

# INSPECTION REPORT

## ST. LUKE'S C OF E PRIMARY SCHOOL

Cambridge, Cambridgeshire

LEA area: Cambridgeshire

Unique reference number: 110838

Headteacher: Mrs P Todman

Reporting inspector: Mr G Alston  
20794

Dates of inspection: 16<sup>th</sup> – 19<sup>th</sup> October 2000

Inspection number: 224695

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	French's Road Cambridge
Postcode:	CB4 3JZ
Telephone number:	01223 566879
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Appropriate authority:	The Governing Body
Name of chair of governors:	Catherine Dormor
Date of previous inspection:	10/11/1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G. Alston 20794	Registered inspector	Design and technology Physical education	What sort of school is it? What should the school do to improve further? Schools results and achievements How well are pupils taught?
Mr A Smith 1974	Lay inspector		Pupils' attitudes, values, personal development How well does the school care for its' pupils? How well does the school work in partnership with parents?
Mr D L Pink 20877	Team inspector	Mathematics Geography Special educational needs English as an additional language	How well is the school led and managed?
Mrs J H Clayphan 20230	Team inspector	English Art Geography Areas of Learning for children in the Foundation Stage	
Mr J M Stevens 14806	Team Inspector	Science Information and communication technology Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

St Luke's C. of E. Primary school is an average sized primary school with 216 pupils ranging from 4 – 11 years in age. There are 32 pupils under six in a reception class and a reception/Year1 class who started school in September. About 25 per cent of pupils have parents from another cultural background, and there are well above average numbers of pupils for whom English is an additional language. The number of pupils entitled to free meals is above the national average. Pupils from many nationalities are very well integrated into classes across the school. The percentage of pupils identified as having special needs due to learning or behavioural difficulties is above that found in most schools and in some classes is very high. Children's attainment on entry varies considerably from year to year, and the present intake is well below the expected level in language and numeracy skills. In past years children's attainment on entry has been consistently well below average. 10 pupils have statements of special educational needs. The school has a high percentage of pupils entering or leaving the school throughout the year. For example, 52 pupils joined the school and 49 left in the last year.

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

This is a good school where pupils are sensitive to one another's needs and feelings. All staff, pupils, governors and parents enthusiastically contribute to the life of the school. Pupils of all abilities are effectively taught, and by the time they leave the school, they achieve well in comparison to their ability on entering the school in English, mathematics and science. The school is well led and managed by the headteacher and strongly supported by a conscientious staff and committed governors. As a result the school gives good value for money.

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

- The quality of teaching is good. Teachers question pupils effectively and provide interesting tasks that challenge pupils. A very conscientious staff successfully provide a happy, caring environment where pupils' efforts and contributions are valued encouraging pupils to try hard.
- The headteacher, with the strong support of her deputy and staff, provides very good leadership and, in consultation with a dedicated governing body, ensures that money is used effectively.
- The pupils behave well and form very good relationships with their teachers and one another.
- Provision for pupils with special needs and also for those with English an additional language is very good and greatly enhanced by high levels of good quality language support assistants.
- Very good provision is made for pupils' personal development, particularly for spiritual, social, moral and cultural development. The curriculum is enriched by visitors, visits and a good range of activities provided for pupils outside the school day.
- The school has good links with parents, and the support that parents give pupils both in school, and at home, is a great help to them.

#### **What could be improved**

- Pupils' achievements in English and mathematics by the end of both key stages, and in science by the end of Key Stage 2.
- The standards pupils achieve in information and communications technology.
- The effectiveness of co-ordinators in monitoring teaching in their subjects and teachers' planning.
- The detail of recorded information, and accessibility to teachers, of pupils' academic performance from assessment and recording procedures.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 and has made good progress in its planned programme of improvement. All areas identified as weak in the last report have been improved, but in two aspects further developments are needed. The clearly defined and well-organised management structure is effective in monitoring and evaluating the work of the school and in supporting new developments. The role of coordinators has been successfully promoted and their influence in developing their subjects and supporting teachers is beginning to have a positive impact. Although there is a planned programme for coordinators to monitor the teaching of their subject, several are new to the role and do not have the necessary management skills to do this effectively. Programmes of in-service training and better resources have improved the teaching of design and technology and information and communications technology. However, further improvements are needed in teacher expertise and resources for information and communications technology. Pupils are provided with sufficient opportunities to investigate in science and to apply their mathematical knowledge in practical, everyday situations. Higher attaining pupils are challenged well and this is reflected in the average numbers of pupils who achieved the higher level (Level 5) in English and mathematics in the 2000 national tests. The school has an effective behaviour policy in place that is consistently applied by all staff and results in good behaviour from pupils. Information in the school brochure and the annual governors' report to parents now meets legal requirements. The priorities it has identified for development, along with its enthusiasm and commitment to higher achievement, give the school a good capacity for further improvement.

## 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	E*	E	C	A
Mathematics	E*	E	C	B
Science	E*	D	C	B

*Key*

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

The information shows that results for 11 year olds in English, mathematics and science are in line with the national average. Compared to schools, who have pupils with a similar background, results are well above average in English, and above average in mathematics and science. The results of the 2000 national tests for 7-year-olds show that results are well below average in reading, writing and mathematics. When the school's results are compared with those of schools with pupils from a similar background, they are well below average in reading, writing and mathematics. This reflects the character of the cohorts of pupils who took the tests in 2000. In the Year 6 class, the proportion of pupils with special educational needs and those for whom English was an additional language was less than is normal for the school whereas in the Year 2 class the proportions were much higher than is normal for the school. Given the significant differences in the attainments of pupils on entry over the past years and the high numbers of pupils leaving and entering the school, it is of limited value to compare trends over time. Overall, children's attainment on entering the school is well below average in language and numeracy, and although pupils achieve well, by the time they leave the school the percentage of pupils reaching the expected level (Level 4) in English and mathematics will be below the proportion found in most

schools nationally. The current Year 6 class has almost 60 per cent of pupils with special educational needs and almost 40 per cent have English as an additional language. Overall, the under-fives make good progress, although by the time they reach Year 1, their attainment will be below the expected levels of the early learning goals. At the age of seven, standards are below average in reading, writing and mathematics and average in science. By the end of Key Stage 2, standards in English, mathematics and science are below average. Standards in English in both key stages are not high enough because pupils' spelling skills are not as good as their other language skills, and speaking skills are under developed. The school has introduced extensive programmes to improve these aspects. Standards in mathematics are sufficiently high in Key Stage 1, but not in Key Stage 2 because not all teachers focus sufficiently well on teaching mathematical vocabulary. In information technology, at the end of both key stages, pupils' attainment is below national expectations. Across the school, pupils achieve appropriately in all subjects and particularly well in art and music. No judgement could be made on design and technology. There is no significant difference in the progress made by boys in comparison to girls. All pupils with special educational needs, and those with English as an additional language, make good progress in relation to their prior attainment as a result of the good support they receive. The school has already met its targets in national tests, and has set appropriate targets based on the attainment of pupils in the present classes.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils are keen to learn. They settle quickly to tasks and concentrate well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	Behaviour both in lessons and around the school is good. Pupils care for one another, showing respect for adults and other pupils.
Personal development and relationships	Personal development is good and pupils have a clear sense of responsibility. Relationships are very positive. Pupils with very little English play an important role in the life of the school.
Attendance	Although attendance is below average pupils enjoy coming to school.

### **TEACHING AND LEARNING**

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

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

The teaching in the school is consistently good in nearly all classrooms and the needs of all pupils are well met. No teaching was unsatisfactory, and in 22 per cent of lessons, the teaching was very good or better. One lesson involving the teaching of pupils with special educational needs was of excellent quality. However, not all teachers have the necessary expertise to confidently teach information and communications technology. For children under five in the reception and a reception/ Year 1 class, the teaching was at least good in all lessons being very good in 42 per cent. In Key Stage 1, the teaching was good in 72per cent of the lessons seen, being very good in 17 per cent. In Key Stage 2, the quality of teaching was good in 47 per cent of lessons, which include 20 per cent that were very good. The teaching of pupils who have special

educational needs in small groups out of the classroom is particularly strong. English and mathematics are well taught, with strong emphasis on developing pupils' literacy and numeracy skills. These skills are taught well. The teachers provide good resources for pupils to use and set challenging tasks. Pupils feel valued and as a result, confidently contribute to the lesson. Pupils are set appropriate targets, to which they respond positively by working hard and producing good quality work that is matched to their ability. The good teaching is instrumental in helping pupils make good progress and achieve well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and caters well for the wide range of pupils' interests and abilities. Teachers' planning is thorough. A good range of field trips and residential visits, alongside an extensive programme of out of school activities and visitors to the school, enriches the curriculum. There are no outdoor play facilities for under fives.
Provision for pupils with special educational needs	The provision is very good. Work is appropriately planned to meet their needs as identified in detailed individual plans. Learning support assistants provide good support.
Provision for pupils for whom English is an additional language	These pupils are well supported by both the staff and other pupils. Many enter school with very little English but quickly become confident and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils gain a very clear understanding of their moral and social responsibilities from good role models of staff and clear codes of behaviour. A good Christian ethos and a sense of community in the school successfully raise pupils' spiritual and cultural awareness.
How well the school cares for its pupils	The school provides a caring environment. Teachers know their pupils well, but assessment does not give detailed information about pupil achievements. This makes it difficult for teachers to build securely on pupils' past learning. There is a health and safety issue concerned with public access.

Parents support the school well, both in raising funds and by helping pupils at home or in school with their work. The school tries hard and successfully to keep parents informed about the work of the school and of their children's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported by a conscientious deputy, provides very good leadership and a clear sense of direction. There is a good team approach in decision making. The influence of coordinators on developing their subjects and supporting teachers is making a very positive impact. Although there is a planned programme for coordinators to monitor the teaching of their subject, several of them do not have the necessary management skills.
How well the governors fulfil their responsibilities	Governors are very supportive and carry out their duties well. They successfully monitor and evaluate the work of the school.
The school's evaluation of its performance	The school evaluates its performance well. Where it has identified areas for improvement, the school considers and implements ways to improve them.
The strategic use of resources	The school uses the money it receives well and deploys its resources effectively. In view of how well pupils achieve, the average income, the effective teaching, and the good progress made by pupils who have below average attainment on entry, the school gives good value for money.

The school considers carefully how it can get best value in purchasing equipment and services. The school has good levels of teaching and support staff and the accommodation and resources for learning are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• The behaviour of pupils is good.</li> <li>• Pupils make good progress and are helped to become mature.</li> <li>• The teaching is good and children work hard.</li> <li>• The school works closely with parents and provides good information.</li> <li>• The school is approachable.</li> <li>• The school provides an interesting range of out of school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The security of the school.</li> </ul>

Inspectors' judgements support parents' positive views. They do also support parents' expression of concern. There is a need to improve security in terms of public access to the school grounds.

## **PART B: COMMENTARY**

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

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

1. In the 2000 national tests, the proportion of pupils at the end of Key Stage 1 reaching the expected level (Level 2) or above and the higher level (Level 3) was well below the national average in reading, writing and mathematics. Teacher assessments indicate a similar picture in science. When compared to schools with pupils of a similar background, the school's results are well below average in reading, writing and mathematics. This reflects the fact that, in the Year 2 class the proportions of pupils with special educational needs and pupils for whom English is an additional language were much higher than is normal for the school. The results of the 2000 national tests at the end of Key Stage 2 show the proportion of pupils reaching the expected level (Level 4) or above and the higher level (Level 5) was in line with the national average in English, mathematics and science. When compared with those schools that have pupils with similar backgrounds, results are well above average in English, and are above average in mathematics and science. This reflects the character of pupils who took the tests in 2000. In the Year 6 class the proportion of pupils with special educational needs and for whom English was an additional language was lower than is normal for the school. Due to significant differences in the attainment of pupils on entry over the past years and the high numbers of pupils leaving and entering the school is of limited value to compare trends over time. The pupils' attainment in the current Year 6 class is below average in all three subjects. This is because the current Year 6 class has 60 per cent of pupils on the special needs register and 40 per cent of pupils have English as an additional language.
2. In the previous report, the areas of weakness identified were; that pupils underachieved in design and technology and information and communications technology, and higher attaining pupils were not challenged. Programmes of in-service training and better resources have improved the teaching of design and technology and information and communications technology, which in turn are beginning to raise standards. However, further improvements are needed in teacher expertise and resources for information and communications technology. Higher attaining pupils are challenged well and this is reflected in the average numbers of pupils who achieved the higher level (Level 5) in English and mathematics in the 2000 national tests.
3. The evidence of assessment shows that when they enter the school, the attainment of most children is well below the level expected for their age, although there is a wide range of levels of attainment. Overall, the under-fives make good progress, although, by the time they reach Year 1, their attainment still falls short of the early learning goals in all areas of children's learning. There is good provision to develop children's personal and social skills, knowledge and understanding of the world, mathematical understanding, language and creative skills. The provision to develop children's physical is limited by a lack of an outdoor play area and large play equipment. Most children are not confident or articulate in talking although they enjoy listening to stories. In reading, higher attaining children are familiar with letters and their sounds and in writing they

form letters correctly and are able to write simple words unaided. In mathematics, they can count to ten, but cannot confidently say which number is smaller or bigger than another. Most average and lower attaining children are not confident in problem-solving activities. They are developing good attitudes to learning, sustain concentration, persevere with their work and show some independence when given the opportunity.

