

# INSPECTION REPORT

## **WILLIAM HILDYARD CE PRIMARY SCHOOL**

Market Deeping, Peterborough

LEA area: Lincolnshire

Unique reference number: 120695

Head teacher: Mr C D Barrett

Reporting inspector: Mrs Barbara E Doughty  
22261

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> March 2003

Inspection number: 248172

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Godsey Lane Market Deeping Peterborough
Postcode:	PE6 8HZ
Telephone number:	01778 343119
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Christine Bish
Date of previous inspection:	23 <sup>rd</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
<p>Mrs Barbara E Doughty Registered inspector 22261</p>	<p>The Foundation Stage curriculum Education inclusion English as an additional language Science Art and design Design and technology</p>	<p>What sort of school it is and what it should do to improve further  The school's results and pupils' achievements  How well pupils are taught</p>
<p>Mr Ernie Marshall Lay inspector 14141</p>		<p>Pupils' attitudes, values and personal development  How well the school cares for its pupils  How well the school works in partnership with parents</p>
<p>Mr Peter Dexter Team inspector 14976</p>	<p>Mathematics Geography History Physical education</p>	<p>How good the curricular and other opportunities offered to the pupils are</p>
<p>Mr David Collard Team inspector 11122</p>	<p>English Information and communication technology Music Special educational needs</p>	<p>How well the school is led and managed</p>

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

### **INFORMATION ABOUT THE SCHOOL**

This is an average size Church of England primary school for pupils age three to eleven. There are 226 pupils on roll, including 25 children attending part-time in the Nursery. There is a fairly even number of boys and girls. Seven per cent of the pupils are from ethnic backgrounds other than white British. This is high in national terms and unusually high for this school. Just over two per cent of the pupils do not speak English as their mother tongue. This is higher than in most other schools; three of these pupils are at an early stage of English language acquisition. There is a below average percentage of pupils with special needs, about 11 per cent, most with either moderate learning difficulties or emotional and behavioural problems. Nearly four per cent of pupils, well above average, have statements of specific need; four of them are in the Year 5 class. Three per cent of the pupils are known to be eligible for free school meals. This is below the national average. However, this is not an accurate reflection of the backgrounds of the pupils or their attainment on entry to the Nursery, which is broadly typical of that of most children aged three. Since the last inspection in 1998, the Nursery has opened, and there have been several staff changes, and considerable staff absence.

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

On balance, this school provides a sound education. Pupils do well in the juniors and particularly well in Year 6 where progress is rapid because of consistently good teaching and additional lessons that boost pupils' learning. Consequently, by the end of Year 6, standards are above average in English, mathematics and science and better than those in similar schools. Over the last three years, satisfactory leadership and management have brought about necessary improvements to standards throughout the school, but not enough has been done to raise standards in the infants, where the more able pupils do not do as well as they could. The school gives satisfactory value for money.

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

- Good teaching in the juniors means that pupils achieve above average standards in English, mathematics and science by the age of eleven.
- Consistently good teaching in the Reception class and Years 5 and 6 means that pupils make particularly rapid progress in these years.
- The least able pupils and those with special needs do well in lessons and over time because classroom assistants support them effectively and the work challenges them well.
- Pupils of all ages and abilities work hard and concentrate well. They enjoy very good relationships with each other and adults and show interest in all aspects of school life.
- The opportunities for learning are enriched through a good range of visits and visitors and effective use of the local environment.
- Finances have been used well to support improvements and raise standards, particularly in the juniors.

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

- Standards in information and communication technology (ICT) are not high enough by the end of Year 6.
- Too few infant pupils attain better than the level expected for their age because teachers do not use the information about what pupils know and can do to set sufficiently challenging work, and their expectations of what pupils can achieve are not high enough.
- Senior managers and subject leaders do not monitor the effect of teaching as well as they could to find out when and why some pupils do better than others and, in particular, why juniors do better than infants.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Despite staff absence and recruitment difficulties, the school has made satisfactory improvement since its last inspection in 1998 and good progress over the last three years. Standards have risen in English, mathematics and science by the end of Year 6 because of good teaching in the juniors. Attainment in geography has improved from below what is expected nationally to match expectations. In the Reception class attainment has improved from broadly as expected nationally to above. The provision for pupils with special needs is better than it was and effective use of the national teaching guidelines has brought about improved learning for the least able and average attaining pupils in particular. Assessment procedures are better than they were, but the information is not used well enough to adapt the curriculum and set suitable work for the more able pupils, particularly in the infants. Likewise, the observation of teaching and learning has improved, but does not successfully identify how teaching affects pupils' learning over time.

## 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			
	all schools			similar schools
	2000	2001	2002	2002
English	D	A	B	A
Mathematics	D	A*	A	A
Science	D	A	A	A

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards have risen overall since 1998. Following a decline between 1998 and 2000, infant and junior test results have improved significantly faster than the national upward trend. Junior test results are now well above average because very few pupils fail to attain at least the expected level and more pupils than nationally attain the higher level. Eleven year old pupils do well to attain better standards than could reasonably be expected when they started Nursery at the age of three, and when they left Year 2 at the age of seven. For the last two years, the school has exceeded its targets because of consistently good teaching in the juniors and additional lessons that give an added boost to learning. In the 2001 mathematics tests, the school was within the top five per cent of schools across the country. Children learn satisfactorily in the Nursery and they do well by the end of Reception because of good teaching; nearly all attain the early learning goals for children of their age and many exceed them. However, progress, although satisfactory, slows unnecessarily in Years 1 to 2. This is because, whilst the majority of pupils attain the expected level for their age in reading, writing, mathematics and science by the end of Year 2, the more able pupils do not do well enough and very few attain above the expected level. Standards in ICT are not as high as expected nationally, mainly because of the amount of catch-up needed due to an inadequate range of programs in the past to teach the full ICT curriculum. Pupils' control technology and data handling skills are underdeveloped. Standards in history are above the nationally expected level by the end of the juniors. Pupils have a particularly good idea of historical events and the order in which they occurred. In all other subjects, standards are in line with what is expected nationally, reflecting pupils' attainment on entry. Pupils with special needs do well and very few of them fail to attain the expected level by the age of eleven. Pupils who do not speak English as their mother tongue do as well as their schoolmates because of effective support from teachers from the local education support service, who also advise class teachers how to provide for these pupils. Boys and girls do as well as each other by the end of Year 6 because of staff's good awareness of gender issues and their equal focus on boys and girls in lessons.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and work hard in lessons.
Behaviour, in and out of classrooms	This is good. Pupils behave well most of the time because of effective behaviour management.
Personal development and relationships	Good. Pupils work together well and enjoy very good relationships with each other and adults.
Attendance	Pupils' enthusiasm for school is reflected in their good attendance.

Most pupils like school. They are confident and secure learners because they are treated with respect and feel valued. They assume responsibility when they are given it, but do not have enough opportunity to influence changes to school routines and procedures. Pupils in the infants do not practise independence enough because of the overuse of

worksheets that guide them too much in their work and do not encourage them to respond using their own words or to record things in their own way. This slows the learning of the most able pupils in particular.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 in English and mathematics is good in the juniors and sound overall in the infants. Literacy and numeracy skills are taught well in the juniors and satisfactorily in the infants. This is because there is an atmosphere of high expectation, particularly in Years 5 and 6, in the juniors that is missing in the infants. Junior teachers give clear instructions and explanations and promote subject vocabulary well because they have good subject knowledge. Lessons are well prepared so they run smoothly and swiftly. Tasks have clear purpose, which teachers share with the pupils, making the work meaningful. A sense of urgency generates excitement and because of this, pupils work hard and enjoy achieving success. Teachers throughout the school manage pupils’ behaviour effectively and so most pupils behave well most of the time. There are very good relationships between pupils and staff within an atmosphere of trust and respect, which means that pupils try to do their best. Teachers and classroom supporters help pupils with special needs especially well to attain the same standards as their average attaining classmates. Pupils who do not speak English as their mother tongue do well enough and boys and girls learn as well as each other in lessons. However, in the infants, targets are insufficiently high to drive pupils on to do better than could reasonably be expected for pupils of their age and teachers make insufficient use of what they know pupils can already do to plan work at a high enough level for the more able pupils. The Foundation Stage curriculum is taught well in Reception and satisfactorily in Nursery. Teachers in the Reception class show a good understanding of how young children learn and make effective use of children’s previous learning to adapt work for the most and least able. Because of this, children are challenged well and make good progress. In the Nursery, however, insufficiently detailed planning and records of what children need to learn next, mean that teaching sometimes lacks focus and direction and some of the learning, although satisfactory overall, leaves too much to chance.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is enriched further through visits and visitors and good use of the local environment.
Provision for pupils with special educational needs	Good. The work of these pupils matches their personal learning targets and the support they have in lessons ensures they can do the work.
Provision for pupils with English as an additional language	Good. These pupils do as well as their schoolmates. Good support from classroom assistants and trained support teachers ensure that pupils at an early stage of English language acquisition understand what is going on.
Provision for pupils’ personal, including spiritual, moral, social and cultural, development	Good. Pupils learn how to get along with others and two residential visits in the juniors promote social skills well. However, pupils do not have enough say in school routines or opportunity to bring about changes to procedures.
How well the school cares for its pupils	Good. Attendance is above average. The procedures for measuring and recording pupils’ achievements are satisfactory, but the information is not used well enough in the infants in particular to set suitably challenging work for the more able pupils.

The school works well with parents. There is a good amount of after-school and lunchtime clubs. Good use is made of the subject teaching guidelines, particularly in English. A lot is done to boost the learning of junior pupils through additional lessons, but more could be done to pick out particularly talented pupils earlier.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Sound overall. Lesson observations and work scrutiny in English, mathematics and science give a sound steer to improvement, but other subject leaders have insufficient idea of what is going on in their subjects.
How well the governors fulfil their responsibilities	Satisfactory. Governors have a secure idea of what goes on and influence change through their involvement in school development planning.
The school's evaluation of its performance	Satisfactory. Senior managers pick up on some things they can do to improve learning and standards have risen because of this. However, they focus on lesson presentation rather than the effect teaching has on the progress pupils make over time and because of this have not yet got to grips with why standards are higher in the juniors than they are in the infants.
The strategic use of resources	Satisfactory staffing, accommodation and learning resources. Governors keep a watchful eye on finances and have used funds effectively to support improvements. They apply the principles of best value satisfactorily.

