

INSPECTION REPORT

WILBURTON CE PRIMARY SCHOOL

Wilburton, Ely

LEA area: Cambridgeshire

Unique reference number: 110804

Headteacher: Mrs E Almond

Reporting inspector: Anna Dawson
11608

Dates of inspection: 31 March – 2 April 2003

Inspection number: 247054

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Carpond Lane Wilburton Ely
Postcode:	CB6 3RJ
Telephone number:	01353 740269
Appropriate authority:	Governing body
Name of chair of governors:	Paula Hennessy
Date of previous inspection:	16 th March 1998

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11608	Anna Dawson	Registered inspector	Mathematics; Science; art and design; design and technology; religious education; Foundation Stage; special educational needs; educational inclusion.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; teaching and learning; key issues for action; leadership and management.
19694	Moira Kerr	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
2700	Peter Sudworth	Team inspector	English; information and communication technology; geography; history; music; physical education.	Quality and range of opportunities for learning.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wilburton Primary School is a voluntary controlled Church of England school catering for pupils aged four to 11. It is a small school, situated in the middle of the village of Wilburton near the city of Ely in Cambridgeshire. Most pupils have attended a playgroup or a nursery before they enter the school in the year they become five. The pupils start with a wide range of attainments. Their social, language and mathematical skills are average. There are 97 pupils on roll grouped in four mixed age classes. There are 53 girls and 44 boys. There are 36 pupils on the register for special educational needs (SEN). At 37 per cent, this is above the national average. Most of the pupils with SEN have learning difficulties in literacy. There are two pupils with a Statement of Special Educational Need. This is broadly in line with the national average. There are a few talented pupils. This is in music and a few very able pupils in mathematics and English. Eight point four per cent of pupils are eligible for free school meals which is below the national average. The vast majority of pupils are from white European backgrounds. There are 5 per cent of pupils from mixed race backgrounds. All speak English as their first language. There are nearly 11 per cent of pupils from the travelling community. The characteristics of the school apart from a slight fall in the school roll are broadly similar to those reported at the time of the last inspection in 1998.

HOW GOOD THE SCHOOL IS

This is a good school. There is very good provision to help all pupils succeed. This is done within a Christian ethos. The school is well led and managed. The school's aims of developing the pupils' social and personal skills as well as their academic skills are promoted successfully. The school gives good value for money.

What the school does well

- Pupils achieve well by Year 6 and attain well above average standards in science and above average standards in English, mathematics, art and design, music and religious education.
- The school is well led and managed.
- The provision made for the pupils from the travelling community is excellent.
- The quality of teaching in Years 5 and 6 is very good.
- There is very good provision for pupils with special educational needs.
- The school uses its assessment data very well to track pupils' progress and plan their work.
- There is a very good partnership with parents and the community.

What could be improved

- The time allocated for physical education and the balance of the curriculum activities.
- The learning resources and the area for outdoor activities for pupils in the Foundation Stage¹.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1998. It has resolved very successfully the key issues for improvement that were left with it. These issues were concerned with the work of the governing body; a system for tracking of pupils' progress and communication throughout the school community. Good improvement has also been made in the leadership and management of the school; standards in mathematics, science, art and design and religious education; the provision for special educational needs; support for pupils from travelling families and the provision and achievement of pupils in the Foundation Stage of Learning.

¹ The Foundation Stage refers to the children in the reception year.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A*	B	C	E	well above average A above average B
Mathematics	A	A	D	E	average C below average D
Science	A*	A	A	A	well below average E

Caution must be exercised in the interpretation of the national results as these grades represent few pupils. There is a wide variety of ability from year-to-year. Within the last five years there has been an overall steady rise in standards which is above the national trend. The 2002 results of the national tests are not typical and were adversely affected by pupils' illness.

Pupils achieve well by Year 6. The standards of the current Year 6 pupils are above average in English and mathematics and well above average in science. The pupils are on course to attain the targets set for them in English and mathematics. Standards are also above average in art and design and music. In religious education the pupils exceed the expectations of the locally agreed syllabus. Pupils meet the nationally expected standards in design and technology, geography, history and information and communication technology. Pupils' achievement is satisfactory in Year 2. The pupils' standards are average in English, mathematics and science. In all other subjects, including religious education, the pupils meet the expected standards. In the Foundation Stage, children achieve well and are on course to attain the expected Early Learning Goals by the end of their reception year. Many are on course to exceed them. However, a few children are likely to be still working towards them. In key stages 1 and 2, there was insufficient evidence to make a judgement on standards in physical education. This subject is weak and has been recognised for improvement. Literacy and numeracy are satisfactorily represented across the curriculum. Pupils with special educational needs achieve very well because of the very good provision made for them and the skilled help they receive from the teachers and teaching assistants. Pupils from the travelling community make good progress in school because of the excellent provision that the school makes for them. The talented pupils achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and have good attitudes to work. Most concentrate well during lessons.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well in lessons and around school.
Personal development and relationships	Good. Pupils respect the views of others. Most play and work happily together. There are good relationships in the school.
Attendance	Well below average. Most pupils have good attendance, are punctual and lessons start on time. However, the overall attendance is adversely affected by the absences of the Traveller pupils.

The positive approach by the school towards encouraging pupils' good behaviour, their positive attitudes to work and respect for self and others, is central to the Christian aims and values of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 quality of teaching and learning is good overall but varies between key stages and classes. Pupils in their reception year get a good start to their full time education and achieve well. In Years 1 and 2 and in Years 3 and 4, pupils make steady progress and their achievement is satisfactory. In Years 5 and 6, learning accelerates and pupils achieve very well. Teachers have strengths in the teaching of music and special educational needs. The basic skills of reading, writing and mathematics are taught satisfactorily. Teachers plan their lessons well together and place very good emphasis on pupils' personal, social and health education. Subjects are often linked together in lessons to maximise pupils' learning. Where teaching is very good, lessons are at a brisk pace, work is very well matched to the needs of the pupils and there are high expectations of work and behaviour. Where teaching is only satisfactory, lessons are not as well organised, there are lower expectations of pupils' achievement and the pace of pupils' learning is slower. Information and communication technology skills are taught well across the curriculum. The school provides well for all groups of pupils including talented pupils. The provision for pupils with special educational needs is very good. Provision for pupils from travelling families is excellent both when they are at school and when they are away travelling.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum meets statutory requirements. The visits made to places of interest and visitors that come to school, enhance pupils' learning well. The provision for extra-curricular activities is satisfactory. There is excellent provision made for the pupils from travelling families both in school and when they are absent.
Provision for pupils with special educational needs	Very good. Learning difficulties are identified early. The pupils are helped very well in lessons or when they are taught in small groups outside the classroom. Pupils make very good progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is good provision for pupils' spiritual, moral, social and cultural development. The school prepares its pupils satisfactorily for life in a diverse society.
How well the school cares for its pupils	The school takes good care of its pupils. There are very good procedures for the assessment of pupils' work to guide curricular planning. Effective procedures are applied for child protection. There are good procedures in place for promoting pupils' attendance.

The school has a very good partnership with parents. The parents think highly of the school and feel the school has high expectations of pupils' work and behaviour. Most help their children at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher sets good educational direction for the school. The teachers work together successfully to achieve the aims of the school. The school is well managed.
How well the governors fulfil their responsibilities	The governors work well together to achieve the school's aims and fulfil their statutory duties.
The school's evaluation of its performance	Very good. The school has very good systems for monitoring and evaluating its performance in order to take the school forward.
The strategic use of resources	The governors and headteacher work well together to ensure that the school makes the best use of available resources. Spending is closely monitored to get the best value for money.

The accommodation is good overall. The hall is small for the number of pupils. There are, however, plans to extend the accommodation. Learning resources are satisfactory. The youngest pupils do not have their own outdoor area and there are insufficient large outdoor resources and wheeled toys. The staff use the available resources well to help pupils learn. There are sufficient well-qualified teachers who are assisted by the experienced teaching assistants to cover the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents have positive views of the school and appreciate the care given to their children. Their children like school and make good progress. The leadership and management of the school. The quality of teaching is good and is helping their children to achieve their best. They feel comfortable about approaching the school with queries or concerns. 	<ul style="list-style-type: none"> A few parents would like the provision for homework improved. Some parents feel they are not well enough informed about their children's progress and that the school does not work closely enough with them.

The inspectors agree with the positive view of the school held by the parents. The provision of homework falls within the normal range and usefully extends pupils' learning. The school works closely with parents and provides them with good information about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Summary

1. By Year 6, pupils achieve well. Their attainment is above the average standards in English and mathematics and well above the average standard in science. In other subjects, there are particular strengths in art and design and music in which standards are above the national expectations. Pupils attain standards that are above the expectations of the locally agreed syllabus in religious education. The provision for physical education is weak in both key stages which is unsatisfactory and is identified by the school as an area for improvement.
2. Caution should be exercised in the interpretation of the 2002 national test results. When there are small numbers of pupils taking the tests, the data must be interpreted with care. For example, 17 Year 6 pupils took the 2002 tests and one pupil represented more than five percentage points. These test results were adversely affected by pupils' illness. This affected the overall result of the cohort of pupils who took the tests. Additionally, the proportion of pupils who have special educational needs varies between year groups. This causes fluctuations in the overall results for each year, especially when cohorts are small.
3. The 2002 test results for pupils in Year 6 were not typical of the school's performance. The results over the last five years show that the rate of improvement in standards in English, mathematics and science has been above the national trend for improvement. The school has set challenging targets for pupils to attain in English, mathematics and science in 2003.

The Foundation Stage

4. Pupils enter the mixed age reception and Year 1 class with a wide range of attainments. The attainments of the present reception children on entry to school were broadly average in their social, language and mathematical skills. Most pupils achieve well in the Foundation Stage and are in line to attain the expected Early Learning Goals by the end of their reception year. A significant number are on course to exceed the learning goals and a minority are likely to be working towards them. Assessments of children's attainments made on entry help the teacher to plan group and individual targets to meet the needs of the pupils. Alongside these targets, the staff consistently encourage pupils by promoting a culture where pupils succeed personally, socially and academically. All groups of pupils are fully involved in school life.

Years 1-2

5. Relative to their starting points, pupils in Years 1 and 2 make steady progress. They achieve satisfactorily and by Year 2 attain standards that are consistent with the national averages in English and mathematics. The pupils meet the nationally expected standards in science. In art and design, design and technology, geography, history, information and communication technology and music pupils' achievement is satisfactory and they attain the nationally expected standards. In religious education, pupils meet the standards expected in the locally agreed

syllabus. In physical education there was too little evidence to make a judgement on pupils' attainment.