4. Overall, pupils' attainment in English by the end of both key stages is below average. In both key stages, progress is good in reading, speaking and listening and writing. By the end of Key Stage 1, pupils' attainment is in line with national expectations in listening but below in speaking, reading and writing. By the end of Key Stage 2, pupils' attainment is in line with national expectations in speaking and listening but below in reading and writing. By the end of Key Stage 1, although the majority of pupils listen carefully and are becoming confident in expressing their ideas, this is not always done clearly, for example, in the literacy hour. By the end of Key Stage 2, the vast majority of pupils contribute appropriately to class discussions. The large proportions of lower attaining pupils are able to explain their views clearly but with limited vocabulary, for example, in a Year 4 geography lesson as pupils discuss facilities in Cambridge. In reading, all pupils show a developing enthusiasm for books. By the end of Key Stage 1, most pupils can successfully attempt to read unknown words. The most fluent, confident readers are beginning to recognise the structure of stories and use the correct vocabulary to evaluate the book. By the end of Key Stage 2, the higher attaining pupils are able to discuss the text with clarity and understanding. Most lower attaining pupils can use indices and glossaries but skills in summarising the main information points are insecure. In writing, by the end of Key Stage 1, average and lower attaining pupils display limited ability in their creative writing and their vocabulary lacks imagination. Pupils' handwriting is mainly joined but average and lower attaining pupils have limited strategies for spelling words with regular patterns. By the end of Key Stage 2, higher and average attaining pupils use expressive language and grammatical awareness in a variety of well-structured and planned work. Average and lower attaining pupils' skills in spelling are weak, although handwriting is accurate and fluent. Overall, in English, progress is good for all levels of attainment, including those of pupils with special educational needs and for whom English is an additional language. In speaking and listening, pupils make good gains in their ability to express thoughtful ideas about a story. In reading, higher attaining pupils make good gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the library systems of classification. In writing, higher and average attaining pupils make steady progress in their ability to write at length and for specific purposes.
5. Pupils' attainment in mathematics is below average by the end of both key stages. All pupils' make good progress in both key stages. By the end of Key Stage 1, most pupils are confident in applying the rules of addition and subtraction. Most pupils' understanding and use of appropriate mathematical language are satisfactory. Higher attaining pupils organise and check their work carefully and can present their calculations in various ways. By the end of Key Stage 2, higher and average attaining pupils have rapid recall of multiplication facts in two, three, five, seven and 10 times tables. However, many average and

lower attaining pupils lack confidence in developing their own strategies for solving problems and find difficulty in explaining their reasoning. Most pupils make sound progress in fractions, decimals, and percentages. Data handling skills are satisfactory but in many instances pupils do not use appropriate computer programs. Higher and average attaining pupils' knowledge of shape, space and knowledge of measures is sound. In mathematics, all pupils' progress in the knowledge and understanding of number through both key stages is enhanced through regular practice in mental calculation and revision of number facts. Their progress in language and reasoning skills is good in Key Stage 1 but not as strong in Key Stage 2. Younger pupils explain their thinking and develop their own approaches to overcoming difficulties from an early age. Only a minority of older pupils are doing this. This is because the teaching of mathematical vocabulary is not consistent across the key stage; however, good practice was seen in classes with Year 5 pupils present.

6. In science, pupils' attainment is average by the end of Key Stage 1 and below average at the end of Key Stage 2. Overall, progress is good. Seven-year-old higher and average attaining pupils are beginning to develop a satisfactory scientific approach and exhibit sound skills in observation and communicating their findings. They have a simple understanding of fair testing. By the end of Key Stage 2, higher and average attaining pupils have the ability to recognise the need for a fair test and understand why this is important; to plan and carry out their own experiments, and to select relevant equipment. For example, they are beginning to understand that changing the height from which an object such as a spinner is dropped, or adding weights, affects the results. Pupils acquire much of their knowledge and understanding through practical investigations.
7. In information and communications technology, pupils' attainment is below national expectations by the end of both key stages. In the past the school has had few resources and pupils have had little opportunity to develop their skills. As a result of a major input of resources and training recently, all pupils are now making good progress. By the end of Key Stage 1, most pupils are confident in the use of a 'mouse' with simple software packages and can enter text using a word processor package. By the end of Key Stage 2, the majority of pupils have appropriate skills in word processing, can save their own work, and use icons and menus. They can successfully interrogate web sites but their skills in control, modelling and use of spreadsheets are weak. They have little experience of using e-mail to send messages. Progress in word processing skills is particularly strong. There are few opportunities for pupils to develop or use their skills in other subjects.
8. In both key stages, all pupils make satisfactory progress in art, geography, history, music and in physical education and achieve levels appropriate to their age by the time they leave the school. No judgement could be made on progress in design and technology. Standards in music have improved and been maintained in all subjects. There is no significant difference in the progress made by boys and girls.

9. The school has made a good effort in introducing the National Literacy and Numeracy Strategies. Pupils' literacy skills, which are below the expected level, are given sufficient emphasis in other subject areas. Pupils' writing skills are utilised appropriately; there are planned opportunities for pupils in Key Stage 2 to write at length or for different purposes, for example, in religious education and history. Likewise, there are sufficient planned opportunities for pupils to read for information, except in information and communications technology. The learning in many subjects is enhanced by opportunities presented to pupils to use their research skills, for example, in science, history and geography. Pupils' numeracy skills, which are below the expected level, are used appropriately to classify, compare and measure in several subjects. Examples were seen in art, design and technology, geography, information and communications technology and science. The school has set itself appropriate targets for literacy and numeracy based on the analysis of test data and the character of the different classes in the school. Evidence indicates it is on course to meet these targets.
  
10. Pupils who have special educational needs make good progress in relation to their individual targets. All pupils at Stage 2 or above on the special needs register have individual plans that include their targets and progress. Class teachers assess pupils needs and progress. They discuss this with the special needs coordinator, who plans and monitors the individual educational plans. This close co-operation and the frequent review of pupils' targets contribute significantly to the good progress made by pupils with special educational needs. Teachers use pupils' individual education plans effectively in planning appropriate work for them to meet their targets and the effective support they receive from learning support assistants. Pupils on the higher stages of the special needs register make good progress because they are well supported by a good quality support teacher who provides valuable expertise both in and out of the classroom. Pupils for whom English is an additional language are equally well supported by teachers and learning support assistants. Careful records are kept and teaching which is effectively focused on pupils' needs helps pupils to make good progress. An example of this was in a Year 3 science lesson when pupils were asked to measure forces using a Newton meter. Good support was given to pupils with special educational needs and to pupils for whom English is an additional language in developing their scientific vocabulary and using the equipment correctly. This provided pupils with the opportunity to contribute to the lesson and raise their esteem.

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

11. In the previous inspection, the quality of these aspects was considered to be satisfactory or better. There were good relationships between adults, and pupils had positive attitudes to learning. However, there was a significant minority of older pupils with poor attention spans. Attendance was considered to be satisfactory, although low due to factors outside the school's control. The school has maintained the good standards identified in the previous report. Almost all pupils now have good attitudes to learning. Only a small number were, during the inspection, at times inattentive and this was when they were insufficiently challenged during lessons. Pupils who have special educational needs and those

for whom English is an additional language have positive attitudes to school and are very well integrated into the school community. They relate well to adults and as a consequence, gain in confidence and make good progress.

12. Children settled quickly, on entry, into the school's routines and have established a positive approach to learning in classes with reception pupils. Through both key stages pupils enjoy school life and are keen to learn and work. Pupils are well motivated and responsive to the positive praise and encouragement offered by staff and the quality of teaching. Pupils enjoy displaying their work to other pupils and to adults. For example, in a Year 4 literacy lesson, a significant number of pupils clearly were disappointed when the teacher told them it was time to end the lesson. Many wanted to read their own work to the rest of the class.
13. Behaviour during the inspection was good. Throughout the inspection pupils were generally quick to settle to their tasks and behaved in a responsible and helpful manner. In their eagerness to participate in class activities a significant minority of pupils, on occasions, forget to put their hands up and do call out the answer in order to offer their opinion. The teachers deal with this in a positive manner by reminding them of the correct way to respond. Pupils accept and quickly conform to the established school routines. Children who are under five respond well to the ethos of good behaviour and the care of each other that adults constantly promote. There have been six exclusions from the school in the last year. These brought about an improvement in these pupils behaviour and provide further proof of the school's commitment to good standards of behaviour. Pupils accept and respond well to the school's positive behaviour policy, which is followed carefully by all the school's staff in order to establish and maintain a positive and caring learning environment. At break and lunch times pupils were seen to relate sympathetically to each other. In the playground areas they interact well together, recognising the playground rules for active and quieter areas. They make excellent use of the large area available to them. There was no aggressive behaviour seen or bullying observed during the inspection and in conversations with pupils, they expressed no concerns. They were fully aware of what to do if they should feel threatened and would go straight to a member of staff and inform them of their concerns. It was noted that pupils show genuine concern for other pupils.
14. Personal development of pupils is good, with more opportunities for pupils to have greater responsibilities towards the upper end of the school. Pupils are eager to accept these responsibilities, acting as classroom assistants and monitors, helping staff, and tidying their own areas. In Year 6, pupils co-operate well in paired reading with younger pupils. The school is generally tidy and very little litter was evident during the inspection week. This is in part due to the pupils' respect for, and ownership of, the school and grounds. At break times and lunchtimes, pupils are conscientious in putting their litter into the waste bins provided. Relationships between all adults and pupils, as well as between pupils themselves, are very good. For example, there are a significant number of adult helpers in the school who provide a very caring and supportive environment for pupils.

15. Attendance is below the national average with authorised absence being above average. Unauthorised absence is above the national average. The school is aware of the detrimental impact of attendance upon pupils' learning. They have appropriate methods in place to improve this important aspect, including making parents more aware of its effects upon pupils learning. The majority of pupils are eager to come to school, and many arrive early.

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

16. The teaching in the school is consistently of a good quality in nearly all classrooms and the needs of all pupils are well met. No teaching was unsatisfactory and, in 22 per cent of lessons the teaching was very good or better. One lesson involving the teaching of pupils with special educational needs pupils was of excellent quality. For children under five in the reception and reception / Year 1 classes, the teaching was at least good in all lessons being very good in 42 per cent. In Key Stage 1, the teaching was good in 72 per cent of the lessons seen, and was very good in a further 17 per cent. In Key Stage 2, the quality of teaching was good in 47 per cent of lessons, and was very good in a further 20 per cent. The teaching of pupils who have special educational needs in small groups out of the classroom is very good. The school has successfully implemented the National Literacy Strategy and pupils are effectively taught literacy skills. Lessons are very clearly focused and end with effective plenary sessions to check on pupils' learning. Basic skills are well taught during group work and great emphasis is given to this in the lessons. Overall, the teaching of mathematics is good and the structure of the lesson is in line with the National Numeracy Strategy that the school has effectively implemented. Teachers make effective use of verbal and mental activities to give pace to the start of the lesson. There is a range of appropriate tasks for pupils of all abilities and teachers intervene as pupils work to challenge pupils' thinking. At the end of the lesson good use is made of the plenary session to check on pupils' learning. However, in Key Stage 2 not all teachers put enough emphasis on teaching mathematical vocabulary.
17. In the previous inspection the quality of teaching was unsatisfactory in nine per cent of the lessons; this was mainly due to teachers' weak subject knowledge and low expectations of pupils, and to a minority of pupils who disrupted lessons. Overall, the quality of teaching has improved; and in no lessons was it unsatisfactory. A number of factors have contributed to the improvement in the overall quality of teaching. The development of effective schemes of work has improved the continuity in the teaching, and teachers' expectations have been raised through the setting of realistic targets for individual pupils. Teachers' short term planning has improved and lessons have clear learning objectives. There have been a number of teaching staff changes, and staff training in the school has improved the teaching of English, mathematics and information and communications technology. Although the teaching of information and communications technology has improved, a number of teachers are not fully confident and their knowledge is limited. Consequently, information and communications technology skills are not sufficiently well used in other subjects.

The headteacher regularly evaluates the performance of all the teachers in the classroom, and a professional dialogue follows on the strengths of the teaching and areas for improvement. The quality of teaching helps pupils of all abilities to make good progress in most lessons and to raise their levels of attainment.

