct their mistakes. Pupils are willing to talk about what they are doing and most contribute well to class discussion. They work well independently and often very well together in pairs or in small groups, sharing ideas and equipment. This is particularly so in the early years, where pupils quickly learn to share resources good-naturedly. However, there is a wide variation in almost all classes between very good and poor attitudes. Special educational needs (SEN) pupils are positive in their responses in the classrooms or when in small groups supported by a learning assistant. They integrate into the class well and work happily as part of a small or large group. Pupils who are learning English try hard to contribute to discussions and answer questions when asked.
15. Behaviour is satisfactory, overall. The great majority of pupils behave well in lessons and at play. Most move around the school in a sensible manner. Codes of conduct are shared with pupils and all classes supplement these by making their own rules. However, there are a few pupils in all year groups whose personal behavioural problems can interrupt the flow of lessons for others. This sometimes degenerates into bad behaviour. Good support is given for pupils with behavioural difficulties and several who have had problems elsewhere have successfully made a fresh start. There has been one fixed term exclusion during the last year. The great majority of pupils know that oppressive behaviour is wrong. However, there is occasional bullying. Pupils view these instances seriously and responsibly and are confident to speak to adults about any problems.
16. Personal development is good, overall. Children enter the nursery with a wide range of social skills and those who need help in building their confidence and relationships with others are given very good support. By the end of the Foundation stage, most show a good level of competence in personal and social skills and emotional stability. Older pupils are familiar with the home-school agreement. They understand its implication for them and for the whole family of the school. Pupils enjoy and benefit from the personal, social and educational programmes. They develop increasing maturity and an appreciation of one another's opinions, for example, when Year 5 and 6 pupils discuss the many groups to which they 'belong', such as family, school, sports clubs and friends. However, not all pupils join in activities wholeheartedly. They do not always listen whilst others speak or respect one another's space.
17. Pupils enjoy taking responsibility for classroom tasks. Even the nursery and reception pupils soon learn the class routines and collect and return the equipment they use. Older pupils will help younger ones, sometimes by informal translation for those with a language difficulty. The range of responsibilities for Year 6 pupils is very good. For example, assisting at assemblies, watering indoor plants, looking after younger ones during wet play, acting as lunch helpers, tidying play equipment at the end of lunch or in the library. Some will readily take initiative and fill in for others who are away. They develop more independent work skills in preparation for secondary education. The school council is knowledgeable about how the school is run, but, as yet, its full role is under-developed.
18. Pupils from different cultures and backgrounds mix well. Parents value the caring and non-judgemental acceptance of their fellow pupils, which the school promotes. Most pupils are good natured, respectful of one another and of adults, but a good number do not readily show consideration for adults or other pupils, for example pushing when entering the hall for lunch. Many pupils are seen to enjoy happy conversation over lunch, but arrangements for pupils bringing

packed lunches do not encourage this. Pupils are not always as courteous as they could be and fail to say 'please' and 'thank you' to adults and each other. The majority play well together outside in large or small groups. Good relationships are established between the youngest pupils in their playground. Elsewhere, pupils play ball games and there is good use of the variety of equipment available. However, a few pupils are boisterous and not sufficiently aware of those playing around them. All year groups enjoy visits which broaden pupils' outlook on the world around them. This is particularly so on the residential weeks, where a community spirit is built up by sharing activities and working together.

19. Attendance is above the national average. Authorised absence is below and unauthorised absence above the norm. Lateness, an issue at the last inspection, has been reduced markedly and is now largely confined to a few families. Registration is prompt and effective. Overall, this represents an ongoing improvement, is a credit to the pupils and parents and provides a good start to the day.

HOW WELL ARE PUPILS TAUGHT?

20. Overall, the quality of teaching observed during the inspection was good. Ninety six per cent of teaching was satisfactory or better and 20 per cent of teaching was very good or better. Four per cent of teaching was unsatisfactory. Eighty two per cent of teaching was good or better and this shows a considerable improvement in quality since the last inspection. Excellent and very good teaching was observed in the Foundation and both key stages. Two of the three unsatisfactory lessons occurred in physical education and one in literacy.
21. Teachers are extremely hard working, supportive of each other and co-operate well with the other members of their unit teams. All staff are keen to provide the pupils with the best possible learning opportunities within a well organised learning environment.
22. The teachers and staff working in the Foundation Stage are experienced and skilled and many have worked together for some time. Overall, the teaching is very good in all areas of the curriculum and examples of excellent teaching were seen. All lessons and sessions are very well planned and prepared with a large variety of materials for the children to choose and use. There are also formal, timetabled lessons when all pupils in the class together receive very good quality direct teaching. The periods of direct teaching increase in length as the children get older. The whole timetable is extremely well thought out and appropriate for the children's age. Children learn very well through fun activities in a very stimulating environment and develop an appreciation of the beauty in the world around them. Expectations are high in all respects. Every moment of the children's time in school is purposefully occupied and they do not waste a minute. Good assessment procedures linked to the curriculum are in place and enable pupils of all abilities to learn well and achieve their potential. Relationships are very good at all levels between the adults and children. There are two nursery nurses, one working full time in the nursery and the other shared by the two reception classes. Very good support is given also on a part-time basis by bi-lingual assistants. The nursery nurses, bi-lingual assistants and teachers work effectively as a team and exchange information daily about the children's progress and individual needs. Nursery nurses and teachers plan the weekly activities together. The help given by all staff to the teachers is extremely valuable. All the staff are very knowledgeable about children of this age and know what each child requires to enable them to make the maximum progress. They use a number of good strategies to help strengthen the bridge between home and school and to bring about a sense of 'belonging' in the children. For example when children enter the reception classes they are asked to bring photographs of themselves and their families and the staff use these to make a beautifully bound book about each child. These become a resource in the classroom and are very well looked at and enjoyed by all the children.
23. The three teams of teachers working in Key Stage 1 and 2 are newly established due to staff changes. In Key Stage 1, lessons are carefully planned, so that pupils of the same age, but in different classes, have the same experiences. Key Stage 2 is divided into two units, Years 3/4 and Year 5/6, for planning and teaching purposes. In Key Stage 2, there is a two year rolling programme for each 'unit' to ensure that pupils in the mixed age classes do not repeat work. This good, detailed planning ensures continuity of learning as pupils move through the school and

shows considerable improvement since the last inspection. In both key stages, lessons have clear learning objectives, which are frequently shared with pupils. Most lessons are planned as part of a series and build well on what has gone before. Planning is carefully related to the schemes of work, which are now in place and is contributing to rising standards. Teachers demonstrate good knowledge of the literacy and numeracy strategies in their planning. It is evident that pupils' response to the previous lesson has been assessed and planning adjusted accordingly. In other subjects, where there are no assessment systems, the same task is planned for most pupils. In Key Stage 1, some pupils are given extra adult support and more independent work is expected of others, but the oldest, most able are not always sufficiently challenged. In Key Stage 2, apart from English and mathematics, little account is taken of the various abilities and age groups within the class, which sometimes affects the progress of the older, more able pupils. Insufficient use is made of assessments in science when planning for the next stage of learning.

24. A good variety of teaching methods is successfully used by teachers, including whole class teaching, group and individual work. In the good and better lessons seen, teachers gave lively introductions to the whole class where they involved all pupils through skilful questioning. This was followed by stimulating group work ,which was clearly explained and well matched to pupils' abilities and held their attention. Teachers responded well to pupils' needs and successes during the session and ensured that they remained on task. At the end of the lesson, there was a review of the learning that had taken place, a sharing of ideas and preparation for the next stage of learning. Most lessons move at a brisk pace and in some classes pupils are given time limits for group tasks, which encourage a good workrate. Pupils enjoy the challenge and respond well without loss of accuracy and quality of presentation. Good organisation and management of pupils was a feature of all but the three unsatisfactory lessons. All teachers encourage pupils to answer clearly and value the contributions and suggestions offered. Teachers are skilled at developing pupils' subject vocabulary and encouraging them to use it. In the two unsatisfactory physical education lessons, there was some insecurity of subject knowledge. Expectations were not high enough and pupils were not disciplined for talking whilst the activity was explained. Insufficient guidance was given to help pupils improve the quality of their work and resulted in standards below those expected for age.
25. The quality of teaching in literacy and numeracy lessons is good, overall. It is very good and excellent in lessons where teachers respond well to their class and do not feel that their style is restricted by national guidance. In Key Stage 1, literacy activities are matched closely to the levels of ability within each class and good progress is made by pupils of all abilities. In mathematics, Key Stage 1 pupils are taught in ability groups within their class and Key Stage 2 are 'set' according to their ability. The good quality teaching provides challenge for all ages and abilities and enables good learning to take place. The setting system has successfully raised standards across Key Stage 2. Plenary sessions at the end of literacy and numeracy lessons are used productively in most classes to share ideas and assess learning. However, in some classes it is difficult to evaluate the learning that has taken place, because pupils are not always willing to contribute and listen attentively to what others have to say in these sessions. Teaching in English and mathematics is good, overall. Teachers have good subject knowledge and teach the basic skills well. Targets for improvement are set for individual pupils. A good balance is achieved in English between the teaching of skills and encouraging creative work. In mathematics, teachers have developed enjoyable and effective strategies which help pupils develop their mental agility. There are good opportunities for pupils to use their literacy skills across the curriculum. Numeracy skills are developed effectively in a number of subjects including science, geography, art and design. Good subject knowledge and teachers' enthusiasm for history and geography coupled with the wide variety of learning opportunities planned, result in the above average standards achieved at the end of both key stages. Pupils were given time to discuss and develop their own ideas for packing a fragile object in a design and technology lesson. Pupils in Year 3/4 responded enthusiastically to the challenges set to plan and carry out a science investigation where they were encouraged to think for themselves and work as a team. Pupils who are given additional literacy support and those in 'catch up' numeracy groups make good progress as a result of the very good teaching they receive.
26. Teachers have worked hard to develop their knowledge and gain confidence in ICT and teach skills

well through demonstration. This has been an important factor in the good progress pupils are making. Most appreciate the support they are given and acknowledge the need for further training. Several staff are working hard to develop their subject knowledge in music and this is resulting in satisfactory standards of teaching and broader curriculum coverage. Teachers make good use of the additional adult support available, including volunteers. Resources throughout the school have improved in quality and quantity since the last inspection and are efficiently used by staff in their lessons.

27. Teachers prepare appropriately differentiated work for pupils with special educational needs, particularly in the literacy and numeracy lessons. In other subjects, work is often insufficiently matched to their needs, except for statemented pupils. All individual education plans (IEPs), and other details are held in class by individual teachers for all pupils on the SEN register. Teachers organise the work for support assistants well. Resources are matched to IEP targets and individual needs from a developing resource base, as well as from resources in each key stage.
28. The teaching and support given to pupils' learning in a second language is very good. There is a specialist language teacher who has worked in the school for some time and has established the effective systems and resource provision seen during the inspection. At present, the teacher is on maternity leave and the temporary co-ordinator has been in post only for a few weeks. He is supported by three bi-lingual assistants who work four and a half days each week. Everyone follows a very carefully thought out programme of timetabled work and attention is given to the improvement needed by individual pupils. The teacher supports six literacy hour lessons and gives individual support to 14 pupils in Key Stage 2. Sometimes, the pupils are withdrawn from their classes for a short period of time and, when it is judged the best method, an assistant will work alongside a pupil and translate the classroom lessons into his own language. All lessons are well prepared, the teacher is enthusiastic and makes sure that all the pupils understand him. The work undertaken is planned in conjunction with the class teachers and the teaching, overall, is very good and pupils make very good progress. Relationships are also very good and pupils' appreciate and enjoy the support they are given.
29. Marking is generally of a satisfactory standard, but there is considerable variation in quality. There is no marking policy for guidance. Some teachers make detailed comments and give good ideas for improvement. In some mathematics lessons, pupils were encouraged to correct mistakes made the previous day. Elsewhere, work is acknowledged with a tick. Rewards for good work and effort were not given the same emphasis in all classes, but were motivational where used well. It was observed that pupils take less care with the presentation of their work when worksheets are used and this is rarely commented on by staff.
30. Homework is set on a regular basis. Younger pupils read at home, learn spellings and number facts. Older pupils are given more demanding tasks. By the end of Year 6, useful routines are established which prepare pupils for secondary school. Most parents are satisfied with the quantity of work set. Most pupils read regularly at home and parents sign the reading diary and write comments for the teacher. This makes a useful contribution to the standards achieved in reading and the pleasure most pupils gain from books.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

31. Two Key Issues in the previous inspection report made reference to the school curriculum. A main issue was that the headteacher, governing body and staff should establish effective management of the curriculum by delegating management responsibilities to subject leaders so that each subject has its own designated co-ordinator and should also draw up job descriptions for subject leaders which include responsibility for monitoring schemes of work and preparing policies and subject action plans. Part of a second issue was that the head and governing body should establish formal procedures for the systematic monitoring and evaluation of curriculum planning. Other weaknesses mentioned in the report were that the school curriculum was not balanced, with too much time spent on English; insufficient progress which could be attributed to the lack of schemes of work; and that the most able were not sufficiently challenged.

