

INSPECTION REPORT

LITTLE THETFORD CE PRIMARY SCHOOL

Little Thetford, Ely

LEA area: Cambridgeshire

Unique reference number: 110803

Headteacher: Mrs J C Phillips

Lead inspector: Mr T R Gill

Dates of inspection: 17 – 20 November 2003

Inspection number: 256757

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 controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	110
School address:	Green Hill Little Thetford Ely Cambridgeshire
Postcode:	CB6 3HD
Telephone number:	01353 649260
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Appropriate authority:	Governing body
Name of chair of governors:	Rev V Kilner
Date of previous inspection:	5 May 1998

CHARACTERISTICS OF THE SCHOOL

This over-subscribed school serves the village of Little Thetford on the edge of the Fens; half the children come from nearby villages or from Ely. The pupils come from a wide range of backgrounds. Some of the families are involved in farming and related farm work whilst others commute to Cambridge or Ely. The school's socio-economic circumstances are average. The pupils' attainment on entry has altered in the last two years from being below average to broadly typical for their age. There are 110 pupils on roll. All the pupils are of white British heritage, apart from two of Chinese and two of mixed white and Asian backgrounds. No pupils speak English as an additional language. There are four pupils on the school's register of special educational need. Most pupils have some pre-school experience in local playgroups or nurseries. No families currently apply for free school meals though there are a number who would qualify. The movement of pupils into and out of the school is below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21398	Mr T Gill	Lead inspector	Foundation Stage English as an additional language Science Information and communication technology Art and design Design and technology Music
11414	Mrs A Bennett	Lay inspector	
29426	Mr D Grimwood	Team inspector	Special educational needs English Mathematics Citizenship Geography History Physical education Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school. Standards are generally very good and the pupils' achievement is very good in the infants and juniors. Teaching is good overall with very good teaching occurring across the school. The leadership and the management of the headteacher are very good and the very effective governing body supports the school very well. The school provides **good value for money**.

The schools main strengths and weaknesses are:

- The headteacher, together with the staff and governors are always examining ways of making the school better, more effective and they have been very successful in doing this.
- Teaching is good with many very good features and is very well matched to the pupils' needs.
- Assessment, monitoring and target setting are very good and the information is used very well to ensure the pupils achieve very well.
- Standards across the school are well above average in English, science, art and design, design and technology and music and above average in mathematics, history and information and communication technology.
- Pupils are very well cared for, listened to and their views acted upon.
- The provision for personal, social and emotional development in the Foundation Stage is very good.
- There are good arrangements to support the children and parents when they start in the Reception class.
- Good use is made of information and communication technology to aid learning and achievement across the curriculum.

Since the last inspection the school has continued to build successfully on the good standards identified then. As a result, this is a very effective school. The minor areas for improvement from the last inspection have been dealt with.

Standards achieved.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A	A	B
mathematics	C	B	B	D
science	C	B	A	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

As only eight pupils took the tests in 2003, caution is needed in interpreting the results. Two of the pupils who took the tests had joined the school during the juniors.

The pupil's achievement is **very good**. The children's good achievement in the reception class prepares them well for the National Curriculum at the start of Year 1. Very good achievement in the infants ensures that at the end of Year 2 standards are well above the national average. This very good achievement continues in the juniors so that the standards obtained last year represent very good progress in relation to the below average ability of many of those pupils when they entered the reception class. The achievement of pupils with special educational needs and the most able pupils is very good across the school. The pupils' personal development, including spiritual, moral, social and cultural development, is **very good**, though cultural development, the understanding of other cultures, is not as strong as the others. Pupils' attitudes to school are good and their behaviour and attendance are very good. They show a great pride in their work and the good sporting success their

small school has enjoyed. They take great care over their work generally and presentation is of a high standard.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching is **good overall** with much very good teaching across the whole school and examples of excellent teaching in the juniors in music. The teaching is generally lively and stimulating and the children learn well. As a result of the very thorough assessments the teachers make across the curriculum, work is very well matched to the pupils' learning needs and their achievement is very good. The quality and range of the curriculum are very good. A broad range of curricular opportunities meet pupils' needs and they make very good progress. There is a very good range of extra-curricular activities covering sports and the arts and they are well supported. Pupils are very well cared for and supported and this is reflected in the confidence they show in adults, the very good relationships and the very good progress they make. The pupils' learning and achievement are further enhanced by the very good relationships that exist between the parents and the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good and have kept the school on an ever-upwards path of improvement. The headteacher is very experienced and very shrewd. She has built up very effective, committed teams who are dedicated to doing the best they can for all pupils. This is a very inclusive school and some pupils with very challenging behaviour are handled well but also with respect and compassion. The contribution of the governing body is very good. They are very well informed and carefully monitor what goes on in the school. They know their school very well and share the staff's commitment to making it as successful as possible. They work extremely well with the headteacher and school but, are no rubber stamp.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express considerable satisfaction with the work of the school. Half of the parents have chosen Little Thetford in preference to nearer schools. They appreciate the high standards the school sets, the very good knowledge the school has about their children and the very good way the school caters for the individual. Pupils like the school very much and, for the great part, really enjoy their lessons. They show great confidence in the staff and are generally very proud of their school.