Years 3-6

6. The pupils achieve well overall by Year 6. In Years 3 and 4 the pupils continue to make steady progress to meet the expected standards in English, mathematics and science, other curriculum subjects and religious education apart from physical education. Pupils' achievement accelerates in Years 5 and 6. This is because in Years 5 and 6 there are higher expectations of pupils' work and behaviour. The pupils work more accurately at a faster pace in response to the very good teaching and their achievement is very good. Consequently, standards are above average in English and mathematics and well above average in science. In other subjects, standards are above average in art and design and music and above the expectations of the locally agreed syllabus in religious education. In design and technology, geography, history, and information and communication technology pupils attain the nationally expected standards. In physical education there was too little evidence to make a judgement on standards.

Across the Curriculum

7. In both key stages, literacy and numeracy are satisfactorily represented in pupils' work across the curriculum. The basic skills are taught satisfactorily overall. The small group teaching is having a positive impact on raising standards but at the expense of physical education and sometimes other subjects. Because teachers plan, pupils successfully practise and apply the skills they have learned in information and communication technology in other subjects.
8. There was no evidence of any major variation in attainment and achievement between boys and girls. The few pupils from minority ethnic backgrounds achieve as well as most other pupils. Pupils with special educational needs make very good progress. The individual education plans are frequently reviewed and detail very clearly how the targets are to be achieved. The pace and quality of the learning of the pupils with a Statement of Special Educational Need are very good, whether in a small group or one-to-one situation, because the specialised teaching is well tailored to meet their needs. The teaching assistants are deployed appropriately and pupils get the help they need. Equally the needs of the talented and most able are met through class work and some additional small group teaching.
9. There are a small number of pupils who come from the travelling community. There is excellent provision for these pupils. These pupils make good progress when they are in school. The support from the staff is good and there is excellent help given by the teacher employed by the Local Education Authority (LEA) as a school focused Traveller support teacher. She helps the children to settle in, assess their needs, liaises with the families and teaches them in school for two days a week. Because of the welcome they receive from the school and the good quality teaching and the level of support, the children make good progress. The school takes good care to include the culture of the Travellers throughout the curriculum.
10. Since the last inspection, the school has improved very successfully its use of test and assessment data to identify where pupils need most help. As a result, there

has been a trend for improvement and since the last inspection standards have risen in mathematics, science, art and design and religious education. The introduction of the national literacy and numeracy strategies are helping to maintain good standards in English and mathematics. The involvement of parents in their children's learning has been strengthened as the expectation for helping their children is shared effectively through the home school agreement. Most parents respond well overall by helping their children with reading and homework tasks. All pupils' have a homework book and the work set supports well what pupils have learned during the day and helps pupils to develop their research skills.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school and to learning are good. Almost all parents agree that their children like school and are eager to come. The pupils from the travelling community all feel happy to be at school. They also enjoy the fun and excitement of the fairground when they are travelling away from school with their families. They continue to feel part of the school during their travels through the excellent support they receive both at their fixed site and on their travels. Their culture is accepted and positively promoted within the school. Pupils are comfortable with the routines of the school day and settle quickly and purposefully when they arrive for registration, enabling this to be a calm and peaceful start.
12. Overall behaviour in the school is good with some very good behaviour in lessons and around the school. Whilst most behaviour outside of lessons is very good there were a very few incidents of rough play amongst the Key Stage 2 boys in the playground and cloakrooms. None-the-less, the pupils are clear about what is expected of them and the older pupils have been involved in self-evaluation and monitoring of behaviour. They deemed it to be good. The high profile of the head teacher in and around the school is an encouragement to pupils to retain high standards of behaviour. Almost all parents believe that a very high standard of behaviour is maintained within the school and they support the school in ensuring that their children are aware of and maintain these standards. There have been no exclusions. Any inappropriate behaviour is discussed with the pupils concerned and quickly sorted out before it becomes a problem.
13. The personal development of pupils is good. The quality of relationships in school is good. There is mutual respect between pupils and staff. Pupils are helpful and supportive towards one another. The positive approach of the school towards the Traveller pupils, with respect for their culture and promotion of positive attitudes towards it, ensures that these pupils develop pride in their culture. The older pupils in Year 6 have mature attitudes towards their work and responsibilities. They accept the challenges ahead of them as they, mature and move on. Pupils are very happy to accept the responsibilities they are given within the school from the time they enter. Year 6 pupils are given the big responsibility for forming the school council where they plan their own meetings and agendas. If they see a problem they discuss how to solve it and see that it is carried out. They also provide leaders for the three teams in the school. However, other year groups could be further encouraged to work on their own initiative. Even the very youngest pupils work well together as a class, in small groups and individually and showed good creativity and responsibility using batik during an art lesson.
14. Attendance at the school is unsatisfactory despite the school having effective procedures in place for monitoring and promoting good attendance. This is due to

the absence from school of the pupils from the travelling community, particularly during the summer months. If the other pupils were considered as a group on their own, their attendance would be good and unauthorised absence low. Registers are well maintained and monitored by the school and the Educational Welfare Officer and the school works hard to minimise absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching and learning is good overall but varies between the key stages. In the Foundation Stage it is good and in Key Stage 1, it is satisfactory. In Key Stage 2 it is satisfactory in Years 3 and 4. In Years 5 and 6 it is very good. This results in pupils achieving well overall by the time they reach Year 6 with, most progress being made in Years 5 and 6. The overall quality of teaching was similar at the time of the last inspection. The strengths are:
 - the good quality of lesson planning;
 - the help given to the pupils with special educational needs by the teachers and teaching assistants;
 - the emphasis given to teaching and learning in the core subjects of English, mathematics, science and information and communication technology;
 - teachers' subject knowledge;
 - the very good use of assessment to plan pupils' work;
 - the good use of homework;
 - The good relationships between the pupils and the teachers.
16. All teachers consistently praise and reward pupils for their efforts and encourage them to take responsibility for their actions and learning. This builds their confidence and self-esteem and contributes successfully to pupils' personal development.
17. The quality of teaching and learning is good in the Foundation Stage. There is a good balance of directed activities and those children choose. The outside environment is used across all areas of learning. However, physical and other activities are somewhat limited by the lack of large-scale apparatus and a designated area in which to work. The teacher and classroom support staff and some voluntary help from parents and members of the community work well together. The teacher successfully assesses and records children's achievements and plans work to meet the needs of all the children. Much teaching takes place in small groups and this, coupled with a wide range of planned activities, enables young children to develop the skills necessary for their future work.
18. In Years 1- 4, teaching and learning is satisfactory. When lessons are less successful it is because teachers do not manage the pupils and their time as effectively and a larger proportion of time is spent in initial introductions. When pupils spend a long time listening they become restless and tend to lose concentration. When teachers spend time in checking pupils' behaviour this slows the pace of learning for these and others in the class. Work is often well-planned overall but not as well matched as it could be to the individual attainments of the pupils. Consequently, some average attaining and some of the higher attaining pupils do not always achieve as well as they should. Expectations of pupils' achievements are lower in Years 1-4 than in the Foundation Stage and in Years 5 and 6.
19. The basic skills are taught satisfactorily overall. Pupils' skills in spelling and writing could be improved, particularly in Key Stage 1. There are strengths in the teaching

of music and special educational needs. It is also good overall in mathematics, science and religious education. Teaching in these subjects successfully supports other areas of the curriculum. Teachers promote well cross-curricular links between subjects and as a result pupils begin to see the similarities and parameters of subjects and the relevance and transference of skills such as problem-solving.

20. The best teaching is in Years 5 and 6. By Year 6, pupils are taught very well to apply a range of thinking skills to seek answers and solutions to their investigations and problems. The teachers use the assessments of pupils' work very well in planning lessons. A significant level of demand is placed on the Year 5 and 6 pupils to ensure they are all fully involved. High expectations are set and focused questioning challenges pupils to do their best. Those that need additional help benefit from the additional group sessions provided by the staff. Pupils understand exactly what is expected of them and rise to the challenges presented. In both key stages, groups of pupils are withdrawn from classes and are taught in differing groups and extension and booster classes or individually to give them all the best chance to make progress. Pupils benefit from constant encouragement and support and consequently they make good and very good progress towards their targets. However, this is at times at the expense of lessons in physical education and at time impinges on other subjects, which is unsatisfactory.
21. The backgrounds of all pupils are taken into account during lessons and their expertise is used when it is appropriate to further pupils' cultural development. For example, in a history lesson for Years 3 and 4, the pupils' discussed Victorian artefacts and related them to the lives of the Travellers both in Victorian and present times. Pupils respected and formed a good understanding of the Travellers' culture and way of life in Victorian times. The pupils from the travelling community make good progress overall when they are in school. When they are absent this interrupts their learning but most manage to maintain the development of basic skills through the work and excellent study packs that the school provides. The distance learning pack is compiled for six weeks work and parents are given contact numbers of other teachers who work in the service for travelling families. There is a weekly work plan for pupils who are encouraged to work with their parents to record their progress and send back the packs for marking every four weeks. Packs are numbered and dated and pupils' records of achievement and progress are kept within the pack. This is so that other teachers can quickly pick up on pupils' learning.
22. Pupils who have special educational needs are taught very well. Teachers and learning support assistants form effective partnerships which ensure that the extra help pupils get makes a big difference to their learning. One of the most striking aspects of the teaching is the quality of relationships that exist between adults and pupils. Teachers and learning support assistants are keenly aware of the need to ensure that pupils keep positive attitudes to school and use praise and encouragement well to motivate pupils. Teachers and teaching assistants are well aware of pupils' individual targets.
23. The overall quality of teachers' planning is good. It is satisfactory in Key Stage 1 and good in Key Stage 2. Lessons are planned closely to the national frameworks in literacy and numeracy and the work is generally tailored to meet the needs of all pupils in the class. There has been good improvement in planning in other areas of the curriculum as well since the last inspection. The overhaul of curricular policies and schemes of work has resulted in pupils systematically acquiring subject knowledge understanding and skills in most subjects. However, in physical

education where there is a lack of rigour and balance within the scheme of work to guide teachers in planning the development of pupils' skills.

24. Teachers generally have good knowledge and understanding of the subjects they teach and are willing to share their expertise. They use the correct technical terms and vocabulary for each subject which promotes pupils' understanding. This is particularly evident in music, mathematics, science and information and communication technology. The work of the subject leaders to support their colleagues makes a good contribution to the standards. The quality of day-to-day assessment is very good and has considerably improved since the last inspection. It is used very well, particularly in Years 5 and 6 to adjust planning for the next lesson. Marking is satisfactory, but there are some inconsistencies. The best marking not only commends the efforts of the pupils, but also comments on learning related to the subject. Homework is used effectively as a natural extension of pupils' classroom work throughout the school and contributes well to pupils' learning. Some provision is made at the after school club for pupils to complete their homework.