18. A strength of the teaching is the ability of teachers to present lessons in a stimulating way which immediately attracts and holds pupils' attention. Teachers clearly state what pupils are to learn by writing the objective of the lesson on the whiteboard and check on whether pupils have achieved this at the end of the lesson. This was the case in a very good Year 3 / 4 literacy lesson when pupils were studying how verbs were used in the story of 'The three wolves and the big bad pig'. The teacher began the lesson by reading from the text, identifying and discussing the appropriateness of certain verbs. Pupils were asked to find alternative verbs that would further enrich the passage. Pupils transferred their knowledge well. They clearly understood how important verbs were and suggested new lively, interesting alternatives. They made good use of imaginative vocabulary to create a more colourful passage. At the end of the lesson the teacher discussed with pupils what they had learnt from the lesson. The teachers use questions well in the best lessons to check on past and present learning and develop the lesson successfully from their responses. In an excellent Year 1 mathematics lesson, pupils explored addition and how they could use a number line effectively. Very good use was made of open ended questions, for example, 'How else could we do this?' The pupils responded with great enthusiasm and learnt a great deal from each other on different ways of working out the answer. Most lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a very good mathematics lesson, Year 3 pupils effectively built on their existing knowledge of the two, five and ten multiplication tables. The teacher was skilful in assessing pupils' needs and provided good support, directing pupils on how use the commutative law ( $5 \times 3$  is the same as  $3 \times 5$ ) in finding their answers. The tasks were introduced creatively by saying 'Pop the balloon' and pupils were challenged and motivated to work at a fast pace. Discussion and questions are used to challenge pupils and check understanding. A strength is the great value teachers place on pupils' contributions, for example, in a Year 2 literacy lesson, as pupils discussed the main events in the story of 'The Terrible Tiger'. The teacher skillfully used pupils' responses, whether they were correct or not, to make them develop their ideas further and to see alternative possibilities, for example, 'Could you explain that a little better' or 'Have you thought about....?'. Good use is made of pupils' own experiences to help pupils understand more easily and make learning more meaningful.
19. Teachers have a good knowledge and understanding of the subjects they teach. In a good science lesson in Year 1, the teacher effectively transferred her own knowledge of how sounds are produced. At the start of the lesson the teacher provides pupils with sufficient information through explanation and questioning of pupils to enable them to plan their own investigations successfully. Planning is of a good standard providing effective coverage, balance and breadth. Teachers plan for a period of weeks; this is particularly effective in year groups where the teachers plan together to ensure that pupils cover the same work. The management of pupils in the classroom is very good, and teachers achieve high

levels of discipline. Class teaching is very effective and successfully encourages and supports pupils; as a result, pupils make good progress. In a reception class number lesson, the teacher provided a good range of activities and resources for all children in order to promote a clear understanding of numbers to 10. In a Year 1/2 mathematics lesson, the teacher used her time well monitoring and supporting pupils. As pupils worked at the task, investigating three-dimensional shapes and their properties, the teacher sensitively intervened to ask perceptive questions to clarify and extend pupils' learning. When learning support assistants or parent helpers are present, they are used productively. For example, in a Year 4 literacy lesson, the lower attaining pupils were well supported. As a result, they successfully identified verbs and, through effective discussion, developed a good understanding of their importance in enriching the text. Teachers show good skills in assessing pupils' understanding of the task as they work, and the marking that they do when pupils have completed the task provide appropriate comments for pupils to further improve. Satisfactory assessment in English and mathematics takes place and as a result pupils are set appropriate targets. Pupils respond positively to these targets and have a clear picture of what they are trying to achieve.

20. Relationships between teachers and pupils are very good and there is mutual respect. In the teaching of under fives, teachers value greatly children's efforts and responses. Staff have high expectations of the children in all areas of learning. They plan appropriate activities carefully and intervene in the learning when necessary to challenge the children successfully to make further progress and to improve levels of attainment. In a Year 3 art lesson where pupils had studied the style of Hundestwasser, the teacher intervened effectively whilst pupils were working, making clear teaching points, posing open questions which led pupils forward with their work, and providing positive feedback. Homework is used consistently and supports the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and number work. The reading diary does not provide a good link between home and school. There is no opportunity for parents or teachers to communicate on how well pupils reading or of any concerns. Most parents are happy with the amount of homework given and expressed this view at their meeting with inspectors.
21. The quality of support provided for pupils with special educational needs is good, and they have access to all areas of the curriculum. Individual education plans exist for all pupils who are at Stage 1 and above. They are well planned and structured and identify appropriate and realistic goals. Similarly, the quality of support for pupils with English is an additional language is good. Good support for all these pupils is provided by planned tasks by the teacher that are well matched to their needs, and enable them to make good progress. Pupils with special educational needs, who work in small groups with a specialist teacher and learning support assistants, make good and at times, very good progress. For example, in a Year 3 lesson when pupils were reading the story of 'Little Red Riding Hood, a good range of tasks and high expectations by the teacher motivated pupils well and pupils' comments of "I'm really trying hard" reflected their great effort. Pupils successfully read the text, begin to predict what would happen in the story and discuss the characters. Pupils' oral language skills are very effectively developed and their needs are well met. Good support is given to

pupils who have English as an additional language. Language support assistants have good expertise in developing pupils' language and careful planning with class teachers ensures that best use is made of their time.

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

22. In the previous report, the areas of concern highlighted were a lack of teacher knowledge in several subjects and weak school planning. There were insufficient opportunities for investigation and experimentation in science and mathematics, and provision for information and communications technology and design and technology was underdeveloped. The school has made good progress in most areas and achieved significant improvements. Teachers' subject knowledge has improved and a great deal of effort and time has been successfully devoted to improving planning throughout the school. Training of teachers has improved the provision for design and technology and information and communications technology. Also, the school has made a considerable investment in a new computer suite that is beginning to raise the standards of teaching and learning in information technology. There is an appropriate amount of investigation in mathematics and good opportunities in science.
23. The curriculum for the reception classes is broad and balanced and provides children with good learning experiences. The planning is good in providing coverage of all aspects of the national early learning goals in the areas of learning. However, provision for physical development is restricted by the lack of outdoor facilities for this age group. The curriculum for under fives is carefully linked to the National Curriculum where appropriate, and so provides good continuity and progression for all pupils of reception age.
24. At Key Stages 1 and 2, the breadth and balance of the curriculum are good. The curriculum meets the legal requirements of the National Curriculum but some aspects of information and communications technology are not at present fully covered. Provision to develop pupil's skills in modelling, control and use of spreadsheets is weak. Due emphasis is placed on the teaching of English and mathematics and the strategies for implementing the teaching of literacy and numeracy skills are good. All subjects have policies and core subjects have satisfactory assessment procedures in place. There is equal access to the curriculum regardless of gender, ability or race. Provision for pupils with special educational needs and for whom English is an additional language is very good. Individual education plans are carefully written to provide programmes of work, which enable pupils with special educational needs to have full access to the whole curriculum. When pupils are withdrawn for extra language and mathematics support care is taken to ensure pupils do not miss lessons in other subjects.
25. The programme for personal, health and social education is good. During the week of the inspection, emphasis in lessons and in assembly was placed on the theme of 'One World Week', which the school was celebrating. In one lesson with Years 5 and 6, the emphasis was on understanding and valuing diversity. Pupils know about the poverty in the Third World as much as they did about the

homeless in Cambridge. The lesson effectively led into the diversity in South Africa and the one time apartheid policy. The diversity between people and the development of good relationships and respect for other people was also the theme in a lesson with Years 3 and 4. At least six different nationalities, in addition to English, were present in the classroom – from Norway, St Lucia, Bangladesh, Japan, Spain and Turkey. Pupils learnt about feelings and, in pairs, they role-played a part of befriending someone new to the school. In another lesson to a class of Years 3 and 4, the teacher had arranged for two Japanese parents to visit and talk about their culture. The pupils showed great interest in this and responded positively. The school teaches the pupils to appreciate other cultures. There are appropriate health and sex education policies. The school is very sensitive to the needs of Muslim children. Sex is taught naturally as part of the science work. Health is taught in the lessons on personal, social and health education. Lessons, which are adapted from the youngest to the oldest pupils, are given in health education and the misuse of drugs.

26. A good range of educational visits enriches and supports the curriculum. These include a visit to Stow village for history but with geography links. For example, the reception children visit the seaside that for the Bangladeshi children is their first visit. Pupils in Years 5 and 6 study the river Cam. Visits are made to Milton Park, the Botanic Garden and the local Folk Museum. Pupils in Years 5 and 6 have an annual camp week alternately in Derbyshire and the Forest of Dean, where hill walking, map reading and orienteering take place amongst the activities. Pupils visit regularly a local bookshop to meet authors. Recently, there were visits to the Fitzwilliam Museum for an exhibition of book illustrations and recently, pupils enjoyed watching instrumentalists in a concert at the University. A number of theatre groups visit the school, including pupils from a local secondary school who put on a performance for the pupils. One of the strengths of the school is time given to expressive arts when, every two years, a whole week is given over to visual arts and music. This is a spiritual enrichment and, with so many pupils in the school from overseas, it is a cultural enrichment. Last term the school produced 'The Tempest'. Local artists help regularly in school.
27. The provision for extra curricular activities is good and provides a significant enrichment to the overall curriculum. All activities are well supported by pupils. Although some pupils support more than one activity, 200 pupils support nine clubs. In addition, there is a well-supported breakfast club every morning before school. On the sporting side, there is a football club for boys and girls, a badminton club and a netball club. On the academic side there are two French clubs for younger and older pupils and a Spanish club. A computer club has been formed for pupils who do not have access to a computer at home. Musically, there are five recorder and one guitar clubs. Seven members of the school staff are involved in these activities and, in addition, a university student helps with a chess club one lunchtime.
28. The contribution of the community to pupils' learning is good. Through the City Council, there are projects with the environment. This term, Years 5 and 6 are visiting an old people's home, looking at music of an era and history. Last year's project was at the Folk Museum where pupils learnt about their area of the city.

A windmill, less than one hundred metres away, is visited as it has changed its use and is used by small industries. The widow of the previous owner still lives in the road and is able to talk to the pupils about the original use of the windmill. The constructiveness of relationships with partner institutions is satisfactory. There are good links with two local colleges to which most of the pupils go after leaving St Luke's. One of the colleges performs plays for the pupils. Due to the wide range of pre-school provision in the area, there are limited links with pre school organisations. A few university students opt to do community service in school and support mathematics and science.

29. The overall provision for personal development, including pupils' spiritual, moral, social and cultural development is very good. This is a strength of the school and is taught in many areas, including history and geography with global issues, assemblies and artwork. The theme of 'One World Week', during the inspection, enhanced this.
30. The provision for pupils' spiritual development is very good. It is promoted through daily, well-planned and appropriate acts of worship and through the curriculum. The staff are Christian but the school is a multi-faith school. This was shown in all the assemblies celebrating 'One World Week'. Pupils show interest, enjoyment and reverence in assemblies and there is very good participation. In one assembly, pupils were urged not to take people for granted but think about friendships with each other, parents and teachers. In another one, ten pupils from ten different countries said 'good morning' in ten different languages. A pupil read his own poem, 'I wish the earth is a better place'. In a third assembly, taken by a local priest, the emphasis was to let there be peace on earth and respect for all its people. In a fourth assembly some pupils celebrated their birthdays and there were golden book certificate presentations, many of which were for helpfulness or being role models. Pupils sing their hymns melodiously and with enthusiasm. The assemblies ended with a prayer or reflection. Pupils have the opportunity to listen to calming music, often from different cultures, when they enter and leave assembly.
31. The provision for pupils' moral development is very good. The school has a positive ethos of encouraging pupils to think and care for others. The pupils are led to understand the differences between right and wrong. With pupils from twenty-seven different countries and twenty-one languages spoken, equal opportunities are to the fore. Although a few pupils are on the special needs register for behaviour; the vast majority of pupils behave well. Teachers and their learning support assistants manage pupils' behaviour, consistently well by rewarding and encouraging best behaviour. Staff are good role models.
32. The provision for social education is very good overall. The school gives many opportunities for pupils to take responsibility, show initiative and understand the school as a community. This is reflected in the high quality of relationships. Pupils are given responsibility at lunchtime where, in particular, they sit with the youngest children and help with their lunch. They also take responsibility in the library and as classroom monitors. A school council is a forum for opinion from the pupils. Pupils are frequently encouraged to work together. This teamwork

underpins many activities both in and out of the classroom. The school fosters a sense of citizenship by supporting many charities for which a large amount of money was raised last year.

33. The provision for the school's cultural development is very good. With a wide diversity of nationalities represented in the school, there is a respect for other cultures. The art displays are culturally diverse. The music curriculum encourages a wide variety of music from different traditions, both cultural and historical. Carefully chosen music is played in assemblies. An international evening was celebrated in March 2000. This was a celebration of a culturally diverse school, where food and music from many traditions were shared. History, art, geography, music and design and technology, all contribute to the school's provision for cultural development. The objective of learning about other peoples, their way of life, language and culture helps to foster racial tolerance.

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

34. At the last inspection, this aspect was considered to be very good overall. Supportive relationships existed between adults and pupils, which made a positive contribution to the provision of support, welfare and guidance. There were sound procedures in place for child protection and health and safety, with special educational needs pupils well supported within the school. However, assessment and recording procedures were inadequate. The school has developed sound assessment procedures in English and mathematics and has identified the need to review the assessment and recording arrangements in other subjects. The quality of care has been maintained and further improved. The school continues to care well for the pupils in its charge.
35. The atmosphere throughout the school is one of care, and the staff are very committed to the support of all their pupils in order to help them do as well as they can. Teachers throughout the school are very sensitive to the needs of the pupils and they show both warmth and understanding in their relationships with them. New pupils are sensitively introduced into the school and quickly settle into a welcoming environment. Good links exist with the local colleges, and these ensure pupils have a smooth transition to their next stage of education. The school uses appropriate procedures for identifying pupils who have special educational needs. Teachers assess pupils' progress, and if there is need for intervention from an outside agency, the special needs coordinator is able to contact the appropriate agency for more specialist support. The co-operative approach between teachers, parents and pupils in meeting the needs of pupils with special educational needs and those for whom English is an additional language is a positive feature of the school provision, contributing well to the academic and personal development of these pupils.
36. The member of staff with responsibilities for child protection fulfils the role well. She has received training and keeps up to date with changes in requirements. Good procedures are in place for child protection, and all staff are kept well informed and have very high awareness as a result. They know and follow these procedures faithfully. The school has very good relationships with support

agencies and these are regular and suitable to promote a trusting and beneficial effect. There are three fully trained first-aiders in the school and two of the mid-day supervisors have received basic first aid training.