MINOR AREAS FOR IMPROVEMENT

- Ensure that in the reception class there is always a good range of child-initiated or free choice activities to develop greater independence and provide opportunities for the children to practise and improve their skills.
- Ensure marking is more subject specific.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

In the reception class, children's achievement and standards are good overall. Achievement in the infants and juniors is very high and standards are high overall.

Main strengths and weaknesses

- The good provision and the children's good achievement in reception prepares them well for the National Curriculum.
- Standards are well above average in English, science, art and design, design and technology and music.
- They are above average in mathematics, information and communication technology and history.
- The achievement of pupils with special educational needs is very good.

Commentary

1. Over the last two years, data shows that the children's attainment on entry to reception has changed from being below average to broadly average. The overall good quality provision in the reception class results in good achievement in the goals children are expected to reach by the end of reception and they are well prepared for the National Curriculum at the start of Year 1. Provision for personal, social and emotional development is very good and the children achieve very well.
2. The table below shows that in the 2003 tests, standards in Year 2 were well above average. This very favourable picture has been a consistent feature over recent years.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	17.5(18.7)	15.7(15.8)
Writing	16.5(16.5)	14.5(14.4)
Mathematics	17.4(18.2)	16.3(16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year

3. In reading, writing and mathematics data shows that the girls out-perform the boys. Although numbers in year groups are comparatively small this has been the trend over the last five years in reading and writing, and over the last three years in mathematics. The school is aware of this issue and regularly reviews the performance of the pupils through its very good tracking systems.
4. The table below shows that in the 2003 tests, standards in Year 6 were well above average in English and science and above average in mathematics. However, as the number of pupils taking the tests was very small, the performance of just one pupil can distort the results. However, when the school's performance is taking into account over a number of years, standards have been consistently above average or better in English and mathematics. Standards in science have improved consistently over the last three years. At the time of the last inspection, the relatively poor progress of higher attaining pupils in mathematics in Years 5 and 6 was noted. This has been eradicated as pupils in those years are now effectively taught in classes formed by ability.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	29.3 (29.0)	26.8(27.0)
Mathematics	27.8(28.0)	26.8(26.7)
Science	30.0 (29.3)	28.6(28.3)

There were 8 pupils in the year group. Figures in brackets are for the previous year

5. By the time they leave school, data shows that over the last five years the attainment of boys and girls in mathematics and science is very similar though in English the girls are consistently out-performing the boys. However, the school's tracking and target setting show there is no evidence to suggest that more able boys do less well than more able girls in English. The pupils from other ethnic groups achieve as well as other pupils.
6. Across the infants and juniors, pupils effectively use their literacy, mathematical and information and communication technology skills well in other areas of the curriculum to enhance their achievement.

Pupils' attitudes, values and other personal qualities

Pupils really want to learn, and they behave very well throughout the day. The school is making a deliberate effort to encourage them to gain in confidence through being more independent. Their attendance is **very good**, and they arrive punctually.

Main strengths and weaknesses

- The school prioritises pupils' personal development.
- Very good spiritual, moral, social and good cultural provision.
- Attendance and punctuality are very good.
- The school is concerned about the impact of term time holidays on pupils.

Commentary

7. Pupils have good attitudes towards school. They do their best in lessons and enjoy their other activities. They are confident and very willing to take responsibility, for example, three girls played their flutes to accompany the songs in assembly. The school is a happy place. Pupils behave very well; playtimes are pleasant occasions, with plenty of choice for pupils to amuse themselves.
8. There have been no exclusions, and no evidence of any anti-social or unkind behaviour. Pupils respect their teachers and other adults in the school and have confidence in their ability to resolve any issues. They mix well together, and the house system encourages them to feel part of the school community. They have friends and loyalties across the school and older pupils play with younger ones. This helps to develop their social skills.
9. The headteacher leads by example in making clear the school expectations of high moral standards and, as a result, pupils gain a good understanding of the school ethos and of what is right and wrong. Foundation governors make a strong contribution to pupils' personal development through their participation in assemblies each week. Their themes use Bible stories to link closely with school priorities, as pupils are encouraged to think beyond themselves and to understand the implications of their actions. As yet, provision for pupils' cultural development, the understanding of other cultures, lags behind because it has not yet been a specific focus.