The head teacher has managed staff absence well. There is an uneven distribution of management responsibilities, with one teacher co-ordinating three core subjects. This gives her little time to get to the heart of what is happening in each of them and slows improvement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The progress their children make over time.</li> <li>• The good behaviour of the pupils and how staff help their children become mature and responsible.</li> <li>• The quality of teaching and the approachability of staff.</li> <li>• The leadership and management of the school.</li> <li>• The range of interesting activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they are given about how well their children are doing.</li> <li>• The amount of work their children are given to do at home.</li> <li>• The way the school works with parents.</li> </ul>

In general, most parents are happy with the school. The inspection team agrees with their positive views. Parents are given good information about how well their children do in English, mathematics and science, but not in other subjects. Homework is adequate and the school works satisfactorily with parents to keep them informed about what is going on, how they teach different subjects, and the topics their children are studying each term.

## **PART B: COMMENTARY**

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

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

1. Most pupils achieve well at this school from starting Nursery at the age of three to leaving at the age of eleven. Although standards dipped between 1998 and 2000, since then they have risen significantly faster than the national upward trend in both the infants and the juniors. The results of the national tests for eleven year olds have been well above average for the last two years and the school's targets have been exceeded because nearly all pupils attained at least the nationally expected level and a well above average number of pupils attained the higher level. Similar results are likely to be achieved this year due to good teaching in the juniors and particularly effective teaching in Year 6, where additional lessons give a further boost to pupils' knowledge, skills and understanding and help them to do well. This is because there is an atmosphere of high expectation in the juniors reflected in the work seen in lessons and pupils' workbooks, which shows that many pupils are already working at levels above those expected of ten and eleven year olds.
2. This is due to the high demands teaching in the juniors makes on pupils to do just that little bit more than could reasonably be expected. Consequently, by the time they leave the school, most pupils speak confidently about what they can do; they explain, for example, how they "base predictions in scientific investigations on previous experiment results". Their talk successfully engages the listener and makes them want to hear more. Pupils in Year 6 listen carefully to what others have to say and offer sensible comments, such as when discussing how to increase speed and accuracy in mental calculation. They read with interest and good enthusiasm and use the text in books to explain their views on characters and events. Their writing is interesting and imaginative; as in their talk, precise words explain meaning well. Pupils work confidently with numbers, using addition, subtraction, multiplication and division competently to solve number problems. They check their answers and explain clearly what they have done. Scientific knowledge and understanding are well developed. Pupils plan and carry out investigations confidently and reach realistic conclusions.
3. However, this drive for junior pupils to do better than expected for their age is not there in the infants, where there is a lack of high expectation. This means that whilst most of the pupils are working at the level expected for their age in reading, writing, mathematics and science and standards are broadly average overall, in comparison with how well they do at the end of the Reception class, too few pupils attain above the expected level by the end of the Year 2. Senior managers have not yet dealt with this, and consequently, the picture this year is looking very similar.
4. Foundation Stage children do well overall from starting Nursery with attainment that is broadly the same as that typically found in most other nurseries and at the end of the Reception class. By that time, they achieve above the level expected for their age in personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. Children get off to a sound start in Nursery, where they have lots of interesting things to do that give them a secure basis for learning. By the time they leave the Nursery class, most of them persist at activities and show interest in what they do. They make themselves understood and get on well with others. Most of them count objects and write numbers up to 9. They operate computers confidently and show increasing control when using small tools, such as paintbrushes and pastry cutters. Children do well in Reception because, as in the juniors, teachers' expectations are high and children's learning is built securely on what they can already do. Teaching challenges children to do more, such as when the teacher asked those 'playing' in the class grocery shop to write shopping lists and work out how much their bills came to. Consequently, by the time they start in Year 1, most children have attained the early learning goals for children of their age and many are working within the first level of National Curriculum work in English and mathematics.

5. Standards in ICT are broadly as expected by the age of seven, but are not as high as they should be by the age of eleven. This is due to the amount of catch-up that is needed in the juniors due to areas such as control technology and logging data being neglected in some years – a priority area for improvement identified by the school. Nevertheless, pupils are competent in word processing and in presenting work using graphics. They are not, however, fully aware of the use of technology as a tool for learning and do not use it readily to support work in other subjects.
6. Standards in history are above the nationally expected level by the end of Year 6. These pupils have good knowledge of historical events and the sequence and time in which they occurred. For example, they described accurately characteristics of past British societies and made comparisons between them and life in Britain today. Standards are broadly as expected in all other subjects for pupils aged seven and eleven.
7. The school has not formally identified any pupils as gifted and talented. There are one or two Year 6 pupils who are expected to attain well above the expected level for their age by the end of the year in reading and science but the school has not yet got to grips with the procedures for identifying pupils who are exceptionally good at one or more subjects. Staff, particularly lower down the school, do not set out to challenge these pupils in particular through special work, specialist support or additional lessons, which hinders their progress. Boys and girls do as well as each other by the end of the school.
8. The number of pupils with special educational needs in different years varies considerably and is particularly high in Year 5, where a third of the 30 pupils have special needs and four have statements of specific need. These pupils do well. This is because the planning of work is thorough and in most cases gives small steps in learning that can be assessed and thus enables teaching to be aimed at continuous improvement.
9. There are an above average number of pupils who do not speak English as their mother tongue. These pupils are supported well by visiting local education authority specialist teachers, who help them with English language acquisition. In lessons, classroom assistants and teachers make sure that these pupils understand what is going on by checking on their progress and questioning their understanding. Consequently, these pupils make the same good progress over time as their English-speaking schoolmates.

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

10. Pupils like to come to this school and show very good interest and enthusiasm in the activities. They concentrate well in lessons and try hard to please the teachers and support staff. Parents say their children talk with interest about the work they do in school when at home and are upset if illness prevents them from attending.
11. Pupils' behaviour is good in lessons and around the school at lunchtime and playtime. Pupils of all ages work well together in pairs and groups; they share resources and wait turns patiently. This is partly because of the consistently implemented behaviour management policy, but also because those few pupils identified as having emotional and behavioural difficulties have specific targets aimed at improving concentration and behaviour and these work well. No instances of bullying or other oppressive behaviour were seen during the inspection and this justifies the view of good behaviour held by the great majority of parents. There are no recorded exclusions. Relationships between pupils and staff are very good and pupils work hard to please their teachers.
12. Older pupils have opportunities to help the younger ones at lunchtime and willingly carry out this task. A wide range of additional duties such as helping Reception class children in the dining hall, putting out and retrieving wheeled toys for the Nursery, and helping the school secretary at break times are

carried out with enthusiasm. There is a clear respect shown for others and this extends towards the staff and supervisors. Pupils are polite to visitors and happy to engage them in conversation. They proudly show their completed work and describe how they have done it. Involvement with local organisations such as helping senior citizens and with national charities such as poppy sales, plus tree-planting events, are good indicators of the mature and responsible attributes the pupils are quickly developing.

13. Attendance is good; it is better than the national average for primary schools, reflecting pupils' enthusiasm for school and resulting in them losing little study time. There are no unauthorised absences and no evidence of persistent lateness or truancy. The school day starts and finishes on time.
14. Pupils' good behaviour and attendance, complemented by their very good attitudes to their work, are clear strengths of the school and contribute significantly to the good progress pupils make over time. However, pupils' sensible attitudes and their good use of language shows that they could be much more involved in offering opinions about what goes on in school. At present, they have very few opportunities to influence change to school routines and procedures and have little say in what goes on.

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

15. Teaching is good in the junior classes in English, mathematics, science and history; it is consistently good or better in Years 5 and 6. This is because the teachers in these classes in particular strive for good achievement from the pupils and push them to do better than could reasonably be expected from what they can already do, particularly in English, mathematics and science. They make good use of the national teaching guidelines and draw work from the higher and lower levels for the most and least able pupils respectively. They do this accurately because they know what pupils need to learn next from their observations of what they already know and use this information well to adapt the work to suit the needs of the different ability pupils. For example, in a Year 5 mathematics lesson the teacher took note of what pupils could do and used this information well to plan the next lesson. Other teachers throughout the school make sound use of the national subject guidelines. This means that their subject knowledge and understanding are secure and their explanations and instructions are clear and accurate. Because of this, pupils know what they have to do and get on with their work. This helps relationships, which are very good because they are built in an atmosphere of mutual trust and respect. Teachers make pupils feel special by smiling at them and acknowledging their attempts to answer questions with, for example, "It could be that, but its not ... can anyone help him/her out?" Teaching and learning are good in history in the juniors. Pupils make good progress because the range of work is extensive and pupils' work rate is good.
16. Pupil management is good throughout the school, but exceptionally successful in Years 5 and 6 where the work is more exciting and challenging; pupils find it relevant and rise well to the challenge. For example, Year 6 pupils talked about the many scientific experiments they do and how they get ideas from the teacher, but then "make up our own questions to answer". There is a sense of urgency when pupils are reminded of the time they have left to do the work and this makes them work even faster.
17. Teachers throughout the school prepare well for lessons and get all resources ready to hand. This means that lessons generally run smoothly and little time is lost. For example, in a Year 2 science lesson, the teacher had prepared sheets for the pupils to record their findings about who preferred which fruit, cereal and crisps. This meant that they could concentrate on gathering the information rather than on how to set out the findings. However, whilst this appropriately supported the least able and average attaining pupils, it did not offer the more able sufficient challenge to set out their own tally charts and decide how to record the findings.
18. In general, there is less of a push for pupils to do well in the infants than there is in the juniors, making the teaching sound overall. This is because most of the work is drawn from the level expected for pupils aged six and seven and whilst this challenges the least able pupils to attain the same level as their

more able classmates, it does not help the most able pupils to attain beyond it. Targets set from what pupils have attained at the end of the previous year are usually realistic, but do not give that extra boost to learning to drive pupils on to do better than could reasonably be expected.

19. The teaching of pupils with special needs is good. Those with statements of specific need are given effective support from classroom assistants and are usually identified for special attention within teachers' planning. In all classes, there are examples of specially tailored work to enable these pupils in particular to improve at a rate appropriate to their ability and in accordance with their statements. Others identified as having special needs are pushed to do as well as their average attaining classmates. Classroom assistants explain the work to them carefully so that they understand and can do it. Consequently, by the end of Year 6, there are very few pupils who fail to attain at least the expected level.
20. Pupils who do not speak English as their mother tongue do well enough and boys and girls learn as well as each other in lessons. These pupils have effective help from the local authority support teachers and get good attention in lessons. For example, in a Year 4 mathematics lesson, pupils with English as an additional language worked on a different sheet to their classmates, which required little knowledge of the English language.
21. The Foundation Stage children are taught well in Reception and satisfactorily in Nursery. In contrast to what happens in the Nursery class, in the Reception class, good regard is given to what children already know and can do and different work is identified in the planning work in line with children's ability. For example, in a mathematics lesson, the least able children were given freedom to 'play' in the class shop, but the more able were required to ask the shopkeeper "How much is it?" and to pay the amount requested. Whilst most of the more able children were working with numbers up to 10, one child with much higher attainment than his classmates was learning numbers up to 20. This precise planning and identification of what is to be achieved by different attaining children is brought about through very thorough assessment of what children already know and what they need to learn next; because of this, children are challenged well and make good progress. In Nursery, however, insufficiently detailed planning and records of what children need to learn next mean that teaching sometimes lacks focus and direction and some of the learning, although overall satisfactory, is unplanned and incidental. Some purposeful activities are set up and children work confidently, for example, putting one to ten candles on cakes and writing out birthday cards. However, there is no identification of what is expected from individual children, who will be taken on a little further, and who needs to visit which activities in particular. The adults move about helping children who happen to be at the activities, but their interventions lack purpose and learning is not as rapid as it could be.