32. The school has worked very hard over the past two years to improve the school's curriculum. The chairman of the governors' curriculum committee, who is also a parent in the school speaks highly of the amount of work undertaken by the staff and the number of policy documents and schemes of work that have been brought before his committee for consideration. The findings of the present Inspection are that most of the issues from the last inspection have been addressed. The curriculum is now largely broad and balanced and properly planned. It is particularly well thought out for pupils acquiring basic skills in English and numeracy in the Foundation Stage of learning. The school is meeting the requirement of the Early Learning Goals. The whole curriculum is matched to the learning needs of the pupils and ensures equal access for all pupils, including those with Special Educational Needs and those pupils who are learning English as a second language. The curriculum support given to pupils' learning in a second language is good. The curriculum is socially inclusive, with all pupils making good or equal progress in all curriculum areas. There are policies for personal development, health, sex and drug education and these are carefully observed and implemented. The four unit leaders in charge of sections of the school take a keen interest in the curriculum and attend lengthy planning meetings. The school follows the Cambridgeshire schemes of work in most subjects.
33. At the present time, the school does not meet the statutory requirement to provide for all pupils to attend a daily act of collective worship, which, over a term, must be broadly Christian.
34. Extra-curricular activities provided by the school staff are unsatisfactory and, at the present time, limited to one football club each week, with the possibility of a Booster class for Year 6 pupils after the February half term. A peripatetic teacher, assisted by some parents, runs an orchestra each Friday evening. There are opportunities for all Year 6 pupils to attend cycling proficiency classes during the year. 'Top Sports' are provided for Infants and juniors by the Cambridge City Council. Members of the community are involved in providing other activities for the pupils in the school, for which a fee is paid. There is a music club for reception children, a community football project run by Cambridge City Football Club and lessons in Tai Kwon Do.
35. The overall provision for the moral, cultural and social development of the pupils is good. The previous inspection found that pupils' spiritual development did not receive sufficient attention within the curriculum and little evidence was found to show that significant improvement has been made in this area.
36. The provision for spiritual development is outlined in a policy statement and mentioned in curriculum policy documents. In a poetry lesson, pupils were asked to reflect on the feelings a poem engendered and to think about using sensitive adjectives. In some art lessons, pupils are given opportunities to explore their feelings and the meanings in works of art. Activities observed in problem-solving activities in mathematics and circle time, where pupils discussed 'worries' contributed to spiritual development. Elsewhere, opportunities were missed, for example to empathise with characters when reading and celebrate achievement in lessons. No time was given in the collective worship observed for reflection or prayer in whole school or Key Stage 2 assemblies. An interview with Year 6 pupils confirmed that they could not remember a time in their school lives when they had a special time to pray or reflect during assemblies.
37. The provision for moral development is good. Pupils have a clear sense of right and wrong and try to do the right thing. Moral values are constantly being reinforced both in lessons and during assemblies. There was no evidence of theft or underhand actions by the pupils during the period of the inspection. Each pupil is valued and they in turn care for others. In science, pupils draw conclusions from the evidence and are not influenced by any preconceptions or prejudices. One of the aims of the unit leaders is to ensure that good moral standards are being developed in the part of the school they are responsible for. Some of the classroom rules agreed by the pupils have a strong moral basis.
38. The provision for social development in the school is good, overall. Children joining the nursery class develop very good social skills, share, make friends and show respect for each other. Older pupils are welcoming, friendly and generally caring of each other. Within class, pupils have the

opportunity to work in groups of mixed age, race and gender and the majority do this well. There are a number of outside school visits each year that give good opportunities for social development. These include residential visits to Abingdon by pupils in Years 3 and 4 and to Grafham Water by Year 5 and 6 pupils. Most pupils show tolerance and friendship towards new pupils who join their class. However, there is little opportunity for social development through extra-curricular activities at present. The lunchtime arrangements, especially for pupils eating packed lunch, are not conducive to developing good social habits.

39. Cultural development is good and is helped by the broad cultural composition of the school population. The school successfully promotes cultural awareness and respect for others' beliefs. Some pupils come from many different parts of the world and some have their roots in a culture other than British. This enriches the school. The school celebrates the festivals of several religions, including Diwali, Eid and the Chinese New Year, which occurred during the week of the inspection. Some of the school assemblies observed reflected the Chinese celebrations and this was particularly successful with younger pupils, for whom it was a new experience. They listened intently and were fascinated by the Chinese artefacts and story. There are cultural elements included in the curriculum. In one music lesson, the pupils were saying a rhythmical African chant.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Procedures for ensuring child protection and pupils' welfare are good. The school is warm, secure and well laid out for the safety of the pupils during the school day. Arrangements for pupils on trips and visits are well planned and secure. Health and safety routines are carefully introduced in subjects, for example, science and physical education, or through the personal, social and educational programmes. Adults in school are aware of the strict criteria for child protection to be observed at all times. There are no health and safety issues within the general framework of governors' responsibilities, except a few minor matters of signs which are receiving attention.
41. Parents approve of the attitudes and values the school promotes and believe they are a strength of the school. They are pleased that the school helps their children to become mature and responsible. They believe staff have high expectations of their children. The majority of pupils are enthusiastic about school, but a significant minority, in all year groups, regularly present unsatisfactory attitudes to learning. Staff have to work hard to build up the pupils' self esteem. They set good role models and know the pupils well. Parents feel that teachers are very helpful in dealing with concerns. They can always speak briefly to teachers after school or make an appointment for more formal matters. Pupils can confidently share their thoughts and concerns with more than one member of staff.
42. Procedures for monitoring and promoting attendance are good and have improved since the last inspection. Registration now conforms to requirements. Pupils and their parents are strongly encouraged to cultivate regular attendance and punctuality as good habits to be fostered for the future. The school's firm stance on lateness has brought about a very good improvement in the levels of punctuality, although with a slight increase of unauthorised absence.
43. The policies and strategies for promoting good behaviour are satisfactory. There is a good, positive behaviour policy, which is constantly under review to meet the needs of pupils. This is broadly successful for the majority, but there are difficulties in some lessons. Systems of rewards are in place, but there is little evidence of their consistent use. Parents comment that where rewards are used they have a motivational effect. Sanctions are used only as a last resort. A significant number of pupils in all year groups have personal behavioural problems. Teachers discuss these individual situations daily, working well as a team to encourage better self-discipline. Structures for dealing with bad behaviour and bullying are satisfactory. Staff work consistently to stem tendencies towards bad behaviour in class. Lunchtime supervisors have had special training for dealing firmly, but fairly, with any incidents that arise. Problems of recruiting and retaining lunch time assistants make it difficult to achieve a consistent approach to problems. Any occasional bullying is viewed very seriously and dealt with swiftly and effectively. Parents are immediately informed and there are sensitive discussions to bring about fruitful co-operation at home.

44. With the exception of English and mathematics, the procedures for assessing pupils' attainment over time and teachers' use of assessment to guide curricular planning in Key Stage 1 and 2 are unsatisfactory. Very soon after children enter the school at the Foundation Stage they are assessed in relation to the Early Learning Goals, using a procedure designed specifically for this age range. It builds upon the earlier evidence from the nursery and from parents and provides valuable information which the early years' teachers use effectively when planning activities to meet children's individual needs. In the intervening period between the national tests in Year 2 and Year 6, the school uses optional tests for Years 3, 4 and 5, for reading, writing and mathematics as well as tests for reading. The school uses the data obtained to set appropriate targets for each pupil in English and mathematics and to identify which pupils require further support in "booster" classes. The data are also used very well to evaluate how well the school is doing compared with other schools nationally and locally, as well as to compare attainment of different groups of pupils. However, ongoing assessment systems in all the other subjects are inconsistent and do not provide enough detail about what pupils know and can do. In too many lessons, particularly in the mixed-age classes, the use of assessment information to set relevant tasks for pupils of different attainment levels is unsatisfactory. Assessment information from lessons is not used to provide challenging activities to match the needs of all pupils, especially the most able. Pupils often work on the same or similar tasks because teachers are not adapting their planning sufficiently to set work at different levels for each attainment group. They sometimes expect more able pupils to do more and less able pupils to do less of the same work, rather than setting different work that builds on the particular attainments of groups and individuals. This results in a lack of progress and pupils not achieving standards of which they are capable.
45. The school's provision for pupils with special educational needs fully conforms to the Code of Practice. It makes good provision for a pupil with a statement of special educational needs. Careful assessment and monitoring track pupils' progress towards the targets in their individual education plans. The school informs parents of any concerns regarding their children and encourages them to be involved at all stages. The effective use of assessment information also forms the basis of the good support that the school provides for pupils with English as an additional language.
46. Procedures for monitoring and supporting pupils' personal development are satisfactory. There is good range of initiatives, through the personal, social, health and educational programmes, to build up informed choices in all things, for example, responsible attitudes to bullying, drugs awareness and sex education. A range of responsibility roles is introduced to each class. However, there is no formal structure for co-ordinating this work to deepen and widen pupils' experience as they move through the year groups. The activities of the school council are encouraged, but structured by the headteacher, rather than led by the pupils. The strategies in place for organising mealtimes are unsatisfactory. Some pupils eat whilst sitting round the hall on benches without tables, or choose to sit on the steps leading to the playground. This does not encourage good domestic or social skills and stretches supervision to maintain good order. Nevertheless, at play, there is good interaction by lunchtime supervisors stimulating and encouraging good use of the variety of resources available. This is especially evident for those using the reception playground.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Links with parents are now very good and a recognised strength of the school, especially for parents who have English as second language. Parents are pleased with what the school provides and achieves. They are very well informed by regular correspondence on all matters relevant to school. The school prospectus, further to the last inspection, now conforms to requirements. It is well laid out and has a clear statement of aims. The Governors' Annual Report gives a good overview of the school year, but could do more to inform on matters discussed, decisions taken and how they affect the school. A few parents expressed concern about information regarding their children's progress and the extent to which the school works closely with them. The inspection team found the quality of information to parents about their children's progress to be very good. Curricular coverage is sent out every term for each year group. This is supported by a curriculum meeting in addition to the usual consultation evenings. Attendance at all these meetings is very

high. There are ample opportunities to talk to teachers throughout the year. Most parents find the school very approachable and say that they react quickly to concerns and complaints. Annual written reports are detailed, individual to the pupil and have an element of evaluation. Parents are invited to comment or come into school to discuss any areas for development. A good number take up the opportunity. This is a very effective partnership of parents and the school sharing in children's educational and personal development. Parents share and appreciate the values of equality of opportunity which the school promotes.