10. These areas of the school are as strong as at the last inspection. An innovative area is the development of thinking skills. Staff identified the need to develop pupils' independence, and make a deliberate effort to teach this to pupils and encourage parents to support it. They expect pupils to think for themselves, in class and at home before asking for help, for example by collecting together their school equipment.
11. Attendance remains very good, well above the national figure, with very little unauthorised absence. Pupils arrive punctually in the mornings, as a result of parents' support. Attendance has been consistently high, but the school is concerned about term time holidays, and the effect they have on pupils' learning.

Attendance in the latest complete reporting year 2002 – 2003.

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education this school provides for its pupils is **very good** overall. Pupils achieve very well because of the consistently high standard of teaching and support they receive. Assessment information is very thorough and used very effectively to set individual targets and plan lessons that engage and challenge the pupils whatever their ability. Parents are very appreciative of the quality of education their children enjoy and consequently the school is over-subscribed.

Teaching and learning

The quality of teaching is a strength of the school; it has continued to improve since the last inspection. Teaching is good overall with much very good teaching across the whole school and examples of excellent teaching in the juniors in music. The minor areas for improvement noted last time have been satisfactorily dealt with.

Main strengths and weaknesses

- The majority of teaching is good or better.
- There is very good teaching across the school.
- The range, quality and use of assessment are very good enabling planning and teaching to be well matched to the pupils' learning needs.
- The school's fully inclusive approach ensures all pupils are given the support they need.
- Teachers' planning is very good.
- Relationships between pupils and teachers are very good and show mutual respect. Very good standards of behaviour are expected and obtained creating a good, positive atmosphere for learning to take place in.
- Teaching in the infants and juniors shows good and often very good subject knowledge and the work is usually suitably challenging.
- Class areas are very well organised and very well established routines are understood and followed by the pupils helping effective learning to occur.

- Questions are generally used very well to get pupils to elaborate their ideas and develop their understanding.
- Pupils with special educational needs are very well supported and their achievement is very good.
- In some lessons in the Foundation Stage, there are not enough opportunities for child-initiated activities or free choice activities to help the children develop greater independence and practise their new skills.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	6	15	5	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Teaching in the reception is good overall, with the musical activities being particularly good. At times, though, there needs to be greater choice of activities and the chance for the children to experiment and find out for themselves as, for example, in discovering different ways to travel across gymnastic apparatus.
13. Across the school, what characterises the very good and excellent teaching is the very good subject knowledge of the teachers. Through this security of knowledge their enthusiasm and confidence shines enabling them to exploit fully the potential of the lesson. In some of the satisfactory teaching, what prevented it from being good was the choice of an inappropriate activity that limited the potential learning. For example, in a mathematics lesson, in the juniors, the introductory activity was a competitive quiz. This encouraged a good deal of excitement and unrest and the pupils' attention was not fully on the next activity. As a result, the learning, though satisfactory, was not as good as it could have been.
14. Well-written individual education plans for pupils with special educational needs provide appropriate steps towards achievable targets. Work is carefully prepared by the teachers to match needs ensuring that the teaching assistants know exactly how to support the pupils in lessons so that learning is as effective as possible. The very good relationships between the pupils with special educational needs and the support staff gives these pupils confidence to succeed and this aids their learning. During whole class sessions, teachers fully include these pupils by, for example, giving them opportunities to respond to appropriate questioning.

The curriculum

The quality and range of the curriculum are **very good**. A broad range of curricular opportunities meet pupils' needs and they make very good progress. Opportunities for enrichment are very good. The overall accommodation and resources meet the needs of the curriculum well.

Main strengths and weaknesses

- The curriculum is broad with a good emphasis on the humanities and creative subjects.
- A wide range of extra-curricular activities and community links enriches the curriculum.
- The provision for pupils with special educational needs is very good.
- Pupils' personal development is promoted very effectively.
- The improved accommodation and good staffing levels are benefiting the teaching and learning.