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

22. The school provides a broad and balanced curriculum, with good emphasis given to English, mathematics and science in particular. Hence teaching and learning are better in these subjects than in the others. A good range of activities, visits and visitors enhance the usual school day; these include poetry, chess, a book club and the very popular dance, netball, football and cross-country clubs. Music clubs are missing at present, although the school plans to re-introduce these in the summer term. Local visits to such places as Flag Fen, a nearby archaeological site, and the residential visits for older pupils, add to their geographical and historical understanding as well as helping them to mature personally.
23. The curriculum for children in the Foundation Stage is sound in Nursery and good in the Reception class. The school provides a lively and varied experience for all its children in the Nursery and these children make sound progress; Reception children make better progress because the curriculum includes more challenging activities for the more able and appropriate work for the less able.

24. From Year 1 to Year 6, the school plans satisfactorily for a wide and interesting curriculum, based mainly on the national subject teaching guidelines and which meets statutory requirements. This has improved the shortcomings identified in the last report and the school's improvements to subject planning have been good. However, too much of the work is still aimed at pupils of middle and lower ability in Years 1 and 2 and it often fails to challenge the more able or gifted pupils. The junior curriculum is better planned for all pupils in most subjects and pupils of all abilities make good progress. The need to fully challenge the more able pupils was identified in the last report and the school's success in tackling this has been too slow in the infants. More needs to be done to improve the quality of the ICT experiences of all pupils. The number of computers per pupil is well below the national average. The school was in the last phase for connection to the Internet, which has delayed progress in the subject and has had a detrimental effect on standards.
25. The provision for pupils with special needs has improved since the last report from satisfactory to good. This is because it is much better managed and organised. All pupils with special educational needs have realistic and achievable individual learning targets, which teachers use well to monitor and improve their learning. Classroom support assistants give skilful help, making sure these pupils understand what they are doing and make good progress. Pupils with English as an additional language are included effectively in lessons through different work and regular guidance from visiting specialists. Additional lessons boost the attainments of lower ability junior pupils, often to an average level, but there is no corresponding focus on gifted and talented pupils in any subject to extend them further. However, some pupils from Year 6 attend Saturday morning sessions at a nearby secondary school for those who are 'considered' to be gifted or talented.
26. Personal, social and health education is provided for satisfactorily through other subjects. For example, health education is taught effectively as part of the science curriculum. The community nurse and policeman give very good support; the nurse assists with sex education and the policeman with teaching pupils about the dangers of drugs misuse. However, other than opportunities for pupils to contribute to the making up of class rules, there are no other formal systems or procedures in place for pupils to contribute their views readily or to have the opportunity to change school routines and procedures. Opportunities for pupils to explore their feelings and to take added responsibilities are therefore underdeveloped. However, teachers are good role models; they demonstrate the values of courtesy and respect for others' views at all times.
27. Provision for pupils' spiritual and cultural development is satisfactory, and for moral and social development it is good. Pupils are helped to understand the best way to act toward others through well-chosen school and class rules. For example, pupils in Year 1 paint posters with the message, "Always walk quietly and sensibly around the school" and "Stand back for others to pass". Consistent praise from teachers and other adults, and acknowledgement of success through certificates given in assemblies, make sure pupils understand the difference between right and wrong. Teachers add to this by giving pupils a wider moral and social perspective through examples of well-chosen stories, calm discussion of incidents that arise, and an emphasis on competing and behaving fairly in games. The everyday jobs pupils undertake and the residential visits give an extra maturity to older pupils.
28. Spiritual provision is satisfactory. The well-planned programme for collective worship, broadly Christian based, gives some moments for reflection. For example, Year 6 pupils acted a short play about light, which held the rest of the school's attention throughout. During a Year 2 lesson one pupil reflected on how Father Christmas delivered Christmas presents in Australia when it was very hot. But the occasions when there are deliberately planned occasions for reflection, to talk about special moments and to reflect more on personal experiences and feelings in order to develop pupils' self awareness in more depth, are limited.
29. Cultural provision lacks this deliberate planning too. Pupils' experiences of their local culture are good, particularly in history for example, because they arise from the national guidance used in planning. However, opportunities to deepen pupils' understanding of the variety of ethnic cultures within the

wider society are sometimes missed. For example, pupils learnt about people's way of life in India without being guided toward the understanding that there is considerable cultural diversity in the nearby city. Another illustration of this is the writings in history about immigrants in the 1950s. Although pupils wrote about how an immigrant child might feel 50 years ago, no attempt was made to look at how their subsequent grandchildren live a few miles away.

30. Links with the community and nearby schools are strong and well maintained. They include: good links with the contributory nursery; very close co-operation between all cluster primary schools and the secondary schools; the involvement of churches, local shops, supermarkets and the Rotary Club who encourage visits and sometimes provide funds; and good support by parents in fundraising and homework. These constructive relationships make a good contribution to pupils' learning and development.

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

31. Procedures for child protection and pupils' welfare are good overall. The governing body is appropriately involved in health and safety issues. Annual inspections are made by the members of the premises committee and daily checks are made by the caretaker. Routine checks on fire safety equipment, physical education apparatus and portable electrical equipment are completed; fire drills are held regularly. First aid provision is very good and almost all of the staff and supervisors are appropriately trained. The child protection arrangements include effective security screening of Internet access. There is a concern arising from use of a section of the playground for car parking. Vehicles leaving this area whilst pupils are at play could form a hazard. The school is to seek advice about these arrangements from the local authority health and safety personnel.
32. Procedures for monitoring and improving attendance are satisfactory. The secretary checks registers weekly to identify any unexplained absence and the head teacher is informed if any problem arises. Parents are made aware of the requirement to inform the school if their children are kept off school. If parents forget to do this, the school checks with them to make sure that their child is meant to be away from school. The school discourages family holidays being taken in term time.
33. The school has implemented good procedures for promoting pupils' good behaviour and eliminating bullying and racism. The behaviour policy is used consistently throughout the school as the basis of class rules and pupils have an opportunity to discuss them. Reminders of the rules are given at the start of each term and pupils are made aware of the school's expectations. The principle is to recognise and reward positive behaviour and sustained effort. Each class has a target of awards points to strive towards, which urges pupils to work hard. Class teachers apply sanctions fairly and consistently. Persistent offenders are few. The head teacher records incidents of poor behaviour and contact is made with parents if appropriate or necessary.
34. Procedures for assessing pupils' attainment and progress are satisfactory overall, except in Nursery where children's achievements are measured inappropriately against what is expected of children by the end of the Reception year. In the infant and junior classes, pupils' achievements in English, mathematics and science are recorded and tests are used at the end of topics in other subjects to check on pupils' learning. However, too little use is made of the information to adapt the curriculum in the infants; this means that the next programmes listed in the subject guidelines are moved onto regardless of what pupils have or have not learnt of the previous ones. The assessment data obtained is not used to identify trends over time, or where most and least progress is made, or to set appropriate work for pupils on an individual or group basis.
35. Educational and personal support for pupils is satisfactory overall. Pupils' personal development is satisfactorily monitored informally by class teachers and recorded in pupils' profile documents. Staff discuss the records annually and parents have the information summarised for them on pupils' annual reports.
36. The assessment of pupils with special needs is careful and considered and very effective in bringing about good progress. The use of diagnostic tests administered by the special needs co-ordinator is useful in identifying where support needs to be given. Comprehensive records of pupils' achievements and progress towards individual learning targets are kept, which the co-ordinator uses to help teachers plan further work for these pupils. The school draws effectively on the additional support of a good range of visiting specialists, including the educational psychologist. Specialist support for children whose first language is not English is good.

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

37. Parents are very supportive of the school. They regard the staff as caring and friendly to the children and approachable by any parent wishing to discuss problems or concerns.

38. Information provided for parents is good and parents feel well informed of the progress made by their children. Newsletters are regular and informative. They give information on what is to be taught in each particular class and suggestions about how parents can help their children. Parents can access newsletters electronically using the Internet. The prospectus and governing body's annual report are comprehensive and comply fully with all requirements. Pupils' annual progress reports inform parents how well their children are doing in English, mathematics and science but concentrate more on what pupils have been taught in the other subjects, rather than on what they have learnt; the quality of these reports has recently improved. Homework guidelines have been issued to all parents. Evening meetings have been held to explain the National Strategies for Literacy and Numeracy. New parents are invited to an open morning in October and an open evening in January. Parent consultation evenings are held each term, during which parents can see their children's work and talk about how well their children are doing.
39. Parental involvement in the work of the school is effective and makes a positive contribution to pupils' learning. Eleven parents regularly help in classrooms. These parents help prepare resources and support pupils in their work. The parent-teacher association organises fund-raising and social events. Proceeds have been donated to the school for purchasing play equipment, new computers, ride-on toys for the Nursery, and new books for the school library.
40. Governors help to run after-school club and parents with a particular skill or occupation, such as a serving policeman, come into school to provide information for pupils on personal safety and other related topics. Mothers bring babies into the Nursery to demonstrate care and attention.

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

41. Overall, there is sound leadership and management of the school, which have been maintained since the last inspection and are mirrored by the school's own self-review. Lesson observations and work scrutiny have been established that have identified some weaknesses in teaching and learning, and steps have been taken to improve these. They have been most successful in the juniors and consequently standards have risen by the end of Year 6. However, there is still more to be done in Years 1 and 2 where the expectations of teachers are not so high and the improvement in standards, particularly those of the most able, has been slower.
42. Since the last inspection there have been substantial changes in the organisation of the school, which has moved from being grant maintained to being under the direction of the local education authority. In addition, there have been a number of staff changes, particularly in management responsibilities, that have taken a significant amount of time to organise. There has also been a high number of staff absences over the last two years due to illness. These have been managed well by the head teacher, who throughout the disruptions these caused maintained order in the day-to-day life of the school. His presence around the school and regular visits to classrooms continue to ensure that the days are well organised and things run smoothly.
43. The head teacher, assistant head teacher and senior manager provide sound leadership. The senior management team has been re-organised recently, and its role and responsibilities clearly identified. Its members form a cohesive team with a commitment to improvement and enjoy the confidence of the whole staff. They hold regular meetings to discuss day-to-day priorities and analyse school data. They have been successful in identifying teachers' individual strengths and weaknesses in lesson presentation, which has led to some improvements to teaching and learning, but have not been effective in establishing the reasons why standards are different in the infants and the juniors. Thus, the monitoring, evaluation and development of teaching have not had sufficient impact in increasing the rate of progress the most able infant pupils make each year and the standards achieved overall by the end of Year 2.