37. The school is effective in promoting the welfare and safety of its pupils. There is a health and safety policy; annual health and safety checks and risk assessments are carried out. Fire drills are carried out at least once per term and these are timed and recorded in the school's fire drill record book. Weekly checks of the fire alarm system are carried out from different stations. The school has rightly shown concern for the potential hazards of vehicle movement at the start and end of the school day; also they are very aware of the potential risks from public access throughout the school day onto the open site. They are currently seeking ways to protect pupils from any risk by looking to direct pedestrians around the school's perimeter. Supervision during the day is satisfactory, with staff monitoring from the start of the school day through to pupils leaving the premises at the end of the day. This supports the smooth running of the school day.
38. The school achieves good standards of behaviour within the school building, in the playground and also at lunchtimes. Stickers and stars are awarded for good behaviour as well as personal achievements. There are good arrangements for monitoring and eliminating bullying and oppressive behaviour should they occur. The 'Gold Book' and 'Golden Minutes' are positive examples of the school's efforts at raising pupils' confidence and self-esteem.
39. The school is effectively monitoring attendance and the procedure fully complies with current requirements. The school works hard to improve the attendance of its pupils through the systems it has in place. For example, the school's education welfare officer is a regular visitor and is used effectively by the school to follow up any concerns. It also regularly makes parents more aware of the value of regular and punctual attendance at school. It follows up on any unexplained or prolonged absence with regular reminders to parents and pupils. The breakfast club is a positive example of school working with parents and pupils to support families.
40. Overall, the assessment and recording procedures for pupils' achievements are satisfactory. The assessment procedures for children under five are good and used effectively to plan work to meet the children's needs. Pupils are regularly tested in English, mathematics and science. Information gained from assessment in English and mathematics is used well to set individual targets for pupils. This shows good practice and provides pupils with a clear picture of what they are trying to achieve. This in turn motivates and encourages pupils to try hard. In Key Stage 1 and 2 systems of assessment and record keeping are in place in all other subjects. However, they are filled in annually and only indicate what pupils have covered based on the National Curriculum. Consequently, information about individual pupil's achievements is not sufficiently detailed or easily accessible to teachers. As a result, teachers do not have a clear picture of what pupils know, understand or of the skills they have. This sometimes prevents teachers from planning the next stage of learning by building on the work pupils have learnt in the previous lessons. The school effectively carries out the end of

key stage assessments and successfully carries out analysis of these results to identify areas for improvement. For example, in English, spelling was identified as a weakness and an extensive phonics programme was introduced. Samples of pupils' work are kept to help teachers to make reliable assessments of their pupils' attainment in several subjects, for example, in writing, mathematics and science. These records of achievement are an attractive record of the wide variety of experiences that the school provides. However, these samples are not always levelled and make it difficult for teachers to judge precisely what progress pupils have made. Baseline test results, for children entering school, are carefully analysed and used effectively to plan sessions to meet the needs of all children.

41. The school has good procedures in place for identifying pupils who have special educational needs. Teachers assess pupils' progress and if there is a need for intervention from an outside agency, the coordinator for special needs is able to contact the appropriate agency for more-specialist support. The co-operative approach to meeting pupils' special needs is a positive feature of the school provision, contributing well to the academic and personal development of these pupils.

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

42. In the previous inspection report, parental links were considered to be very good. Parents were supportive and links between home and school were very good. There was regular beneficial information supplied to parents, with suitable translations available. Two formal parent/teacher consultations and the staff were approachable. Large numbers of parents assisted in classes. The school has sustained these positive aspects and done a great deal of successful work to enhance and improve them further. Links with parents are now very good and parents have very good views of the school. The quality of information and the impact of parents' involvement with the school are very good. The contribution made by parents to their children's learning at home and at school is very helpful to pupils.
43. The availability and quality of information to parents is good. It is very strong for those parents who bring their children into school each day or collect them at the end of the school day. The communication with staff and the opportunity to see what is happening in classrooms is very beneficial to parents' knowledge and understanding of current teaching practices. This understanding of what their children are doing in class permits additional learning at home to be well focused and beneficial. The school newsletters are a valuable source of information for parents, particularly those who are unable to visit school. They provide detailed information about school issues and social events. However, they do not contain much information about topic or class activities as this is left to individual class teachers to issue to parents. The pupils' detailed annual reports provide a clear picture of how well pupils are progressing and set individual targets for pupils to aim for during the year. An added bonus is the area for parents to add their own opinions and comments.

44. The school policy of open door access is much valued by parents bringing pupils in classrooms before the start of lessons and at the end of the school day. This is of great value in developing strong links between home and school. Parents' opinions agree that they receive information in a manner that is very helpful to them. Parents of children with special educational needs are kept well informed of their children's progress and are invited to attend review meetings each term to discuss how well these pupils are achieving. The school has very good links with parents of pupils for whom English is an additional language. For example, the mother of a new reception child recently arrived with no English supports her child in the classroom each morning. Parents support a home-school agreement document.
45. A strong group of parents regularly assist in school. This has a very positive impact on pupils' learning, supporting the work going on in the school. Parents are positively encouraged by the school to participate within school whenever possible. For example, the parent/pupil-shared reading in Key Stage 1 is a good opportunity for parents to be actively involved in their children's education and also to be aware of classroom activities. Parents are used effectively and given positive guidance that enables them to assist effectively in lessons. They work efficiently in classrooms as well as on educational trips and visits.
46. The information provided by parents at the meeting with inspectors and also the analysis of the returned questionnaires demonstrate that parents are very happy, both with the improvements made by the school since the last inspection and with the school's approach to their children's education and personal development. The satisfactory return rate of parents' questionnaires suggests that there is a good level of parental commitment and care. Analysis indicates that parents feel that they are kept well informed about their children's progress, which the school works well with parents, and that the school is well managed. Parents also indicated that the teaching is good, enabling pupils to make good progress, and that children like school. The areas where parents were less satisfied related to the security of the school grounds. Inspectors' judgements agree with the positive parental opinions. They also agree with parents' concerns because there are a number of health and safety issues concerned with access to the school grounds.

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

47. Overall, the leadership and management of the school by the headteacher are very good. The headteacher provides a clear educational direction for the school, which involves building a community in which pupils, staff and others operate through mutual support and respect. A newly appointed deputy supports the headteacher well, and is a part of a small, effective senior management team. The headteacher makes sure that the school shares a clear sense of purpose and, by very good management, sees that this is reflected in all parts of the school. Governors are knowledgeable and supportive of the aims of the school; staff are united and committed to creating a supportive community where people are valued as individuals. This is manifest in the everyday activities of pupils. The quality of relationships between all people in the school is good.

48. The improvement since the last inspection has been good. At the last inspection the headteacher was new to the post and provided good leadership. Leadership and management have improved with, the headteacher becoming more established and with the recent appointment of a deputy headteacher. Coordinators are now appointed for all subjects but some of these are new to their posts and the role of coordinator is still under-developed. Some coordinators are inexperienced and do not have the management skills necessary to take a central role in leading teachers to improve the attainment of pupils in their subject areas.
49. The governors' role in shaping the direction of the school is very good. They are very effective in fulfilling their responsibilities. They share a common view of the future of the school and have a clear idea about its strengths and weakness. They monitor the performance of the school effectively and have a good knowledge its workings through visits and direct observations of teaching. Planned spending meets closely the school's requirements and governors carefully monitor this. They are suitably involved in long-term planning and support, and guide the school with knowledge and enthusiasm. They take full account of the school's performance and set high standards for the school to meet.
50. The school development plan is an effective management tool and is firmly focused on continual improvement. The whole staff and governing body are closely involved in its formation. Detailed costs are included and governors decide each year upon priorities for action and agree amounts to finance these. Success criteria are used to evaluate the progress made. Strategic financial planning is good. The finance committee considers strategic planning on the basis of projected pupil numbers and examines options that might be taken. The school budgets for all expenditures and is clear about the costs of developments. Expenditure on staff is considered a high priority. Specific grants are used appropriately and are effective. The funding received from the National Grid for Learning, to improve provision in information technology, has had a positive impact on standards. The finance committee and headteacher regularly check expenditure, using spreadsheets prepared by the school secretary. The day-to-day administration of financial matters by the office staff is good and this allows the headteacher and senior staff to concentrate on other priorities.
51. The monitoring of teaching is satisfactory. The headteacher and governors monitor teaching and this has a good effect on the quality of the professional development of the teaching staff. A programme for subject coordinators to monitor the teaching has only recently been introduced. However, the inexperience of several coordinators in this responsibility prevents them from taking effective leadership of their subject areas. The school has a good and effective strategy for the performance management of teachers.
52. The school takes good action in reviewing and setting its targets. Because of the changing ability of the cohorts of pupils from one year to the next, the school tracks and assesses the abilities of pupils at regular intervals. This information is

used effectively to negotiate appropriate targets. This process leads to the setting of realistic and attainable targets, which set an appropriate path for the improvement of the school. The school's priorities for development are good and are focused on raising standards of pupils' achievement.

53. The procedures for inducting new staff into the school are good and sensible decisions are taken as to the acceptance of students for training practice. The number of newly qualified teachers on the staff balances the acceptance of students in any year. By doing this, the school makes sure that the high quality of its training and induction is sustained. It also makes sure that training of teachers does not adversely effect the teaching of pupils. This is a school with good potential for training students. Continuing professional development is well used for all staff. The learning support assistants are very well supported in their training for dealing with pupils with special educational needs.
54. Overall, the use of new technology is satisfactory. The financial systems in the office are used effectively and well supported by training. A computer suite has recently been installed in the school and the management and support for this is satisfactory. However, it has yet to make a significant impact on the teaching of pupils within the school.
55. The number and match of staff and support staff to the needs of the curriculum are good. Teachers are very well supported by effective special educational needs and English as an additional language provision. The effective support for these pupils provided by learning support assistants considerably adds to the quality of the curriculum. Caretaking and lunchtime staff perform their roles well and are valued members of the school.
56. The experiences of pupils with special educational needs are very good. The inclusion of pupils with special educational needs and for those with English as an additional language is very good. Indeed, it is the clear view of the school that pupils should help and support each other. It is this belief that makes sure that all pupils share a rich educational experience. The organisation of special educational needs is very good. There is a very good policy and strategy for early identification and support. This has had the effect of greatly reducing the number of pupils with learning difficulties in Key Stage 1. The monitoring of pupils with special educational needs through their individual educational plans is good. The monitoring of pupils for whom English is an additional language is also good. Well-trained language support assistants help pupils and teachers in supporting both pupils with learning and behavioural difficulties. The support for pupils with English as an additional language is also good. The school has a changing school population and many pupils arrive without any English and stay for short periods. The school makes appropriate use of resources to provide for long-term and short-term language support.
57. The accommodation and resources are satisfactory overall. The computer suite, which has been recently installed, is beginning to be used to ensure pupils make effective progress. However, the older computers in the classrooms, with their limited software, are under used. The outside play facilities are generally good

with sports fields, climbing areas, quiet areas and a covered area. However, the lack of an outdoor play space for children under five restricts provision for their physical development.

58. Taking account of the context of the school, how well pupils achieve, the average income per pupil, the good behaviour and relationships, the very good management and the good teaching, the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to further improve the good quality of education the school provides and build on the improvements made since the last inspection, the governors, headteacher and staff should:

**1. Continue to raise pupils' achievement in English and mathematics across the school and in science by the end of Key Stage 2 by:**

- sustaining the good quality of teaching that pupils receive;
- improving assessment and recording procedures to give teachers more accessible, detailed information on what pupils know, understand and have the skills to do.

*(Paragraphs 17, 40, 80 and 88).*

**and further in English and mathematics by:**

- implementing and evaluating the planned English programme focusing on improving pupils' speaking and listening skills and phonic knowledge.
- ensuring the good practice seen in some classes in developing pupils' mathematical vocabulary is consistent across Key Stage 2.

*(Paragraphs 73 and 83).*

**2. Improve standards in information and communications technology by:**

- continuing the programme of training and support for teachers to further improve their expertise and confidence;
- developing the use of information and communications technology in all subjects;
- extending the range of software to support learning in other subjects.

*(Paragraphs 118 and 123).*

**3. Further improve management by continuing to develop the role of the coordinator through:**

- training in the management skills needed to manage and develop a subject effectively,
- the provision of adequate time for coordinators to monitor the teaching and learning in the subjects for which they are responsible.