Commentary

15. The curriculum is broad and balanced and fully meets all statutory requirements. This includes the provision of good quality acts of collective worship that help to promote the very good ethos of the school.
16. The school has good schemes of work, based largely on nationally recognised material, in place for each subject and in religious education it follows the locally agreed syllabus. These schemes not only help to ensure a consistent approach to each subject through the school but also that pupils' skills are systematically developed and this makes a very good contribution to their personal development as their skills and confidence grow. The school sensibly places a good emphasis on the basic skills of literacy and numeracy but ensures that there is good coverage of the humanities and creative subjects. Good organisation of the curriculum means not only that literacy and numeracy are supported through work in the humanities, but also other areas are incorporated. For example, in their work on Ancient Egypt pupils in Years 5 and 6 develop their writing skills by compiling reports. They study the number system of Ancient Egypt and produce graphs illustrating the weather conditions. They use the internet for research and word process some work. They contrast Ancient Egyptian views on the nature of creation with those found in the Bible. Information and communication technology is used well to support learning across the curriculum. The high standards in subjects such as history, design and technology and music, indicate the success of this curriculum organisation. The curriculum for children under the age of five offers a suitable range of learning opportunities though there is not always a good range of child-initiated or free choice activities. The provision for pupils with special educational needs is very good. The school identifies the needs of the pupils at an early stage. Individual education plans contain clear and achievable targets for progress.
17. Considering its size, the school provides a very good range of extra-curricular activities. These are very well attended and some have a direct influence on standards. The high input from a range of sporting organisations has brought about an improvement in ball handling skills. The Young Engineers Club, run with direct help of a local aerospace firm, has greatly influenced the standards in design and technology amongst the older pupils, to the extent that the school has recently won a national award and an aspect of its work has been used as an example in a government document. The curriculum is very well enriched through the many visits to places of interest and through the range of visitors, including theatre groups, to the school.
18. The ethos of the school and the good adult-pupil ratio mean that all pupils are included in all aspects of school life. The curriculum for the humanities subjects is conducted on a two-year rolling programme so that all pupils experience a full coverage. Lessons in numeracy and literacy are well timed, notably in the Year 1 and 2 class, so that Year 1 pupils, from the class containing reception and Year 1 pupils, may be included in the introductory and plenary parts of lessons.
19. The staffing-pupil ratios at the school are good and allow for pupils in Years 5 and 6 to be taught for literacy and numeracy in relatively small groups, which increases the amount of individual help available to them and has a direct influence on achievement. The specialist skills of individual teachers are used well, notably in the teaching of music and information and communication technology and this has had a beneficial effect on pupils' learning.
20. The accommodation and resources are much improved since the last inspection. The school now has a hall and this has had an obvious impact on the standards in physical education. The provision of a separate computer suite has helped the levels of achievement in information and communication technology and the use of interactive whiteboards in each classroom has allowed this improved knowledge to be used to support learning in other areas of the curriculum. The attractive library, organised by a librarian, has helped to improve standards in reading and research skills.

Care, guidance and support

The school takes very good care of its pupils' welfare, health and safety, and values their contributions to school life.

Main strengths and weaknesses

- Teachers know their pupils very well.
- Pupils have confidence in the adults in the school.
- Registers are not returned to the office and this is a health and safety issue.
- Pupils are involved, their views sought, valued and acted upon.
- Induction arrangements are good.

Commentary

21. This continues to be a strength of the school. Pupils are a priority, and their well being matters most of all. Staff are appropriately trained, and there are very good arrangements for the care of pupils who are injured or unwell at school. Child protection arrangements are in place and follow the locally agreed procedures. Pupils are confident that there is always an adult they could turn to if needed.
22. Governors are involved in monitoring health and safety matters, and make regular visits. One concern was brought to the attention of the school. Class registers are not held centrally but kept in classrooms throughout the day; they can become separated from the group when the class moves to another part of the building. This could cause problems in the event of a fire.
23. Teachers know their pupils very well, as is shown by the clearly written end of year reports. The targets attached to end of year reports are very clearly identified, and expressed in a way which parents can understand and support. Class teachers have very effective assessment systems and so they can offer very good academic guidance. The focus on thinking skills and developing pupils' responsibility gives a very good framework to monitor their personal development.
24. The school involves pupils very effectively in its daily work listening to and acting on their views. Pupils are allocated to houses, and these mixed age groups help the pupils to get to know each other and care for each other. They eat lunch together each day, and at house meeting all pupils can contribute to discussions on topics of school interest. Parents have confidence in the induction arrangements when their children start school.

Partnership with parents, other schools and the community

Parents think very highly of the school and the way it encourages their children to develop. Community, church and business links are very strong, and links with other schools and colleges continue to develop.

Main strengths and weaknesses

- The headteacher's determination to get the new buildings and ensure they offered the best possible accommodation.
- The very high quality of reports to parents.
- The headteacher is available to parents, without appointment, to deal with their issues.

Commentary

25. Parents express considerable satisfaction with the work of the school. They are delighted that the headteacher fought so hard and long to get the quality of building that their children now enjoy. There was a very good response to the pre-inspection questionnaire. Over ninety-five per cent of parents said that their child likes school, is expected to work hard, and that teaching

is good. The teachers encourage their child to become mature and independent and induction arrangements are good. The inspection confirms these views.

26. At the time of the last inspection, there were concerns over two areas, which were raised again. A quarter of parents do not feel well enough informed about how their child is getting on and 22 per cent do not feel the school seeks their views and takes account of their suggestions. Inspection evidence does not support either view. Following the last inspection, changes were made to the number and pattern of parents' evenings, which parents now say are better. Through the exceptionally good end of year reports, parents are given high quality information about their child's progress, with clear targets for improvement which help parents to understand exactly how their child is getting on in relation to national expectations for their age. The headteacher makes herself available to parents without appointment at a weekly drop-in session, and has a determination to resolve quickly any issues raised.
27. The school makes very good efforts to sustain a strong partnership with parents while being aware of the pressures on their time, because of which some meetings are poorly attended. Much therefore depends on written communication. The teachers send home detailed homework sheets to encourage pupils to develop research and other skills. Although regular and useful, newsletters are not as attractively presented as those of the Friends Association.
28. The school is a very valued part of the village community, and parents are active in organising social and fundraising activities. There are satisfactory links with other schools over transfer, and the school is developing closer links with a local specialist sports college.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** and have kept the school on an ever-upwards path of improvement. The contribution of the governing body is very good and all statutory requirements are fully met. The school is very well managed and organised.