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

25. Sufficient time is allocated to the different subjects of the curriculum in most subjects to ensure that National Curriculum requirements are fulfilled, except in physical education. Provision is unsatisfactory in this subject because not enough time is devoted to it and the balance within the curriculum is not assured. The school fulfils the local Agreed Syllabus for religious education. Since the last inspection, there are more schemes of work and they provide greater detail of intended learning provision but the scheme of work for physical education is not sufficiently detailed to plan a structure of skill development. The curriculum is generally thoughtfully planned with good links between subjects, such as that between poetry in English work and art. A satisfactory range of extra-curricular activities is provided and all pupils have equal access to the curriculum. There are opportunities for pupils to participate in sport. Year 6 pupils take part in a residential visit that incorporates outdoor pursuits and broadens pupils' experience in information and communication technology through participation in control technology studies in particular. The curriculum provides good provision for personal, social and health education, including sex and drugs education, and these opportunities are skilfully integrated into other curricular work. The English and mathematics curriculum is carefully planned and the Foundation Stage curriculum meets the recommendations for pupils of reception age. However, there is no dedicated area for children's outdoor activities. Satisfactory use is made of literacy and numeracy across the curriculum.
26. Excellent arrangements are made for pupils who travel around the country for part of the year because of their parents' employment. They are provided with distance learning materials that are well prepared for six week periods of study whilst they are away. The parents send this work to the school for marking at pre-planned intervals of time and there are detailed contact points for the parents should any difficulties arise in their children undertaking this work.
27. Very good provision is made for pupils with special educational needs, who find learning more difficult than other pupils. There is very good provision for boosting and improving pupils' skills in English and mathematics for pupils who might reach

the higher level in national tests and for those who are considered to be borderline in meeting the required standard. These group sessions, however, are not well-timed. Pupils miss parts or whole lessons to attend these extra classes. Some Year 6 pupils reported that they had only had two lessons of physical education in the last ten weeks in order to attend these classes. Others missed substantial parts of their geography and art and design lessons during the inspection for the same reason. During the days when these booster sessions take place, the pupils are involved in English and mathematics activities for a substantial part of the day with little time for anything else. Separate arrangements for early intervention to support pupils who are making slower than expected progress in Year 1 and the additional literacy and numeracy support in Year 4 work better because the pupils are withdrawn for the concentrated group work during literacy and numeracy lessons.

28. There are good links with the pre-school group and the secondary school and good arrangements for transfer between the different stages of education. The headteacher is a member of a local consortium of primary schools that feed in to the secondary school allowing for joint issues to be shared. The school has not recently received teacher trainees but makes good provision for students who are training for work in other child-related professions. There are very good links with the community and the parents, some of whom work in the school on a voluntary basis. The community plays a particularly important part in the preparations for the end of Year 6 production at the village hall and in the provision of artefacts for historical projects, such as the work on World War 2. Visits to places of interest like Duxford Air Museum and West Stow open air museum, when pupils dress up for the period being studied, support pupils' understanding strongly and form a valuable part of the pupils' experience.
29. The provision for pupils' spiritual, moral, social and cultural development is good in all aspects. Pupils' spiritual development is enhanced through the work in art and design and music which are strong elements in the overall curriculum and through sensitive imagery and imagination in writing, demonstrated, for example, in their poetry, some of which has been published nationally. Pupils plant bulbs in the school grounds on an annual basis, study the development of tadpoles and observe the birds in their nesting boxes outside the windows. They make detailed studies of different world faiths and in Years 5 and 6, a Buddhist shrine has been created to help pupils understand the way in which Buddhists contemplate life and the after-life. Assemblies are sometimes of good quality. The general quality of display, as in the Easter display at the entrance and the Victorian display in Year 4 and artwork, is tastefully and thoughtfully presented.
30. Pupils' moral development is developed in assemblies, through the study of literature and more broadly across the curriculum. Younger pupils in their study of the 'Ugly Duckling' thought about the feelings of the duckling. In their work on Buddhism, Years 5 and 6 pupils suggested some of their own ideas for maintaining a happy life. They suggested 'Don't do jobs that endanger others', 'Give to the poor', 'Do what is right in your heart' and 'Give so you shall receive.' In geography, they show a good awareness of moral issues as they discuss pollution and environmental awareness. Pupils in Years 1 and 2 clearly understood who were the bad characters and the reasons why in their study of a book that contained characters from traditional children's tales.
31. Pupils' social development is good. They work together co-operatively in pairs and groups, as in their work in design and technology in Years 5 and 6 when they plan, advertise and design their own breakfast cereal and evaluate its quality. They have good opportunities to meet pupils from other local schools when they participate in inter-school sporting occasions. The residential provision for pupils in Years 5 and 6

provides further opportunities for pupils to work and play together in different circumstances as they undertake new challenges. Pupils raise money for various charities, learn to think of others and do something for those who are less fortunate than themselves. Their social confidence is further developed through their participation in school productions in the village hall. They learn that rules are important for any civilised society as they practise following the rules for their own classrooms and for the dining hall. They undertake general duties around the school which help the pupils' sense of responsibility in undertaking specific tasks, such as operating the assembly equipment.

32. The good cultural provision is mainly obtained through a range of curriculum work. In religious education, they learn how people's beliefs affect the way they live their lives. In art and music they learn to appreciate music and art from different countries. In geography, they learn that life and customs in Delhi are much different from the style of life in their own village. They are less aware of Britain as a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school takes good care of its pupils. This is a school that makes the health, welfare and safety of its pupils a priority and achieves good results. The headteacher has recently participated in updated training on child protection and is very well equipped to deal with any situations that may arise. Other staff are aware of their responsibilities but would benefit in sharing in the updated information. The governors ensure that the school premises are well maintained to provide a safe, healthy and pleasant environment in which pupils learn. The swimming pool is a particular asset which the pupils enjoy using and all adults overseeing the pool are trained in resuscitation and know the procedures to follow in case of emergency. There are two trained first aiders, one of whom always goes on any trips organised by the school. The involvement of the school nurse in sex education has ensured that older pupils are aware of the issues surrounding puberty and the different emotions, which may affect them.
34. As attendance is a major problem for some pupils, the school has put in place good procedures to enable maximum attendance and minimum disruption to the education of these pupils during their long periods of travelling. The families are visited by the educational welfare officer and the Travellers' support teacher to encourage them to support their children in their education whilst still following their own traditions. The pupils receive additional support in school to help them with the difficulties of disrupted attendance on their achievement and to help them to understand the value of education within their own culture. All pupils are monitored annually by the educational welfare officer and a detailed attendance diary is sent out annually so that all parents can track the attendance pattern of their children.
35. Good behaviour is promoted well. Even before the children enter school through the close relationship, which the school has with the on-site playgroup. Before the children start school meetings are held with the headteacher and class teacher and helpful documents about all aspects of school life are sent out to parents of prospective pupils in order to prepare them to live up to the expectations of the school community. The home-school agreement makes it clear that behaviour is a responsibility for the school, the parents and the pupils to work on together. The behaviour policy is consistently applied throughout the school. The school rules are displayed around the premises and each class has its own rules, which are displayed in the classroom and referred to when necessary. Incidences of

oppressive behaviour are rare and are always dealt with quickly before they are allowed to develop and resolved to the satisfaction of parents. Pupils know what is expected of them, they have good examples in the staff and the great majority of the time they behave as they know they should.

36. The quality of assessment to monitor pupils' attainment and progress is very good. Well established tracking and record keeping systems are in place to assess pupils' progress. Samples of pupils' work are kept which help the staff to measure the progress that the pupils make over time. There is a yearly routine of tests for reading and mathematics. Pupils in the reception class and Year 1 are checked at intervals to identify at an early stage pupils who are not making enough progress. Appropriately maintained records are kept of pupils' progress across a range of subjects and detailed records in information and communication technology, mathematics, English and the Foundation Stage. The school analyses previous national test results by gender and also analyses the responses made to test questions in order to modify its curriculum planning and arrangements where necessary. Pupils are set group and individual targets in English and mathematics and these are reviewed at appropriately frequent intervals and revised targets are set. The targets set for individual education plans with parents are manageable, realistic and regularly reviewed.
37. Very good use is made of assessment in planning new work. Marking is up to date. It recognises pupils' efforts. Teachers' marking often demonstrates interest in what the pupils have written but the marking could sometimes give more detailed comment about how pupils could improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has a very good partnership with parents. Most parents believe this to be a good school which provides a well rounded education for their children through the range of opportunities they are given. Only a small minority of parents, in responding to the questionnaire, expressed any concern; these were mostly to do with the amount of homework set. During the period of the inspection it was found that this applied to only a very small minority of parents, that the provision for homework is good and very good in Years 5 and 6 and that if parents request it, then additional homework can be provided. The homework policy is clear and good use is made by pupils, teachers and parents of homework diaries and reading records. Parents believe that this is a school that knows pupils individually, sorts out potential problems quickly and has the overall care of its pupils at its heart. They say that it raises pupils' self-esteem and enables success.
39. The school has very effective links with parents through the information it sends out to parents. Most of the information is very well set out using clear language and enables the parents to share in the education of their children. An exception to this is the school's annual written reports to parents where the targets are often unclear to parents and pupils. The reports are very affirming in their style so that whilst clearly pointing out areas of weakness they do not undermine the self-esteem of the pupils. The learning packs provided for Travellers' children when they are travelling are a particular strength. They provide all the worksheets and books necessary for the pupils to keep abreast of their education together with details of how the parents can contact the school. Through the Traveller support teacher network the schoolwork is regularly reviewed and when the school receives completed work a further set of work is sent out. The school prospectus is updated annually and together with the Governors' Annual Report to Parents meets all legal requirements

and gives parents a good overview of the school and how parents can help at home to complement the work of the school. A welcome pack for all parents of pupils about to join the school provides good quality information to enable parents and their children to prepare for this new phase in their lives. At Easter a good booster pack is sent out to enable parents to support their children in revising for the national tests or reaching their end of year targets. All parents are enabled to be involved in their children's education through curriculum information evenings for parents. There has recently been evenings dedicated to additional support for learning English and Mathematics.