48. The school contacts parents well before their children are due to enter the Nursery and strong links are forged. The school invests energy and resources in this. An evening meeting is held and the parents can come with their children when the Nursery is operational at anytime during the summer term. There are attractive and well-bound booklets for parents and for children to write and draw in, plus a short questionnaire on the child's preferences. The parents also receive a detailed information booklet, illustrated by children's drawings and this gives them clear information on what their children will be doing during their time in the Nursery. If required, staff will visit a child and parents at home.
49. The impact of parents' involvement on the work of the school is good. Parents make a good contribution to their children's learning at school and at home. Parents were consulted in the writing of the home-school agreement, which has had a good response. Home-school reading records are well used by many parents and this builds up a valuable dialogue between home and school. A number of parents regularly help in the lessons, particularly with the younger age groups. Many more help with visits. Their service is valued and taken into account in planning. A few parents express some concerns about homework. However, the inspection team agree with the great majority of parents that the level of homework is generally about right and that it helps the older pupils prepare for secondary education.
50. All parents are members of the Parent, Teacher Association, which is enthusiastically led, well organised and forward thinking. There is no natural meeting place for parents coming into school each day due to the number of school buildings on site. Consequently, a large new 'all weather' notice board has been introduced to encourage a wide participation in all events. These represent a very good variety in fun and fund raising. For example, a Summer Extravaganza, Auction of Promises, Shoppers' Car Park at Christmas, Children's Discos and a Children's Fashion Show, Other enjoyable activities, enhancing the family atmosphere of the school, include a PTA Calendar depicting self drawn features of all pupils in school and a Millennium Tile project with tiles illustrated by pupils. Significant donations each year have been used for additional resources in every class and, for example, the recent improvements to the reception playground.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The quality of leadership and management in the school is good, with considerable improvement having been made since the time of the previous inspection. The headteacher and deputy form a cohesive team. They provide clear educational direction and have led the school efficiently and successfully through a period of considerable change and challenge. The unit leaders and subject co-ordinators ably support them. The action taken in addressing the Key Issues from the previous report has been very successful. There continues to be a high degree of commitment amongst staff to continue these improvements still further. The very valid aims of the school are well reflected in the work of the school and there is a positive ethos founded on sound personal relationships.
52. Governors fulfil their statutory duties well in helping to shape the direction of the school and their involvement is now much improved. The chair and all governors are keenly involved in school life, being very supportive of the head teacher and staff and active in formulating and supporting initiatives for school improvement, especially in relation to the Action Plan and the school development plan. They are also frequent visitors and are keen to carry out their monitoring role in their particular areas of responsibility.
53. The monitoring and evaluation of teaching are good. The headteacher and deputy headteacher regularly observe lessons and provide appropriate feedback to teachers. A number of subject co-

ordinators, including those for English and mathematics, also take part in these monitoring exercises and, although not all co-ordinators are presently involved, plans are in hand for this to happen. The monitoring of the curriculum by the headteacher and senior staff is at a more advanced stage and is now being performed very well. Extensive data are collected, to measure both progress within the school, as well as the school's progress in relation to other schools. Clear targets are set and a close check is kept on the school's performance in relation to them.

54. Financial management of the school is good and it is efficiently monitored by the governing body. This management is well supported by a detailed school development plan, which fully addresses appropriate areas for school improvement. All funds, including specific grants, are carefully matched to the priorities that have been established in the plan. There are clearly defined routines, which enable the headteacher and governors to monitor the deployment of resources. Best value principles are well used when measuring improvements in the quality of teaching and standards achieved and when purchasing resources. The school has still not, however, received an external audit in recent years.
55. All members of staff form a dedicated and enthusiastic team. Teaching staff are adequate in number to meet the demands of the curriculum and they are well supported by a good number of support teachers and classroom assistants. Teachers are appropriately qualified and experienced in the majority of subjects, although the lack of qualifications in music and physical education is having a detrimental effect on the standards being achieved in those subjects. All teachers have additional responsibilities, as outlined in their job descriptions and the role of co-ordinator has developed well since the time of the last inspection. There are currently no newly qualified teachers, but staff new to the school are properly briefed and supported. Teachers are now regularly appraised and this, together with the priorities of the school development plan, is used as a basis for planning their training. Support teachers and classroom assistants work closely with teachers and are well briefed to fulfil their roles. They are much appreciated for their work.
56. The accommodation provided within the school buildings is good. There are two halls, a junior library, a music room and a computer suite. The space provided for children in the Foundation Stage is also good, with very good provision of secure outdoor areas. Classrooms are spacious and airy, with many having extra space available beyond the immediate teaching area. Classrooms are well maintained and teachers also provide interesting displays to further enhance the learning environment. The infant library is rather small, but the school has plans to extend this when funds are available. Space outside the school is more limited, although "The Cage" (the all weather play area) is a very useful and well used facility.
57. The provision of learning resources is now satisfactory and shortcomings identified in the last report have been rectified. Resources are good in science, art and design, and design and technology and the provision for children in the Foundation Stage and for pupils with special educational needs is also good. A good range of computers is provided in the suite, although the number available within classes, especially at Key Stage 2, is more limited. Resources are generally accessible and used well.
58. Day-to-day financial management and administration are good. Routine administrative procedures operate efficiently and unobtrusively. The school secretary gives good support to both staff and pupils. Appropriate use is made of information and communication technology systems to maintain financial control and accountability. This administration effectively supports the smooth running of the school.
59. Taking into account the use of available resources, the quality of teaching and learning, the standards achieved by pupils and the improvement since the last inspection, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors and the headteacher should consider the following when planning for school improvement:

- (1) Raise standards in information and communication technology by:
 - increasing pupils' access to new technologies;
 - providing more opportunities to use information and communication technology across the curriculum;
 - developing teachers' subject knowledge.

(paragraphs: 9, 26, 57,119-124)
- (2) Ensure that assessment procedures are in place in all foundation subjects. Use this information to plan activities which meet the needs of all ability groups within the class.

(paragraphs: 23, 44, 97,104, 110, 114, 118,124, 133, 142,146)
- (3) Raise standards in physical education, especially in Key Stage 2, by developing teachers' subject knowledge and confidence.

(paragraphs: 8, 24,134-142)
- (4) Provide a wider range of extra-curricular activities.

(paragraphs: 34, 38, 124, 132, 140)

Other issues the school should consider when drawing up the action plan:

- (5) Review the arrangements for the collective act of worship, so that legal requirements are met.

(paragraphs: 33, 35, 36)
- (6) Review the arrangements provided for pupils eating a packed lunch.

(paragraphs: 38, 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 75 |
| Number of discussions with staff, governors, other adults and pupils | 40 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 4 | 18 | 60 | 14 | 4 | 0 | 0 |

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) | 24 | 366 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 42 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 3 |
| Number of pupils on the school's special educational needs register | 1 | 54 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 88 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 35 |
| Pupils who left the school other than at the usual time of leaving | 28 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.9 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.7 |
| 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 |
|--|------|------|-------|-------|
| | 2000 | 29 | 22 | 51 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 26 | 26 | 26 |
| | Girls | 19 | 20 | 18 |
| | Total | 45 | 46 | 44 |
| Percentage of pupils at NC level 2 or above | School | 88 (88) | 90 (91) | 86 (96) |
| | National | 84 (82) | 85 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 25 | 26 | 26 |
| | Girls | 18 | 19 | 19 |
| | Total | 43 | 45 | 45 |
| Percentage of pupils at NC level 2 or above | School | 84 (93) | 88 (93) | 88 (91) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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 |
|--|------|------|-------|-------|
| | 2000 | 20 | 23 | 43 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 17 | 17 |
| | Girls | 20 | 16 | 20 |
| | Total | 36 | 33 | 37 |
| Percentage of pupils at NC level 4 or above | School | 84 (90) | 77 (81) | 86 (90) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 15 | 18 | 18 |
| | Girls | 20 | 17 | 20 |
| | Total | 35 | 35 | 38 |
| Percentage of pupils at NC level 4 or above | School | 81 (90) | 81 (80) | 88 (88) |
| | National | 70 (68) | 72 (69) | 80 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 16 |
| Black – African heritage | 8 |
| Black – other | 0 |
| Indian | 10 |
| Pakistani | 10 |
| Bangladeshi | 7 |
| Chinese | 8 |
| White | 228 |
| Any other minority ethnic group | 17 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | 1 | |
| Other minority ethnic groups | | |

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) | 13 |
| Number of pupils per qualified teacher | 32.5 |
| Average class size | 29.8 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 188 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 24 |

| | |
|---|------|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 32.5 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 12 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|--------|
| Total income | 617558 |
| Total expenditure | 591380 |
| Expenditure per pupil | 1490 |
| Balance brought forward from previous year | - 4995 |
| Balance carried forward to next year | 21183 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 414 |
| Number of questionnaires returned | 126 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 58 | 36 | 4 | 2 | 0 |
| My child is making good progress in school. | 52 | 39 | 7 | 2 | 0 |
| Behaviour in the school is good. | 40 | 51 | 6 | 0 | 3 |
| My child gets the right amount of work to do at home. | 45 | 37 | 13 | 0 | 6 |
| The teaching is good. | 57 | 37 | 13 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 44 | 41 | 12 | 2 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 63 | 28 | 3 | 2 | 2 |
| The school expects my child to work hard and achieve his or her best. | 50 | 41 | 2 | 2 | 4 |
| The school works closely with parents. | 45 | 42 | 7 | 2 | 3 |
| The school is well led and managed. | 41 | 49 | 4 | 3 | 2 |
| The school is helping my child become mature and responsible. | 47 | 46 | 6 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 24 | 17 | 37 | 14 | 7 |

Other issues raised by parents

Parents are supportive of the equality of opportunity and inclusive outlook, which the school promotes.

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

60. The previous inspection report on this area of the school was positive and the present findings show a further improvement. Overall, the school has very good provision for all children in the Foundation Stage which includes those in both the nursery and reception classes.
61. Children entering the nursery have experienced a wide variety of pre-school learning. Some have attended day nurseries, private nurseries and play schools; others have been cared for by childminders and grandmothers. A few have had no pre-school experience outside their homes. The range is very wide. The children can enter the Nursery in the September after their third birthday on a part time basis and the majority do so. A significant number enter and leave the school throughout the Foundation Stage. The staff ensure that late entrants are cared for and they soon settle and begin to thrive. The special needs co-ordinator helps identify pupils who may need extra support.
62. The children move into one of two reception classes in the September after their fourth birthday. During the first fortnight they continue to come on a part-time basis and are assessed by their new teachers, using the Cambridgeshire Standardised Baseline Assessment, and these results are shared with parents. The test is again carried out at the end of their reception year to measure their progress and confirm they are receiving the right curriculum. Overall, and taking into account all the areas of the early years curriculum, the children achieve a good average attainment by the time they move into Year 1.
63. The part of the school building designated as an early years unit provides excellent accommodation. The large Nursery room enables all planned activities and apparatus to be readily available to the children. There are two spacious classrooms for the Reception children. All rooms have safe indoor and outdoor play areas with connecting doors and this makes all the area freely accessible to the children. Cloakrooms, toilets and washing facilities are just off the classrooms and there is a large new hall easily available for assemblies, drama and physical education. Resources are very good and especially impressive is the outdoor play apparatus much of which has been purchased by the Parents Association. There is a small fence dividing the Nursery and Reception children, but this is low enough for the children to talk to and watch each other. The playground has three different surfaces and a small enclosed area with climbing apparatus. Parents have enhanced the outside area by providing beautifully planted freestanding troughs and tubs and, with its small coloured picket fence, the whole area is aesthetically very pleasing. The collections of toys and apparatus throughout the Nursery are all chosen to support particular curriculum areas and they are well looked after, properly stored and in good clean condition.
64. The teachers and staff working in the Foundation Stage are experienced and skilled. Overall, the teaching is very good in all areas of the curriculum. There are two nursery nurses, one working full time in the Nursery and the other shared by the two Reception classes. Support is given also on a part-time basis by bi-lingual assistants. The nursery nurses, bi-lingual assistants and teachers work very effectively as a team and exchange information daily about the children's progress and individual needs. Nursery nurses and teachers plan the weekly activities together and this planning is of very good quality. The help given by all staff to the teachers is extremely valuable. All the staff are very knowledgeable about the needs of children of this age and know exactly what each child requires to enable them to make the maximum progress. They manage pupils very well and encourage an enjoyment of learning through the wide variety of stimulating activities planned. They use a number of good strategies to help strengthen the bridge between home and school and to bring about a sense of 'belonging' in the children. For example when children enter the reception classes they are asked to bring photographs of themselves and their families and the staff use these to make a beautifully bound book about each child. These become a resource in the classroom and are very well used and enjoyed by all the children. All lessons and sessions

are very well planned and prepared with a large variety of materials for the pupils to choose and use. There are also formal, timetabled lessons when all pupils in the class together receive direct teaching. The periods of direct teaching increase in length as the children get older. The whole timetable is extremely well thought out and appropriate for the children's age. Every minute of the children's time in school is occupied and they do not waste a minute. Good assessment procedures linked to the curriculum are in place. The teachers know each child well. Children with special educational needs and children learning English as an additional language make very good progress.