Main strengths and weaknesses

- The leadership and management of the headteacher are very good at all levels .
- She is committed to the highest possible standards in all aspects of the school's work and together with the staff and governors, is always examining ways of making the school more effective.
- Very good assessment procedures are in place which enable the school to monitor pupils' progress very thoroughly and take any action necessary to ensure they achieve as well as they can.
- The school is committed to inclusion and puts its commitment fully into practice.
- The governors are confident and very well informed and are fully involved in strategic planning and policy making.
- Governors closely monitor what goes on using both data and first hand observations.

Commentary

29. The headteacher leads and manages the school very well. She is shrewd and confident, sharing and articulating her vision for the school very effectively and clearly. She has built up very effective, committed teams who are never content to rest on their laurels but are dedicated to doing the best they can for all pupils and willing to alter what they do, after carefully considering it, if it will benefit the pupils. This is clearly demonstrated by the way the school copes very well with pupils who have been permanently excluded from other schools and by the recently introduced 'Thinking Project'. Subject co-ordinators play a significant role, together with the headteacher, in developing and monitoring their subjects. Arrangements for

professional development are very good and the members of staff rightly feel that the headteacher is very supportive of them.

30. Very good assessment and monitoring procedures enable the headteacher, staff and governors to have a very clear picture of how all the pupils are achieving and if their achievement is good enough. All pupils are equally valued and their achievements celebrated whatever their ability. The school is organised to ensure that support is given where it is needed to support pupils to do their best, whether they have special educational needs or are more able.

31. The governors are fully involved in all aspects of school life, they have a good cross section of talent to draw on and have a very good understanding of the strengths of their school and the areas that can be further improved. They are very much active partners in the school and are no rubber stamp. They regularly visit the school on an official basis, reporting back to the governing body, and as helpers in school. Through careful management of the finances they have ensured the school is well resourced. The high carry forward has already been partly spent on improving the ICT facilities and the rest has being appropriately ear-marked to provide extra staffing in this and the next financial year, extra tuition for sporting activities and to enhance special needs resources.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	362,066
Total expenditure	305,523
Expenditure per pupil	2 828

Balances (£)	
Balance from previous year	27,000
Balance carried forward to the next	56,543

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good** overall. The provision is in the Reception year, which children attend full-time. The children are taught in a mixed age group with Year 1 pupils. The Reception teacher is comparatively new to the Foundation Stage but is developing well due to the very good leadership and support from the headteacher. The majority of the children had only been attending full-time for two weeks at the time of the inspection; most had attended some form of pre-school provision. Overall, teaching and learning are good. The adults are good role models and they manage the children well, relationships between the staff and children are very good. Consequently, the children are confident and this helps their learning and is reflected in their good achievement and very good behaviour. Assessment is very good and it is used well to set suitably challenging work for all the children. Planning is good and all the areas of learning are developed appropriately. However, at times there are not enough opportunities for children to work independently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The school works hard to ensure a smooth transition from the wide range of pre-school providers.
- The children achieve well because of the very good teaching and the challenging expectations set by the staff.
- The very good, trusting relationships between staff and the children ensure the children quickly settle into the routines, are friendly and play and work together well.

Commentary

32. Standards are high. All of the children are on course to attain or exceed the national goals for early learning by the end of the Reception year, with more than half likely to do so before the end of the year. This is much better than the majority of schools. The children's achievement is very good and all of them are working to their potential. Teachers get to know the children and their families quickly and this helps the children to settle in well and get their learning off to a good start. The good teamwork of the staff creates an environment that is calm and challenging; this is one of the reasons why the children achieve so well. The children co-operate well together, are good at sharing equipment, helping each other and taking turns. All of them understand right from wrong and their behaviour is consistently very good.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Staff give a high priority to developing the children's language skills.
- Staff use questioning effectively to help the children to develop their vocabulary and speaking skills.
- The pace of a few lessons is not good enough, learning opportunities are lost as too much time is spent with the children sitting and listening.