*(Paragraphs 48 and 51).*

## OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Health and safety issue concerned with public access to the school grounds. *(Paragraphs 37 and 61).*
- The provision of an appropriate outdoor play area and large play equipment for children under five. *(Paragraph 23).*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	20	57	22	0	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)	0	216
Number of full-time pupils eligible for free school meals	0	48

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	40
Number of pupils on the school's special educational needs register	0	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	57

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	49

### Attendance

Authorised absence	%
School data	6.8
National comparative data	5.4

Unauthorised absence	%
School data	1.8
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	21	14	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	11	12
	Girls	10	9	7
	Total	17	20	19
Percentage of pupils at NC level 2 or above	School	49	57	54
	National	79	83	88

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	12	9
	Girls	10	8	7
	Total	18	20	16
Percentage of pupils at NC level 2 or above	School	52	57	46
	National	82	86	87

### ***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	19	18	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	12	11	13
	Total	27	26	30
Percentage of pupils at NC level 4 or above	School	73	70	81
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	14
	Girls	8	10	9
	Total	18	23	23
Percentage of pupils at NC level 4 or above	School	49	62	62
	National	70	69	75

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	4
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	27
Chinese	4
White	146
Any other minority ethnic group	9

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	11	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	18.6
Average class size	24.0

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

Total number of education support staff	15
Total aggregate hours worked per week	229

### **Financial information**

Financial year	2000
	£
Total income	4,801
Total expenditure	474,978
Expenditure per pupil	1,799
Balance brought forward from previous year	23,292
Balance carried forward to next year	29,225

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	78

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	58	29	4	1	8
Behaviour in the school is good.	40	49	3	3	6
My child gets the right amount of work to do at home.	35	40	12	1	13
The teaching is good.	69	27	0	0	4
I am kept well informed about how my child is getting on.	59	37	1	1	1
I would feel comfortable about approaching the school with questions or a problem.	86	9	0	0	5
The school expects my child to work hard and achieve his or her best.	56	35	4	0	5
The school works closely with parents.	63	35	0	0	3
The school is well led and managed.	69	22	0	0	9
The school is helping my child become mature and responsible.	68	27	1	0	4
The school provides an interesting range of activities outside lessons.	42	37	5	4	12

## **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 report found that provision for the youngest children was a strength of the school. This remains true in all areas except outdoor provision, where there is no designated area or large play equipment for children's outdoor play.
61. At the time of the inspection there were 24 children in the reception class and 8 slightly older children in a mixed reception/Year 1 class. Due to the particular circumstances of the school, the numbers of children vary widely from year to year. Often there are significant numbers both of children for whom English is an additional language and of children with special educational needs. The school is very sensitive to the needs of each child, so for the first half term they attend in the mornings only. Their hours are then gradually increased, as individuals become ready for a longer day. Children usually join the class in the term after their fourth birthday. The arrangements for admission are planned carefully and there is good liaison with parents. Resources are satisfactory. However, there is no secure outdoor play area and, due to lack of storage facilities no large play equipment. The teacher and nursery nurse work well as a team, share responsibility and have a strong sense of commitment. They receive valuable assistance from a range of helpers. Teachers of both groups of reception children plan closely together and effectively link suitable learning steps in order to facilitate the children's progress towards the early learning goals in all aspects of their education. Children are happy and secure in this environment.
62. Children enter school with levels of attainment well below those found nationally in all areas of learning, although there is a wide range of ability. They make good progress during their time in the reception classes, and enter Year 1 with levels of skills that have risen but remain below the expected levels of the early learning goals.
63. Teachers' assessments of the children's work are effectively carried out by observation and interaction. This happens on a daily basis in the main reception class, and regularly and frequently in the mixed age class. The outcomes are used well to determine objectives for short-term planning of suitable work and activities to carry the children forward in their learning. Good opportunities are provided for structured and free play and for formal learning activities. Adults are acutely aware of many children's lack of fluent English and they ensure that there are rich opportunities for the children to develop their vocabulary and become confident speakers.

### **Personal, social and emotional development**

64. Many children enter reception with a poorly developed range of skills and they make good progress in their personal, social and emotional development. By the time they enter Year 1, they have reached appropriate levels in several aspects of this area of development. Children respond well to the ethos of good behaviour and the care of each other that adults constantly promote. Each week

a different child is chosen to be a 'special person', which gives valuable help in building their confidence as a member of the class. There are excellent relationships between children and adults in both classrooms. Good routines are established which help to promote a secure environment. Imaginative play was observed to develop children's language but there was limited interactive play between children. Everyone has positive attitudes to learning. The children sit very quietly, listen attentively when the teacher or another child is talking, and try to answer questions clearly. They move calmly and sensibly from one activity to another with increasing levels of involvement and they show a good understanding of right and wrong. There are high levels of concentration and good behaviour. Most are gaining in confidence and willingly take the register to the office in pairs. The quality of teaching is good and on occasion it is very good. Adults work closely together and provide very good role models for the children. Provision for children with special educational needs is of good quality and those children make good progress in this aspect of their development.

### **Language and literacy**

65. Many children enter school with poorly developed language and literacy skills. They make good progress in the reception classes, and by the time they go into Year 1 their attainment in language and literacy has risen from well below to below the expected level. Children attain the required level of skill in listening but while their speaking skills develop well; they are still not at the levels expected by the end of the reception year. Children for whom English is an additional language are well supported and make good progress during the year. They listen attentively to stories, although some children do not understand all that is said, and begin to participate in repetitive sentences. They know that words and pictures carry meaning. The higher attaining children begin to recognise key words and start to enjoy sharing books. The session of 'reading' books on the computer in the hall with adult support is very popular and stimulating. Children start to recognise the sounds of the alphabet. They are developing an understanding of the functions of writing; they recognise their names and copy them. The higher attaining children write them independently. Good progress is made towards free writing by encouraging children to copy simple sentences of their choice. The higher attaining children start to produce emergent writing. Sufficient opportunities are provided for imaginative play and make a significant contribution to the development of language and conversation. The class teacher makes good opportunities for the class to take part in and to observe short incidental drama. The teaching of language and literacy is good and children from both reception classes join together for some parts of the sessions. Adults put consistently high emphasis on enriching the children's vocabulary. Suitable elements of the literacy hour have been successfully introduced for the reception children and good foundations are being laid for later learning.

## **Mathematics**

66. Children enter the reception class with very low levels of knowledge and make steady progress so that, by the time they enter Year 1, their attainment is below the expected level. Those children who have English as an additional language find difficulty with specific vocabulary and adults work hard to extend everyone's understanding. Most count reliably from one to five and, through a range of practical activities, are developing an understanding of the language of shape and size. A repertoire of number rhymes and songs reinforces children's understanding of mathematical concepts, although relatively few children sing and recite confidently. Through interesting sand and water play, they begin to understand the basic principles of capacity and volume. Teaching is good in this area of learning. Staff provide good opportunities for children to develop a good understanding of mathematical concepts through carefully planned activities. They intervene successfully and support them effectively to extend their learning.

## **Knowledge and understanding of the world**

67. Many children enter school with very low levels of knowledge. Adults work hard to give them a wealth of new experience and by the time they enter Year 1 children have made good progress and attain a little below the expected level. Children start to understand the annual change in the seasons. They investigate in the playground and, through finding a range of objects on a treasure hunt sheet, come to appreciate the rich colours, shapes and textures of leaves in autumn. They start to understand that materials such as bread may change their properties when heated. Teaching is good. Adults use skilful questions to increase children's vocabulary to include words like 'crumbly' to describe a slice of bread. Information and communications technology is an area for further development. Computers are used well as a tool for heightening the children's awareness of words and pictures with adults. However, skills such as the use of the mouse are not given sufficient consistent emphasis, nor are computer and tape recorder activities always readily available for the children to choose. Knowledge and new ideas are imaginatively presented so that children learn well and are eager to learn more.

## **Physical development**

68. Children's physical development is below expectations for this age group. Although progress is good in all indoor activities, it will be below the expected level at the start of Year 1. They show appropriate body control and awareness of space, and they enjoy moving to music and interpreting sounds by movements. Opportunities for children to take part in planned outdoor activities are limited due to lack of provision. There is no secure area for the children to play, neither are there climbing frames designed specifically for children of their age or lockable storage space for wheeled toys and large apparatus. Children's fine motor skills are developing well. They hold paintbrushes and pencils firmly, and show good levels of control when winding coloured wools onto card. Teaching is good and adults provide a range of opportunities for children to use equipment such as scissors safely by showing them how to hold them correctly. Adults give lots of encouragement and appropriate praise to raise children's confidence and levels of performance.

## **Creative development**

69. Children's creative development is generally below expected levels for this age group and will be below when children start Year 1. Children use a variety of paints and materials for collage and a range of techniques such as leaf printing. They are developing a very good sense of colour. They recognise, and with adult help discuss, shades of colours to match between the skin of ripe apples and a range of wools. They paint pictures of high quality in the style of Mondrian. With adult help they paint autumn leaves in a gradation of shades. Opportunities were observed during the inspection for children to experiment freely in order to express their ideas creatively. The quality of teaching is good; activities are well planned and imaginative. Adults constantly challenge the children to sharpen their skills of observation and to use newly acquired vocabulary.
70. Teaching in both the reception classes is of good quality and on occasion it is very good. This has a positive impact on the progress that children make and the standards they attain by the end of their time in the reception classes. Children with English as an additional language, and those who have special educational needs, are well supported and make good progress. Activities are carefully designed to include opportunities for all the children to enrich their vocabularies and to practise their speaking skills. All adults show that they value the children's efforts highly and this helps them to move forward with added confidence. Children learn firm foundations for the next stage in their education.

## **ENGLISH**

71. In statutory tests for seven-year-olds in 2000, the proportion of pupils reaching the expected level (Level 2) and above (Level 3) in reading and writing was well below the national average. Results were well below average when compared with schools with pupils from a similar background. In statutory tests for eleven-year-olds in 2000, the proportion of pupils reaching the expected level (Level 4) and above and the higher level (Level 5) was in line with the national average. Results were well above average when compared to schools with pupils from a similar background. This reflects the different characteristics of the two cohorts of pupils who took the tests in 2000. In the Year 6 class, the proportion of pupils with special educational needs and for whom English is an additional language was less than is normal for the school, whereas in the Year 2 class, the proportions were much higher than is normal for the school. Significant differences in the attainment of pupils on entry over the past years and the high numbers of pupils leaving and entering the school mean that it is of limited value to compare trends over time. Overall, children's attainment on entering the school is well below average in language. Although pupils achieve well, by the time they leave the school the percentage of pupils reaching the expected level (Level 4) in English will be below the proportion found in most schools nationally. This year's Year 6 classes contain about 40 per cent of pupils with English as an additional language and 60 per cent of pupils with special educational needs. Almost half the cohort is new to the school in the past three years. It is therefore expected that next year's test results will be lower than this year.

72. The previous report found that the school population was unusual in the numbers of pupils for whom English was an additional language. Most pupils' English skills when they joined the school were below the standards found nationally. At the time of the report standards at the end of both key stages were higher than those recorded the previous year. Listening was judged to be good at Key Stage 1, but often poor in Key Stage 2, and there were too few opportunities provided for pupils to develop their speaking skills across the school. Progress in reading was good throughout the school, but there was room for improvement in the quality and use of reading records. No judgement was made on the quality of writing through the school, but handwriting at Key Stage 2 was found to be poor.
73. Inspection findings indicate that the intake of pupils speaking other languages remains high and that there are significant numbers of pupils with special educational needs. These factors, when added to the highly mobile nature of the school population, make for great variations between classes. The school has analysed recent results and identified phonics, language enrichment and listening skills as areas needing improvement. Extensive programmes have recently been put in place as a result of these findings. Pupils' attainment in listening is in line with the national expectation at the end of both key stages. At present reading and writing are below the national expectation at the end of both key stages. Pupils' attainment in speaking is below the national expectation at the end of Key Stage 1 and in line with the national expectation by the end of Key Stage 2. Overall, all pupils, including pupils with special educational needs and those for whom English is an additional language, make good progress based on their prior attainment.
74. The school has continued to encourage good listening skills. Throughout the school pupils listen attentively to their teachers, although they do not always understand what is said; this extends to pupils' careful and courteous listening to each other. Since the last report teachers have worked hard to improve the quality of opportunities for pupils to develop their speaking skills. Few pupils at seven are articulate and use well-formed sentences or an appropriate range of vocabulary. Higher attaining pupil's responses are considered and appropriate, reflecting the quality of their listening skills, especially during the literacy hour. Lower attaining pupils successfully answer questions related to the text, but lack some fluency of speech. By the end of Key Stage 2, pupils are skilled at discussing and evaluating the meaning and purpose of verbs in the story of 'The Rainbow fish'. During lessons pupils express their ideas and feelings fully and confidently. Pupils have numerous opportunities in class and also in assemblies to speak to an audience, and they become assured and fluent as they progress through Key Stage 2. For example, Year 4 pupils in a geography session discussed what facilities should be provided in a range of accommodation, and during an assembly, a pupil explained to the school what voluntary job he does on a daily basis. They also engage in good levels of conversation with adults and respond confidently when given more formal opportunities for speaking and listening to a wider audience in drama productions. The skills of lower attaining pupils are more limited, but with the encouragement they receive, especially in the whole class tasks, they are beginning to show confidence in sharing their ideas together.

75. Standards in reading continue to be below the national average at the end of both key stages. Pupils have regular times for group reading with their teachers. In Year 1, many pupils join in class reading with enthusiasm when led by their class teacher. They recognise short familiar words and gain in confidence and ability to read with appropriate pace and expression. When reading alone they use pictures and simple phonics to decode words. By the end of Key Stage 1, many pupils read accurately and with good expression, showing enjoyment and good levels of understanding. They take books from the class library or from appropriate collections chosen by their teacher and use a range of strategies to establish meaning. Lower attaining pupils are not yet fluent readers unless the text is very simple. They use phonics but do not build them easily into words. A small number of higher attaining pupils read widely and confidently. Many pupils are aware of the layout of books and know the difference between fiction and non-fiction. Most lower attaining pupils use indices and contents appropriately, but skills in summarising the main information are insecure. By the end of Key Stage 2, many pupils read confidently. A few higher attaining pupils use inference to interpret texts, but most have only just started to develop these higher skills. Lower attaining pupils read fairly fluently from simple texts but lack confidence and do not all read individually to adults any more. There is scope for developing the use of the reading records through the school. The system of home/school reading records in Key Stage 1 is not used consistently at present as a means of recording regularly and clearly the pupils' attitudes, strengths and weaknesses in their reading, in addition to the list of books read. The pupils' record cards in Key Stage 2 give good opportunities for pupils to become responsible for recording the books they read, but they are brief and under-developed as a useful means for pupils and teachers to comment on progress. Sometimes pupils write a brief criticism of a book that then makes a valuable record when used to help other pupils choose books.
76. Writing skills develop steadily through the school. Pupils enter Year 1 with skills below the national average. By the end of the key stage they write freely and higher attaining pupils start to place emphasis on rhyming and the use of unusual descriptive words. Many pupils display limited ability in their creative writing and their vocabulary lacks imagination. Analysis of work indicates that spelling is a weakness for many pupils in Key Stage 1. This is an area that the school has identified as needing attention. Pupils are being given good opportunities this year to reinforce their knowledge of basic sounds and phonemes. For example, in Year 1, pupils practise quick recognition of simple phonics and show awareness of the sound 'chi' by volunteering a range of words starting with the phoneme. In Year 2 they demonstrate how to spell correctly words that contain "oa, ee, oo, ai". By the end of Key Stage 1, many pupils begin to use grammar, simple punctuation and capital letters correctly, but the lower attaining pupils produce work at very low levels. Work is carefully adapted to suit the needs of the pupils. Handwriting becomes joined by the end of Key Stage 1 and is increasingly regular and fluent. Handwriting books are neat and used regularly. By the end of Key Stage 2, many pupils use their writing skills with increasing competency in other subjects. Lack of correct mathematical vocabulary, however, limits their ability to extend their progress in this area. Higher and average attaining pupils use appropriate expressive language and show sound grammatical awareness. Poetry is a strength throughout the school. Pupils use

words with great sensitivity and become increasingly aware of rhythm. In Years 5 and 6, pupils write very movingly of how they wish the world was a better place. 'Will our souls be polluted with the air?' wonders one pupil. Grammar is increasingly correct, but spelling is often careless from the lower attaining pupils. Handwriting is neat in handwriting books but, although usually joined, is often untidy and not well controlled. Presentation is generally not of a good standard.