40. Parents are encouraged to share in the work of the school and many take up this opportunity in a variety of ways. There is an active Wilburton School Association that raises money for the school through fun events that bring the school community together. The pupils had a happy time at a sleepover at the school whilst whole families have enjoyed other events such as barbeques and a recent 'curryoke' evening. Without the funds raised by the association the school would be unable to keep the swimming pool open. Thursday mornings begin with 'wake up and read' session. This is when parents, grandparents and carers come into school with the pupils before registration and delight in reading and sharing books with their children. The school is provided well with parent helpers when necessary, both within school and on school trips. Throughout the summer parents are part of the team that ensures the safety of pupils using the swimming pool. Without the imaginative costumes made by parents and their work behind the scenes, the school productions would be less colourful, challenging and fun for the pupils and the community. Some parents go on to train as teaching assistants and mid-day supervisors. The school has a book club run by parents where children choose a book and then gradually save towards getting it when their instalments are complete.
41. Almost 11 per cent of the pupils at the school belong to the travelling community. During the winter they stay on a fixed site and in the summer travel around the country to fairs and events. The school has very good procedures in place to involve these families in their children's education. A dedicated teacher for Traveller support visits the families regularly to encourage them to support their children's learning at home and maintains these contacts when the families are travelling. She shows great respect for the Travellers' culture, some families can trace their history back for several centuries, and understands that a significant majority of families wish their children to continue within the travelling community when they leave full time education. She makes visits to the families whilst they are travelling or arranges for other support workers in the area of the fairgrounds to visit the families. She encourages parents to support their children in their schoolwork whilst travelling and at times makes contact with other schools in the area if parents wish their children to attend a school. Parents and pupils are always encouraged to contact her when necessary. The school works very hard to enable these pupils to be evaluated by the national Standard Assessment Tasks (SAT's) during a time when they are normally travelling.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher provides good leadership and direction for the school. She has a clear overview of the work of the school. There is a positive school ethos which embraces the commitment to equality of opportunity for all pupils within its aims and objectives, curriculum and organisation. This is reflected in the good relationships

in the school. She manages the school well, delegating responsibility to the strengths of the staff and involving them in planning for improvement.

43. There is an efficient governing body. The governors are knowledgeable and together they are a confident team. They are in a good position to support the leadership and management of the school and use their personal qualities and professional experience to promote the school's best interests. They are aware of the need to continue to raise standards and to promote the school and its aspirations within the local community. The governing body is well led by the hardworking chair of governors.
44. There is an appropriate committee structure and a well organised annual timetable to work through the detail of the school's progress towards its targets. Individual governors take responsibility for aspects of the school's work such as literacy, numeracy, special educational needs and the other curriculum subjects. The governors are kept well-informed by the headteacher's reports and the teachers' input at meetings on current curricular initiatives. This enables the governors to build up a comprehensive understanding of the work of the school. The governing body is fully involved in making key policy and planning decisions. Since the last inspection in 1998 the school has made very good improvement in addressing the key issues that were identified for improvement.
45. The school is managed well. The drive for improvement is linked to supporting the professional development of all staff. The system for performance management has been implemented efficiently. The school development plan is a well thought out effective working document to support change in the short and longer term in order to improve standards, particularly in English, mathematics and science. There are good strategies in place to monitor the school's performance and take positive action. Strengths and weaknesses are correctly identified. The monitoring of pupils' work, teachers' planning and to a lesser extent, the teaching and learning is generally carried out effectively. The focus for recent school development has been pupils' writing and the implementation of information and communication technology across the curriculum. The staff work together to plan their work to ensure consistency between classes and the pupils' development of knowledge, skills and understanding in subjects. However, physical education has not been a recent priority and is recognised for development. The time allocation is insufficient and the activities of the curriculum are not properly balanced or developed to cover sufficiently all the aspects of the programme of study. The sharing of ideas and expertise contributes successfully to teachers' professional development. The subject leaders manage their responsibilities well. English and mathematics have recently been prioritised for monitoring teaching and learning. Other subjects are prioritised within the school development plan. Subject leaders have a clear overview of planning and pupils' work across the school.
46. The Foundation Stage is managed well. This stage of learning has been successfully implemented. The reception pupils are taught in a mixed age class with some Year 1 pupils. The national guidance is followed and effective use is made of pupils' assessments on entry to the school to match work to the abilities of the children. The well thought out transition from the playgroup or nursery to school provides pupils with a good start to their education.
47. There is good management of special educational needs. The Code of Practice is adhered to. Those needing most help are supported individually as teaching assistants work towards helping the pupils meet the targets set on their individual

lesson plans. For English and mathematics, pupils work in very small groups and the support in lessons is tailored to their particular needs. Teachers and classroom assistants work very well together, sharing planning and evaluations of pupils' progress.

48. There is excellent management of the pupils from travelling families by a school focused Traveller support teacher who works for two days in school. She maintains very good relationships between the school and the families. The pupils are welcomed and integrated into school life quickly. Their culture is acknowledged in the curriculum and through extra-curricular activities.
49. The day-to-day management of finance is good. The administrative assistant is efficient and undertakes her work conscientiously. The school makes good use of Local Education Authority financial expertise. Grants for specific purposes are used accordingly, including that for pupils who have special educational needs. The finance committee monitors the budget at regular intervals. Currently there is a large carry forward figure of approximately 20 per cent but this is being reserved to equip a new hall and for other internal design modifications, such as enlargement of the offices and staff room, for which approval has been given for a 2004 start. It is also needed to maintain a four-class structure across the primary age range in view of uncertain pupil predictions. The Wilburton Friends' Association raises money to subsidise the swimming pool and is also intending to support the future developments. The school duly considers best value when making purchases. The budget is planned appropriately in conjunction with the school development plan.
50. The school is staffed with a favourable pupil teacher ratio. Members of staff are deployed to best advantage with reference to their previous experience and expertise. All members of staff are suitably trained and experienced for the primary phase. Additionally there is a good number of teaching assistants who are effective in their support and play a distinctive role in extra group sessions with pupils who have not made the expected progress in English and mathematics for their age. There are good opportunities for in-service training and these opportunities meet the teachers' own personal development needs and those that are priorities on the school development plan. The school has had a stable staff for a long time and has not inducted new members of staff recently. However, should the occasion arise, there is a detailed staff handbook and teaching and learning policy and a full complement of subject and other policies to ensure that new staff have adequate direction and support. The school uses the expertise of its staff to good effect through the allocation of subject responsibilities and there is additional specialist staff to take music in Years 3 to 6 and design and technology in Years 5 and 6.
51. The school has good accommodation and satisfactory learning resources overall. There are good resources for information and communication technology, science, mathematics, art and design and design and technology. The hall is small in relation to the number of pupils it serves but the school has plans to extend its provision. There is no dedicated outdoor area for the children in the Foundation Stage and some resources are old and need replacing. Similarly this is the case for resources in physical education. The school is working towards upgrading resources. There are very good links with the adjacent playschool who currently enable teachers to share resources. The school is fortunate to have a swimming pool on site which is used well by all pupils in the summer term. Good use is also made of the kiln to fire the pupils' pottery and clay models. The inside of the school is enhanced by the colourful displays of pupils' work, providing an attractive environment for the pupils to

work. The accommodation is maintained to high standards of cleanliness by the premises staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The governors, headteacher and the staff should:

(1) improve the provision for physical education by:

- ensuring that pupils have access to their full curriculum time allocation;
- planning a balance of activities within the curriculum for physical education;
- implementing a system of assessment for the development of pupils' physical skills.
(Paragraphs 5, 6, 23, 25, 45, 131)

(2) Improve the provision for the Foundation Stage by:

- providing a designated area for outdoor activities;
- ensuring there are sufficient wheeled toys and large outdoor resources to develop pupils' physical skills such as climbing and balancing.
(Paragraphs 17, 25, 51, 54, 69)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	12	8	0	0	0
Percentage	0	26	44	30	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

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)	N/A	97
Number of full-time pupils known to be eligible for free school meals	N/A	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.3

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	11
	Girls	10	10	13
	Total	17	19	24
Percentage of pupils at NC level 2 or above	School	59 (62)	66 (47)	83 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	11	12
	Girls	10	12	12
	Total	17	23	24
Percentage of pupils at NC level 2 or above	School	59 (62)	79 (82)	83 (88)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	26	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	14
	Girls	15	11	21
	Total	20	17	35
Percentage of pupils at NC level 4 or above	School	44 (54)	38 (43)	78 (67)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	11
	Girls	16	17	16
	Total	19	22	27
Percentage of pupils at NC level 4 or above	School	43 (40)	49 (43)	60 (59)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions during the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
70	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
2	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
7	0	0
4	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	17
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	56

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	296946
Total expenditure	282786
Expenditure per pupil	3621
Balance brought forward from previous year	30000
Balance carried forward to next year	44160

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Results of the survey of parents and carers

Questionnaire return rate: 45 per cent

Number of questionnaires sent out	97
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	2	0	5
My child is making good progress in school.	57	36	7	0	0
Behaviour in the school is good.	46	54	0	0	0
My child gets the right amount of work to do at home.	41	32	23	2	2
The teaching is good.	68	30	2	0	0
I am kept well informed about how my child is getting on.	41	46	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	59	36	5	0	0
The school expects my child to work hard and achieve his or her best.	55	41	4	0	0
The school works closely with parents.	36	50	9	5	0
The school is well led and managed.	55	34	9	2	0
The school is helping my child become mature and responsible.	52	41	7	0	0
The school provides an interesting range of activities outside lessons.	41	50	5	4	0

Percentages are rounded to the nearest integer and may not total 100.

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

53. The Foundation Stage of learning focuses on the children under six years of age who are in their reception year. The children enter into a mixed reception and Year 1 class in the school in the term in which they will become five. There are 11 children of this age and of these, the majority have experienced a playgroup or nursery school. Children's attainments on entry to school cover a wide range but, overall, most start school with skills which are generally what is normally expected in their personal, social and emotional development, mathematical and language development. A significant proportion of pupils are on course to exceed the Early Learning Goals and work towards or within the National Curriculum and a small minority are on course to work towards achieving the expected goals by the end of the reception year.
54. At the time of the last inspection children made satisfactory progress in all areas of learning. In reading they made good progress. Most attained the expected goals in all areas of learning. There is good improvement since then and the children achieve well, mainly because of the good care and good quality teaching they receive. The Foundation Stage of Learning has been successfully implemented. The improved planning of activities and resources allows the children to experience a wide range of well-organised activities during the day. Best use is made of available accommodation and existing resources but there are some limitations on children's learning. There is no dedicated outdoor play area and a lack of frequent access to equipment for children to develop skills of climbing, balancing and insufficient large wheeled toys. This places some limitations on aspects of pupils' physical development. The learning resources in the classroom are good overall but some equipment and furniture are old and in need of replacement or refurbishment.