44. Nevertheless, school development planning successfully points the way forward and has already brought about raised standards. It is thorough and includes details about how success will be measured. The financial implications of the identified priorities for development are stated clearly, which helps governors to allocate appropriate funding to bring about the improvements. Some of the subject co-ordinators draw up development plans for their subjects, but except in English, mathematics, science and ICT these do not focus sufficiently on what is and is not working in each subject and how precisely standards can be raised. This is because subject co-ordinators have little or no opportunity to observe lessons and find out how well pupils learn over time.
45. Better curriculum planning has involved combining the national subject guidelines with some commercial teaching programmes. Infant and junior teams and the senior management team hold regular discussions about how best to manage these changes. An example is the way that reading standards have been analysed and as a result reading provision has been reorganised and the library improved.
46. The school's performance management policy has been implemented successfully and a variety of monitoring has taken place in literacy and numeracy. Feedback is given and targets set for improvement. These have all helped identify the strengths and weaknesses of individual teachers, despite the lack of emphasis in finding out why some methods are more effective than others in raising standards.
47. The highly experienced co-ordinator has a good overview of the provision for pupils with special educational needs. She keeps comprehensive records and assessments and works well in partnership with other staff to ensure that the provision is good. She supports teachers in writing individual education plans and has regular meetings to discuss any concerns. These are flagged up at an early stage allowing teachers and the special needs team to monitor the progress of pupils. The work associated with the higher than average number of pupils with statements of specific need is organised well and the support provided is of high quality. All administrative procedures are thorough and up to date. The policy has been revised recently in light of the national Code of Practice and includes information about the responsibilities of all those involved. Likewise, the provision for those pupils who do not speak English as their mother tongue is well managed. Effective support for these pupils from school and local authority staff means that these pupils do as well as their English-speaking classmates.
48. The governing body fulfils its responsibilities satisfactorily and there are strengths within the financial management and, in particular, the administration of funds. All statutory obligations are met and there are opportunities for training new governors and for those who take on a new role. The governing body was instrumental in decisions to move into grant maintained status and worked tirelessly to ensure they were able to work effectively under this regime. When moving back within the local education authority they ensured that the school benefited from advice and consultation as part of an ongoing process of improvement. The system of sub-committees is effective and decisions are made in light of good consultation procedures. Governors are very supportive of the school and make visits to familiarise themselves with its day-to-day working. During the construction of the new accommodation for the Nursery and Reception classes, they were very actively involved and provided the head teacher with valuable support and expertise.
49. Spending decisions are carefully analysed by the governors. The chair of the finance committee keeps in regular contact with the school secretary who is able to provide accurate recent information about spending. Good use is made of administrative and management information systems, which have been updated recently, and all staff have access to pupil records. Efficient safety procedures are in place to ensure that sensitive information is kept secure whilst still being accessible. Appropriate account is taken of applying the principles of best value when obtaining new resources. For instance, when new computers were being purchased reports were obtained to compare prices and the subject co-ordinator was asked to obtain information about what systems were used elsewhere. In this way, informed

decisions were made. Governors compare the school's results with those of other schools. They consult with parents through the issuing of a questionnaire every two years, and are currently exploring ways in which they can seek the views of pupils. They ask questions of the senior managers, such as why infant pupils do not do as well as their junior schoolmates. However, the reasons for this have been clouded by the senior managers' concentration on judging teachers' presentation of lessons, which is at least satisfactory and often good, rather than evaluating the impact their teaching has on the progress different pupils make over time, which is not as effective as it could be.

50. Grants and other funding are used well to provide for pupils with special needs and those who do not speak English as their mother tongue. Educational priorities are supported well through the careful allocation of funds. The school is in a healthy financial position and this extra funding is now earmarked for major building work including either the provision of a computer suite or a bank of portable laptops. The good relationships between the school, the governors and the local community add to an effective working partnership and there is a shared commitment to provide the best for the pupils at the school.
51. There are sufficient teaching and support assistants for the number of pupils on roll and extra support is given from a range of outside providers. The workload of co-ordinators is, at present, uneven. This has been due to a number of staff changes and the school is aware that this needs to be rectified as soon as possible. Despite this, all staff are committed to their roles and try their best to ensure that they do what they can to improve their subjects. New staff are supported well and appreciate the support that they are given. There are adequate learning resources available except in ICT. Here, the number of computers per pupil is well below that nationally and the plans are at too early a stage of development to ensure that the national target for 2004 will be reached. The school was in the last phase for connection to the Internet and this has delayed progress in the subject. It has affected the standards that pupils obtain. The accommodation is well maintained.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The school should now:

- (1) Raise standards in ICT by the end of Year 6 by:
  - a. increasing the number of computers per pupil to more in line with the national average;
  - b. making sure that pupils use ICT to support work in other subjects;
  - c. making sure that all aspects of the ICT curriculum are taught in sufficient depth.  
(Paragraphs 5, 24, 51, 73, 78, 90, 91, 109)
  
- (2) Ensure that the more able infant pupils do well enough in reading, writing, mathematics and science by the end of Year 2 by:
  - a. making better use of assessment information to adapt work for the more able pupils in particular;
  - b. setting sufficiently high and challenging targets based on children's attainment at the end of the Reception year;
  - c. limiting the use of worksheets to increase independence and the demands made on pupils.  
(Paragraphs 3, 17, 18, 24, 34, 79, 85, 94)
  
- (3) Ensure that the procedures for monitoring teaching and learning are effective enough for senior managers and subject leaders to find out where the most and least progress is made, and why some pupils do better than others, and to create a shared staff view of what brings about good learning by:
  - a. ensuring all subject leaders have the opportunity to find out what is happening in their subjects through watching teaching and checking on pupils' learning;
  - b. making better use of information collected from lesson and work observations;
  - c. analysing what works and using the information as a way to improve teaching and raise attainment throughout the school;  
(Paragraphs 43, 48, 76, 81, 88, 101, 127)

In addition to the above areas for improvement, the governing body should have regard to the following issues when writing their action plan:

1. Pupils do not have enough say in influencing changes to school routines and procedures (paragraphs 14, 26).
2. Planning and assessment in the Nursery class do not support teaching and learning effectively enough (paragraphs 21, 34, 54, 58, 61).
3. There is uneven distribution of co-ordinator roles, which prevents effective monitoring of what is going on (paragraphs 51, 81).
4. Gifted and talented pupils are not identified (paragraphs 7, 25).
5. Pupils' annual reports provide insufficient information about what pupils know and can do in subjects other than English, mathematics and science (paragraph 38).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	25

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	18	17	2	0	0
Percentage	0	14	42	40	5	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 two percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12.5	201
Number of full-time pupils known to be eligible for free school meals	0	6

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	1	24

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	5

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

### *Attendance*

<b>Authorised absence</b>	%
School data	4.5
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	0.0
National comparative data	0.5

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

### ***Attainment at the end of Key Stage 1 (Year 2)***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	13	13	13
	Total	24	25	27
Percentage of pupils at NC level 2 or above	School	86 (86)	89 (86)	96 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	14	13	13
	Total	27	26	26
Percentage of pupils at NC level 2 or above	School	96 (90)	93 (93)	93 (86)
	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	21	10	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	21
	Girls	10	9	10
	Total	30	29	31
Percentage of pupils at NC level 4 or above	School	97 (88)	94 (92)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	21
	Girls	8	7	8
	Total	28	28	30
Percentage of pupils at NC level 4 or above	School	85 (77)	85 (77)	91 (85)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils******Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	155	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	3	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	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)	8.3
Number of pupils per qualified teacher	24.2
Average class size	29

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

Total number of education support staff	5
Total aggregate hours worked per week	95

### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	15
Number of pupils per FTE adult	12.5

*FTE means full-time equivalent.*

## ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4.8
Number of teachers appointed to the school during the last two years	4
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

*FTE means full-time equivalent.*

## ***Financial information***

Financial year	2001/02
	£
Total income	456630
Total expenditure	395711
Expenditure per pupil	1884
Balance brought forward from previous year	60919
Balance carried forward to next year	60920

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	124

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	2	2	0
My child is making good progress in school.	42	54	2	0	2
Behaviour in the school is good.	28	68	2	0	2
My child gets the right amount of work to do at home.	28	52	10	3	7
The teaching is good.	39	60	1	0	0
I am kept well informed about how my child is getting on.	27	60	13	0	1
I would feel comfortable about approaching the school with questions or a problem.	63	34	3	0	0
The school expects my child to work hard and achieve his or her best.	45	50	2	0	3
The school works closely with parents.	33	56	9	1	2
The school is well led and managed.	47	51	1	0	2
The school is helping my child become mature and responsible.	38	60	1	0	2
The school provides an interesting range of activities outside lessons.	31	51	6	0	12

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

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

53. The teaching and learning of these children is satisfactory in the Nursery and good in the Reception class. By the time the children are ready to start in Year 1, the majority have exceeded the early learning goals for their age in personal, social and emotional development, language, literacy and communication, and mathematics. Their knowledge and understanding of the world are good, and their physical and creative skills are in line with what is expected nationally for children of their age.
54. The difference between the provision in the Nursery and Reception classes comes about because of the more effective measurement and use in the Reception class of what children already know, understand and can do, to adapt the work for children of different abilities. This means that the work challenges children of all abilities to learn and achieve more because it builds well on what they already know. In contrast, Nursery children are given some useful activities that build up their learning satisfactorily over time, but these are not planned as well as they could be to build on what children can already do. Nursery teachers join children at work, and their interventions guide and focus them to learn more. However, these interactions are unplanned and too haphazard. Children choose which activities to do and they sometimes work on things they can already do instead of being directed to those they need to practise, slowing their progress in those areas in which they need to learn more. Teachers' assessments of what children can already do have no regard to the early stages of learning identified in the Foundation Stage teaching guidance and children are measured against what is expected of them by the end of the Reception class, preventing their learning being built in small enough steps.