77. Progress in speaking and listening at both key stages is good for all pupils, including those with special educational needs and those for whom English is an additional language. In Key Stage 1 progress in reading and writing is good. This is mainly due to the fact that teachers plan sufficient opportunities for regular handwriting practice, and opportunities for extended writing. In Key Stage 2, pupils make good progress in reading and writing. The literacy hour is well established and effective teaching and management strategies are being used in many lessons to teach pupils the basic skills. The plenary session is used well in most cases to extend and reinforce ideas from the lesson and provide valuable feedback. Where there are problems managing the organisation and control of the group work, or the plenary is not linked to the focus of the lesson, then progress is limited. Pupils in Year 1 learn how to speak more clearly, widen their vocabulary and listen more carefully. In Key Stage 2, discussion skills develop well, particularly in extending pupils' technical vocabulary in most subjects across the curriculum; the exception is in mathematics. In reading, in Key Stage 1, pupils move progressively through the reading scheme and staff place a high priority on hearing pupils read during guided reading sessions. In Key Stage 2, library skills, including research skills in reading and writing, are progressively developed. Pupils have the opportunity to study different authors. In Key Stage 1, progress in writing skills develops consistently with the emphasis on sentence construction, spelling and punctuation. Pupils in Key Stage 2 edit their work to improve the structure, grammar and punctuation and make good progress in writing for different purposes. Handwriting skills progress well, especially in the transition to cursive writing. The quality of pupils' handwriting in their handwriting books is better than in other everyday books. As a result, the presentation of pupils' work is unsatisfactory at times. Pupils with special educational needs make good progress with effective help from language support assistants or when taught in small groups outside the classroom during the literacy hour. Pupils for whom English is an additional language are well supported by teachers and language support assistants. Work is carefully planned to meet the pupils' language needs and every opportunity is taken to develop their vocabulary and understanding of language. An added bonus is the support given by other pupils who have sound language skills. Parents provide valuable support for their children with homework that aids the progress made at school.
78. All pupils have positive attitudes to learning, and work hard with enthusiasm and interest to complete their work successfully. Year 4 pupils, when sharing a text, were fascinated by the way the writer had used verbs effectively to create a visual image. Relationships are very good and pupils support each other well, giving help and encouragement to anyone who has a problem. This support was particularly noticeable in a Year 3 lesson in which a pupil with very little English contributed well to the lesson. Behaviour is good, especially in the literacy hour where pupils have the control to work independently. Pupils concentrate well and their work output is good.

79. The quality of teaching is good. Of the lessons observed all were at least satisfactory, 40 per cent were good and 30 per cent were of very good quality. One lesson with pupils with special educational needs was excellent. Teachers display good knowledge of the National Literacy Strategy and this, combined with their careful attention to developing pupils' speaking skills, contributes significantly to pupils' good progress. Lessons proceed at a brisk pace with a good balance between class teaching and group or individual work. Learning objectives are clear and usually shared with the pupils, and the plenary session at the end is used well to ensure that pupils have understood and made progress during the lesson, and often to give a taste of what is to come. However, work is not always adapted to provide a suitable challenge to different groups of pupils in the same class. Teachers manage their classes well and establish very purposeful working environments where pupils show consistently high levels of interest and concentration. Language support assistants give valuable support and add considerably to the good progress made by pupils with English as an additional language and those with special educational needs.
80. The curriculum is enriched by regular opportunities for pupils to meet authors in a local bookshop and by visits from a range of drama groups. Every pupil takes part in a drama production every other year. The library is adequate, but during the inspection, was not used for furthering pupils' research skills. The school implements a range of formal assessment systems, which give teachers useful information about their pupils' standards. This is an area, which is being reviewed this school year. The curriculum coordinator monitors teaching and learning in order to gain a clear view of strengths and weaknesses across the school. The role of the coordinator is not yet fully developed at present since, for example, she does not regularly see teachers' plans and evaluations.

## **MATHEMATICS**

81. In statutory tests for seven-year-olds in 2000, the proportion of pupils reaching the expected level (Level 2) and above (Level 3) in mathematics was well below the national average. Results were well below average when compared with schools with pupils from a similar background. In statutory tests for eleven-year-olds in 2000, the proportion of pupils reaching the expected level (Level 4) and above and the higher level (Level 5) was in line with the national average. Results were above average when compared to schools with pupils from a similar background. This reflects the different characteristics of the cohorts of pupils who took the tests in 2000. In the Year 6 class, the proportion of pupils with special educational needs and for also for those for whom English is an additional language was less than is normal for the school whereas, in the Year 2 class the proportions were much higher than is normal for the school. Due to significant differences in the attainment of pupils on entry over the past years and the high numbers of pupils leaving and entering the school, it is of limited value to compare trends over time. Overall, children's attainment on entering the school is well below average in number, and although pupils achieve well, by the time they leave the school the percentage of pupils reaching the expected level (Level 4) in mathematics will be below the proportion found in most schools nationally. This year's Year 6 classes contain about 40 per cent of pupils with English as an additional language and 60 per cent of pupils with special educational needs.

Almost half the cohort has joined the school in the past three years. It is therefore expected that next year's test results will be lower than this year. Pupils' attainment at the end of both key stages is below average.

82. The good experiences of mathematics have been sustained since the last inspection. However, the organisation of the teaching lacks an effective overall strategy. The school has adopted the National Numeracy Strategy and this makes sure that planning is consistent to the age group of the pupils across both key stages. However, planning is still centred on unit groups, Key Stage 1, Years 3 and 4 and Years 5 and 6. Whilst this is satisfactory, the coordinator at present does not have a longer-term overview. Thus, wider issues that would enhance the teaching and improve attainment, like improved assessment, the use of information technology, and the development of mathematical vocabulary, are not addressed consistently across the school.
83. Whilst there are good examples of mathematics and number skills being used across the curriculum, such as finding an opportunity for telling the time in an English lesson, and measuring forces in science, the planning for these is not consistent. In some classes, too much reliance is placed upon the interest of the teacher and, as a result, the quality of experience for pupils is not consistent. Likewise with literacy, there are instances where language in mathematics is deemed important and spoken language is used to enable pupils to explain their mathematical ideas, as in Year 2, when pupils described the unique features of two-dimensional shapes. However, because there is no clear view for promoting literacy in mathematics, these experiences are isolated and development for pupils is inconsistent in Key Stage 2.
84. The progress of pupils of all abilities, including pupils who have special educational needs and those for whom English is an additional language, is good in both key stages. In mental mathematics they make good progress and almost reach average expectations in this aspect by the end of Key Stage 2. They know their multiplication tables and number facts as appropriate for their age and by Year 6 pupils show satisfactory levels of mental agility. They can very quickly derive division facts from multiplication statements and name square numbers and prime numbers. At Key Stage 1, pupils in Year 2 are beginning to explain their strategies, but pupils at the end of Key Stage 2 find this more difficult and are many are just beginning to do this with confidence.
85. By the end of Key Stage 1, pupils can confidently add numbers up to 10 and measure in units, using metre sticks as a guide. They can identify time as whole and half-hours. They successfully begin to see number patterns by using subtraction. The higher attaining pupils readily recognise three-dimensional shapes and can identify some of the features of a cube and a cuboid. Most pupils' understanding and use of mathematical language is satisfactory. They organise and check their work carefully and present their calculations in various ways.

86. In Year 3, pupils successfully count in money up to one pound and add numbers up to 20. Most are competent at recognising two-dimensional shapes with up to seven sides and write numbers in words up to 10,000. In Year 4 pupils know some properties for three-dimensional shapes such as cubes and pyramids. Most pupils confidently use hundreds, tens and units and can add and subtract numbers up to 20. In Year 5, most pupils know how to double numbers up to 2000 and are competent in using the two, three, five, seven and 10 multiplication tables with some precision. They confidently halve rectangles and triangles using grids. Higher attaining pupils effectively collect, present and evaluate data. By the end of Key Stage 2, pupils know about the symmetry of shapes. They successfully take metric measurements and use decimals to one decimal place. Higher attaining pupils confidently devise alternative solutions to problems and explain their reasoning. Many pupils find this difficult because they do not have the necessary mathematical vocabulary to explain their strategies.
87. Pupils' attitudes are good. They are responsive to the demands made by their teachers. The quality of the relationships between teachers and pupils is very good. Pupils are polite and well mannered. They work well in groups and pairs. The pupils are supportive of each other. Pupils with English as an additional language, some newly arrived with little English, are helped by other pupils who translate and so all pupils are included.
88. Teaching is good overall. All of the teaching is satisfactory or better, with 75 per cent being good and 25 per cent very good. Very good teaching is characterised by effective, positive and supportive relationships between teachers and pupils. Clear objectives are shared with pupils so that they can evaluate their own learning. Teachers have good subject knowledge, which is supported by a good understanding of how pupils learn, especially those with special educational needs and those with English as an additional language. Teaching is well planned to the needs of the pupils and an effective range of activities is set within a class to meet the widely ranging needs of the pupils. Good use is made of data collected through optional tests in Years 3 and 5 to set long term targets for pupils. Although teachers know their pupils well, there is a lack of information about day-to-day achievement, progress and coverage. This lack of short-term assessment means that teachers lack sufficient information to plan the smaller steps that help pupils to reach their longer-term goals. The teaching of pupils with special educational needs and those with English as an additional language is good and well supported by language support assistants.
89. Coordination is satisfactory. There are two coordinators, one for each key stage. Liaison between them is satisfactory and systems for tracking pupils' achievement are consistent. In Key Stage 1, where fewer year groups are involved, the coordinator does plan and manage the wider strategic issues of the teaching. Thus, language in mathematics is developed so that those pupils can better explain their mathematical processes. In Key Stage 2, with four years and two planning units, this wider strategic development is not as strong. Whilst the coordinator monitors planning, which follows the National Numeracy Strategy, the support for development is less secure. There are good examples of effective language teaching in Year 5 where teachers encourage pupils to speak and repeat key words and phrases. This enables pupils to become familiar with,

and use, language to explain their processes. This is not consistently developed and is a weakness considering the population of the school. At present the lack of opportunity to monitor the quality of teaching or teachers 'planning limits the coordinators' effectiveness in gaining an overview of the subject across the school. There is no strategic view that would support, guide and assist teachers in using the information technology facilities in their teaching.

## SCIENCE

90. In the 2000 national tests at the end of Key Stage 2, the proportion of pupils achieving the expected level (Level 4) and above and the higher level (Level 5) was similar to the national average. Teacher assessments in 2000 at the end of Key Stage 1 indicate that the proportion of pupils reaching the expected level (Level 2) and above and the higher level (Level 3) was well below with the national average. Results were above average when compared to schools with pupils from a similar background at the end of Key Stage 2 and well below average at the end of Key Stage 1. As explained in English this reflects the characteristics of the cohorts of pupils who took the tests in 2000. Due to significant differences in the attainment of pupils on entry over the past years and the high numbers of pupils leaving and entering the school it is of limited value to compare trends over time. Overall, children's attainment on entering the school is well below average, and although pupils achieve well, by the time they leave the school the percentage of pupils reaching the expected level (Level 4) in science will be below the proportion found in most schools nationally. This year's Year 6 classes contain about 40 per cent of pupils with English as an additional language and 60 per cent of pupils with special educational needs. Almost half the cohort is new to the school in the past three years. It is therefore expected that next year's test results will be lower than this year. Pupils' attainment at the end of Key Stage 1 is average but below average at the end of Key Stage 2. An improving trend in standards is indicated, mainly due to good teaching, the broad science curriculum the school offers, and the high priority given to pupils experiencing first-hand investigative science.
91. One of the key issues for action in the previous report was to increase the amount of experimental and investigative science. Not only has this been addressed but it has become a strength of the science curriculum. Observation of pupils' previous work and of work in lessons, indicate that much investigative and experimental activity now takes place.
92. Progress through Key Stage 1 is good. Pupils in Year 1 were confidently investigating how sounds are produced. They used the correct vocabulary and discussed various sounds they heard using word cards such as shake, pluck or blow. In investigating what caused the rattles, pupils developed their thinking by asking what could be inside – stones, pebbles, balls or shells. By the end of Key Stage 1, pupils competently investigate sound using string phones. They are able to carry out fair tests on the size of the earpiece and successfully discover it makes a difference to the sound if the string is limp or taut. From observation of some pupils' work books, pupils in Year 2 have further investigated sound and readily categorise sounds into loud, such as lorry or rocket, and quiet, such as balloon or mouse. They use the newly gained knowledge purposefully as they

make shakers from yogurt pots. Pupils are beginning to acquire scientific skills of observation, sorting and classifying, and have a simple understanding of the needs for fair testing.