Personal, social and emotional development

55. In personal, social and emotional development, by the end of the reception year, most children are on course to attain or exceed the expected goals. Children achieve well and make good progress in this area because they receive supportive individual teaching.
56. Children settle quickly into the routines of school life, with good individual support from the staff. They soon make friendships and share their resources and toys very well as they learn to take turns. They work together to talk about how to fulfil their roles as they act out the characters in well known traditional fairy stories. Children are keen to complete their tasks and show increasing levels of concentration. All the adults working in the class are consistent in their approach to children. They reinforce the need for good manners, and to share resources. Children are learning well to become independent. They manage well to get themselves ready for playtimes and with minimum help for physical education. The children tidy their

equipment sensibly at the end of each session. Most respond very well to their teacher and follow instructions. The Year 1 children provide good role models as they help the reception children settle into school routines. They take responsibility for their learning well and demonstrate to the younger children expectations of the work and behaviour.

57. The teaching of personal and social education is good. Members of staff and helpers show a great deal of care and concern for the children, especially those who have just entered school and those who find it particularly difficult to join in class discussions. The children from the Travellers' families are particularly made to feel welcome. Their heritage and culture are celebrated in school. For example, the role play area is set up as a trailer within a fairground. Most children learn well because they feel secure and happy and there are well-established routines and expectations of behaviour. The children are taught well the difference between right and wrong and all staff promote clear ideas of what is expected of them. The children are encouraged to play in sociable groups.

Communication, language and literacy

58. Most children are on course to attain or exceed the expected goals by the time they reach the end of the reception year. The children's achievement is good. They achieve well because they are taught and supported well both individually and when they work in small groups.
59. The children enjoy talking about themselves and what they have done at home. At the end of the school week one of them takes a soft toy home called Fred Bear. A diary is written about Fred's adventures and children are encouraged to speak about Fred's adventures when they return to school. This prompts the children's thinking and speaking skills. The children enjoy listening to fairy stories such 'The Three Billy Goats Gruff'. They sequence pictures of well known stories and events. This helps them to memorise an order of events. The children handle books well with the majority reading simple texts by the end of the reception year. As they read, children follow the pictures and text intently. Writing skills are developing well as the children learn to form their letters correctly. Most write their names correctly and the lower attaining children are beginning to write words and phrases independently. The majority write a simple sentence unaided, higher attaining children are writing at least two sentences. The children's skills in literacy are successfully extended at home as parents help them learn to spell and read words and develop their reading skills.
60. The teaching of language and literacy is good. Purposeful questioning extends the children's learning well. This encourages the children to think clearly about the questions and answers that they give in reply. All staff work hard to develop the language and communication skills of all the children. A good emphasis is placed on the basic skills of reading and writing. Learning difficulties are quickly sorted out and the children get the help they need. The regular 'wake-up and read' mornings provide good opportunities for parents to read with their children just before the start of the school day. The guidance from the National Literacy Strategy is successfully implemented.

Mathematical development

61. In mathematical development most children are on course to attain and exceed the goals that are expected by the end of the reception year. The children achieve well.

62. Children in the reception classes are keen to learn to count. Most are learning well to recognise numbers from ten to 20. They can count on and back from zero to 20 accurately. In their small group activities most sort and count five objects correctly and use them to solve simple problems of addition and subtraction. Children enjoy singing and saying number rhymes. The repetition of number sequences in songs and the adding on and counting back in mathematical games help the children to develop an understanding of number. Nearly all children recognise the properties of the common two-dimensional shapes. Most are familiar with mathematical language of 'more than' and 'less than'.
63. The teaching and learning of mathematical understanding is good overall. All staff take every opportunity to develop the children's understanding of number in their everyday activities and play, for example by counting the numbers of children present each day, or by finding the difference between the children who bring packed lunches and those that stay for dinner. A wide range of teaching techniques and resources supports learning in this area well. The teachers design a wide range of activities including outside activities to consolidate and carefully extend the children's learning. For example during one lesson, children were achieving well in drawing and measuring long and short snakes they had drawn with chalk in the playground. The children's learning is securely developed through successive activities based on the Early Learning Goals and the National Numeracy Strategy.

Knowledge and understanding of the world

64. In knowledge and understanding of the world, most children are on course to attain and exceed the goals expected for this area of learning by the end of the reception year. Good teaching ensures that the children achieve well.
65. The teacher provides a wide range of activities that are planned to extend early concepts in science, design and technology, history, geography and information and communication technology. The children explore the local environment surrounding the school, observing the changing seasons. They watch with interest as the frogspawn from the school pond changes into tadpoles and frogs. Children visit the local shops and the locality surrounding the school and appreciate the geography of the wider world beyond the school boundary. Children use the computers independently and use the mouse with increasing control to access learning programs and to draw and to type words. For example, they use their skills to drag and order pictures correctly to tell a story. In small groups they learn to use a programmable toy, effectively controlling it to make it move forwards. The children experiment freely with a range of materials and cut, glue and stick and join materials together to make models.
66. The teaching of knowledge and understanding of the world is good. Staff plan an extensive range of activities to motivate and interest the children. For example, the children enjoy planting corn in the spring, watching it grow in summer and harvesting it in autumn. They measure it, winnow the corn and grind it into flour to make bread. Their bread is then taken to church to celebrate the Harvest Festival.

Physical development

67. In physical development most children achieve well and are on course to attain and exceed the goals expected by the end of the reception year in most aspects of physical development. The quality of teaching and learning is good overall.

68. The children use a range of equipment and materials to develop coordination skills in the fine and careful movement involved in drawing and painting. In physical education lessons the children have learned to follow instructions well. Children listen well and are developing their spatial awareness appropriately as they find their own space to work in. They move around the hall sensibly. The majority express the mood of the music accurately in a range of movements such as stretching and curling as they listen and dance to the story of 'The Blue Balloon'. Children are developing well their sense of direction and pace of movement as they make up their own dance.
69. The teaching of physical development was good in the lesson observed. The teacher provided good individual support to help those children who lack confidence to fully develop and extend their skills. The outdoor environment is beginning to be used successfully for a range of activities across all areas of learning, for example, in children's understanding of living things such as plants and insects. In summer all the pupils learn to swim in the school pool. However, physical activities to develop children's balancing, climbing and in controlling small wheeled toys is limited by the lack of resources and the lack a dedicated area in which to work on daily physical and other outdoor activities. The development of such outdoor activities is recognised by the staff as an aspect for further improvement.

Creative development

70. In creative development most children are on course to attain or exceed the goals expected in this area of learning by the end of the reception year. The children achieve well in response to good teaching.
71. The children use paint expressively using a range of equipment and materials in their work. They use a range of pencils and felt pens with increasing control as they draw, paint and write. Pupils concentrate very well to make their batik Easter egg cards. They investigate the properties of clay and find out they can change its shape by rolling, twisting and pinching it and successfully make clay elephants in response to the stories of 'Elmer the Elephant'. Children learn about Islam and enjoy recreating henna patterns on hand shapes which were demonstrated by two visiting Muslim girls. In the role-play area, the children develop their skills of co-operation and communication well as they take on the roles of characters in 'Little Red Riding Hood or other traditional fairy stories such as 'The Three Billy Goats Gruff'. The children explore percussion instruments with gusto in music lessons as they investigate the sounds instruments make. They enjoy singing tunefully some well-known songs and rhymes.
72. Staff provide good opportunities for the children to develop their creative ideas through painting, modelling with recycled materials and clay, role-play and music. The children are encouraged to express their feelings and thoughts. The staff prompt the children to choose their resources and tools carefully and they value the children's' work by effectively displaying it for all the children to see.

ENGLISH

Subject summary

73. Pupils are achieving satisfactory standards by Year 2 and above average standards by Year 6 Over the past four years, the school's results in the National Curriculum

tests for Year 6 pupils have ranged from average to high standards. Improvements in standards over this period have been above the national trend. The quality of teaching is satisfactory in Years 1-4 and good in Years 5-6. The assessment of pupils' achievements is used very well to set individual and group targets to meet the needs of all the pupils. The National Literacy Strategy has been successfully implemented. The standards by Year 6 were similar at the time of the last inspection. The standards are not as good as they were by Year 2. The subject is well led, managed and resourced.

Subject commentary

74. Pupils' current attainment by Year 2 is average in all aspects. Pupils' achievement is satisfactory. This is not as high as judged in the previous inspection. By Year 6, pupils' attainment overall is above average, which is similar to the last inspection. It is average overall in writing skills but there is a wide range from well above average to below. Handwriting skills are above average by Year 6. Work is usually neat, well-formed with good attention to presentation, style, spacing and letter size. Spelling is average overall with a similar range to that in writing. Pupils' speaking and listening skills are above average as is their reading. Pupils make good progress in Years 3-6 and particularly in Years 5 and 6 where progress accelerates and they achieve well.
75. In Year 2, the few more able pupils read with above average skills. They read aloud fluently and accurately and have regular reading habits. They talk with interest about the characters and about their favourite part of the story. They know the difference between fiction and non-fiction books, use contents and index and know how these are arranged. They know the terms author and illustrator and use the blurb when selecting books. They have not yet developed preferences for particular authors or types of books. They have yet to acquire research skills. Average Year 2 readers and these are in the majority, read regularly at home and at school. They still show some confusion between the terms fiction and non-fiction and they are not yet assured about how an index works. Pupils who are below average generally read aloud their books, which contain simple sentences, steadily. Pupils are well matched to the difficulty of the text so they can make sound progress and achieve success.
76. By Year 6, pupils regularly borrow books from public libraries. They show very good comprehension of what they read. They have good general library skills and know how to find specific information. They use techniques to find information in books quickly and do so with ease. They show good skills in using the school's own library. They are less keen on reading poetry. They have acquired preferences for particular authors and types of books. Pupils read aloud with good intonation and expression. They can analyse character and reason preferences for particular characters. They predict the end of a story they are reading with reason. They demonstrate good dictionary skills and use of a thesaurus.
77. Pupils have satisfactory opportunities for writing in Year 1, though there is a very heavy concentration on diary writing as when they write regularly about what they have done at the weekend. Occasionally they write stories of a satisfactory quality. Individuals sometimes show better skill. One pupil writing about a giant records:

'When he fell 19 earthquakes started in every direction.'