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

55. This area of learning is taught well in both classes; by the end of the Reception class most children exceed the early learning goals for children of their age. Children are secure and confident learners because they enjoy good relationships with each other and the adults in the Nursery and Reception classes. They share and take turns well. For instance, Nursery children waited patiently for their turn to choose a birthday card from a pile of cards and come out to the front of the class to stick the appropriate number of candles on a cake. All week, they worked together in small groups preparing for a 'birthday party', carefully wrapping presents, laying the table, and writing out invitations.
56. Similarly, the Reception class is lively and exciting, with lots of interesting things to do. All children are engaged in work; activities have clear purpose. For example, children are required to write shopping lists before going to the class shop, making their play more purposeful. The teacher directed them, "When you are in the shop, ask how much it is", again adding meaning to the work.
57. By the end of the Reception year, most children are confident enough to have a go at new activities. They speak in groups and chat happily about what they are doing. For example, they speak confidently when sharing their thoughts about what makes them happy. Children are sensitive towards each other and listen to what their classmates have to say, such as at news time. They treat the few children who find it difficult to concentrate with sensitivity, waiting for them to join in and putting up patiently with their disruptive calling out. This behaviour is managed exceptionally well because the class teachers and support assistant are clear about what needs to be achieved and help these children to move forward one step at a time without demanding too much of them.

## **Communication, language and literacy**

58. This area of learning is taught well in the Reception class and satisfactorily in the Nursery. Children in the Nursery recognise their own name and collect their badge from the teacher before fixing it to the registration board. They engage in writing activities every day, learning that marks on paper communicate meaning. Although they do not write correctly formed letters yet, they ascribe meaning to these marks and from looking at books with the teacher understand that writing can be 'read'. However, sometimes, their learning is too incidental. For example, a small group of girls were setting out the role-play area ready for the party. They discussed who would do what and how many places they needed to set out. However, neither the teacher nor the nursery nurse joined them in their play, except to ask them to "keep the noise down", and this meant that their learning was not extended beyond what the activity offered. Although children look at books with the class teacher, the book area is not particularly inviting and does not encourage children to browse and enjoy reading. There is a lack of words around the room and labels for children to read and this does little to stimulate and promote literacy skills.
59. The Reception classroom is full of interesting things to promote speaking, listening, reading and writing. The book area is particularly attractive. Similarly in the Nursery, learning is made fun when, for example, finding words that rhyme with ham and Sam in a storybook they have read together. However, in contrast to the Nursery, the activities in this class are carefully planned to meet specifically identified needs. Learning is measured and the information used to identify what individual children need to achieve next. For example, some children need to work on letter formation, sizing and spaces, whilst others need more consistent use of final sounds. Consequently, the work is well chosen; tasks are more purposeful and the adults are more focused because of this. For example, children learnt to negotiate roles in the grocery shop when the teacher asked, "Who is going to be the shopkeeper?" and reminded them, "Remember to write your shopping list first". The teacher or the nursery nurse often leave the group they are working with to check on the learning of the other children and their questions move children on further, such as "Did you buy everything on your list?"
60. This means that by the end of the Reception class most children speak clearly and confidently about what they can do and their attentive listening skills show that they take an interest in what is being said. They take turns in conversation and wait patiently for their time to speak. Their well-constructed written sentences convey meaning, for example, "I clean my teeth in the water". Letters are correctly shaped and many children are starting to use full stops and capital letters. Most children recognise letter sounds and use this knowledge to read and write unfamiliar words. They understand how books are formed and show an understanding of plot and character.

## **Mathematical development**

61. For the same reasons as above, mathematics is taught well in the Reception class and satisfactorily in the Nursery. Whilst there are lots of exciting mathematical activities for the Nursery children to do that promote mathematical understanding successfully, teaching and learning lack direction because the records of what children can already do are not detailed enough to inform precise planning for different children. For example, when gathered together as a class, Nursery children took it in turns to choose a card from a pile of cards, read out aloud the number on it, and then count out the corresponding number of candles to stick onto a cake. The numbers one to ten were represented. However, some of the children could barely count to five, whilst others could easily do so and were ready to work with higher numbers up to ten. However, because the cards were chosen at random, some of the least able picked up a high number that they could not recognise, whilst some of the more able chose low numbers, which they coped with too easily. Similarly, teacher interventions lack purpose because these are unplanned and unsystematic. The adults in the Nursery tend to flit between activities, making it difficult to keep tabs on which children have taken part in which activity and how successfully they managed it.

62. In the Reception class, however, many of the children are already attaining the early learning goals expected by the end of the year. This is because the work is carefully planned with good regard to what children need to learn next. For example, one particularly able child worked on numbers up to 20, whilst the rest of his classmates worked at varying levels with numbers, such as zero to five or zero to ten. This meant that all children were challenged at an appropriate level. The teacher and nursery nurse tend to stay with one activity checking children's learning and making sure all children have a go at it, some time during the day, at a level appropriate to them. They are also, however, very aware of what is going on elsewhere, often leaving the group they are working with to check on the learning of children working in other areas. By the time they leave the Reception class, because of this good teaching, most children are working within the first level of the National Curriculum. Many of them work confidently with numbers up to ten. They add and subtract and read and write numbers correctly. They use mathematical words correctly to describe objects such as 'heavier' and 'lighter' and to explain position such as 'in front of' and 'underneath'.

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

63. This area of learning is taught satisfactorily in the Nursery and well in the Reception class so that children's attainment is better than expected by the time they start in Year 1. Children in the Nursery show curiosity in the interesting range of activities teachers give them to do, such as when pouring water in and out of containers. They were fascinated as the water teemed over the sides. When constructing 'gardens' in the sand tray, they carefully planted the flowers deep enough to make them stand up. The making of small cakes and the mixing of jelly caused particular excitement! Children work confidently with the computer, writing some, just about recognisable, numbers on the screen, for example, and make some well-formed models from construction equipment.
64. Reception children carry out interesting investigations, for example, into how different foods taste and write down their favourite foods in a list and then use the information to compile graphs. They use the computers well to draw, for example, pictures of trees, houses and people. Their maps showing the route from their houses to school mark the main features of the town, such as the supermarket and church. These children are already doing some work from the early level of National Curriculum science work by labelling accurately parts of the face and human body and are making good progress overall. They know the differences between 'old' and 'new' and compare pictures of themselves and babies perceptively with how they look and what they can do now.

### **Physical development**

65. Teaching and learning are sound in both classes and consequently, most children attain the early learning goals by the end of the Reception year. Nursery children move confidently around the classroom, with a developing awareness of space. They are developing pencil and scissor control well because of the opportunities they get, for example, to cut sticky tape from rolls and write birthday cards to each other. They control the computer 'mouse' well to drag and drop objects on the screen, for example 'to dress teddy'. In role-play activities, they carefully sliced up wooden cakes and lifted and carried the pieces to a plate, showing good control. Some children carefully spooned sugar into a bowl, without spilling any, when making cakes and mixed the ingredients well by stirring.
66. Reception class children move with confidence, imagination and safety. They dress and undress without adult help and place their clothes neatly in a pile. They co-ordinate their arms and legs to show, for example, how different animals might walk and to demonstrate different actions such as hammering and sawing. They move well to music, responding to it rhythmically and with good sense of beat. They know that they need to warm up their bodies before exercise and to cool them down afterwards. When making things, children handle tools and equipment well, such as paintbrushes and sticky tape.

## Creative development

67. This is another area of learning that is taught satisfactorily in both classes and in which most children do as well as could reasonably be expected by the end of the Reception class. Nursery children engage well in role-play and join in simple songs, such as *Happy birthday*. They draw recognisable pictures of, for example, Buzz Lightyear and a beanie teddy. Their sewing on hessian is good and their robots made from silver paper-covered boxes look very effective. By the end of the Reception class, most children know which colours make up, for example, green and orange. Their attempts at fruit paintings were very good; they took great care to get just the right shade of yellow for the banana and their attempts at pastel drawings showed good proportion. This is because they were encouraged by the teacher to look carefully at what they were drawing. As in the Nursery, many of the Reception children engaged purposefully in role-play and joined in songs very well, doing the actions as appropriate. They enjoy making things and respond well to what they see, hear, feel and smell.

## ENGLISH

68. Standards in English are at the national average by the end of Year 2 and above it by the end of Year 6. Pupils make satisfactory progress in the infants where the teaching is sound, and good progress in the juniors where the teaching is more effective. Pupils with special educational needs are given good support in lessons because the literacy and language targets in their individual education plans pinpoint what these pupils need to do to improve their skills and understanding. The high focus on improving writing skills, the monitoring of teaching and learning and the advent of the National Literacy Strategy have impacted positively on the progress that the school has made since the last inspection, particularly in the teaching and learning in Years 3 to 6. As a result, standards have risen in the juniors, reflected in the performance of pupils in national tests that have risen from below average in 1999 to above average in 2002. The realistic targets set for 2003 for pupils in the present Year 6 suggest that this upward trend is likely to continue. Pupils who do not speak English as their mother tongue do as well as their classmates due to good support from the classroom assistants and local authority support teachers.
69. The speaking and listening standards pupils attain, with the exception of those who are in the early stages of language acquisition, are above average in both the infants and the juniors. This is because teachers extend pupils' use of language well and pupils make good progress. Younger pupils have a good range of vocabulary and participate well in discussions. In Year 1 for instance, they used words such as 'lava' to explain what happened in a volcano. They knew what an author is and what title means and were able to give thorough reasons for their answers to questions. Older pupils work well in pairs to discuss the inferences in a text and listen carefully to what their partners say. As pupils move up the school they become more confident and mature about sharing their ideas and are happy to talk out loud to the rest of the class. Teachers ensure that key subject vocabulary is identified in lesson plans and use it throughout the lessons. Older pupils speak clearly using a good range of expression such as when undertaking choral speaking.
70. Standards in reading are average by the end of Year 2 and above average by the end of Year 6, reflecting the sound teaching in the infants and the good teaching in the juniors. However, effective monitoring of this aspect of literacy has meant that systems have been revised and pupils know that they will be moved on to more difficult texts as they begin to understand and read more words. Their progress through the school is good because teachers have spent time making the teaching of reading more effective. Younger pupils are taught to read systematically using a range of books that get progressively harder. In this way their basic reading skills are improved. In literacy lessons, pupils are often given specific texts to read and analyse, so that by the junior years they are capable of deducing what an author or poet means when they write in a specific style. Pupils in Year 2 use their knowledge of letter sounds to help them read unknown words and make good use of punctuation to read expressively. In a Year 2 lesson, for example, the teacher prepared a suitably difficult text, which the

majority of pupils read with developing fluency and expression. Some lower attaining pupils read and explained what 'selfish' meant and could give the opposite of words such as 'horrible' when describing the difference between the ugly queen and Snow White. By Year 6, teachers have extended pupils' reading skills well. For example, when pupils in Year 5 described the scene from the poem *The Lady of Shalott*, they made comparisons with Camelot, a mysterious castle, and the countryside. The level of understanding of the text by the majority of pupils in the class was high even though there are a significant number of pupils with statements of specific need. In Years 3 and 4 the majority of pupils are confident readers and many enjoy books for pleasure. In discussion they recalled a number of popular works as well as some minor classics. They gave good reasons for their preferences and the styles of books that they enjoyed.