Personal, social and emotional development

65. Some children enter the school with well-developed social skills; others need help in building their confidence and relationships with other children and adults. The children quickly feel secure and good progress is made in developing co-operative social skills. This is because of the very good teaching and family support. At the time of the inspection, all pupils showed a good level of competence in personal and social skills and most seemed emotionally stable. Children played well independently, in pairs or in small groups. Co-operative play in the two-storey, especially designed playhouse is very good. Five boys and girls were observed in house play, they shopped, stored and sorted with great enjoyment, talking and exchanging ideas all the time. It was delightful to see them so involved. The children are given opportunities to choose their own activity and many of them will select what they need to undertake it. For instance, they will find paper, paint and brushes needed to produce a picture. This, after completion, they place on a drying rack and then tidy away their materials competently. Children move around all the areas with confidence and show respect for each other's space. They put coats on to go outside, change into clothes for physical education with very little help and all go to the toilet independently and see to their personal needs. The majority of the children are able to converse freely and they approach adults confidently in the certainty that they will be listened to and answered. They are kind to each other and show consideration for other children. No disputes between children were seen during the time of the inspection. By the end of the reception year, most pupils have achieved the early learning goals in their personal, social and emotional development and many have exceeded them as a result of the very good teaching they receive.

Communication, language and literacy

66. There is a wide range of attainment in this area of the curriculum. Overall, children exceed national averages in speaking and listening and in reading and writing, overall, they are in line by the end of the reception year. Some children enter the Nursery already able to express their ideas and opinions clearly, using quite advanced language with a wide vocabulary in properly constructed sentences, including clauses and adjectives. Others need a good deal of help and some are speaking English as a second language. The school is well supported by the Cambridgeshire Multicultural Service. Altogether, 34 out of the 102 children in the Foundation Stage are receiving support to enable them to acquire or improve their spoken English. The individual booklets on each child often contain text written by the parent in a language other than English. Talking about photographs brought from home helps the second language children develop spoken English rapidly.
67. From the beginning of their time in the Nursery, parents and children are encouraged to take books home to share. There is a good collection of books readily available in a known place in the Nursery and a very good system for borrowing them. This scheme is successful and well used. All books taken home are recorded in reading diaries and the Reception teachers keep a daily record of each child's reading. The children are very interested in books and the Nursery children enjoy the time in the day when they all sit on the carpet and look at a book. The children all hold the books properly and turn the pages carefully. They concentrate well and some make up their own story to go with the pictures. The teachers are very aware of the importance of this part of the curriculum and have written a sheet which gives clear guidance for anyone helping or working in the classrooms. In the Reception classes, the children receive an abridged version of the Literacy Hour. There is a structured daily phonic lesson every day where they learn letter sounds to help with their reading and spelling. Many strategies are used, including shared reading and writing

using various types of Big Books, weekly guided reading in groups and individual reading to an adult who may be a parent helping in school.

68. The children are given opportunities to make marks with a pencil as soon as they enter the Nursery. Pencils, crayons and a variety of paper are to hand and the children are encouraged to write their 'shopping lists' and write in greeting cards. Many children soon learn to write and recognise their names and the names of other children in the Nursery. The daily phonic session encourages the children to discover whose name begins with a particular sound. They enjoy this time of day very much and are eager to show what they know. By the end of the Foundation stage, some children have made good progress and are beginning to read well.

Mathematical development

69. There is a good selection of materials available for children in this area of the curriculum and a great deal of learning and early concept formation takes place when the children play with the toys and games. An example was when a child playing in a water tray filled sets of containers and then graded them for size and volume. The containers were carefully filled to the brim and then lined up in order. On another occasion, a child was competently making a jigsaw based on relative size and numbers. The classrooms are rich in number friezes and every day in a whole group the children are encouraged to count. There are formal structured number lessons when often teachers use a visual aid such as a washing line with pegged numbers and drawings. Some children are able to record their knowledge, such as drawing snakes to illustrate 'longer' and 'shorter', and pictures to show they understand addition. Teachers take care to use the correct mathematical language and have a range of strategies to keep the children's attention in whole class situations. For example, they change their tone of voice when asking questions, or when they want to get everybody's attention. They use praise well and the children respond positively to their words of encouragement by listening attentively and concentrating well. By the end of the Foundation Stage, most children can count to twenty and can add at least orally two numbers together to twelve. Lower attainers can recognise and count numbers to ten, but have difficulty sustaining attention for any length of time. Attainment, overall, by the end of the Foundation Stage is satisfactory.

Knowledge and understanding of the world

70. Overall, the children make satisfactory progress in gaining a knowledge and understanding of the world they live in. The children have a wide variety of home backgrounds and the staff makes use of this through skilful questioning about their homes and experiences during discussion times. This broadens the knowledge of the world about them for all children in the class. Some children have come from overseas and the teachers illustrate on a globe where they have come from and their journeys. The children find this fascinating and pay close attention. During festival times such as the Chinese New Year the children become familiar with the practices of different cultures and the staff re-enforce this knowledge by providing clothes for dressing up that are worn in other parts of the world and also by inviting parents into the school to talk about the festivals of Eid and Diwali. Role play is encouraged through the provision of well-stocked playhouses. Collections of animals and non-fiction books are used well. Two children were observed making a very well ordered 'zoo' with collections of the same animals and their young put together in separate areas. The school encourages visitors such as the school nurse to talk about their lives and broaden the pupils' knowledge of lifestyles. At the present time, children have no opportunity to cook, but the teachers are aware of this deficiency and are taking measures to address it. Good use is made of a very good computer program written by one of the parents. The computer is available for the children in the Nursery to use as part of the general activities and most children use it daily with confidence and enjoyment. Standards are as expected for their age at the end of the reception year.

Physical development

71. The development of the children's physical skills is good and it is very much helped by the availability of the large hall and the excellent safe outside play area. From quite early in their

school life children show confidence and self-esteem when they ride the tricycles and drive the cars. They carefully avoid collisions and make full use of the space available. In an observed class lesson in the hall when they worked in pairs with balls and beanbags they showed a good control of their bodies and most of them could aim accurately. They used the large space competently and their bodies were well co-ordinated and controlled. During lessons, the teachers endeavour to extend the children's physical skills while making sure that all activities are safe.

Creative development

72. A variety of materials and opportunities are provided every day to enable the children to use their hands and think creatively. In the Nursery, musical instruments, sand and water trays and a painting easel are always available for use. The children are encouraged to take part in more structured activities, such as when they work with an adult to make a blossom tree by placing pink tissue paper on an actual small tree branch. They have a small repertoire of songs and singing games. Occasionally, a parent will come to the school and lead the singing with his guitar. A particularly good example of creative development was when groups of children wearing a box mask and covered by a piece of curtain netting danced and moved together as a dragon to Chinese music, while other children accompanied the performance on percussion instruments. This was a particularly effective activity, combining several aspects of creative development and was very much enjoyed by the children. Work by reception children has been collected into a portfolio to illustrate their competence in art and design. These show a wide range of art experiences and a good standard of attainment. The work includes a representational drawing of a church the child had made previously with bricks and drawings of people with all the parts of the body correctly placed. There are pieces of work showing colour mixing, collage and the use of colour washes.

ENGLISH

73. Standards in English have continued to improve since the last inspection and are above average at the end of both key stages. The 2000 national test results show that standards at Key Stage 1 had fallen below average in reading and match the national average in writing. This variation is because the current Year 3 cohort has over half the pupils on the register for special educational needs who are experiencing the most difficulty. When compared to similar schools pupils' performance at Key Stage 1 is below average in reading and close to average in writing. By the age of eleven, standards are above average for the expected level and well above average for the higher level. The upward trend is reflected in the test results for 2000. By the end of Key Stage 2, standards have continued to improve and are well above average for the expected and the higher levels of attainment. Trends over time show an improvement in standards. Girls do better than boys in writing and fewer boys achieve the higher standard. The inspection findings reflect the above average attainment at the end of both key stages. Pupils with special educational needs progress well and achieve their potential. Pupils with English as an additional language perform well and make very good progress.
74. Since the last inspection, very good progress has been made in raising standards in reading and writing, especially at Key Stage 1. Inspection evidence finds standards throughout the school to be above average at both key stages, a significant improvement from the average standards of the previous inspection. The very good progress reflects the very good and sometimes excellent teaching in English. There has been a significant improvement in the quality of teaching since the last inspection.
75. Pupils enter the school with average skills in their speaking and listening. By the end of Key Stage 1 and Key Stage 2, pupils speak, read and write competently and are on course to perform well in this year's national tests. Speaking and listening skills are very good. In Year 1, pupils describe the events in their dance the 'Blue Balloon' clearly. Progression in speaking is evident from Year 1 to Year 2 as pupils demonstrate good vocabulary as they compare the adult version of a dictionary with one with pictures and words. The very good grasp of language and vocabulary continues to be very well developed throughout the school, because teachers give appropriate opportunities to all pupils. Pupils in Year 5 and 6 explain clearly how to enlarge their distorted abstract drawings in art and design. They speak confidently in discussions and are constantly challenged to give reasons for their answers. Pupils in Year 6 explain clearly about their group and individual targets. One pupil explained how her handwriting had improved because of the individual targets. The use of assessment to inform planning is very good.
76. Inspection evidence found standards in reading to be above average at both key stages. Pupils throughout the school pupils are enthusiastic about reading and books; they perform confidently

when reading stories and poems. By the end of Key Stage 1, pupils read accurately and fluently. Higher attaining and average pupils read with good expression. They show a very good understanding of how to tackle unfamiliar words. They predict the endings of stories, using a very good range of vocabulary. Pupils use reference books well, explaining and locating information. For example, they use the library wallcharts to quickly search and locate books about the rainforest. They identify their favourite books such as Tin Tin and give valid reasons for their preference, such as the adventure stories always finish happily. They show good knowledge of the range of books and identify clearly several books still to be read. Pupils in Year 1 recognise and blend phonemes well. Pupils in Year 2 know and locate words, using alphabetical order and they demonstrate a good knowledge of the alphabet. In group reading, pupils perform well and listen to others appreciatively. Lower attaining pupils and pupils with special educational needs are very well supported by classroom assistants and are making very good progress in their learning, as are pupils with English as a second language. Reading diaries are completed fully and identify progress in reading. In Year 6, the book reviews are attractively arranged and pupils identify clearly their reasons for recommending the books. All pupils have literacy targets and this is having a good impact on standards. Pupils achieve very good standards because the teacher challenges them to decipher unfamiliar words and use a range of strategies to do this. Higher attaining pupils complete comprehension answers correctly, writing full sentences to explain the answers to questions. Key Stage 2 pupils show a wide interest in books and higher attaining and middle ability groups use inference and deduction when reading. Higher attaining pupils show good awareness of the style of writing and are highly motivated about reading, 'I like the way the author builds the suspense.... I find it hard to stop reading.' Pupils read competently and with expression, showing a good understanding of significant ideas, themes and characters. Lower attaining pupils have a positive attitude to reading and they read confidently with expression but their preferred choice of reading material is limited. All pupils are confident in their ability to reference information from the library. Pupils are encouraged to reflect on the meaning of text in their guided reading sessions. Pupils show a good understanding of the text and select key points using inference appropriately.