78. Year 2 pupils are becoming familiar with some punctuation conventions. More able pupils regularly use capitals and lower case. They use question marks and exclamation marks less effectively, though they show intermittent use of these. They create speech bubbles as a prelude to using speech marks but most do not use speech marks yet as a regular part of their writing. In their handwriting, they do not show consistency in letter size and they tend to write letters with 'tails' on the line. Cursive writing frequently includes incorrect joins. Several pupils write much more neatly in print.
79. By Year 6, pupils' writing is neat and usually well formed showing good attention to letter size and joins. Words are appropriately spaced. They write for a range of purposes. Their work demonstrates a good variety of written form. They write letters of complaint, write persuasively, imaginatively, recount and create poems of varying style, including rap. They have developed good skills in note taking and use this skill well across the curriculum. Use of literacy across the curriculum is satisfactory and confined at times by over use of worksheets. Poetry is often sensitively written. Pupils develop good skills in note taking and this skill is used in other subjects, for example in religious education.
80. In a poem about a magic box, a Year 6 pupil wrote:

*I will put in the box
 A 50th day of December and a blazing sun
 A winter sleigh on a beach full of sand
 And a green sun on a winter night
 My box is fashioned from wood and pearls and rubies with gold in the lid and
 whispers in the corners
 Its hinges are spines of a magical hedgehog.*

Another pupil writing in the same vein records:

*I will put in my box
 A magical penny that will never run out
 The rustle of leaves touched by a light summer breeze
 The dance of the skeletons on a Halloween night.*

81. Several very able pupils have had their poetry and prose published in books. They write play scripts and book reviews sometimes in the form of a blurb. They use paragraphing effectively to structure their writing, as when they write to explain the difference between myths, legends and fables. Poetry often informs their work in art and design.
82. Pupils' speaking and listening skills are average by the end of Year 2 and above by the end of Year 6. When discussing their books, pupils speak with reasoned thought and good sentence structure. They think of reasons to balance an argument, for example when they discuss the case for and against homework.
83. The quality of teaching in literacy overall is satisfactory. It is good in Years 5 and 6. Strengths in teaching include the good choice of texts for shared reading, good use of technical language, well planned work matched to pupils' abilities, good tracking of pupils' progress and up to date marking. Teachers make good use of technical language such as 'connectives'. In some work, too much use is made of routine exercises that do not take the pupils any further forward with their learning. The conclusions in some lessons do not drive forward the main messages of the lesson and are little more than a sharing of the main activities just undertaken.

84. The co-ordinator has good skills. She is well qualified, a leading literacy teacher and has very good subject knowledge. She leads the subject effectively and has a good action plan for the further development in the subject. She sets a good example by her own teaching and helps other teachers. Resources are satisfactory and with a good choice of group readers. Appropriate use is made of information and communication for pupils to word process their work. Class library books are sufficient in quantity but their quality and presentation to pupils are not always attractive.

MATHEMATICS

Subject summary

85. Pupils achieve well by Year 6 and attain above average standards. Over the past four years, excluding the 2002 results when some pupils were ill, the school's results in the National Curriculum tests for Year 6 pupils have been above and well above the national figures. Improvements in standards over this period have been above the national trend. The quality of teaching is good overall. The school uses its assessment data very well to set individual and groups targets to meet the needs of all the pupils. There is good improvement in standards and the curriculum in Key Stage 2 since the last inspection. By Year 2, pupils' achievement is satisfactory and they attain average standards. The subject is well led, managed and resourced.

Subject commentary

86. The different cohorts of pupils over the past two years have reflected that most of the pupils have reached the expected levels in mathematics or exceeded them by Year 6. The aim of the school for all pupils to attain level 4 at least by Year 6 is demonstrated in practice.
87. Throughout the school teachers manage pupils well and provide opportunities for them to explain their thinking. They make satisfactory use of mathematics to help improve learning in other subjects. For example, pupils in Year 6 accurately measure and make their cereal boxes in design and technology. Teachers succeed in creating classrooms which are calm and purposeful. Pupils invariably work hard and co-operate well with each other. Relationships are good and pupils' enjoy their learning. They feel comfortable in making mistakes and are unafraid to ask questions.
88. In Years 1 and 2, sound attention is paid to developing basic skills in mathematics. Pupils can confidently add and subtract numbers to 20. The higher attaining pupils work with numbers to 50 and beyond. Most pupils double and halve single even numbers. They are able to use some of these skills in solving simple problems. For example, when working with simple fractions of a half and a quarter. At times, however, the use of worksheets and workbooks in which pupils are restricted to putting answers in boxes and to questions which only have one solution limits opportunities for pupils to set out work for themselves, to develop their own ways of solving problems and to search for different solutions to questions.
89. In Key Stage 2, teachers use a better balance of worksheets and tasks in which pupils are expected to set out solutions for themselves. As a result pupils are better able to jot down their thinking and to work systematically through problems. By Year 6, most pupils are confident in addition, subtraction, multiplication and division when

using numbers to 1000 and use and apply mental strategies effectively to solve problems. They make decisions about which are the best methods to use to solve effectively a mathematical problem. The majority are competent at interpreting data and recording their findings. Some pupils use information and communication technology effectively to reinforce basic skills and in handling data. Progress is steady in Years 3 and 4 and accelerates in Years 5 and 6 where it is very good. Pupils in Year 6 draw on their previous learning and multiply and divide using decimals, convert fractions into decimals and percentages.

90. In Year 6, after being taught a new skill, pupils use it to solve problems. This places greater demands on pupils' thinking than in Key Stage 1. For example, in a very good lesson the Year 5 and 6 teacher successfully taught pupils the meaning of mode, range, mean and median through investigating how well individual pupils and the whole class were doing in their mental mathematics tests. By directing questions at individuals, rather than taking answers from pupils who volunteered answers, all pupils were kept on their toes. As a result, pupils progressed quickly. The teacher put their understanding to the test as individual scores for tests were not limited to one right answer, so pupils were challenged to stretch their knowledge as far as they could. Pupils were set a time limit to work out the answers to their individual scores so the pupils could then complete an overall answer for the class. The lesson was both challenging and meaningful for the pupils which motivated them to concentrate and taught them how well they were succeeding in mental tasks. This high level of expectation resulted in an impressive rate of learning.
91. The high expectations of pupils' achievement along with the good attitudes of pupils to their learning are important factors in the good progress made by pupils of all abilities in the Foundation Stage and Years 5 and 6. All teachers have a good knowledge and understanding of the numeracy strategy and are using it well to set pupils' work. The recent whole school focus on the development of numeracy has helped to boost pupils' attainment because the teachers have followed the planning and teaching methods advocated by the National Numeracy Strategy well and have carefully evaluated their lessons and targeted individual pupils and groups of pupils for additional help. Small group teaching, particularly in Key Stage 2 is succeeding in giving additional help where problems have been identified and in meeting the needs of the average attaining and most able. The progress of pupils with special educational needs is very good throughout the school, as a direct result of work being carefully matched to their individual needs. These pupils are given very good support that enables them to make effective progress towards the individual targets set for them. Extension activities are also provided for the very able pupils. However, the small group teaching is sometimes at the expense of other curriculum subjects, particularly physical education. All pupils show that they are able to make suitable use of their numeracy skills in other subjects. Pupils use graphs and tables to record the findings of investigations and experiments. For example, in science, pupils in Years 5 and 6 record changes in their pulse rates following exercise. Information and communication technology is used well to record data in graphical forms and the mathematical programs in number and basic skills help pupils to consolidate their learning.
92. There are well-planned opportunities for pupils to develop the skills of working collaboratively to solve problems, which effectively support their personal and social development and the development of their speaking skills. Appropriate opportunities throughout the school are planned for pupils to practise their writing skills as they provide explanations of how they solved problems.

93. The leadership of the subject is good, with the co-ordinator having a clear view as to how the subject is to be developed, from the monitoring of teaching and learning and teachers' planning in order to raise attainment further. Since the last inspection, the school has much improved its systems for assessing and recording individual pupil's attainment and the progress they make, as they get older. These procedures are now very good. The school analyses assessment information very well to set targets for improvement for groups and individual pupils. There is good use made of homework, particularly in Years 5 and 6 to further develop children's learning in mathematics.

SCIENCE

Subject summary

94. Pupils are achieving very well by Year 6 and attaining well above average standards. Over the past four years, the school's results in the National Curriculum tests for Year 6 pupils have been high and well above the national figures. The improvements in standards over this period have been above the national trend and there has been good improvement since the last inspection. The quality of teaching is good overall and very good in Years 5 and 6. By Year 2, pupils attain average standards and their achievement is satisfactory. The subject is managed well and there are good quality resources.
95. The curriculum is broad and balanced and offers many opportunities for the pupils to be involved in investigative work. The subject is well managed and staff have worked hard together to ensure progression in the teaching of scientific skills and vocabulary throughout the school.
96. In Key Stage 1. Pupils work confidently at the nationally expected levels and their achievement is satisfactory. For instance, they investigated the differences between natural and made materials and used their numeracy skills accurately to record their findings of the properties of materials in a table. During their observations of the natural world, the pupils learned well how plants grow and the conditions needed for life. For example, they watched cress seeds grow, keeping a diary of the changes observed and that they needed air, water and light to grow. The majority of pupils in Year 2 identified some common uses of electricity. They know how to complete a circuit to light a bulb and make a buzzer work. However, when there is not enough equipment for pupils to investigate themselves, they do not always grasp the essential learning point that a circuit must be connected to sources of electricity. For example, when investigating simple circuitry, not all pupils understood that the buzzer would work without a switch if it was properly connected to the battery.
97. In Key Stage 2, pupils continue to make steady progress in Years 3 and 4 in understanding scientific concepts and ideas. By Year 6, pupils are using progressively systematic and quantitative approaches to investigations. Most talk articulately and at length about their work and by Year 6, they devise and record their own investigations. Pupils are well motivated. They concentrate on their work, often for long periods, and persevere until they have completed their work to their satisfaction. The pupils make hypotheses based on their observations and test their ideas out. Ideas are shared in groups and in the class to refine their thinking. The teacher sets challenging tasks and guides learning through astute questioning leading pupils to solve problems in the search for answers to their questions. For instance, during a lesson about micro-organisms, pupils designed an experiment to find the best food wrapping for sandwiches, Using their knowledge and

understanding of conditions for keeping food fresh and free from bacteria pupils set about the task of considering the qualities of foil, greaseproof paper or Clingfilm. In their research, pupils were amazed to find out that from one bacterium five thousand billion are reproduced in one day. Pupils consider that bacteria flourish in warm and moist conditions when devising a fair test for sandwich wrappings. They then justify their hypotheses, thinking scientifically with remarks such as 'the foil and Clingfilm exclude air' and others say that 'the sandwiches already have air in them' which will make the bread mouldy. Some consider that the greaseproof paper will allow air to dry the sandwiches so bacteria can't develop.