71. Standards in writing are broadly average at the end of Year 2, and above average at the end of Year 6, reflecting, once again, the differences in the quality of teaching between the two key stages. However, writing has been an area identified by the school for major development and, because of this, over the last two years much emphasis has been given to increasing challenge in learning. This is now beginning to impact positively on standards. In Years 1 and 2 the emphasis is on building up spelling, handwriting and extended pieces of work. Pupils in Year 1 successfully retell stories using simple sentences. They have good spelling ability and use the type of vocabulary expected for their age. Those with average ability use sentences such as "Everywhere is white and sparkling" to describe a scene and those with lower ability also understand the purpose of writing in sentences with full stops and capital letters. However, the more able pupils achieve standards that are similar to their average ability classmates. This is because teachers do not extend and challenge them sufficiently by helping them to build on the knowledge that they already have. As a result, not enough pupils attain the higher level 3 and this adversely affects the overall test results at the end of Year 2.
72. In contrast, in the juniors there is more challenge for pupils of different abilities. The progress that pupils make between the end of Year 2 and Year 6 is good. The quality of handwriting is good because of regular sessions to develop styles. Spelling lessons help ensure that as pupils get older they produce more accurate writing. All work in all classes is presented well. Higher attaining pupils use a wide range of complex sentences and descriptive words to give effect to their story. In Year 4, for example, the teacher highlighted a piece of good description which said, "Then he noticed the hustle and bustle of the city had been replaced with a zooming noise" and followed this up with challenging questions about the use of specific words. In another example the teacher talked about the importance of "grabbing the reader's attention" and about how this could be achieved. This higher level of challenge is ensuring that by the end of Year 6 the number of pupils achieving at or above the expected level for their age is well above that found nationally. National tests also show that support for those with special educational needs is good, as there are only a few pupils who do not achieve the average level 4.
73. Literacy is used well in other subjects. There are some good examples of extended writing in subjects such as geography and history. Pupils write up science experiments and are taught how to use different styles depending on the type of work. Computers have been used to present work for displays. However, the use of ICT in all classes is variable and somewhat dependent on the teacher's enthusiasm.
74. Pupils are enthusiastic learners in literacy lessons. They become excited about what they are asked to do especially when teachers use stimulating or interesting ways to motivate them.
75. All teachers have good subject knowledge and plan thoroughly using a common format. There is, however, an inappropriately high number of worksheets used in Years 1 and 2 although there is also a good number of longer pieces of writing too. Teachers use many different methods to stimulate pupils' interest and pupils respond very positively to these. In a Year 5 lesson, for example, the teacher and learning assistant pretended to be travel agents to highlight the need to use specific language when developing a planning framework for their story. This worked very well so that when the class settled

to the task they had been set, their concentration levels were very high for a long time and the work produced was of a good standard. Teachers mark work and use targets to help pupils understand what they have achieved and how this can be built upon. In the best cases these give praise and explain what has been learnt such as, "Well done, you have identified the collective nouns". They provide a very efficient way of keeping accurate assessments. However, the use of these is not always effective. Some of the assessments are too descriptive and cannot be used for planning future work. Where they are most successful the quality of teaching and particularly learning for all levels is much higher over time.

76. The National Literacy Strategy is implemented well. Through regular monitoring of its effectiveness, planning has improved and the delivery of lessons now has a sharp focus. It has also helped improve the opportunities to develop work in a more systematic way. The experienced co-ordinator and senior management team have observed lessons and identified the strengths and weaknesses of individual teachers. However, not enough has been done to analyse what impact this is having on standards in different parts of the school as a way of raising attainment, especially in Years 1 and 2. Resources for the subject are adequate and the library has recently been refurbished. It can now be used more effectively to support work in other subjects.

## **MATHEMATICS**

77. Satisfactory improvements have been made since the last inspection, including the successful introduction of the National Numeracy Strategy, which has improved planning and resulted in better teaching for older pupils, which in turn, has raised standards by the end of the school. The quality of teaching is good in Key Stage 2 and satisfactory in Key Stage 1, where the more able pupils do not reach the levels of which they are capable. This is because although planning is satisfactory, because it is based on the National Numeracy Strategy most pupils are given work that matches their age, rather than their ability.
78. Nevertheless, by the time the pupils leave the school, standards are above average and most junior pupils do well to attain better standards than could reasonably be expected from their attainment on entry and at the end of Year 2. This is because junior pupils are organised very effectively into three ability groups in each year group, with each group set work that builds successfully on what they already know, understand and can do. Pupils with special educational needs make good progress because they are challenged to work at an average level. They manage this successfully because of the extra help from learning assistants and the special educational needs co-ordinator. For example, these pupils draw shapes in four quadrants, measure angles with a protractor, add fractions such as  $2\frac{2}{3} + 1\frac{1}{6}$  and, by the end of Year 6, tackle number calculations such as 8600 minus 3213. Although they make errors, and it is clear they need considerable help, their progress is good because expectation is high. The more able and average ability pupils are given work that challenges them too. Irregular shapes drawn in four quadrants, the reading of temperature graphs including below zero Celsius and demanding decimal work, all of which are completed neatly and accurately, make sure pupils reach the levels of which they are capable. However, there are not enough opportunities for all pupils to practise ICT skills and to use them in data handling and this remains outstanding from the last report. Results for boys and girls vary but there is no significant pattern over time and both are given the same attention in lessons. In Year 5, the head teacher teaches the more able and average ability group twice weekly, which leaves the class teacher with fewer pupils to deal with; the learning of all pupils benefits from this. Additional support is continued in Year 6 with 'booster classes' for the lower ability pupils. This adds to the success in the juniors in achieving good standards.
79. Standards are broadly as expected by the end of Year 2 for pupils aged seven, mainly because the number of pupils reaching the expected level is similar to most other schools. However, too few pupils reach the higher level and more needs to be done to challenge the most able pupils. There is an over-reliance on worksheets and the amount of work in books is sparse and infrequent. The work is often

the same for the more able and those of average ability in both Years 1 and 2, so that although the needs of pupils of average ability are met appropriately and those with special needs are met well, the more able pupils are insufficiently challenged. For example the average attaining and most able pupils do money calculations to £5.00; they add and subtract numbers to 100, tell the time to  $\frac{1}{2}$  and  $\frac{1}{4}$ , estimate and measure in centimetres, and identify shapes such as cuboids, cylinders and cones. The more able complete the sheets accurately, whereas those of average ability usually do less with more errors; both are often working at the same level with similar results. Pupils of lower ability, and those with special needs, are challenged by the work they are given. This is because they often have the same worksheets as pupils of average ability, but are supported effectively by learning assistants so they tackle them with increasing confidence and success. As a result most of these pupils achieve the expected level by the end of the year. Most problem solving is paper based with very little evidence of pupils tackling everyday tasks in weighing and measuring and recording their own results. Year 2 pupils complete a considerable amount of work in number, shape and measures, but there is less work in problem solving and practical mathematics to extend their thinking.

80. Pupils respond very enthusiastically in lessons because of the very good relationships that exist between them and the adults. They listen carefully, respond readily to well-directed questions and behave sensibly. Classroom assistants help individuals and groups learn very effectively, or quieten those who are sometimes restless. Pupils with English as an additional language, and those with statements of specific need are fully involved in lessons either because of extra adult help, or because tasks are well chosen. This was seen in well-paced lessons in Year 5 and Year 6 to develop pupils' mental skills. Teachers have good subject knowledge, which they use well during explanations to make sure pupils learn the right mathematical terms and language. However, marking of everyday work is inconsistent and it is not used fully to measure progress, or to set pupils suitable targets for further improvement. Some of the infant work is unmarked.
81. The co-ordinator has accepted responsibility for the subject only recently. Her leadership and management are adequate, but she has two other major subject responsibilities, one of which is ICT, which is a major focus for development. As a result she has had limited opportunity to monitor what is going on in the subject and she is not yet clear why the results at the end of Year 2 remain lower than those in Year 6. Although some progress has been made in other aspects identified for improvement in the last report, more still needs to be done to improve the use of assessment, the setting of personal targets, the use of resources, and the monitoring of teaching.

## SCIENCE

82. Standards in science are broadly as expected nationally by the age of seven, and are above the expected level by the age of eleven. Pupils' attainment has improved since the time of the last inspection, particularly that of the junior pupils. This is because the quality of teaching in the junior classes is better than it was four years ago. In addition, the implementation of the national teaching guidelines has brought about greater numbers of pupils attaining at least the expected level by the end of the infants and juniors. The school's increased emphasis on investigative science is impacting positively on pupils' attitudes towards the subject. This is because pupils enjoy the practical nature of the investigations in particular. Pupils in Year 2 talked excitedly, for example, about how they tested where in the school ice would melt the fastest and pupils in Year 6 explained how, after testing for chemical reactions when mixing different substances and investigating the findings, they drew valid conclusions.
83. Pupils do well in the junior classes to attain better than could reasonably be expected from their attainment at the end of Year 2. They make particularly rapid progress in Year 6 because of good teaching. These high standards are reflected in the work pupils do in their workbooks. From Year 3 upwards, pupils start to predict results and show independence in their investigative work. They record test results in their own way and draw charts for themselves. Although there are four pupils with

special needs in Year 6, the teacher is expecting all but one of the pupils in the class to attain at least the expected level at the end of this year, over half of them to attain the higher level and one to attain even better than that.