77. Writing is good throughout the school and pupils achieve very well. A strength in writing is the rich range of vocabulary used at Key Stage 1 and this develops through the school. Poetry is well developed and pupils in Year 2 write simple poems about fireworks. High attaining pupils manage to rhyme ending words. 'Fireworks are bright, fireworks light up the night, fireworks are great'. Pupils write shape poems, communicating well what they like and giving reasons for this. High attaining pupils write with good level of description. They write about 'the noisy car with the springy seat, the headlights flashing in the middle of the night'. This confidence and competence is developed as pupils move through the school. In Year 6, pupils write a rap to support the anti-drugs campaign.

'If you want to stay alive, want to stay cool,
 Don't take drugs, don't be a fool'
 They'll damage your liver and dysfunction your brain
 So you'll never gonna be the same again.'

78. A good level of description is used in poems about the seasons. Pupils in Year 6 have a good understanding of how ambiguity can arise in sentences as a result of using punctuation. Pupils demonstrate good knowledge of sentence structure and how sentences can be re-arranged to give impact to the meaning. Pupils know and identify the characteristics of a fable, myth and a legend. Pupils can explain the difference between a myth and a legend. Pupils in Year 6 write extended accounts, telling the story of the 'Willow Pattern'. They draft their work confidently and write competently about 'Robert the Bruce'.
79. Attitudes to all aspects of English are very good throughout the school. Pupils are highly motivated by the work and this is a direct reflection of the teacher's enthusiasm for the subject. Pupils work hard in literacy lessons and behave well. They take a keen interest in what they are doing. Spelling tests designed for all abilities ensure that pupils are challenged in their weekly spelling tests. Their handwriting is neat and consistent in size, shape and style. The teacher sets clear targets for the use of time and has high expectations. Pupils respond to this very well and

there is a busy buzz of activity in the lesson. There are good opportunities to reflect and evaluate their own work and that of others during the lesson.

80. Teaching is mostly very good throughout the school with instances of excellent teaching in Year 1 and a Year 5/6 class. The teaching reflects the high quality of planning. A strength in teaching is the planning of appropriate work for all ability groups which is very well matched to pupils' learning needs; some use is made of information and communication technology. There is a good balance between learning specific skills and techniques and encouraging individual and creative work. Pupils are constantly encouraged and challenged to improve the quality and quantity of their work. A strength in teaching throughout the school is the quality of the plenary session where work is shared, appreciated and the main thrust of the lesson is revisited. The targets for writing support the work. Good support in literacy lessons enables pupils with special educational needs and those pupils who have English as a second language to achieve the lesson objectives. Marking is done regularly, but is inconsistent in quality through the school. In the better marking, pupils are given clear guidelines and challenges to improve the quality of their work. Where marking is less effective, positive comments encourage confidence, but challenging comments to raise standards are limited.
81. The National Literacy Strategy is being effectively implemented by all staff. They are all knowledgeable and keen to promote improvements. Regular monitoring of teaching by the headteacher, deputy headteacher and local authority staff, together with an analysis of what pupils know and can do are leading to improvements. Assessment of pupils' writing has resulted in individual and group targets, which are raising standards. The use of literacy across the curriculum could be stronger, with a reduced use of work sheets in some subjects. There is insufficient opportunity for pupils to take part in drama. No drama was seen during the inspection.
82. The school has an infant and junior library and these are well stocked with reference books. The libraries are functional, but not attractive or inspiring. There is a good supply of fiction books in each classroom, but the range of reading books for higher attaining pupils in Year 6 is not wide enough.
83. The co-ordinator has been responsible for English for one term. In the short time she has been responsible for the subject, she has made considerable progress in writing policies for English and handwriting. Good progress has been made in centralising reading books for guided reading. A monitoring file has been established to record samples of pupils' work. The co-ordinator is totally committed to raising standards further and her enthusiasm, coupled with her clear vision for further development, is commendable.

MATHEMATICS

84. Standards at the end of Key Stage 1 are above the national average and, at the end of Key Stage 2, they are well above the national average. Pupils' achievements are good at both key stages. In the National Curriculum tests at the end of Key Stage 1, in 2000, the standards achieved by pupils were below average. This was the result of a high proportion of pupils with special educational needs in the cohort. Current standards are now above average and similar to those achieved by pupils between 1997 and 1999. In the National Curriculum tests at the end of Key Stage 2, in 2000, the standards achieved by pupils in the school were above average. The higher standards currently being achieved are again, as with pupils in Key Stage 1, the result of a different group of pupils now being in Year 6. Overall, present inspection findings show that the standards achieved at the time of the previous inspection have been maintained.
85. At the end of Key Stage 1, pupils successfully carry out a range of practical and problem solving activities and they confidently try to discover their own ways to find solutions. They are confident in handling numbers and, for example, readily find a variety of ways of producing the same answer. Pupils have a clear understanding of addition, including carrying figures, and subtraction. They know the multiplication facts relating to 2, 3, 5 and 10. They have a clear understanding of place value to three figures and they recognise odd and even numbers. They successfully identify halves

and quarters and most can find a fraction of a whole number. Pupils confidently carry out addition and subtraction of money, in the context of shopping bills. Pupils can correctly identify right angles, two and three dimensional shapes and reflective symmetry and they have a good understanding of time on the quarter hour. In measuring activities, pupils are able confidently to use both standard and non standard units of measure. Pupils successfully collect data, such as on favourite pets, and they carefully represent their findings in simple bar graphs.

86. At the end of Key Stage 2, pupils successfully develop their own strategies for solving problems. They readily identify the information they need and they draw their own conclusions from their work. Pupils confidently undertake work in addition and subtraction, as well as in a range of multiplication and division forms. They have a clear knowledge of place value to seven figures, and most can add and subtract negative numbers. Pupils are confident in saying the times-tables and in quickly recalling individual multiplication and division facts to 10x10. Pupils have been introduced to decimals, to two and three places and they use them confidently in all four operations of number, as well as in the context of measurement and money. Most pupils have a clear understanding of fractions, and they identify equivalent fractions and reduce a fraction to its lowest terms. Pupils use and interpret co-ordinates in the first quadrant and higher attaining pupils confidently produce work involving all four quadrants. Pupils successfully tell the time, both in analogue and digital display. Most pupils name a range of angles, including acute, obtuse and reflex angles and they use protractors successfully to measure angles to the nearest degree. Pupils are able to identify and calculate perimeters and areas of regular and compound shapes, using an appropriate formula when required. Pupils' understanding of shape has improved since the last inspection. They readily compare two simple distributions, confidently identifying the range and median. Pupils collect data on a variety of issues, such as favourite cereals and sports and they successfully produce a range of graphs to display their findings. Most pupils understand the concept of probability and they confidently use the appropriate terminology to describe their observations. Standards of numeracy are above average at the end of both key stages.
87. The quality of teaching and learning is good, overall. Examples of very good teaching were also observed throughout the school. Lessons are carefully planned, based on the pattern of the National Numeracy framework. In particular, teachers make careful allowance for the provision of practical and problem solving activities, with resources available for use in lessons having improved since the last inspection. The setting arrangements are used most effectively to ensure that all pupils receive work that is suited to their particular needs. All teachers make good use of mental activities at the beginning of lessons. They are also aware of the need to extend pupils' mathematical vocabulary and they are careful to address this issue during lessons. Teachers have good subject knowledge, provide clear instruction and give much well directed support and, as a result, all pupils make good gains in their knowledge and understanding. Where teaching is very good and, for example, subject knowledge is particularly secure, lessons are very brisk in pace, expectations are very high and higher attaining pupils are especially challenged. Pupils make very good progress in their overall mathematical ability and clearly enjoy the work, the mental activities in particular. They settle to their written and practical tasks with interest and enthusiasm, they work well with other pupils when required, they know what they are expected to do and they make great efforts to accomplish their tasks. Pupils are nearly always well behaved and, on occasions, their behaviour is very good. This enables them to concentrate well and make considerable progress. Teachers hold very appropriate plenary sessions, to check pupils' understanding and celebrate some of the work done. Whilst a small number of pupils are careless at times, most take great care with the appearance of their work. Teachers mark pupils' work promptly, but, although some teachers provide regular comments of advice or praise, others do not carry out the practice consistently.
88. The school utilises the National Numeracy document as its scheme of work, with the staff making appropriate additions where they believe they are needed. Teachers use the scheme well to produce good quality planning and this is an area of considerable improvement. The strategy itself has been implemented effectively and high standards have been maintained. The setting arrangements are used successfully and they have contributed markedly towards the standards achieved. The subject now has a co-ordinator and she is enthusiastic and knowledgeable. She carefully monitors work being undertaken in the school, as well as occasionally supporting her

colleagues in their classrooms. She has played a very important role in maintaining the high standards. Assessment has improved since the time of the last inspection and is now good. It is being used effectively to identify pupils' current attainment, to set suitable work and to help set targets for the future. Good use is made of this information to set challenging activities for higher attaining pupils in particular. Many pupils find mathematics an exciting subject and the excitement generated when identifying solutions to problems helps develop pupils' spiritual awareness. Mathematics is used appropriately in other subjects, such as science and design and technology, but limited use is made, at present, of information and communication technology to further develop pupils' mathematical skills.

SCIENCE

89. There has been good improvement since the last inspection. The subject co-ordinator now monitors the planning at both key stages and ensures that there is continuous and adequate coverage of the programmes of study. This ensures that pupils' learning is coherent, builds on what has gone before and covers National Curriculum requirements. Opportunities for pupils to develop their scientific skills have also improved. Teaching is now more subject based and is delivered in regular blocked units. Resources have improved and are now good. There are, however, still weaknesses in the planning of work on scientific enquiry and in the teachers' use of assessment.
90. At the end of Key Stage 1, satisfactory standards have been maintained since the previous inspection. Whilst teachers' assessments in 2000 show that attainment was below average, this group of pupils was affected by a number of factors. There was a higher than normal number of pupils with special educational needs in this cohort and a high level of pupil mobility, with 25 per cent of the year group joining the school during Key Stage 1. Inspection evidence indicates that the majority of pupils currently in Year 2 are on course to attain the nationally expected standard. This is a further improvement.
91. Pupils in Key Stage 1 show sound factual knowledge of living things, life processes, properties of materials and physical processes. They have opportunities for hands-on experiences and for investigative work. For example, there was good learning in Year 2 when pupils consolidated their understanding of the properties of materials through testing to find out the best packaging material for sending a fragile object through the post. By the age of seven, pupils know that light comes from a variety of sources and how light and dark affect their everyday lives. They know the differences between things that are living and things that have never been alive. Pupils also understand the importance of a healthy diet and why exercise is an important part of a healthy life style.
92. The results of the national tests for eleven-year-olds in the 2000 national tests were above those in comparison to schools nationally and in comparison to similar schools. During the inspection, overall standards seen in the current Year 6 are above average. Pupils in Key Stage 2 gain very good levels of knowledge and understanding but their investigative skills are average and this lowers the overall evaluation of their attainment.
93. Year 6 pupils know that the lungs take in oxygen; that the heart consists of two chambers and acts as a pump to circulate the blood through vessels around the body. They know that some materials are better thermal insulators than others and can recognise differences between solids, liquids and gases in terms of ease of flow and maintenance of shape and volume. Younger pupils in the key stage understand that friction is a force and that the type of road surface can affect the speed of vehicles down a ramp. However, pupils' understanding of a scientific way of working and progress in the development of scientific skills is not as high as it might be and this was also noted at the last inspection. Most pupils have an understanding of a fair test, but they do not have sufficient opportunities to organise and carry out their own investigations, interpreting and recording results in a variety of ways and drawing conclusions. This limits the progress of all pupils, particularly the higher attainers, in learning to think and work scientifically.
94. Pupils, including those with special educational needs or with English as an additional language, are achieving well for their abilities and make good progress in both key stages. There are no

significant differences in the performance of boys and girls, both of whom achieve above average standards. Trends over time cannot be ascertained as a complete set of data is not available.