98. The quality of teaching is very good in Years 5 and 6. The pupils study the same curriculum but work is matched well to their needs. The expectations are set high and the Year 5 pupils benefit from discussions and work from pupils at a higher level. The pupils respond very well to their teacher and work enthusiastically to meet the challenges that are set for them. The individual attainments of all pupils are well known and assessments made in their daily lessons are used to ensure that all pupils make the progress they should. If work is not always completed on time then pupils often finish this in their own time but do not sacrifice the quality of their work in order to complete their set tasks. Homework is used very well so that pupils can finish writing their experiments or devise their own investigation such as how to separate mixtures such as sand and gravel. Many extend their knowledge by seeking further information at home from books or the Internet or from a CD-ROM. The teachers of older pupils ensure that they are given opportunities to learn how to handle a wider variety of scientific equipment and resources safely and efficiently.
99. There is good leadership and management of the subject. Strengths and weaknesses are identified from monitoring planning and test results and teachers' assessments. This has enabled the subject leader to create an effective action plan to improve provision. The progress of pupils with special educational needs is very good, as a result of the support that they are given. There is suitable use of literacy skills by pupils in their report writing. Pupils also show that they make good use of their numeracy skills, as they use tables and graphs to record their findings. The assessment procedures in place to monitor the attainment of pupils and the progress that they make enable teachers to set work that is well matched to the ability of the pupils. The school makes good use of visits to places such as science museums and environmental centres to provide further learning experiences for pupils. There is extensive use of the school grounds and the wildlife area and pond to find out about life processes and living things.

ART AND DESIGN

Subject summary

100. The pupils achieve well to attain the standards that are above those expected by Year 6. By Year 2 pupils' achieve satisfactorily to attain the nationally expected standards. The standards by Year 6 have improved since the last inspection. Few lessons were observed but pupils' past work indicates that learning is satisfactory in Key Stage 1 and in Years 3 and 4. By Year 6, pupils achieve well and are attaining above average standards. The subject is well led and managed.

Subject commentary

101. By Year 2, pupils investigate appropriately a variety of materials to paint and draw pictures. Pupils work in three-dimensions building on their skills of working with

reclaimed materials and clay. They work with textiles to make tie-dye and batik patterns and patterns for Henna hand painting. The older pupils develop appropriate observational skills that are in line with those normally expected as they work in pencil and pastels to draw self-portraits. The pupils are developing skills that are appropriate for their age.

102. In Key Stage 2, Pupils learn skills of working with materials and tools systematically and are encouraged to express their ideas and feelings well and build on their previous learning. The youngest pupils as they become older learn appropriately about different styles and techniques of famous artists such as Rousseau, Van Gough and LS Lowry and develop their own style of drawing and painting. They use a suitable range of materials to draw, paint, and model, print or work in pastels. They mix colours well to produce a range of blends. Knowledge of other artists makes a good contribution to pupils' cultural development. Art and design is used well to support other areas of the curriculum such as mathematics and information and communication technology. For example, some pupils use the computer to design and make calendars and drawings. The pupils study pattern, drawing their own in the style of Mondrian or William Morris. By Year 6, pupils attain above the expected standards because their work is careful and detailed. Pupils with special educational needs achieve as well as other pupils. The pupils work carefully on their initial designs and make improvements as they evaluate their work. It is evident that pupils take great pride in their work which is often linked to other subjects or topics. For example in their illustrations to support their poems about the contents of a magic box, pupils' work in paint and pastels is imaginative and detailed. Work shows above average standards in composition, drawing and colour blending.
103. The subject is led well and the subject leader helps and advises other teachers. Teachers have good guidance to plan out the overall coverage of the curriculum. The use of art portfolios is a useful aid to guide and assess the progression of pupils' skills. Pupils have sketch books to provide a useful record of skills development such as helping pupils to design and evaluate their work. The quality and quantity of resources are good and easily accessible.

DESIGN AND TECHNOLOGY

Subject summary

104. The pupils achieve satisfactorily by Years 2 and 6 to attain the nationally expected standards. The standards were similar at the time of the last inspection. Few lessons were observed but pupils' past work indicates that learning is satisfactory in Years 1-4 and accelerates to good in Years 5 and 6. The subject is well led and managed.

Subject commentary

105. By Year 2 pupils have experienced a worthwhile range of activities and materials that enable them to design, make and evaluate a variety of objects. For example, they investigate patterns, combining their ideas to produce patterns for their Easter cards. They learn how patterns are formed and widen their basic language skills through discussing terms such as 'identical' or 'repeating'. They learn how to join materials by sticking and using paper fasteners when they made their card figures with moving limbs.

106. By Year 6, pupils build on their previous learning. In Years 3 and 4, pupils apply their skills further as they design and make paper patterns for a money container such as a purse. Pupils consider accuracy in size, interior layout, joining techniques and suitability of materials for the finished product. By Year 6, pupils work well on their project to design and make a healthy cereal. Pupils work successfully together in pairs to design and test their ingredients. Inventive names were well thought out such as 'Early Bird' and 'Choco Flakes'. Pupils researched the designs of cereal packets for homework. In class they set about designing and making their boxes from card, paying good attention to accurately measuring and joining them. The designs for their boxes had added appeal with offers of a free bookmark, a competition to win a trip to Hawaii and puzzles and games. Some eye catching slogans were added such as 'Cereal you can dive into'. Finally clay cereal bowls were made. Because the teacher planned and managed the lesson well, pupils' response was good and they achieved well. Pupils say they enjoy the practical nature of the subject.
107. Lessons are planned to make pupils aware of the connection between the skills of designing, making and evaluating. The pupils with special educational needs have additional help from their teachers and the teaching assistants to successfully complete their tasks. Work is planned to include practice in other subjects of the curriculum, such as information and communication technology for design, or mathematics and English as pupils use measuring, reading and writing skills.
108. The subject is well led and managed. The curriculum is satisfactory and has improved since the last inspection. It is planned for pupils to progressively develop the knowledge skills and understanding appropriate at their age. The quality and quantity of resources are good and easily accessible. The subject leader monitors effectively the teachers' planning and pupils' work.

GEOGRAPHY

Subject summary

109. Pupils' attainment in geography is similar to that at the time of the last inspection and in line with expectations by the end of Years 2 and 6. Pupils make satisfactory progress and achieve soundly.

Subject commentary

110. By Year 2, pupils name the uses of water, such as for swimming pools, drinking and for washing clothes. They recognise some of the commonly used weather symbols and design their own simple weather chart on the computer. They follow a series of recorded programmes and compare the daily life of an Asian family in Leicester with a family in Delhi and they gain a good understanding of the comparisons from this visual material. They know that in Leicester supplies of water are delivered clean from a tap but that in Delhi water may be obtained from a well and need to be boiled before use. Pupils understand the value of trees in India to provide shade for people from the heat of the sun. They become familiar with the concept of a map and design their own simple maps of a fairground. They begin to recognise a few Ordnance Survey map symbols such as church, car park and footpath. They become familiar with terms, such as 'boulder' and 'mudslide'. They name and locate the constituent countries of the United Kingdom on a map.

111. By Year 6, most pupils use four and six-figure grid references accurately. They understand the significance of contour lines on maps and represent height by colouring intermediate heights and constructing a representative key. Pupils draw a compass accurately with eight points and calculate bearings from points on a map. They are familiar with some of the frequently used symbols on an Ordnance Survey map, such as those for churches and post offices. They know some of the terminology for the physical features often associated with a river's course from its source, such as meander, tributary and estuary. Pupils show good environmental awareness as revealed in their studies of the locality and suggest ideas to slow down traffic as it passes through their village and issues relating to pollution. They know the names of some British rivers and locate them on a map. They know the range of different kinds of settlement. They use an atlas effectively to find some major rivers and cities in European countries. They work out distances on a map by using scale.
112. Only two lessons could be observed during the inspection, one in each key stage. Both were of a satisfactory quality. A satisfactory curriculum is provided overall. The teachers maintain good relationships with the pupils and manage them well. They provide a range of appropriate content in lessons that interests the pupils and they maintain a satisfactory pace of learning. However, too much use is made of worksheets for recording purposes and pupils do not write sufficiently and draw maps for themselves. Too much is provided for them in the composition of their work folders. Not enough use is made of the local environment and school grounds to develop mapping skills. Sometimes too much is covered theoretically without enough visual stimulation, such as the lack of video clips in Years 3-6, and slides to provoke more informed discussion and better understanding. Some of the questions that the pupils consider in Years 3 to 6 are too general for them to fully understand. Some pupils miss important parts of lessons in Years 5 and 6 as they are extracted to take further work in literacy and numeracy.
113. The co-ordinator was unavoidably absent during the inspection and a judgement on the quality of co-ordination is not possible. Resources for the subject are satisfactory.

HISTORY

Subject summary

114. Pupils' attainment in history is in line with expectations at the end of both Years 2 and 6. Pupils make satisfactory progress and achieve soundly. This is a similar judgement to that at the time of the last inspection.

Subject commentary

115. By Year 2, pupils are familiar with some significant events in British history such as the Gunpowder Plot. They sequence pictures of transport in order from the earliest steam engine to the most recent electric trains and similarly for aeroplanes. They know about the achievements of some significant people in history such as Grace Darling and Amy Johnson.
116. By Year 6, pupils gain a good understanding of the sequence of invasions on Britain and how these have influenced current place names. They know about the differences in clothes, armour and ships between then and now. They gain a better understanding of Anglo-Saxon life by visiting West Stow outdoor museum dressed for the period under consideration which informs their knowledge about Anglo-Saxon

dwellings. They appreciate some of the kinds of evidence that give us information about how people used to live. They know important facts about World War 2 and their knowledge is enhanced by visiting the Imperial War Museum at Duxford and dressing up as soldiers. They know about the blitz and how children were evacuated. They know about life in the forties and can compare life then and now and the changes that have taken place in diet, entertainment and items in daily use. Pupils make good use of the Imperial War Museum site to research further and they interview people who have good recollections of wartime for first hand evidence.

117. Only one lesson could be observed during the inspection because of alternating arrangements for the teaching of history and geography during the year. This was of good quality. The teacher had obtained a good number of artefacts of the Victorian period, including dolly pegs, a marble bottle and a Victorian tea carrier and showed good knowledge as these were discussed with the pupils. She engaged the pupils' interest by getting them to guess what the items had been used for. Good links were also made with the lives of Travellers and this appealed to those pupils from travelling families. At times the pupils were enthralled with the objects and how they were used. Pupils showed a good sense of history and the differences for Victorian children both the rich and the poor and their lives today. The lesson was very well paced.
118. The co-ordinator for history was unavoidably absent during the inspection and it is not possible to comment on the leadership of the subject. Resources for history are satisfactory. National Curriculum Programmes of Study are fulfilled but a weakness in the subject is the over-use of worksheets for recording work some of which are of poor quality.

INFORMATION AND COMMUNICATION TECHNOLOGY

Subject summary

119. Pupils' skills in information and communication technology are similar to those at the time of the previous inspection and are in line with expectations by the end of Years 2 and 6. Pupils make satisfactory progress and achieve soundly throughout the school. Information and communication technology is used effectively across the curriculum. All National Curriculum Programmes of Study are fulfilled except for e-mailing.