84. By the time they reach Year 6, nearly all of the pupils have a good understanding of scientific work and the effect this has on world issues, such as the research into healthy foods to keep people alive longer and the invention of nuclear weapons to kill them! The lesson in which they tested how materials changed by mixing brought good response from boys and girls alike. The four pupils identified as having special needs achieved as well as their classmates. All of the pupils concentrated totally on their task because they were interested. They worked well in pairs and discussed sensibly and maturely what they were doing and what they found out. They used ICT well to record data on a spreadsheet and then used the computer to generate graphs and charts for easier interpretation. Teaching gives appropriate support to the least able by giving them ready-made charts to record the test results, whilst suggesting to the more able pupils, "If you want to record it differently, then that's fine". Good reminders about safety alert pupils to the dangers of, for example, putting fingers to lips when working with different substances. When pupils used incorrect terminology the response from the teacher of, "That's a bit woolly ... Can you explain it in scientific terms?" brought about a more careful choice of words; "It increased in temperature" replaced, for example, "It got a bit warm".
85. Although satisfactory overall, teaching is less effective in the infants. This is because teachers have too little regard to what pupils already know and need to learn next. Pupils have limited opportunities to record their findings independently because they are nearly always given pre-drawn charts to use. The over-use of worksheets which require single word answers restricts writing opportunities and limits pupils' ability to explain scientific ideas. It also causes confusion about what is being tested and why. For example, pupils in Year 2 talked about which group 'won' the test "To see who could melt the ice the fastest". "It was us" brought about more interest than the result of the test.
86. Whilst the infant teachers use the national subject teaching guidelines well to see what pupils in Year 1 and Year 2 should be taught, they do not make use of work from higher and lower levels for the most and least able pupils. This means that the least able do well because they are well challenged, but the more able do not achieve as well as they could because they are insufficiently challenged.
87. The co-ordinator for science works extremely hard, but has too many other important responsibilities, such as leading and managing mathematics and ICT. This means that, although she does a sound job, she has had insufficient time recently to observe lessons in order to find out where her help is most needed. She has kept a check on pupils' work, however, and looked at plans to make sure that the science curriculum meets statutory requirements. She has implemented assessment procedures, and is confident that colleagues are completing them as intended. However, she has not identified and dealt with the problems in teaching and learning in the infants. Although one of the Year 6 pupils is expected to attain level 6 by the end of the year, well above what is normally expected of an eleven year old, there is no identification of gifted and talented pupils in science, or any other subject, and this means that provision for these pupils is reliant on good teaching paying good attention to their needs. This happens in the juniors, but not in the infants.

## **ART AND DESIGN**

88. Standards in art and design are as expected nationally for pupils aged seven and eleven. Since the last inspection the school has implemented the national subject teaching guidelines, which is ensuring that artistic skills and techniques are taught and built systematically as pupils move from year to year. It is also making sure that pupils experience all aspects of the art and design curriculum, including modelling and designing. However, progress since the last inspection has not been good enough. There are still no assessments made of pupils' achievements in art and design and this means that the co-ordinator does not have a secure idea of standards achieved throughout the school. She does not see a lesson being

taught so does not know where her support is needed or to what extent the plans she scrutinises so rigorously are coming to fruition. Consequently her leadership of the subject is ineffective.

89. Pupils have good attitudes towards their art and design work and, in particular, enjoy the practical nature of the subject. Pupils in Year 6, for example, talked excitedly about the studies they had done of famous artists and their works and how they found out more about Picasso and Van Gogh on the Internet. Pupils in Year 2 talked about how they have drawn, painted and made things and about how they “think about what they are doing and look carefully”. Their drawings of the caretaker’s house show good proportion and their artwork in other subjects, such as to illustrate the stories of St Guthlac, are well detailed.
90. Teaching is sound throughout the school and pupils’ progress is steady but satisfactory. Much of the artwork around the school shows good consideration to detail, including shadow, colour and dimension. There is evidence of pupils exploring art and design in other cultures, such as the Rangoli patterns done by Year 3 pupils, and evidence of Year 5 pupils evaluating their weaving with comments such as, “This is good for carpeting” and “This attracts dust, which can be annoying”. There is some evidence of computers being used to generate pictures, but this is very limited. Artwork in classrooms is scarce and reflects the emphasis the school has put on English, mathematics, science and ICT since the last inspection.

## **DESIGN AND TECHNOLOGY**

91. Pupils’ attainment in design and technology is in line with what is expected nationally for pupils aged seven and eleven. Pupils make steady progress as they move through the school because of satisfactory teaching in both the infants and juniors. There are examples of work in all classes and this reflects how pupils’ skills are built systematically through the effective implementation of the national subject teaching guidelines. There is little evidence of ICT supporting work in the subject.
92. There is good teaching in Year 6, and because of this the older pupils understand well the importance of considering the use of whatever they make. For example, before designing and making slippers, they considered who these were intended for, male or female and age. They thought about appearance, suitability, safety and cost. This is because they knew that all of these would make a difference to the design. Older people, they explained, would not want flip-flops, but would require a more supportive design. They priced materials, so that they could sell the product on at a realistic price, telephoning a local shop before placing and collecting their order.
93. Pupils find the work in this subject “really fun”. They talk excitedly about their past and present work and explain how and why they made, for example, cardboard cars in Year 2 and wooden carts in Year 5. Pupils throughout the school work with an appropriate range of materials including cardboard, wood and fabric. Older pupils use sewing machines to join fabrics.
94. The subject co-ordinator looks at plans and checks them against the teaching guidelines in order to ensure that the curriculum meets statutory requirements. However, she does not know where to target her support most effectively because she does not see any lessons. She has a view on standards but cannot substantiate her ideas with enough examples of work, although she has begun to put together a portfolio of pupils’ work, which should help in the future. There is no clear direction for the future development of the subject and no action plan to show how developments are to come about.

## **GEOGRAPHY**

95. Pupils aged seven and eleven attain the expected level for their age. Standards have risen since the last inspection and all pupils now make better progress than they did four years ago. Pupils with special

needs and those with English as an additional language make good progress because they have well-chosen tasks and, sometimes, extra classroom support.

96. Standards and progress have improved since the last inspection because the use of national guidance has provided a good curriculum plan for the whole school, the curriculum plan is better organised and geography is now taught each term in every class. As a result, there is a better balance in the development of knowledge, skills and understanding for all pupils.
97. Pupils in Year 2 name the difference between contrasting localities, building well on the work about their own immediate locality. For example in Year 1 pupils studied the physical environment of the school, looked at maps of the area and saw what leisure and work is around them. They find out about how a letter is delivered and the importance of an address. Pupils in Year 2 have looked further afield, both in their well-planned seaside link and in the work about the Isle of Struay. They recognise the different jobs on an island such as fishing, the geographical features such as a harbour and a jetty, which are not found in their own small town, and how the transport is different. As a result pupils show a secure awareness of places beyond their own locality, express valid views about different environments and use wide geographical vocabulary. Although the work in books is of average standard, in a lively discussion about India pupils in Year 2 used words such as 'equator' and 'climate' that showed an above average understanding of these geographical terms.
98. Pupils build on this work year by year. Pupils' work in Year 6 is average, but often above average when pupils write at length in their own words. Their work on the mountain environment, much of it in pupils' own words, provides all pupils with good opportunities to write at length. Individual research reflects both literacy and geographical skills so the lists of personal clothing for mountain work is extensive from the more able, with a focus on thermal wear and safety equipment, whereas average and lower ability pupils write more about warm and woolly clothing and personal entertainment. There is some good work in the drawing of a grid of the world's highest mountains and their location on a world map; more able pupils complete it accurately whereas other pupils complete less work in less detail. It is clear from this work that most Year 6 pupils are able to use secondary sources of information well, show a good understanding of the wider world, describe in their own words physical features and how they affect climate and wildlife, and use their geographical skills in map work and diagrams.
99. The quality of teaching is satisfactory in both the infant and junior classes, but better in Year 2 and Year 6 than elsewhere. Teachers plan consistently to a good standard for a term's work and for each lesson so that pupils build their geographical skills and knowledge over time systematically. Relationships are very good. This is evident during lessons because pupils help each other readily, share resources, answer questions confidently and behave very sensibly. Teachers have a good knowledge of the subject; they make sure they use resources and geographical terms to build pupils' geographical vocabulary and understanding. In the best lessons pupils worked at different levels using resources such as maps and research material. This was seen in lively lessons in Year 2 and Year 6. In Year 2 pupils researched and built their own 'fact files' about India; in Year 6 they used maps and newspaper cuttings to locate local news stories using four-figure grid references. Visits both locally and further afield enrich the curriculum further. Work is least effective when all pupils use the same worksheet, or copy the same facts. On these occasions there is insufficient challenge to all pupils, but particularly the more able.
100. The co-ordinator is new to the post. Although she monitors planning and matches it to pupils' work she is not sure about strengths and weaknesses in the subject or how to raise standards further. This is because she does not observe teaching or scrutinise pupils' work and cannot be sure where and when most and least progress is made. Although the majority of the issues for improvement in the last report have been addressed successfully, assessments and their use are still underdeveloped.

## HISTORY

101. Standards attained by pupils in history at the age of seven are broadly as expected nationally for pupils of this age. By the age of eleven they are above the nationally expected level. They are higher than at the time of the last report. Pupils with special educational needs, and those with English as an additional language, make good progress because work is chosen to match their ability and experience. Pupils of all ages have opportunities to write in their own words, which helps them develop their literacy skills, ideas and opinions. Consequently the progress of all pupils is now better than it was four years ago.
102. Standards have risen because of a number of changes in the school's approach to history, which have improved teaching and learning. For example, there is a good whole-school plan so that pupils build their skills, knowledge and understanding systematically; this was not in place before. History is now taught termly so progress is maintained; before this there was too big a gap between history topics and therefore progress was slowed. Lesson preparation is good and done in some depth, whereas before it was superficial. Teaching has improved from satisfactory to good, pupils in Year 2 now have a better understanding of chronology and pupils have more opportunities to use their study skills, particularly in Years 5 and 6.
103. By Year 2 pupils know about the Great Fire of London and learn about Victorian times through studying the life of Florence Nightingale. Pupils have good opportunities to write in their own words; they look at hospitals, or the life of a child 'then and now' so they develop an understanding of how lives were different during a previous century. Pupils' work about the Great Fire of London, which is attractively displayed, is above average in presentation and content. Their time lines recording events from 1600 to the present day include dates of events such as the Great Plague, Victorian times and Space Exploration so pupils are able to recognise changes over time. Sketches and drawings from a local visit contain considerable architectural detail. Overall, pupils' work is above average. Most Year 2 pupils recognise how their lives are different from the past, place events in correct order, describe some main events and changes in their own words, and produce structured work using some dates and times.
104. Pupils in Years 3 and 4 study the Second World War, the Tudors and ancient Egyptians. Much of the work in Year 3 is from the same worksheets, or copied, with only a small amount in pupils' own words, and consequently attainment and progress are only average. In Year 4 pupils started the year copying work or using the same worksheets about Egyptian life, but later in the year produced more individual writing about Tudor life. Some of this work is above average. In Years 5 and 6 pupils write mostly in their own words; some lively writing by more able pupils about 'Comparing Country and Town in Victorian Times' illustrates this well. They use the telling sentence, "I would like to live in Wiltshire because people live to 17 years in Manchester but 33 years in Wiltshire!"
105. Similar good work continues in Year 6 when pupils learn about Ancient Greece. It covers the epic poems of Iliad and Odyssey. There are good detailed drawings of Doric and Ionic columns. Pupils' writing about the Battle of Marathon is imaginative, well presented and linked to details they have downloaded from CD-ROM about the Ancient and Modern Olympics. Consequently, by the time they are eleven years old, most pupils show good factual knowledge and use this well to describe changes and characteristics of past societies and to make links between them. They select and organise information using dates and terms well and know good details of main events, people and changes.
106. The quality of teaching is sound in the infants and good in the juniors. Teachers begin from a clear whole-school plan, which is based on the national teaching guidance. From this, work is planned for each lesson so that pupils are learning the right things at the right time for their age and experience. Older pupils use their literacy and research skills very effectively because they are given regular opportunities to research and write in their own words, particularly in Years 5 and 6. Teachers mark work regularly and insist on high standards of presentation; as a result pupils take pride in their work

and often write at considerable length. Displays, visits and artefacts such as the collection of old toys, or the day spent at Flag Fen, a local archaeological site, enhance and enliven historical teaching.