95. The quality of teaching and learning is good in Key Stage 1. Teachers' knowledge and understanding are secure and result in good factual learning. Good planning builds on pupils' previous knowledge and lesson plans incorporate good learning objectives that are shared with them. This provides a clear starting point and helps pupils to be aware of how well they are learning. Good classroom management and discipline ensure that pupils listen and respond appropriately, while good use of praise and support for pupils' ideas encourages pupils to feel confident in their efforts and extend their skills. Teachers have high expectations of good behaviour and this has a positive influence on the quality of learning taking place. Good use is made of resources to add interest to the lesson and retain pupils' interest.
96. Teaching in Key Stage 2 is good, overall. The aspects that contribute to its strength are good quality questioning that makes pupils think for themselves, emphasis of appropriate vocabulary and well-prepared resources. However, in some lessons, teachers do not always ensure that pupils remain on task and time is not used to best effect. Often, work is not planned to suit the differing ages and abilities of the class, resulting in lower attaining pupils struggling and higher attaining pupils lacking challenge. These weaknesses have a negative effect on attainment and progress. Sometimes lessons are too teacher-directed, with teachers planning the investigations and pupils having insufficient "hands-on" opportunities, particularly to plan their own investigations and to use equipment independently. This limits the development of pupils' investigative skills. Pupils mostly have good attitudes to science and enjoy their lessons. All teachers get on well with their pupils and encourage them to do their best.
97. Teachers at both key stages plan together and ensure equal provision for parallel classes. Current planning does not include the work of famous scientists and there are insufficient links with other curriculum areas such as mathematics and information and communication technology for the recording, analysing and presentation of results. Although assessment takes place at the end of each unit of work, lesson planning is not based on day to day assessment so that activities match the needs of all pupils in the class, particularly the most able. Assessment of pupils' investigative skills has just been introduced, but this is not yet firmly established.
98. Since the last inspection, a co-ordinator has taken on responsibility for the subject. She is well qualified to lead and develop the subject further. However, there is currently insufficient monitoring of teaching and learning taking place and this reduces the co-ordinator's capacity to identify weaknesses in the teaching and learning of science.

ART AND DESIGN

99. Overall standards of attainment in art and design at the end of Key Stage 1 and Key Stage 2 are typical for pupils of this age. They make good progress in their knowledge, skills and understanding of art forms.
100. During the inspection, no lessons were observed in art at Key Stage 1 and two lessons were observed at Key Stage 2. Scrutiny of planning and pupils' work together with discussion with pupils and teachers enabled judgements to be made. Since the last inspection, standards have been maintained. Teaching observed is consistently good. The co-ordinator has made good progress in up-dating the policy and providing whole school planning that identifies a clear progression in skills and ensures that pupils experience a wide range of art forms and techniques.
101. By the end of Key Stage 1, pupils have used a wide range of materials and processes. They can talk about their work and suggest improvements. They have developed confidence in line drawings and can express their ideas imaginatively. A clear progression is evident in pupil's line drawings, painting, collage and observational skills from the early years to Year 2. Pupils mix paints confidently and clearly explain the process. Pupils in Year 2 show good control in their colour mixing when they produce a colour wheel showing the gradual mixing of one colour to another, such as yellow into orange and into bright red and then to purple. Imaginative and individual ink

decoration is used to emphasise the work. Pupils in Year 2 cut and fold paper card to make an attractive arrangement of flowers. Patchwork technique is used to produce a quilt of memory patterns. They use a good range of techniques, including printing, line drawing and painting. There is a noticeable progression from Year 1 to Year 2. Pupils in Year 1 use a variety of materials to produce a collage of a firework display. The computer is also used to produce art.

102. By the time they leave the school, pupils achieve average standards in their skills, knowledge and understanding of art and design. Pupils in Years 3 and 4 show good progression in line drawings from Key Stage 1. Their drawings show good control and attention to detail. High attaining pupils use shading effectively. The line drawings are developed further in Years 5 and 6 and observational portrait drawings and facial profiles show good development and attention to detail. Pupils develop good awareness of colour and shape in the still life paintings of vases of flowers. Colour sensitivity and awareness are well developed in Year 6 pupils' use of different shades of brown, skilfully to paint a picture of autumn leaves. Charcoal drawings show good awareness of movement and characters. Collage and paint are used well. Pupils in Years 3 and 4 work with clay and three dimensional work is well developed. Pupils demonstrate and talk about the properties of clay and the techniques they used to make a room in a house. Pupils in Years 5 and 6 use wire and papier-mâché to produce attractive sculptured figures. Imagination is evident in the attractive painting Years 5 and 6 produce to decorate their writing of the 23rd Psalm. These are very well done and show originality in design, careful work and effectively decorate the writing. By the end of the key stage, pupils develop an understanding of abstraction skills as they produce a large scale drawing of a portrait, using distortion. Pupils skilfully use a grid to transfer the distorted portrait onto a larger A3 sheet. Pupils talk in detail and with confidence about how they transfer the portrait. Pupils with special educational needs and pupils with English as an additional language make good progress in their learning alongside other pupils. The work is challenging and appropriate for all pupils. Evaluation of the work is well developed and pupils reflect on their experiences of the task and explain any difficulties they may have encountered. Higher attaining pupils know that Picasso also produced distorted faces in a similar style. Pupils consider and plan the colour for their portrait.
103. Pupils enjoy their art and design lessons and they work hard to meet the challenges of the lesson. They take pride in their work and they sustain concentration and interest throughout. Their attitudes are good, because the teaching is good.
104. Teaching is good at Key Stage 2. No teaching was observed in Key Stage 1. In a Year 5 and 6 class pupils are highly motivated and interested in the challenging work because the teacher is knowledgeable and gives clear guidelines and explanations. Teachers demonstrate confidence and good subject knowledge as they identify clearly the process for abstraction and enlargement of a drawing. Pupils have a clear understanding of abstraction in art because the process is clearly identified and the characteristics of the art form explained. The main learning thrust of the lesson is shared with pupils and expectations are clearly identified. Teachers are enthusiastic and this enthusiasm is reflected in the pupils' positive response. There is a buzz of excitement as pupils see a painted version of their distorted portraits. Planning identifies clearly what will be learnt and provides a good guide to learning. The end of the lesson is used well to reflect on what has been learnt and to appreciate work well done. The teacher uses questions well to guide observations. Awareness of evaluation and the use of it to improve the painting are used well as the teacher stresses the importance of pupils' evaluating their own work. There are no whole school assessment procedures in art and design, but the co-ordinator is aware of this and has plans to implement a system throughout the school.
105. Artwork is appreciated and displayed around the school, but the quality of the display work does not always reflect the depth and quality of the work produced. Display could be better throughout the school.
106. The co-ordinator has been responsible for art and design for only one term and has made very good progress in that time, up-dating a policy and ensuring that planning is in place to bring about a progression of skills in all aspects of the subject. The school has been using the new planning since September and is evaluating the outcomes. The co-ordinator has started a portfolio of

pupils' work. There has been no monitoring of teaching and learning, but planning is monitored.

DESIGN AND TECHNOLOGY

107. The school's timetable arrangements for the week of the inspection meant that only one design and technology lesson could be inspected. However, teachers' planning, discussions with the co-ordinator and additional photographic evidence indicate that pupils are attaining standards about in line with those expected for their age by the end of both key stages. The school now has a scheme of work that builds systematically on prior knowledge, skills and understanding of the subject and this is an improvement since the last inspection. Although the scheme is yet to be fully implemented, it does provide a balance of designing and making activities with opportunities to develop craft skills. Resources have also improved and are now good.
108. Pupils undertake a variety of projects that are linked to other areas of the curriculum. For example, pupils in Year 1 make a house and cards in connection with their topic work while pupils in Year 2 make structures from paper linked to their science work on materials. Pupils in Years 3 and 4 use clay to make houses in connection with their work on the Tudors, while pupils at the end of the key stage make pyramid cards to complement their work in mathematics. These links are useful as they add to the relevance of the work and this increases pupils' interest and enjoyment.
109. In the lesson observed, pupils showed good attitudes to their work in design and technology. They work well in groups with obvious enjoyment and interest, sharing ideas and resources, making decisions about the final design of their "beds for a bear". Pupils talk enthusiastically about their work and show pride in what they have achieved. They are encouraged to try out ideas and this helps them to feel confident to achieve well and make good progress.
110. The school recognises that opportunities for food technology are limited, but anticipate the purchase of a cooker in the near future to ensure that this area of the curriculum is given adequate coverage. Since the last inspection a subject co-ordinator has been appointed and recognises that staff would benefit from more training. Currently there is no assessment of pupils' knowledge and understanding or skills and this is a weakness in the subject.

GEOGRAPHY

111. Standards at the end of both key stages are above the national expectations. At the time of the school's previous inspection no judgement was made on standards. During the current inspection no lessons were seen at Key Stage 1. Judgements are based, therefore, on discussions with pupils, together with a scrutiny of their work. Pupils' achievement is good. Pupils with special educational needs make good progress and EAL pupils make very good progress.
112. At Key Stage 1, pupils successfully identify physical features of places, such as houses, roads and shops. They undertake fieldwork in the local area and, for example, pupils in Year 1 have successfully drawn simple maps of the school grounds, as well as of their journey to school. Most pupils can name the four countries of the United Kingdom. Pupils in Year 2 have studied a contrasting locality, in Milton, and, in studying this area, pupils can confidently identify both similarities and differences, for example, in housing and landscape, with those found in Cambridge. They have drawn a good map of Milton and have produced thoughtful writing about living there. Pupils readily discuss seasonal weather patterns. At Key Stage 2, pupils are confident in identifying towns and countries on an appropriate range of maps and they successfully place Cambridge on a map of England. Pupils in Years 5/6 have studied a number of contrasting locations, including St. Lucia in the Caribbean, and they are successful in comparing features, such as clothing, houses and climate, with those found locally. Pupils are particularly confident in discussing the damage and disruption caused in the area by hurricanes. Pupils in Years 3/4 successfully identify parts of a river system, such as the source, tributary and the mouth and they readily identify these features on photographs. Pupils show a concern for the environment, expressing particular concern for the problems caused by human activity. They confidently suggest ways in which improvements might be made.