Commentary

33. Nearly all the children are on course to meet the expectations of this area of learning by the end of the Reception year and many will exceed them. This is better than typically found. Achievement is good and all children are attaining in line with their ability. Good teaching provides the children with a wide range of worthwhile and challenging opportunities to develop their early spelling and writing skills effectively. The children like books and listen attentively to stories. When the story about *The Tiger Who Came to Tea* is read to the children, the teacher uses good questions to promote discussion and helps the children to start distinguishing between fact and fiction. In a show and tell activity, although the children showing and telling are well engaged, a few of the less able pupils find sitting and listening difficult and lose concentration when the shared work is too long.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers ensure that the children have a suitable range of activities so that they become familiar with numbers and learn to count.
- In some lessons, the activities are too teacher-directed and children do not have enough free choice.

Commentary

34. The Standards are above average. The majority of children are on course to attain or exceed the national goals and half should exceed them by the end of the Reception year. This is better than typically found in many schools. Achievement is generally good and most of the children are attaining in line with their ability, though a few need more time for practical activities to consolidate their learning. The members of staff try hard to miss no opportunity to promote the children's mathematical understanding and learning. When children are grouping the treasure they found in the sand they are encouraged to use the terms they have learnt, such as "small", "smaller" and "smallest" when grouping them, effectively reinforcing their mathematical language and understanding. The shop assistant can count her takings to the value of 10p, the more able have learnt to count accurately to 10 and most pupils are confident with numbers up to 5. The children learn to recognise simple shapes, such as squares and triangles. In a lesson examining 3D shapes an otherwise good lesson was let down by the insufficient time at the end of the lesson some of the less able children to consolidate their learning sufficiently through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The variety of good activities that is planned to help the children achieve well.
- Good use of questions to help children develop their speaking skills and understanding.

Commentary

35. Achievement is good; the children are working to their potential. The majority will meet the expectations in this area of learning and a few will exceed them by the end of the Reception year. When a group of children are using a number of different shaped bubble blowers they are

fascinated by the initial results. Questioning leads them on to explain how they expected bubbles to be the same shape as the blowers. After further talking and the blowing of more bubbles the children, learning the good scientific practice of collecting more evidence, suggest all bubbles will be round, the shape of blower not mattering.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Increasingly good use is being made of the outdoor area.
- Good range of activities to develop the children's dexterity.
- Lack of opportunity for children to experiment and find new ways of using apparatus in the hall.

Commentary

36. Achievement is generally good. The children are working to their capacity in most areas with the exception of gymnastics. The majority are in line to meet the expectations in this area of learning and some will exceed them by the end of the Reception year. The children learn to work and play safely while extending their understanding of how they can control and use their bodies in the outdoor area. They are learning to climb and are effectively developing their agility. However, when using the large apparatus in the hall the potential for learning was limited, as the children did not have the opportunity, through free play, to experiment and find out different ways of using the apparatus for themselves. Throughout all the areas of learning, good opportunities are planned and enable the children to develop good manipulative skills and dexterity, through cutting, making and building using an appropriate variety of construction materials.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Provision in musical development is very good and the children's achievement is very good owing to the very good teaching and the high challenging expectations set by the teacher.
- Provision in developing children's artistic skills is variable.

Commentary

37. Achievement is good overall and very good in musical development. The majority of children are in line to meet the expectations in this learning area by the end of Reception year and many will exceed them in musical development where standards are high because of the very good teaching.

Example of outstanding practice

A very good music lesson that was very challenging for the pupils but that succeeded because of the very good specialist knowledge of the teacher and the very good learning that took place.

In a lesson about making clear and different rhythms and then using them to make creeping, walking, tip-toe and running movements and fit them to actions, the teacher's expertise and enthusiasm shone through with well matched, challenging activities. The children were equally enthusiastic and concentrated very hard. After initial difficulties in following the different rhythm patterns, through practising and very good encouragement, the children enjoyed great success. After the children had put their musical movements together to represent the movement of the skeleton for the first time, skilful questioning about how to improve the musical effect resulted in a greatly improved performance. It was a very intense period of work but the children summed it up well, "That was great."

38. When the children join another class for art, the teacher's lack of knowledge of the early learning goals results in them not learning as well as they do when with their teacher.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in English are well above average.
- Standards in writing are particularly good.
- Pupils speak and listen very well.
- Teachers plan work very well to meet the needs of all pupils.