93. Pupils make good progress from a low base through Key Stage 2. Year 3 and Year 4 pupils are confidently able to conduct a fair test with a Newton meter for measuring force. They understand that they must control the variables in the experiment, and that it is necessary to repeat the experiment at least three times. They understand the language of inertia, gravity and friction. Pupils in Year 3 carefully investigated air resistance with a piece of paper in the playground and realised it was easier when not walking against the wind. Year 4 pupils show good skills in observation and recording their results, having tested magnetic and non-magnetic forces. Pupils in Year 6 successfully investigated air resistance with spinners cut from paper. They worked well in pairs and were able to time the spinners falling to the floor accurately. They carefully compare their results after weighting them with paper clips. Pupils in Years 5 and 6 have successfully undertaken investigations with magnets, with hanging objects on elastic bands and have rolled balls on a carpet and smooth surface to discover the friction. They have experimented with force meter readings of objects in air and water. The development of investigation skills at both key stages is now a strength of the department. Pupils are able to acquire much of their knowledge and understanding through practical work. By the time they reach Year 6, pupils are confident in planning fair tests. They are beginning to understand that by changing the height from which an object is dropped, as with the spinners, or by adding weights such as paper clips, their results are affected.
94. Pupils' attitudes to learning are very positive. They behave and concentrate very well and try very hard to do their best. They enjoy experimental activities, demonstrating great enthusiasm and interest in the 'hands on' approach to science. In group activities they work very well together, share ideas sensibly and respect one another's views. They relate very well to each other and to teachers and other adults. These very good relationships motivate pupils of all abilities well and make a significant contribution to the good progress made within most lessons. Pupils who have special educational needs and those for whom English is an additional language are well supported both by teachers and by other pupils.
95. The quality of teaching is good. In the lessons observed all the teaching was good, being very good in almost 20 per cent. All teachers have good subject knowledge and lessons are well prepared. There is good emphasis on the use of the correct scientific vocabulary and teachers are conscious of the need to develop pupils' vocabulary, especially for those with special educational needs and for whom English is an additional language. Teachers effectively plan and organise purposeful, practical activities that consolidate what pupils already know, then appropriately extend their knowledge and understanding. Teachers' expectations of their pupils are, overall, appropriately high. Where the teacher has very high expectations, the task challenges pupils well, makes use of prior learning and contribute well to very good progress, for instance, when upper Key Stage 2 pupils investigate air resistance. Through good questioning skills and clear explanations, teachers clarify and extend pupils' thinking, for example, when Year 1 pupils begin to learn about how various sounds are produced.

Teachers consistently manage their pupils well, motivating them effectively and eliciting a good response from them. Teachers use time well, and use a good range of resources for pupils to gain first hand experiences, promoting effective learning, as when Year 3 pupils carried out 'fair' tests in a lesson about 'friction'. Very good support is given both to pupils with special educational needs and to those pupils who have English as an additional language, through the very good use made of support staff. All have equal opportunity and access to the curriculum. Teaching is effective where very good interaction with pupils checks their understanding and encourages them to develop independence and responsibility for their own learning. Links with literacy are sound. Pupils are at times expected to record their observations and describe their activities in writing. Teachers extend and reinforce the use of appropriate scientific vocabulary. For example, in a Year 2 lesson about sounds they are introduced words, such as 'rattle' and 'pluck'. Links with numeracy are good at Key Stage 2 and sound at Key Stage 1. Key Stage 2 pupils measure and count in a range of contexts and are given effective opportunities to use graphs and data handling to support their investigations. However, in all lessons observed, teachers are less aware of the opportunities to develop information and communications technology skills through science and this element of planning is underdeveloped.

96. The coordinator manages the subject well. The curriculum is planned effectively to include an appropriate balance between the programmes of study, ensuring that the subject meets statutory requirements. The science curriculum is currently being reviewed to improve continuity and progression and to ensure that levels of work taught match pupils' prior attainment. Science makes a valuable contribution to pupils' spiritual, moral, social and cultural development. Pupils discuss and write about social, environmental and health issues, for example, 'Should people smoke in front of children?' Assessment and recording procedures are in place, but are in need of further improvement as they do not give teachers a clear picture of what pupils know, understand and can do. Assessment is not consistently used to plan what the children should learn next. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have learnt in the previous lessons. The subject is well coordinated but the coordinator's monitoring and evaluation role of teaching and learning is under-developed. At present, there is no opportunity to monitor the quality of teaching or teachers' planning which limits the coordinators' effectiveness in gaining an overview of the subject across the school. Science resources are satisfactory. They are well organised and are accessible to staff and pupils. The school grounds are used on occasions as a resource for investigative work. The curriculum is enriched by the good use made of visits, for example, to a botanical garden, and by visitors.

## **ART**

97. Attainment in art was judged to be satisfactory in the previous report, but there was no scheme of work to ensure that pupils built progressively on their range of skills. Teaching was satisfactory. Inspection evidence indicates that the standards pupils achieve are at the expected level and that pupils in some classes show well-developed skills of observation and drawing. The school has now developed a sound scheme of work and the teaching observed was of good quality.

98. By the end of Key Stage 1 pupils use a range of materials to express their ideas. In Year 1 they observe halved fruit and vegetables closely and make detailed paintings using good brush control and carefully matched colours. They also print with the halved peppers to make attractive borders for the display boards. In Year 2 pupils use a variety of techniques to make a detailed collage of the story, 'We're Going on a Bear Hunt'. They paint, draw and cut, use corrugated card and tear and stick tissue paper in order to create their desired effect.
99. By the end of Key Stage 2, pupils have refined their skills further. In Years 3 / 4 pupils continue to use a range of media with increasing skill. They observe closely and make effective chalk drawings of spider plants. They use a combination of powder and liquid paint to create a smear and stipple effect. In lessons, they were observed to complete pattern pictures in the style of Hundertwasser. With their teachers they discussed Hundertwasser's methods and his approach to his work. The pupils then worked with deep concentration and enjoyment and achieved sensitive, well-balanced pictures of high quality using a range of materials from printing to chalks and gold paint. Year 5 / 6 pupils make detailed landscape paintings using dense colour and without a sky horizon. They produce highly detailed drawings of flowers and dandelion seed heads.
100. All pupils have good attitudes to art and display enthusiasm for their lessons. They are attentive and involved, working co-operatively upon a range of themes. Relationships between pupils are very good. They appreciate the efforts of other pupils and make positive comments about each other's work. Behaviour is very good. Pupils concentrate well on their work and pay good attention when observing works of art. They persevere industriously with their projects and take care, working with a sense of purpose and pride.
101. Due to timetable constraints, only three lessons were observed. They were all of good or very good quality. Teachers prepare thoroughly, showing good knowledge of appropriate techniques so that pupils are clear about what they are to do. They encourage their pupils to talk about the artist's techniques as an effective way of focusing their thoughts. They manage their lessons well, so that pupils are conscientious and concentrate carefully before starting their tasks and then maintain good levels of concentration throughout the session. Teachers finally encourage pupils to praise and criticise others' work in a constructive, thoughtful manner that heightens the pupils' awareness and skills of observation further.
102. The co-ordinator is keen and effective in helping and encouraging colleagues. The scheme of work ensures a satisfactory range of experiences for the pupils to increase their skills. She does not monitor teaching but does monitor work that the pupils produce. The school takes part in expressive arts' week every two years when pupils experience a wide range of media. There are visits to the Fitzwilliam and Kettle's Yard museums which heighten pupils' awareness of different interpretations of art. Resources are satisfactory and are used

effectively. Assessment procedures do not provide easily accessible, detailed information to teachers. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have learnt in the previous lessons. There are opportunities for pupils to further develop their literacy skills, for example, in researching and writing about different artists. Links to information and communications technology are limited due to limited resources.

## **DESIGN AND TECHNOLOGY**

103. Due to the way the timetable was planned and how the curriculum is organised, it was only possible to see one design and technology lesson. Because the inspection took place so early in the school year there were few examples of completed work by which to make secure judgements. It is therefore not possible to evaluate standards or teaching in this subject. In the last report, design and technology was highlighted as a key issue for the school to address. The school was asked to improve provision and raise standards in the subject. Teachers' knowledge was weak and there was no progression in pupils' manipulative skills. The school has done much to remedy this situation. Through in-service training, the teachers are now more confident in the teaching of the subject and a good scheme provides clear guidance to pupils.
104. Throughout Key Stage 1, pupils have appropriate opportunities to handle a range of materials and appreciate how different materials can be joined to each other. In this key stage, appropriate emphasis is placed on the design process. All pupils, including pupils with special needs, make sound progress throughout the school. In making things, they show increasing accuracy in measuring, cutting and shaping. As they get older they pay more attention to the quality of the finished product. Pupils progress from producing simple designs in picture form in Year 1 to drawing accurate plans to scale in Year 6. In Years 4 and 5, pupils successfully follow a design and make a suspension bridge after carefully studying how they are built. They confidently cut, measure and fasten pieces together producing a rigid structure.
105. In discussion it was noted that pupils enjoy all aspects of their work in technology. Pupils enjoy food technology. They evaluate their models and think of ways to improve them. They co-operate with each other in the making process and in the sharing of tools. In the lesson seen pupils showed good attitudes to work and great interest in their topics; they took great care in following the plan and pride in their finished product.
106. In the lesson seen, the teaching was satisfactory. Effective use of questions by the teacher, a purposeful task and an appropriate range of resources to support the lesson helped pupils achieve well. Lesson planning is sound, with teachers supported by appropriate policy guidelines. Teachers are clear about what they want pupils to learn. Lessons are structured to provide opportunities for pupils to share ideas, work individually or collaboratively and evaluate their progress. Resources are adequate, and are well maintained and stored. The curriculum coordinator responsible for design and technology has a satisfactory understanding of the subject and manages it appropriately. At present, lack of opportunity to monitor the quality of teaching or teachers' planning limits the

coordinator's effectiveness in gaining an overview of the subject across the school. The subject contributes appropriately to the development of pupils' literacy and numeracy skills, for example, in writing up their evaluations and

Careful measuring. However, there is little contribution made to pupils' competence in information and communications technology. Although pupils are assessed as teachers evaluate their lessons, this information is not easily accessible, especially as pupils move through the school. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have learnt in the previous lessons.

## **GEOGRAPHY**

107. The previous report found that pupils' attainment was at least in line with national expectations by the end of each key stage. While most teaching was good some was unsatisfactory. Inspection evidence indicates that standards have been maintained and that the standard of teaching has improved.
108. Due to timetable constraints, only three lessons were observed during the inspection, all in Key Stage 2. Discussions reveal that pupils at the end of Key Stage 1 have clear knowledge of differences between their local area and a village that they study in the Lake District. With the help of videos, postcards and pictures, they confidently identify hills and lakes and successfully compare them with the flatter countryside around Cambridge and the Fens.
109. Pupils in the Year 2 / 3 class are familiar with a world atlas and locate places they have visited. They show high levels of awareness of the world and discuss their overseas experiences. They recount seeing a polar bear in Alaska and water being fetched from wells in West Africa and Bangladesh. In connection with 'One World Week,' they begin to understand the need to conserve water, and to appreciate how people effect the environment. Pupils in Year 3 / 4 use the locality near the school well to define its resources in order to produce a brochure, "Guide to Cambridge". They competently read local maps and gain awareness of what items are necessities or luxuries, useful for tourists or for residents. Pupils in Years 5 / 6 successfully extend their knowledge of the continents and oceans and learn about the lines of latitude as they advance their mapping skills. They understand how useful plans are through determining the best way to organise their classroom.
110. Pupils enjoy the sessions. They listen intently to their teachers and to each other and extend their speaking skills well. There is scope to develop their writing skills further in this subject, for instance by using writing as the main focus for work rather than drawings.
111. Too few lessons were observed to judge the quality of teaching throughout the school. In the lessons seen, the teaching was satisfactory or good. Teachers show good subject knowledge and share the objectives of the lessons clearly so that the pupils understand what they are to do. They have good relationships with their pupils. This creates a climate where the pupils concentrate well. They make good opportunities through the use of skilful questions for pupils to extend their speaking skills further. There was little evidence during the inspection that teachers plan work at different levels in order to challenge all their pupils appropriately.

112. The coordinator is newly in post and has not had time to monitor either teachers' planning or teaching, nor to monitor pupils' work. There is no formal system of assessment at present right through the school, although she has devised a simple system for her own use. The coordinator's role is not yet fully developed. Resources are satisfactory and are used appropriately. There are opportunities for pupils to further develop their literacy skills, for example, in researching and writing about different countries. Links to information and communications technology are limited due to limited resources.