113. The quality of teaching and learning are good, overall, with very good examples also being observed in Years 5/6. Teachers have good subject knowledge and they provide clear explanations, together with a suitable range of resources, such as maps, photographs and videos, to support pupils in their work. At the time of the school's previous inspection, resources were reported to be inadequate. This issue has been successfully addressed. Geographical terminology is also emphasised by teachers, to help develop pupils' knowledge. Pupils find the subject interesting, they are well behaved and sometimes very well behaved. They concentrate well on the tasks set. Pupils usually work very well with their classmates in carrying out activities and pupils in Years 5/6, for example, worked particularly well in producing imaginary news items from St. Lucia. Overall, teachers provide pupils with a wide variety of learning opportunities, including a number to undertake fieldwork and this enables them all to make good gains in their knowledge and skills. Where teaching is very good, where particularly clear instruction is given, pace is brisk and expectations are especially high, pupils make very good progress. Most pupils take care with their work and make every effort to complete the tasks neatly. Teachers mark pupils' work regularly and sometimes include written comments, to add to the verbal advice they provide.
114. The school has a suitable scheme of work in place and this is an improvement since the time of the last inspection. The school also now has a co-ordinator who supports her colleagues well, as the need arises, and also observes lessons taking place to confirm how well the required work is being covered. There are no assessment procedures and, other than that gained through informal observations, no information is available to either judge pupils' current attainment or to identify the progress they have made. The written work in geography, together with various measuring and counting activities, contributes towards the development of pupils' literacy and numeracy skills. The study of a range of contrasting areas successfully helps to develop the pupils' cultural understanding. The study of scenes of devastation and suffering caused by hurricanes contributes towards pupils' spiritual awareness.

HISTORY

115. Standards at the end of both key stages are higher than national expectations. Standards have improved significantly since the time of the previous inspection. During the inspection, no lessons were seen at Key Stage 2. Judgements are based, therefore, on discussions with pupils and a scrutiny of their work. Pupils' achievements in history are good.
116. At Key Stage 1, pupils know considerable information about the past. From studying pictures and photographs, as well as handling historical artefacts, pupils successfully identify some of the changes that have taken place in such things as toys, games and school equipment. By successfully sequencing items such as toys in Year 1 and some of the events during Victorian times in Year 2, pupils are developing a good understanding of chronology and they readily use words such as 'now', 'then' and 'a long time ago' in talking about their work. Pupils have a secure knowledge of a number of historical figures, for example Queen Victoria, as well as important past events, such as the sinking of the Titanic. At Key Stage 2, pupils know many details about a suitable range of historical periods. They successfully study the Ancient Egyptians, as well as the periods of British history during the time of the Tudors and immediately before and during the Second World War. Pupils are able to discuss confidently aspects of these periods, such as, for example, life-styles, living conditions, clothing and, where appropriate, religious beliefs. They can explain some of the differences that distinguish those periods. Pupils also show considerable confidence in using dates and date-lines to place the different periods in a proper historical framework. Pupils throughout the key stage readily explain some important events that have taken place, such as those in Years 5/6 outlining Howard Carter's discovery of the tomb of Tutankhamen and those in Years 3/4 describing the Blitz. Pupils also confidently recall the lives of famous people, such as Henry VIII.
117. The overall quality of teaching and learning is good. Teachers plan lessons well, using appropriate resources, such as photographs and household artefacts and providing opportunities for pupils to undertake simple research, to foster their interest. The undertaking of research, such as that carried out on Victorian schools by pupils in Year 2, is particularly successful in developing their knowledge. Pupils, in response, enjoy the subject, settle well to the variety of tasks provided and

they all make good gains in their knowledge and understanding of history. Teachers' subject knowledge is good and they make appropriate use of dates, events and artefacts, to help develop pupils' understanding of the past. Pupils show consistently good and, sometimes, very good attitudes to the subject and are always well behaved. This enables them to concentrate on their work, and to make suitable progress. Teachers provide pupils with help throughout lessons, and pupils readily turn to them for assistance where necessary. Pupils generally take care with the presentation of their work and teachers, when they are marking books, often provide useful comments to help pupils develop their work further. Teachers take the opportunity to further encourage pupils, by providing colourful displays of their work.

118. The school now has an appropriate scheme of work and all aspects are suitably covered. The curriculum in history is also enriched by the variety of outings organised, as well as by the number of visitors invited to the school. The co-ordinator is keen and enthusiastic and she supports her colleagues well. This includes monitoring work in the classrooms, to check that all requirements are being met. At the time of the school's previous inspection, there was no co-ordinator for the subject, and a significant improvement has been made since that time. There are still no formal assessment procedures in place, however, and little information continues to be recorded to help identify pupils' current knowledge and understanding. The writing activities undertaken in the subject make a contribution towards the development of pupils' literacy skills. The work undertaken in history also makes a significant impact on pupils' cultural development, through the study of aspects of both their own and other cultures. There are few opportunities to use information and communication technology to support learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards in information and communication technology (ICT) are below average at the end of both key stages. Since the last inspection, changes to the National Curriculum have raised the expectations at seven and 11. Although the school has responded to the changes, standards have not yet risen sufficiently to meet the new requirements. Since the last inspection, the school has improved the provision for ICT by updating hardware and providing additional printers, within the limits of its funding. A very good subject action plan has been prepared which clearly identifies and prioritises what needs to be done. Teachers are using the national guidance and scheme of work to guide their lesson planning. As yet, the school has not fully adapted this guidance to create its own scheme of work, but this is developing. Staff are working hard to improve their own subject knowledge with support from the co-ordinator and are teaching the basic skills well.
120. In Key Stage 1, all classes have a weekly lesson, when the teacher demonstrates a particular skill and the class practise it during the week. The lessons that follow progressively build on what has gone before. Pupils in Year 2 are able to use word processing to write messages inside their Christmas cards, using different fonts, and can change the size and colour of text. They confidently use the keyboard and mouse to give commands and type text. They know how to use the delete key and print and save their work. They can use an art package to draw animals and show good mouse control. They can use 'flood fill' techniques to colour their pictures of islands. Evidence was seen in work samples of pupils using a CD ROM to find out information about countries. Wall displays showed that pupils have used the computer to record the results of their surveys as graphs, pictograms and pie-charts. All four Key Stage 1 classes have only one computer in their room. The pupils have weekly access to these computers to complete the tasks set. There is very little additional computer time available for pupils to use and develop their skills in other subjects, such as literacy and numeracy. Pupils who have access to computers at home have a considerable advantage.
121. The attainment of pupils aged 11 is below that expected for their age, because previously key skills have not been developed systematically as they have moved through the school. Pupils are now making very good progress in the areas taught, but there are still gaps in their knowledge and most are about a year behind the national expectations. In order to raise standards the computers from all the Key Stage 2 classrooms have been transferred to the computer suite and combined with those provided for community use by the local secondary school. This enables a whole class to work on the computer at the same time. Pupils are taught for an hour each week in this

specialist facility and generally work in mixed age pairs at the same computer. These arrangements are successfully raising standards through the development of key skills. The younger pupils tend to benefit from this arrangement and achieve what is expected of the oldest pupils. The school is conscious that the centralising of computers restricts opportunities to use the skills taught in other subjects, especially numeracy and literacy. When funding is available, it is planned to provide additional equipment for use in the Key Stage 2 classrooms. Pupils' word processing skills are developing, but they do not regularly use the computer to draft and redraft their work. Some Year 6 pupils have written poems and raps on the computer, introduced some clip-art, colour and different fonts to present these in an attractive way. Others have combined a variety of techniques such as word processing, word art, clipart, introduced tables and used the Internet to make attractive magazine pages. Pupils in Year 3 and 4 were observed interrogating a data base and were successfully able to answer questions with two criteria. For example '*How many girls have brown hair?*' Some more able pupils could design their own questions, which had three criteria. Very good support was given to pupils with special educational needs who were given a similar task more suitable to their ability. Other members of the class were impressed when the print out was displayed at the end of the lesson. This did much to develop the self-esteem of the SEN pupils. Currently, computers are not regularly used for research purposes. Some pupils make good use of the Internet facilities they have at home to develop their knowledge and support their school work. These pupils are also confident about sending and receiving electronic mail. Discussion with other pupils show that they have little experience of these new technologies, as resources in school are limited. The school has no laptop computers, scanners and digital cameras for pupils' use.

122. The majority of pupils were attentive whilst the teacher demonstrated at the start of the lesson and were keen to contribute ideas to discussion. Some had difficulty seeing the screen when the whole class were grouped around one computer and became restless. All pupils worked well at their workstations and co-operated well in pairs, taking turns and discussing ideas. Most took the responsibility for filing their work and shutting down their workstation correctly. In the plenary sessions observed, some older pupils tended to chat amongst themselves rather than listening to what others had to say.
123. The teaching seen in all the weekly demonstration lessons was good, overall, and very good in a Year 5/6 lesson, led by a support teacher who had excellent subject knowledge. This lesson provided good challenge even for the most able, because the teacher anticipated problems that would arise within the task and pupils found solutions. Elsewhere in Key Stage 2, teachers' confidence and subject knowledge vary, but good systems of technical and classroom support are provided by the co-ordinator. Further nationally funded staff training is due to take place later this term when the computer suite has been networked. In Key Stage 1, teachers give confident and clear instructions which pupils are able to remember until it is their turn to try the task later in the week. Pupils are questioned well and more able pupils who have access to computers at home are encouraged to contribute ideas, often suggesting alternative ways to complete the task. All classes have check lists to ensure that everyone has a turn. Parents regularly work with groups of pupils in Key Stage 1. Whilst this teaching is effective and standards are rising as a result, resources limit the opportunities to use and develop the skills taught in other areas of the curriculum. Support is being given by the co-ordinator at the planning stage to identify opportunities and purposeful activities to link and apply the skills being taught. For example, work on a data base about rivers is planned to link with a geography topic in Year 3/4. Assessment is an area for development. The plenary sessions observed were short and did not effectively review the work accomplished or the difficulties encountered nor encourage pupils to suggest how these could be overcome in the future. Teachers in Key Stage 2 visit pupils at their workstations, support those experiencing difficulties, and assess informally. Assessment information is not yet sufficiently used to match tasks to pupils' ability in the following lessons. Pupils who have computers at home and have already developed skills in some areas do the same task as others and often their progress is restricted.
124. The subject has been effectively led and managed by the headteacher since September. He has a clear plan for subject development. Sums of money that have become available to the school to support ICT and staff training have been prudently used. There are concerns that local funding

levels will make it difficult to meet the national target of one computer for every eleven children by 2002. Since the last inspection, there has been a considerable improvement in the quality and level of resources for ICT and a scheme of work introduced to support teachers planning. An assessment record has not yet been developed and there is no longer an after-school club.

MUSIC

125. Overall standards of attainment in music at both key stages are as expected for pupils of this age and they make satisfactory progress.
126. Since the last inspection, there has been a significant improvement in the provision for music. A room for music has been established and this provides a good environment for teaching and learning. Resources have been extended and are easily accessible for all. There is now an awareness of building systematically on skills, knowledge and experience rather than linking music experience to the current topic. A co-ordinator has been appointed and has made very good progress in providing an appropriate planning guide. Very good progress has been made building teachers' confidence by the support and encouragement they have been given. Standards of attainment and teachers' skills and ability to teach music are still developing and have not yet reached their full potential.
127. By the end of Key Stage 1, pupils achieve average standards in performance, listening and appreciation of music. Singing is average. Pupils learn and sing 'Frere Jacques'. Higher attaining pupils confidently sing a solo response. They develop this confidence because the teacher offers pupils this opportunity. This makes a significant contribution to pupils' personal development. Listening skills are well developed. Pupils listen to a Kenyan folk song and correctly identify the solo and groups singing. They contrast the style with the music 'Policeman's song' from the Pirates of Penzance. The lesson provides good opportunities to compare different styles in music and comment on their likes and dislikes. Pupils can clap the rhythm of their name and are beginning to recognise the different beats. There is a gradual progression from Year 1 to 2. Pupils in Year 1 explore different ways to recreate sound. They listen to a variety of sounds, including traffic noise and doorbells. They suggest instruments to capture the sound. Pupils are encouraged to sing rhythmically and to accompany their singing with simple actions.
128. By the end of Key Stage 2, pupils continue to develop their confidence in singing and they are aware of the importance of the changing rhythm. They sing a West African folk song accompanied by movements in the style of African dancers. Pupils successfully maintain the simple rhythmic beat. Composition is average. Pupils compose their own simple rhythmic phrase in a group and perform it for others. Listening skills are well developed. Pupils listen to the African beat and identify the strong rhythmic repeating pattern. Rhythmic awareness is developing well throughout the school. Pupils clap in unison with others and older pupils clap two different rhythms in groups. Pupils in Year 3 and 4 clap the rhythm to the words 'Mars bar kit-kat.' They recognise changes in the beat and respond accurately to the changing rhythm of the word 'chocolate.' They read simple notation and recognise a pause in the music. Higher attaining pupils know and identify the word 'tempo' in music. They clap simple rhythms, following the notation, and hold a pause in the appropriate place. Pupils play different rhythms alongside each other. Composition work at Key Stage 2 is average. Pupils in Years 5 and 6 interviewed people in an old peoples home about music. The pupils composed the music and words and performed their songs for the elderly people.
129. A significant number of higher attaining pupils receive specialist tuition and this provides good teaching and learning. Pupils are given feedback on their work and clear guidelines to improve and they make good progress. Pupils gain confidence and expertise in these sessions, playing a range of instruments. Pupils play in the weekly orchestra and there are regular concerts for parents. There are insufficient opportunities for pupils to perform in assembly to the rest of the school.
130. Attitudes are good, overall. In the good lesson, pupils become absorbed and they work with sustained interest and concentration. This was observed in a Year 5 and 6 lesson when pupils

composed different rhythmic arrangements. In lessons where higher attaining pupils are not fully extended they are compliant and well behaved, but do not exude enthusiasm for the work. All pupils worked hard on the task set.