Commentary

39. Standards in English have improved since the last inspection and pupils at both seven and eleven years of age achieve levels that are well above the national average. Data from national tests indicates that, with one exception, this has been the case over the last few years. This is because the pupils receive consistently good teaching, a significant feature of which is the strong commitment to meeting the needs of individual pupils. As a result of this, virtually all pupils, including those with special educational needs, achieve very well.
40. Pupils are encouraged to speak and be good listeners. Most lessons include opportunities for discussion. Older pupils devise a 'play in a day' in a workshop organised by a visiting group and other workshops involve aspects such as the use of body language. Older pupils are encouraged to organise and speak to groups of younger pupils. As a result of this, pupils are confident and willing and able to speak well. An older pupil asked to explain techniques in structured writing says, 'Diagrams and tables are hooks for the reader to hang information on'. Another experiencing difficulty in pronouncing 'arachnid' is not in the slightest abashed and persists until he is successful.
41. A thorough approach to reading, with pupils given set periods of the day for reading individually or in groups supervised by teachers and well briefed and skilful teaching assistants, means that pupils read well. Most pupils in Year 6 are able to read sophisticated material fluently and expressively. They are able to infer meaning as well as understanding on a literal level. Research skills are good and pupils are able to retrieve information and use skimming and scanning techniques.
42. A structured programme and regular practice in handwriting mean that standards are high. Pupils in Year 2 mostly write in a clear, legible, cursive style. A similar approach to spelling means that pupils spell well and good emphasis on basic rules means that pupils avoid many common errors. Pupils in Year 2 spell words like 'helpful' correctly. Pupils throughout the school have the opportunity to write in a good range of styles for a variety of purposes. This is done in a very systematic way with a very good matching of work to the pupils' needs. Also the pupils are taught how to write and how to improve their writing and this is reflected in the high standards.
43. Teachers, using the National Literacy Strategy as a basis, plan their lessons very well including activities for pupils of differing abilities. Teaching assistants are used effectively in the independent group section of the lesson and they make a significant contribution to the achievement of pupils, particularly those with special educational needs. Teaching assistants are not always used so productively in the sessions at the beginning and end of lessons. Teachers have high expectations. In a class involving Year 1 and 2 pupils the teacher points out to the pupils the use of speech marks. They also question well, challenging and extending pupils' learning. In a Year 4 class the teacher asks pupils to come up with an appropriate simile and then uses the pupils' answer to consolidate learning about alliteration. They also time

activities well which often means that pupils are not disadvantaged. For example, Year 1 pupils in a class of reception and Year 1 pupils, join other pupils in Year 1 in the next class for the beginning and end part of English lessons, completing written assignments in their own class. Teachers even manage to correct their pupils constructively. A teacher of older pupils points out to a pupil, not paying sufficient attention, that her rebuke is a good example of an imperative verb, the topic that they are studying.

44. Assessment procedures are very thorough and include nationally recognised material. Pupils' responses to assessment tasks are analysed and areas of weakness in learning identified. This information helps teachers to group pupils accurately and also for them to give pupils group and individual targets for learning. These targets are shared with parents and support from home is a significant factor in pupils' achievements. Teachers mark pupils' work and offer encouragement. A Year 6 teacher delights in a pupil's use of the word 'coerce'. There are, however, relatively few examples of teachers offering suggestions on how pupils might improve or extend their learning.

Language and learning across the curriculum

45. Good opportunities are provided for pupils to develop their speaking, listening, reading and writing skills in other subjects apart from English. Discussion is a feature of most lessons and pupils are generally confident and articulate. History and religious education are used effectively to develop and consolidate writing skills in a range of different forms. Language skills are also developed well in pupils' use of information and communication technology.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are good.
- Pupils of all abilities achieve well.
- Teaching and learning are good.

Commentary

46. The school has maintained the good standards found in mathematics at the time of the last inspection. National test results show that the standard of both seven and eleven year old pupils have been above average for all but one of the past few years. The relatively poor progress of higher attaining pupils in Years 5 and 6, noted at the time of the last inspection, has been eradicated by pupils in Years 5 and 6 being taught in classes based on their prior attainment. Because of the good ratio of adults to pupils at the school, pupils in Years 5 and 6 are also taught in relatively small classes. This, combined with the school's strong commitment to meeting the needs of individual pupils, means that all pupils in Years 5 and 6 now achieve well. This continues the good achievement of pupils throughout the school. Teachers know the pupils very well and, using the National Numeracy Strategy as a basis, plan their work carefully, arranging activities for pupils of differing abilities. This helps the achievement of all pupils, including those with special educational needs, who are further aided by individual help from skilful and well briefed teaching assistants, particularly in the independent work sections of lessons. The successful and enthusiastic implementation of the National Numeracy Strategy has ensured full coverage of the mathematics curriculum and also that pupils' skills are systematically developed. This is further helped by the judicious use of commercial schemes to support work throughout the school. This is extended in the classes for pupils in Years 1 and 2 with the use of workbooks. These are used well because workbooks from more than one scheme are used and pupils of differing abilities are asked to complete work at different levels. They also help to maximise time for learning, in that pupils may concentrate on the problem presented rather than having to consider how to present work

and spending time writing out the question. This approach can mean that pupils present work untidily as they move up the school because of a lack of practice but this does not seem to be the case, because older pupils are able to arrange their work clearly. This is particularly important in written calculations and pupils make appropriate progress in the understanding of number and virtually all pupils are confident with using decimals by the time they are in Year 6 and are able to multiply and divide numbers by 10, 100 and 1000.