107. Developments are still needed, however, to reduce the number of worksheets and copied work so that pupils have more opportunities to work independently. Assessments are still limited and consequently teachers are still unaware how well the pupils are doing and how to move them on to the next steps.
108. The co-ordinator had been absent for some time before the inspection. She has not yet had sufficient time since her return to monitor teaching, look at pupils' work or to consider the next steps in bringing about improvement to the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

109. Standards are at the nationally expected level by the end of Year 2 but below the expected level by the end of Year 6. This is because older pupils have not had sufficient access to all the strands of the subject curriculum during their junior years. Despite this, the development of the subject has been rapid over the past few years and the provision is much improved. In all years, teaching is satisfactory and progress is now sound and has improved significantly since teaching staff have undergone a national training programme. Their own understanding and subject expertise have enabled them to plan appropriate and challenging activities for pupils of all ages. As the school is aware, the number of computers per pupil is well below the national average and this restricts the access that pupils have during the week. The school intends to meet the national target for computers per pupil by 2004 and, in order to alleviate the situation in the short term, is considering buying a bank of portable laptops. There is a commitment to provide a better opportunity to use all elements of the ICT curriculum in all years and to use computers to help with work in other subjects, which currently is insufficient.
110. Sound achievement is made in Years 1 and 2. Pupils build up their knowledge and increase their skills in using the computer 'mouse', the keyboard and different computer programs. Younger pupils confidently use the computer for simple word processing and to help them develop their understanding of letters and words. They use simple mathematical programs that help reinforce their understanding of number. In one lesson in Year 1 the class were starting to develop pictograms and graphs. They counted the number of different jumpers that were tried on and could talk about which colour might be the favourite. This was undertaken as a paper exercise and some pupils were ready to transfer their tallies to the computer. In this way their computer skills were improved.
111. Progress is now sound in Years 3 to 6 although over time this has not been the case. The planning shows that some areas such as control technology and logging data have been neglected in some years. This has inhibited the continuous progress that should have been made. However, in some other areas there is better progress. Pupils are competent in word processing and in presenting work using graphics.
112. Teachers plan regular times for ICT lessons. This ensures that new skills are developed through the use of the national teaching guidelines. With two computers in each class pupils then have opportunities to practise what they have learnt. Access to the machines is logged so that teachers can check that all pupils get the time to which they are entitled. Pupils are enthusiastic about using computers and work hard. They talk with interest about some of the areas that they have covered such as when they made robotic buggies. All teachers have suitable levels of expertise. However, opportunities are missed to plan work that develops pupils' understanding of how computers can be used to aid learning in variety of situations. The school has followed advice from the local education authority and, although it was on the final phase for links to the Internet, now has a quantity of up-to-date computers and peripherals. The Internet connection is used for research. Parents have not yet been given the opportunity to sign a safety policy for its use although there are strict guidelines in place. The one school printer is situated away from the majority of machines and this makes collecting prints inefficient. Groups of pupils have

to walk some distance and younger children miss the chance to see instantly what they have achieved and so to get excitement from the work that they do.

113. The co-ordinator has worked hard to ensure that there is regular, sometimes weekly training, for new programs or hardware. In addition, she has monitored the work that is taking place and is building a portfolio to show what pupils are capable of. All these positive moves are having an impact on the provision and progress that have been made since the last inspection.

## **MUSIC**

114. Standards at the end of both Year 2 and Year 6 are in line with those expected nationally. Since the last inspection these standards have been maintained although there has been a change of subject leadership and the introduction of better planning for individual years. Only a small number of lessons were seen in the juniors and none were seen in the infants, although from what was seen and discussions with pupils and staff it is clear that teaching is satisfactory and pupils make satisfactory progress in both the infants and the juniors. Careful arrangements are made for pupils with special educational needs to ensure that they are able to build up their self-esteem in this practical subject.
115. In Years 1 and 2 pupils sing tunefully and learn words to familiar songs. They understand the relevance of keeping in tune as was seen during assemblies. Through Years 3 to 6, pupils build up their experiences so that older pupils are able to construct simple compositions showing different moods. In a Year 6 class the pupils talked about the use of 'ostinato' and how they could use this to enhance the words of a poem. They understood the use of a repeating pattern to simulate the tempo of words in the poem and used a range of tuned and untuned instruments to compose some interesting pieces.
116. Teachers use the national teaching guidelines for the subject as well as a commercial teaching programme. The non-specialist teachers acknowledge that this has enhanced their own subject expertise and they feel confident in relying on the lesson plans. It has ensured that work within each year builds on what has gone before and that all aspects of the curriculum are taught. In the two lessons seen, pupils were enthusiastic and hard working, and concentrated on the practical work they were set. When working in groups they shared ideas, asked each other about how to proceed and showed increasingly mature attitudes to work.
117. In the Year 3 lesson pupils had previously learnt about folk songs and the teacher was using this next lesson to develop the ideas into American country and western music. The taped instrumental version was played and, as the lesson progressed, the class soon picked up the rhythm, structure and words for the song. By the final performance the pupils were singing with some gusto and confidence as the music increased in speed. In the Year 6 lesson the teacher encouraged others to evaluate the performance of the group and after picking out the things that went well, then asked for further improvements. The pupils were careful not to disillusion each other with negative criticism and as a result the ideas were taken on board.
118. The subject co-ordinator is new to the post. She has suitable expertise and has a clear view about how to carry on the developments that have already started. A policy is in place that is regularly reviewed on a two-year cycle. Resources for the subject are adequate and are used effectively in classes as necessary. The number of music clubs has dropped since the last co-ordinator left. However, this is only an interim deterioration and plans are already in place to start choirs, orchestras and other clubs. A number of pupils are involved in peripatetic music lessons through the week although the co-ordinator would like to see a larger number take up this opportunity. Pupils are also able to perform in the regular class assemblies, in religious festivals and at local residential homes.

## **PHYSICAL EDUCATION**

119. By the ages of seven and eleven, pupils' attainment in physical education is in line with national expectations for pupils of their age, the same as at the time of the last report.
120. Progress is satisfactory, with good progress in swimming. After-school sporting activities are popular; these include dance, football, netball and athletics, which help to maintain pupils' enthusiasm for the subject and raise standards. For example in an after-school country-dance club pupils from Years 1 and 2 completed the sequences in the Circassian Circle to an above average standard.
121. Planning shows that pupils experience the full programme of study for physical education each term so that pupils develop their skills systematically. All pupils from the Reception class upwards swim regularly each year at the nearby leisure centre under the guidance of swimming instructors and teachers. They are awarded certificates of progress as they move through the school; by the end of Year 6 almost all pupils reach the targets for eleven year olds, showing above average standards.
122. Only games lessons were seen during the inspection. Younger pupils explore simple skills in throwing and catching a ball. They try to copy each other's actions to improve their co-ordination and control. For example, when more able pupils demonstrated these skills in a Year 1 lesson the rest of the class tried enthusiastically to raise their standards too. They worked well together in pairs, showing an understanding of the importance of accurate throwing and catching skills when working with a partner.
123. By the time they reach Year 4 pupils throw and catch a large ball accurately with two hands. However, they still sometimes find it difficult to judge the flight, to move into position consistently to catch a ball, or to create space in simple attacking/defending positions. All this was seen in a lively Year 4 lesson where standards were average.
124. By Year 6, pupils explore throwing, catching and striking skills in small groups. For example, in an energetic lesson to develop forehand and backhand drives in tennis, pupils showed they could hold a racket correctly, swing and hit through the ball accurately and, by the end of the lesson, sustain a short rally. They are not yet able to hit or throw the ball with sufficient control or fluency to be always able to repeat the action, so that throws are sometimes too high and drives are wayward. However, although almost all pupils found it hard to hit a backhand, more able pupils quickly recognised that a two-handed grip generated power and accuracy. Overall, standards and progress remain average.
125. The quality of teaching is satisfactory. All lessons begin and end with suitable warm-up and cool-down sessions. Teachers insist on correct dress for indoor and outdoor physical activity both for themselves and all pupils. As a result, pupils are fully aware of the effect of exercise on their bodies and its importance, an improvement since the last inspection. Relationships are very good; there is an air of mutual enjoyment. Pupils share ideas, try to help each other and laugh together if things go slightly wrong. Teachers sustain this atmosphere very well; although there is a good pace to the lesson they encourage and praise in an empathetic way throughout so that pupils are always very keen to do their best. Plans are clear and show how skills will be taught both over a term and during lessons. Resources are ready to hand and plentiful: all pupils have rackets for tennis skills; in football and netball skills practice they have plenty of space and a large ball for paired activities. Teachers have sound subject knowledge, but what is lacking is the ability to assess when to use pupils as exemplars to others and to modify the activity as the lesson progresses so that the more able are challenged. For example, when pupils practised attacking and defending skills they were too static and the opportunity to teach 'pass and move' was missed. When the more able introduced their own two-handed backhand approach in tennis, again the chance for them to demonstrate this, or to show them how to improve it further, was missed.
126. There has been satisfactory progress since the last inspection. Behaviour has improved. Pupils are more aware of the importance of exercise. However, assessment and its best use is still not as good as it could be and as a result the more able are still not challenged fully. There is no register of pupils who are gifted and talented in physical skills.

127. The co-ordinator is new to the post. She has begun to video good examples of gymnastic skills and throwing techniques to use with pupils and teachers; there is a developing 'child friendly' assessment sheet. However, both of these early developments in assessment have yet to have any effect on teaching and learning. The co-ordinator does not observe lessons and does not have a clear idea about where most and least progress is made and where her support is most needed.