## **HISTORY**

113. There were no serious concerns in the previous report and standards have been maintained. Pupils make satisfactory progress in both key stages and the standards they achieve are at the level expected for pupils of this age. In Key Stage 1, pupils can confidently identify the changes over time in different generations of a family. In Years 3 and Year 4, pupils know about Ancient Egypt and can successfully compare the beliefs of those Egyptians with Christian, Muslim and Hindu beliefs today. They understand how the River Nile was important in sustaining life and civilisation in the period. In Years 5 and 6, pupils competently study the growth of the local area through interviews with older people. They also know about the German invasion of Europe in 1939 and examine some of the consequences of the war in Britain. They understand that the British Government after the Second World War introduced the Welfare State. The presentation of pupils' work is satisfactory.
114. Pupils throughout the school enjoy their work in history. They respond well to their studies in history and have good attitudes to learning. They listen and ask appropriate questions, analysing what they have discussed, and they undertake written work assignments conscientiously. They sustain concentration and help each other when needed.
115. Teaching is sound. Only one lesson was observed during the inspection, but evidence of planning and of scrutiny of pupil's work shows an adequate coverage of the National Curriculum that provides an appropriate experience for the pupils. Opportunities are found for pupils to use extended writing in recording their experiences and presenting their research. Very good use is made of visits to museums and resources outside of school. Pupils visit local sheltered housing to interview residents about their lives in the area.
116. Although the coordinator is effective, she is new to the post. The priorities identified for development are appropriate. These include the adoption of a more consistent curriculum plan across the two-year cycles, and the linking of this to the monitoring of the achievements of pupils. At present, there is no opportunity to monitor the quality of teaching or teachers' planning, which limits the coordinators' effectiveness in gaining an overview of the subject across the school. Pupils are assessed annually, but this information is not easily accessible to teachers and does not have sufficient detail of what pupils know and understand, or of the skills they have developed. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the

work pupils have learnt in the previous lessons. There are opportunities for pupils to further develop their literacy skills, for example, in researching and writing about different historical events. Links to information and communications technology are limited due to limited resources.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

117. Evidence from wall displays, teachers' planning and from discussion with pupils and teachers indicates pupils' attainment is below the national expectations at the end of both key stages.
118. The last inspection found that standards of attainment in information technology were below those expected of pupils nationally at the end of both key stages. Concerns were expressed that the school had insufficient hardware and software to promote the necessary high levels of capability by the end of Key Stage 2, and that the majority of teachers lacked expertise. The school has significantly improved in these two areas. A computer suite of 11 new machines and printers has been installed recently for the use of all classes. Reception and Key Stage 1 have stand-alone computers in the classrooms. At present these are under used. The school is also presently in the middle of an intensive programme of in-service training and support. However, a small number of staff still lack confidence and expertise. The part-time coordinator teaches classes on one afternoon each week that is having a positive impact. As yet, the new initiatives and improvements have not been in place long enough to make any improvements in standards in Key Stage 2, but standards in Key Stage 1 have risen. Staff are becoming much more confident, and all pupils, including pupils with special educational needs and those for whom English is an additional language, are making good, speedy progress. There is an enthusiasm across the school for information and communications technology that indicates a period of genuine change has taken place in the subject.
119. At the end of Key Stage 1, pupils have become familiar with the basic computer keyboard and know the functions of the space bar, back space, shift key and delete button. For instance, pupils in Year 2 are able to use a mouse and type a sentence. In Year 1, however, most pupils were not confident with the mouse and were not fully competent in its use. Higher attaining pupils are able to access a story and they successfully learn how to move a picture. In Year 2, pupils competently use maps to find different areas of the world. A few pupils were clearly amazed by the pictures displayed. At the end of the lesson, the pupils use the information collected to explain the light and dark side of the world. Year 2 pupils have successfully classified animals into sections but at present they are unable to store or retrieve their information. They lack wider experience, particularly of how to control actions using a computer or robot and of exploring real and imaginary situations on screen. As a result, their levels of attainment in these areas are below the expected level.
120. By the end of Key Stage 2, pupils can load, save, retrieve and print their work. They confidently communicate information and are able to word process. In Year 6 they successfully create pictures and alter text by using the backspace. In Years 3 and 4, pupils are competent in communicating information by combining

graphics and text. This was linked to 'One World Week' and pupils effectively designed a poster with the theme, 'People and the Earth Matter'. Pupils show knowledge of how to highlight and format to pick up the colours. They competently amend the text and save data. Most pupils are confident in using the keyboard and mouse and successfully use different functions. Year 6 pupils demonstrate to the rest of the class how to access the website. From this particular website, pupils work in pairs and find three specific data of children in three different parts of the world. Although most pupils are able to use the mouse and access the correct website, a few had difficulty in answering the questions. From observations and discussions with pupils in Year 6, pupils lack the experience of control, modelling, use of spreadsheets and email aspects of the curriculum. Consequently, levels of attainment in these areas are below the expected level. Most of the pupils' competence is in word processing. Information and communications technology makes little contribution to pupils' mathematical learning and contributes to pupils' learning in English through word processing.

121. The majority of pupils enjoy using information and communications technology and respond well to teachers' instructions. They work well together at the computer without direct supervision and give each other support. They have good attitudes to learning.
122. The quality of teaching is good. In the lessons seen it was always at least satisfactory and good in 80 per cent of lessons. Where it is good, the teachers are enthusiastic and have good subject knowledge that has an impact on the pupils' learning. Teachers are able to give competent demonstrations of basic word processing skills, but some require further training to increase their confidence. All teachers recognise the need for direct skill teaching, and for pupils then to have the opportunity to practise the skills in an integrated task. In most lessons observed, teachers gave clear, direct explanations and supported pupils by written information to assist with the task, and by further interventions during the activity. In some lessons, pupils with special needs were well supported by a classroom assistant helping them make good progress. Relationships were supportive and encouraging. During group lessons, pupils are well supported by a teacher who is confident and knowledgeable about the subject. This was evident in the constructive help given to a group of Year 5 pupils who were able to consolidate and develop knowledge of how to find information. Teachers are developing a sound knowledge of the software being used and successfully support pupils, ensuring good progress is being made. However, too few opportunities are given to pupils to use their skills in other subjects. In the four days of the inspection, computers were rarely switched on in the classroom or used in other areas of the curriculum.
123. The coordinator, who has been in position for half a term, provides effective leadership throughout the school. At present, there is no opportunity to monitor the quality of teaching or teachers' planning which limits the coordinators' effectiveness in gaining an overview of the subject across the school. There is a policy for the subject that was approved in June this year. A scheme of work is undergoing development by the new coordinator. She realises that some teachers need more skills and confidence with computers. As a result further, in

service training will begin in the second half of term. There have been some developments since the last inspection, most notably the installation of a suite of eleven computers and two printers. However, there is not sufficient software to support other subjects. There are limited opportunities for information and communications technology to contribute to pupils' learning in English and mathematics. However, pupils are more confident and have sound word processing skills. Pupils' skills in control and modelling are a weakness and need developing. This is because in the past, due to a lack of resources, the Year 6 pupils have had no experience of these aspects and need to be taught skills they would normally develop in Years 3 and 4. The school now has the resources to do this. There is no appropriate assessment system. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have learnt in the previous lessons. With the effective and enthusiastic leadership of the new coordinator, all systems will soon be in place to develop the subject throughout the school.

## MUSIC

124. Pupils' achievements in music are satisfactory in both key stages. Pupils achieve appropriately and reach the expected level for their age at the end of both key stages. There is no significant difference between the attainments of boys and girls. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in gaining the key knowledge and skills of the subject.
125. The last report stated that attainment was below national expectation at Key Stage 1 and that the quality of singing of older pupils was poor. There has been improvement in both these issues in that attainment is now at the expected level at the end of Key Stage 1. Although no singing was heard in lessons at Key Stage 2, it was heard in all the assemblies during the inspection. Pupils in the school sang "God is Good" in five languages, "Shalom" and a song about their own school, St Luke's. On all occasions, the pupils sang melodiously, without shouting, and "Shalom" was sung well in a round.
126. In Year 1 science, pupils show an awareness of many sources of sound, including musical sounds. Pupils are able to make musical sounds effectively, using a variety of instruments and learn to put instruments into sets according to certain criteria. They successfully produce controlled sounds in a variety of ways. Two teachers with two Year 2 classes linked literacy to their music lessons by reading with the pupils the book 'We're going on a Bear Hunt'. Pupils, in groups, chose their instruments well in relation to the six different parts of the forest. The pupils were inspired and challenged in their groups, one group at a time; they made the appropriate sounds for the forest.
127. Pupils in Years 3 and 4 effectively use composing skills and, in completing the task, they show they understand how a simple score can be used. They can select, investigate, combine and organise musical ideas in structures. They enthusiastically play their compositions to the rest of the class based on the score. They have the ability to compose, using percussion instruments to express their musical ideas. In a music appreciation lesson with Year 6 pupils,

the teacher found a link between art and music when playing a track concerned with a Jewish festival. Pupils display good listening skills in listening to non-European music and show appreciation of its rhythms. In a physical education lesson with the same class, pupils express their feelings and ideas well in dance, using music as a stimulus.

128. Pupils have the opportunities to learn the recorder and guitar with the coordinator at lunchtimes. Pupils in Year 3 and 4 were beginning to learn recorders and demonstrated they could play notes B, A and G, learnt in previous weeks, before learning to play note C. They also are able to read music and know short and long notes and notes with one, two, three and four beats. Year 5 and 6 pupils learning the guitar consolidated in playing the major chords of C, G, D7, before learning the minor chord of Fm.
129. Pupils respond positively to musical activities. They generally behave and concentrate well. They work at a good pace, are enthusiastic and enjoy the subject.
130. The teaching is good. In all the lessons seen, the teaching was at least satisfactory, being good in 65 per cent and very good in 15 per cent. Teachers have good subject knowledge and are able to inspire the pupils, who respond well. Teachers plan their lessons well. In most cases, pupils behave well and have a good attitude to the subject.
131. The coordinator, who is part-time, is a music specialist. She leads the department well and does both instrumental and some whole-class teaching. At present, there is no opportunity to monitor the quality of teaching or teachers' planning, which limits the coordinator's effectiveness in gaining an overview of the subject across the school. There is a good music policy that was reviewed in September this year. Assessment is used at the end of Key Stage 1 and Key Stage 2, but this information is not easily accessible and does not give a clear picture of pupils' achievements. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have learnt in the previous lessons. Resources in the school are adequate. There is a reasonable stock of percussion instruments, recorders and guitars. The schemes of work allow all pupils to achieve, including those with special educational needs and those with English as an additional language. In order to take music further forward it is necessary to develop the assessment procedures and ensemble work. There are opportunities for pupils to further develop their literacy skills, for example, in researching and writing about different musicians. Limited resources restrict links to information and communications technology.

## **PHYSICAL EDUCATION**

132. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in dance, games, and gymnastics. There were no significant weaknesses highlighted in the last report and standards have been maintained.

133. At the end of both key stages, pupils achieve standards at the expected level for their age in those aspects of the physical education curriculum observed. They make expected progress in developing control and co-ordination in travelling, jumping and balancing when using large apparatus to practise gymnastic skills. Pupils are broadening their experiences of using a range of stimuli to create dance-like movement sequences and they are acquiring competence in a range of games skills. All pupils make at least satisfactory progress, and there is evidence that some pupils make good progress and achieve results that enhance their self-esteem.
134. At the end of Key Stage 1, most pupils demonstrate sound co-ordination when using large body movements. They move with control and make good use of general space. In the hall they move freely, engage in a range of warm up activities and are able to stop and start movements safely. Year 1 pupils use their imagination purposefully in interpreting the story of 'We're going on a Bear Hunt' into movement. In dance, Year 2 pupils are appropriately skilled in employing imaginative movements to music and they have made significant progress in devising a variety of actions. For instance, they sensitively use dance to develop patterns of movement through 'Songs of the Andes'.
135. At the end of Key Stage 2, pupils move around the playground and playing fields with increasing control, and demonstrate an expected range of passing and catching skills. In competitive situations, they show appropriate understanding of attacking and defending techniques in badminton skills. Years 5 and 6 pupils demonstrate good skills when learning how to serve and return a shuttlecock. Year 4 pupils show growing competence in footwork and technique in a range of gymnastic sequences. They successfully transfer their sequences to apparatus and are beginning to evaluate their own efforts and those of others. In a lesson using photographic and musical stimuli to create a dance sequence Year 6 pupils produced a good number of appropriate responses. They showed appreciation of mood and movement as they sensitively mime to words such as 'happily', 'sadly' and 'forlornly'. The school currently supports an effective swimming programme, and most pupils achieve the swimming requirements of the National Curriculum before the end of Key Stage 2. Pupils with special needs are well supported. They make sound progress overall and achieve results which enhance their self-esteem.
136. Pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is good; apparatus is sensibly and responsibly used and, in competitive situations, pupils show due regard for laws and fair play.
137. The quality of teaching is sound. In lessons seen, teaching was always satisfactory, being good in 30 per cent and very good in 15 per cent. Teachers are enthusiastic about teaching physical education, and have appropriate subject knowledge. In the best lessons, planning is good with clear learning objectives outlined, appropriate challenging tasks set, and a brisk pace maintained. In these lessons, pupil performance is used well to demonstrate achievement, focus

on good practice and encourage others to observe and evaluate their own actions. In a Year 2 lesson, where pupils were developing a sequence using different steps and spins, the teacher pointed out good practice to the pupils and analysed why particular movements were effective. This helped pupils in improving their own performance and provided lower attaining pupils with ideas they could incorporate into their own sequence. However, this good practice is not consistent and pupils are not always given the opportunity to comment and evaluate upon performances. This limits both their development in physical education and their speaking and listening skills.

138. The enthusiastic coordinator has overseen the production of an appropriate policy document, and a scheme of work that allows for the coverage of all aspects of the National Curriculum. At present, there is no opportunity to monitor the quality of teaching or teachers' planning, which limits the coordinators' effectiveness in gaining an overview of the subject across the school. The provision for a good number of extra-curricular activities, and the skills of visiting specialists enhances the physical education curriculum, as does the experience gained by pupils on a residential visit to the Forest of Dean. Resources for physical education are satisfactory. Although pupils are assessed at the end of the year this information is not easily accessible, especially as pupils move through the school. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have learnt in the previous lessons.