Subject commentary

120. By Year 2, pupils design an Egyptian mural in history selecting ancient Egyptian symbols from the choice available in the program. They use the menu of an art program to select brushes of different sizes and to choose different colours to paint realistic pictures of Chinese dragons. They label a body accurately with its visible parts in science. They make good use of information and communication technology in mathematics by drawing pictograms to represent data they have collected. They calculate shopping bills and complete number sentences. Pupils use mathematical programs, which reflect well in their developing understanding of place value. They manipulate shapes with suitable skill to try and fit them together in a pattern without any gaps in between. They study number patterns on a hundred square and identify accurately, for example, even and odd numbers. They sort words in English into alphabetical order and write instructions in accurate sequence for making a cup of tea. They dress 'Teddy' in different clothes and gain good skill in dragging and dropping techniques. They use the keyboard with satisfactory skill.

121. By Year 6, pupils design their own posters for healthy living with well selected pictures from clip art and then embellish these. They work co-operatively in pairs to design presentations in which they show good skill. They know how to create a new slide, add video clips, insert a text box, make changes and create a background. They use a program with good understanding in mathematics to make spreadsheets. For example, they calculate weekly spending bills and use the formula to calculate the average weekly spend per family and find out which family economises the most. Pupils show sound word-processing skills as they write about their work on the Victorians in history or about life in the thirties and forties. They use a data program to research the information they have put in and draw out particular detail. They research the Internet to good effect and find information for specific areas of their studies. Pupils record interviews with one another of their reactions to national tests and their aspirations for the future and record these attractively in different colours and fonts. They show satisfactory keyboard skills and type with both hands.
122. No whole class information and communication technology lessons or occasions when teachers were teaching groups a new skill were observed during the inspection. Teachers were seen engaging with groups of pupils in different settings, for example as pupils worked on a spelling program in Year 1 and as pupils undertook calculations of their spreadsheet work. Teachers showed good questioning skills in these sessions that made the pupils think for themselves.
123. The co-ordinator has good skills and manages the subject well. The policies and schemes of work are thorough and provide good guidance to the staff. There is a detailed record to monitor pupils' individual progress in the subject. Resources for the subject are good and the ratio of computers to pupils is better than the national average. The school makes good use of a residential visit in Year 6 to further pupils' control skills in the subject.

MUSIC

Subject summary

124. Pupils' attainment is in line with expectations by the end of Year 2 and above average by the end of Year 6. Pupils make satisfactory progress in Years 1 and 2 and achieve soundly. Pupils in Years 3-6 make good progress and achieve well. These judgements are similar to those at the time of the last inspection. The curriculum meets national requirements in all aspects, except in the use of information and communication technology for compositional work. This is due to a lack of software. The pupils use other software in which they listen to music from other cultures and try and locate the part of the world from where the music originates. The good progress in Years 3-6 is largely due to the specialist teaching by the knowledgeable and enthusiastic part-time music co-ordinator.

Subject commentary

125. By the end of Year 2, pupils recognise the difference between high and low sounds. They look at notation and use this accurately to identify high, medium and low notes. They play their own tune of high and low sounds and show good understanding of these ideas. They sing a song in time.
126. By the end of Year 6, pupils know the difference between melody and accompaniment. They sing in tune and in harmony and keep together with a good

sense of timing. Pupils play an ostinato, a repeated phrase, whilst the main melody continues and they can maintain this throughout the tune. The quality of the pupils' singing and the volume of it are satisfactory. In class music, pupils maintain a steady beat when accompanying a tune with clapping or instruments. They repeat a rhythm clapped by the teacher and, whilst observing the teacher's next rhythm pattern, repeat the first rhythm and then in turn play back the next rhythm. They show very good skill in this activity.

127. Large numbers of pupils in Years 5 and 6 play instruments, including the clarinet, flute, recorder, ocarina and trumpet. These pupils make good progress in understanding musical notation and in performing. Pupils who play brass, recorders and ocarinas come together on a monthly basis and play in an ensemble. They perform well and at an above average level for their age. Several individual pupils learn general bandsmanship skills, accompany music live by playing percussion, including a range of drums using feet and hands, and perform to a good standard.
128. The quality of teaching undertaken by the specialist music teacher in Years 3-6 is very good. It is good in Years 1 and 2. The very good teaching is characterised by very good relationships with the pupils, a ready enthusiasm, the creation of a very good atmosphere and tone to lessons and very good subject knowledge. These enable the teacher to accompany singing with a very good quality of accompaniment. This gives the pupils confidence to take part and have a go. Pupils are reminded of the correct way to play instruments, as when taught to play percussion instruments to best advantage. They are taught finesse when they conclude a piece of music by holding on to the last note and to stand correctly so they are ready to begin together. Lessons are made interesting by a good choice of activities that keep the pupils involved and active and they often use their body parts, such as clapping to accompany the music.
129. Pupils are well behaved in music lessons and enjoy the good range of activity. They take part enthusiastically in the activities and particularly enjoy action songs that involve clapping and other body movements. They show very mature attitudes in these lessons.
130. The enthusiastic co-ordinator has very good skills and knowledge and organises a vibrant and interesting curriculum that the pupils enjoy. Pupils take a keen interest in the subject. Resources for the subject are satisfactory but the tuned percussion is becoming worn. Tape recordings are used well to help pupils evaluate and improve their performance. Music is a particular curriculum strength.

PHYSICAL EDUCATION

Subject summary

131. Physical education is a weak subject in the curriculum and arrangements for it are unsatisfactory. Insufficient time is given to it. Pupils have a weekly lesson in the autumn and spring terms but the range of work undertaken in this one lesson does not show a suitable balance. National Curriculum Programmes of Study are inadequately fulfilled. In the summer term good use is made of the school's own swimming pool and, whilst at this time of the year there is an increase in the frequency of physical education lessons, it does not compensate for the arrangements in the other part of the year. There are some difficulties in arranging suitable times for extra tuition for booster classes and frequently pupils engaged in these sessions miss their physical education lessons. Some pupils stated that they

had only had two physical education lessons in the previous ten weeks. An insufficient number of lessons could be observed to judge pupils' attainment. Two outside games lessons were seen, one in each key stage.

Subject commentary

132. In the Years 1 and 2 lesson, the lesson did not develop pupils' skills and the lesson consisted mainly of fun type relay activities. Pupils showed a good sense of teamwork in these and enjoyed the lesson, though their physical education skills were not developed further and they did not make enough progress in this regard. In this lesson, the teacher did not change into suitable clothing to undertake a physical education lesson and so set a good example. In a Year 5 and 6 lesson undertaken by a visiting teacher, there was a mixture of relay activities and skill development. However, the boys and girls were separated out during the main skill development. The boys were sent to organise a football match amongst themselves whilst the girls were taught dribbling skills. After a while the girls played a football match and the boys were taught ball control using their thighs and the top of their foot. Both boys and girls showed satisfactory skills in their respective work. Two pupils missed the lesson because they had forgotten their kit and no alternative arrangements were made for them so they could take part.
133. Small equipment resources for the subject are satisfactory but there are shortages in the amounts of large equipment, for example benches. The internal accommodation is unsatisfactory for physical education work. The hall is small and does not allow enough space for individual work. A new and larger one is planned for 2004. There is a small field that is suitably sized for the number on roll. The scheme of work is not detailed enough to support a structure of lessons and to guide teachers whose subject knowledge is not strong.

RELIGIOUS EDUCATION

Subject summary

134. By Year 6, pupils attain standards which are above those typically expected for their age. By Year 2, pupils reach the standards expected in the locally agreed syllabus for religious education. Standards have improved since the last inspection when they were judged to be in line the expectations of the locally agreed syllabus. Overall, the quality of teaching and learning is good. Pupils who have special education needs contribute well and learn at a similar pace to others. Their views are valued and deliberately sought. The subject is well led and managed by a subject leader who has a clear view of the potential that the subject presents for learning about religion and also as a context for pupils' personal development. The subject makes a significant contribution to the quality of the pupils' relationships in the school.

Subject Commentary

135. Pupils develop a good understanding of the major world faiths and reflect on their personal feelings of happiness and peace. The subject is made relevant and meaningful by visits to places of worship and visitors who come into school to talk about their faith.
136. By Year 2, pupils know some similarities and differences between Christian, Jewish, Sikh and Muslim traditions. They have visited the local Baptist church and understand that respect is given to those of different faiths than their own. For example, one pupil wrote in his poem about the church visit 'Look at the pews, people praying and singing in rows of respect'. A visit by two Muslim girls brought

some artefacts for the pupils to look at such as a prayer mat. The pupils were interested in what they had to say and learned that the Qur'an is the holy book of Islam, that Muhammad is their prophet and the Five Pillars of Islam are their guiding principles to live by. Pupils reflect on personal feelings such as happiness and peace, writing about what it means to them and others. This resulted in a variety of comments such as 'listening to quiet music; lying on a mat in the sun with a drink or watching my hamster do an assault course'. The pupils then go on to consider the Christian way of life and understand how religion determines the way people treat each other.

137. By Year 6 pupils are encouraged to develop their own personal response to religion. This is because the lessons are very well planned to link with pupils' personal and social education. In their study of Buddhism, the pupils have built a shrine for reflection in their classroom, making the candle stick holders themselves from clay. In a discussion with Year 6 pupils their views on religion were reasoned and mature. All knew the differences and similarities between the major world faiths. Although they agreed with some principles they did not agree with others but they respected them and feel the world is a better place because of religion because they all have rules to live by. Increasingly probing questions led pupils into thinking about values which determine how they and others act. One pupil said that 'it doesn't matter what religion you believe in as long as you are a good person'. Another pupil valued religious education because in learning about the world faiths she 'felt more sensitive towards the beliefs of others'.
138. Where teaching and learning are good the learning related directly to pupils' personal experiences making the subject relevant to them. The opportunities teachers give for pupils to talk helps develop pupils' skills in speaking and listening, whilst accounts of visits help to develop their writing skills. Teachers provide a good example for all pupils by showing how much they value the pupils' personal opinions. This is one of the reasons why relationships are open, honest and supportive and the subject makes a positive contribution to pupils' personal development.
139. The subject leader provides good leadership, giving advice and help to other teachers. She has implemented a scheme of work which follows the locally agreed syllabus and has added to resources ensuring that there are sufficient books and artefacts for teachers and pupils to use. Information and communication technology is used appropriately to research topics and prepare lessons. She has monitored work from other classes and built up a useful portfolio and has a clear idea of how to develop the subject further. The effective leadership she provides ensures that the subject plays a prominent role in developing the good relationships within the school. Developing personal links with other faith communities are targets for further development.