131. Teaching is satisfactory, overall, with instances of good teaching in Years 5 and 6. Expertise among teachers is developing and the quality of pupils' learning often reflects this, especially in Years 5 and 6. When pupils combine two different rhythms, the composition aspects of the lesson are often limited and do not enable higher attaining pupils to develop as much as they could. Expectations for attainment, especially for more able pupils, could be higher. Teachers are aware of this and are working hard to develop their own confidence and expertise. Lessons are well prepared and teachers follow planning carefully. They manage the pupils well, but sometimes lack confidence to let all pupils have an instrument. In the good lessons, the teacher maintains a good pace to the learning.
132. There are insufficient extra-curricular clubs and activities for music. There is an orchestra held on Fridays, but there are no other clubs or activities for average and lower attaining pupils to extend their knowledge and expertise in music.
133. The co-ordinator has been responsible for music for one term. Very good progress has been made in improving resources and evaluating planning. There has been no formal monitoring. There has been a significant improvement in the number and range of resources and the music room has been established. This is an effective room for teaching and learning music. There is a school orchestra on Friday and end of term concerts. There is no formal assessment of pupils' work at present.

PHYSICAL EDUCATION

134. Overall standards of attainment in physical education at the end of Key Stage 1 are average. Due to the timetable, one lesson was observed in Year 3 and 4 during the inspection. As pupils in Years 5 and 6 experience only one session of physical education at the end of the week, no practical work for this age group was observed. No lessons were observed in swimming or gymnastics. Scrutiny of planning indicates that these activities do take place. However, the amount of physical education experienced by pupils in Year 5 and 6 is below what is normally seen in most primary schools and the weekly lesson is timetabled on a Friday afternoon.
135. Since the last inspection, standards have been maintained in Key Stage 1. There is insufficient evidence to judge the practical standard of pupils' work by the end of Key Stage 2. Discussion with the oldest Key Stage 2 pupils indicates that they have not experienced working to the expected level of attainment. Activities for Year 5 and 6 are organised on a 'carousel model' whereby pupils experience one activity for four weeks before moving onto a contrasting activity. This method of working has some disadvantages because it does not guarantee that all pupils have experienced, learnt and consolidated work to the required level of depth and understanding that is required for pupils of this age. There has been very good improvement in the co-ordination of the subject and planning for progression in all aspects. The co-ordinator is knowledgeable and enthusiastic and has achieved a lot since taking responsibility for the subject. Resources have been assembled and these are clearly labelled and easily accessible. Due to the demands of the curriculum, school improvement on teaching and learning in physical education has not yet taken place.
136. By the end of Key Stage 1, pupils have well developed spatial awareness and move alongside others, showing sensitivity to each other. In response to taped broadcast, pupils in Year 1 perform gentle floating movements to the stimulus of the Blue Balloon story. They rise and fall gently and high attaining pupils twist and turn as they travel. Resilience is well developed as pupils jump, bounce and hop in response to the music. A taped broadcast is also used in the Year 2 dance lesson. Pupils perform a surfing dance where they try to capture the movement of the waves and balancing movements on an imaginary surfboard. They produce a surfing sequence, including a Mexican wave and simple swaying movements. There are insufficient guidelines to improve the quality and content of the performance for average and lower attaining pupils. The emphasis is on

what the pupils are doing rather than the quality. Extension and vocabulary of movement are not well developed. Pupils observe the performance of others but the teacher's comments tend to be positive and do not contain challenging observations to improve the quality of the work. Pupils understand and explain very well the importance of exercise and the effect of exercise on the body.

137. By the end of Key Stage 2, pupils talk about their experiences in physical education. They talk confidently about swimming and have a good understanding of the recognised strokes. They can all swim the expected distance by the time they are eleven and many exceed this. Higher attaining pupils explain about gymnastic sequences and an Egyptian dance. Knowledge of a wide range of movement vocabulary is limited. Year 6 pupils describe forward rolls as 'roly polies' and are unsure of the terminology for circular rolls. Choreographic terminology is also limited as pupils talk about different levels and poses held in their dance, but are unable to explain how the dances were composed. Higher attaining pupils describe basic attack and defence tactics for invasion games, but average and lower attaining pupils are unsure of the difference between netball and basketball. Lesson observations show that throwing and catching skills are poorly developed in Year 3 and 4. Higher attaining pupils throw and catch in a stationary and a moving situation. Many average and lower attaining pupils drop the ball and have not learnt how much force and direction is needed for a successful catch and throw to a partner, in a small game situation. Insufficient small progressive steps are planned to ensure that pupils develop confidence and competence before moving onto more advanced practices. Outdoor adventure activities are experienced on residential trips to Grafham Water. Pupils talk with enthusiasm about challenging activities such as orienteering, climbing and ten-mile cycle rides. Most pupils can talk about the effect of exercise and the value of activity for well being.
138. Pupils' attitude to their learning reflects the quality of teaching. In the satisfactory lessons, pupils enjoy their work and respond to instructions well. In unsatisfactory lessons, pupils are often restless and inattentive, talking when the teacher is talking and not always working with the expected level of concentration.
139. Teaching is unsatisfactory in three-quarters of the lessons observed. The main reason for the unsatisfactory lessons is insufficient guidelines to help pupils improve the quality of their work. Teachers say 'well done' when the quality of the work could be better, for example when trotting pupils do not lift their knees high and the movement resembles a forward kick rather than a trotting movement. Pupils are not disciplined when they talk while the teacher is explaining the activity. This results in lack of understanding of what is required. Teachers say the movement is beautiful, but do not identify why it is good and, consequently, learning opportunities are missed. Planning is thorough and appropriate for pupils of this age, but it is sometimes an inappropriate match for the pupil's standard of attainment, for example in a Year 3 and 4 class with a high number of pupils with special educational needs. Pupils are over-challenged in their work and the small steps that ensure good learning are often omitted, due to lack of security in teachers' knowledge. This was evident in the games lesson when pupils were asked to play a more complex game before they had mastered the basic skills of throwing and catching. In the satisfactory lessons, the teacher uses language well to develop awareness of levels and vocabulary of movement with words such as 'floating', 'twisting', 'rise' and 'fall' and 'gentle'. In the lessons observed, teachers did allow sufficient time for evaluation of others' performance. This was an improvement since the last inspection, when there was insufficient evaluation of work.
140. There are fewer opportunities than at the time of the last report for pupils to take part in extra-curricular clubs and activities in physical education. At the time of the inspection, there was only one extra-curricular club for girls' football. The local community makes good use of the school's facilities outside lesson time and some pupils take advantage of this.
141. The general posture of pupils throughout the school is poor. Pupils are allowed to sit often in slumped positions against a wall or sitting with poor back position on a chair. Teachers do not draw attention to this and consequently pupils sit very badly, which often affects their concentration and the presentation of their work

142. The co-ordinator has been responsible for physical education for just over a year and is eager to raise the profile of physical education. Very good progress has been made in writing a policy and providing planning for all year groups. There has been no monitoring of teaching and learning and assessment is under-developed. The co-ordinator regularly attends local network meetings. There is an adequate supply of gymnastic equipment in the new hall. Resources are easily available and well labelled. The range of resources is adequate, but there are insufficient large balls for pupils in a class to have one each. There are good links with the local secondary school.

RELIGIOUS EDUCATION

143. During the previous inspection, only four lessons were observed and the subject was judged to be in line with the expectations of the locally agreed syllabus, although some teaching was unsatisfactory. Assessment was insufficiently structured and this continues to be the case.
144. Attainment, overall, is in line with the expectations of the locally agreed syllabus at the end of Key Stage 2 and just in line at the end of Key Stage 1. However, interviews with Key Stage 1 pupils show they have insufficient knowledge of Christianity and other faiths. They do not know about Easter and cannot tell the story of Christmas, although they know that baby Jesus is part of it. They cannot associate the Torah and Koran with any particular religions, although they have looked at the books. Although they cannot recall any New Testament stories, they know some stories from the Old Testament, including David and Goliath, the story of Noah and about baby Moses. When talking about these stories, they showed some enthusiasm and had obviously enjoyed them. Last year, the present Year 2 pupils visited the local Baptist Church, but they were unable to talk about the building or what happens in it. A good lesson observed in Key Stage 1 showed that the pupils have a good understanding of the components of a Christian wedding, bride, bridegroom, priest and pageboy. They showed clearly that they understood the commitment of a promise and they wrote and signed their own promises.
145. At the end of Key Stage 2, pupils' knowledge and understanding of world religions is satisfactory, overall, but the oldest pupils have insufficient knowledge of the Old Testament and in interview could only recall the Exodus story. Pupils in one Year 3/4 class could not recall any Old Testament stories. Pupils know the Bible is a library of books which includes the law, prophecy, history and letters. They say they enjoy the moral content of the New Testament stories, but are able to remember only one, the story of Jesus and the Outcasts. They showed some enthusiasm for their lessons on the Hindu and Buddhist faiths and have visited a Mosque. They know about mendhi, the story of Rama and Sita and that Buddhists shave their heads and "collect" children from villages to become priests. Lessons observed in Key Stage 2 were carefully planned. Year 5 and 6 pupils are learning about the Bible. They ask searching questions and make connections to the fables which they have been learning about in English. Most pupils are able to find a Bible reference. In one class where the lesson was based on the Parable of the Lost Sheep, the pupils wrote their own modern day parables. They found this difficult and as it was late in the day, appeared tired. Work on display and the small quantity of written work in books show a good level of content and the writing is beautifully executed and illustrated.
146. Teaching in religious education lessons is good, the lessons are well prepared, move at a good pace and generally are of interest to the pupils. Teachers' knowledge varies, but, overall, it is satisfactory. Little use of resources was seen although there are sufficient Bibles for whole class use. There are no assessment procedures in place which track pupils progress towards meeting the end of Key Stage statements in the locally agreed syllabus and this is unsatisfactory.
147. The subject co-ordinator is new to the school and has not been responsible for religious education previously. Although a curriculum has recently been put in place it needs a great deal of work. The co-ordinator plans to consult with the Local Authority religious education adviser and to update the resources, especially audio-visual material. Once the curriculum is firmly in place, she plans to establish a system for assessment. The recent school development plan includes many areas for development in the religious education curriculum and the school hopes to undertake this in the near future. There are very few links between religious education and the school assemblies, especially with regard to Christianity, and opportunities are lost. No Christian priests or other

religious leaders visit the school.