47. Teachers question well to challenge and extend pupils' learning. So, for example, in a class of Year 5 and 6 pupils the teacher questions skilfully to ensure that pupils understand the different types of unit needed to measure the perimeter and area of a shape. In this lesson, pupils progress well, using their knowledge of the area of rectangles to calculate the areas of compound shapes. One aspect of the teaching of mathematics that has developed since the last inspection is the use of information and communication technology to support learning. Each class has an interactive whiteboard and, in a very good lesson to Year 4 pupils, the teacher uses this very well to present arrays of numbers and to explain the commutative law of multiplication.
48. Assessments of pupils' learning are thorough and regular including some national assessments. Pupils' responses to these are analysed and areas of weakness in learning identified. Assessment information is used well to group pupils of similar ability and also to set individual and group targets for pupils' learning. The marking of pupils' work is thorough and encouraging and teachers make suggestions of how work may be improved or extended.

Mathematics across the curriculum

49. Good opportunities are provided for pupils to apply their mathematical skills in other subjects. Links with information and communication technology are good. Pupils in Years 5 and 6 are asked to produce graphs of their pulse rates before and after exercise using a computer. There are also good examples of pupils' mathematical skills and knowledge being developed in history. Year 6 pupils devise their own timelines and study the number system of the Ancient Egyptians.

SCIENCE

Provision in science, across the school, is **very good**.

Main strengths and weaknesses

- All pupils achieve very well because of the good teaching and support they receive.
- Assessment and target setting and their use to set challenging work for pupils are very good.
- A good proportion of time is devoted to experimentation.
- Pupils work together very well when experimenting.
- The co-ordinator provides good leadership and support.
- Marking does not always focus on the scientific content of the work sufficiently.

Commentary

53. Standards have continued to improve since the last inspection and are very good. This is because the pupils receive consistently good teaching, a significant feature of which is the strong commitment to meeting the needs of individual pupils. As a result of this, virtually all pupils, including those with special educational needs, achieve very well. The pupils who have been at the school from the very start are achieving as well as they can at the end of the infants and juniors.
54. In the lessons the quality of teaching varied between good and very good. Lessons are very well planned based on very good assessments, a good understanding of the science

curriculum and the next learning step. Pupils' answers to assessment tasks are analysed and areas of improvement are identified. Teachers use this information to group pupils accurately and to set group and individual targets for learning. Teachers insist that the correct scientific terms are used which pupils usually do so confidently. High standards of behaviour are insisted upon and obtained. As a result, teachers have no hesitation in letting the pupils experiment and this prominence of investigational science explains pupils' enthusiasm for the subject and their very good achievement and investigational skills.

55. In a very good, productive Year 4 lesson on electricity, the tasks were well matched to the pupils' learning needs. Less able and more able pupils were very well supported and achieved well. Tasks, involving making games, electrical toys or models, were sufficiently open to let the pupils have a good degree of independence in their experimentation and demonstrate their good skills and previous learning. Some of the pupils built fairly elaborate electrical circuits confidently. If a circuit failed they were able to check it in a systematic way and identify what the fault or faults might be. Another group of pupils worked hard to build increasingly powerful electro-magnets that they did skilfully and quickly. When one group's magnet failed to work, and they finally tracked down the problem as being a flat battery, a solution was quickly offered when no other large battery was available: 'We need to put four smaller batteries in series'. This they did quickly and without fuss. Relationships between the teacher and the pupils were very good, her enthusiasm was infectious and this, together with timely questions and the very occasional verbal prod, helped to keep the pupils fully on task, maintaining a very good pace throughout the lesson.
56. Although work is regularly marked some of the marking is of a general nature and does not concentrate enough on the scientific content of the work or incorrectly spelt scientific words.
57. Although the co-ordinator has not held the responsibility for long she is already providing good leadership and support.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards and achievement are good across the school.
- The recently updated computer suite is an excellent resource and is used effectively.
- Teachers provide good opportunities for the pupils to use and refine their ICT skills in other subjects.
- An effective system for the assessment of pupils' skills and informing future work is in place.
- The co-ordinator's leadership is good.

Commentary

58. No direct teaching of ICT skills was seen during the inspection but samples of previous work and the skills and knowledge pupils displayed in other areas of the curriculum show that standards and achievement are good.
59. The co-ordinator is enthusiastic, knowledgeable and provides good leadership. She has a clear understanding what the strengths of the school are and how ICT can be developed further. A good system of assessment is in place which teachers use effectively to monitor pupils' progress and also to match work to their needs.

Information and communication technology across the curriculum

60. During the inspection there were good examples of the pupils using their considerable ICT skills in other areas of the curriculum, such as history in Year 6, when finding out about mummification from web sites. Pupils were downloading pictures from other sites to illustrate articles they were producing, carefully sizing them before adding them to their work. In Year 2, pupils had used the digital camera to take pictures of an apple, which they then altered on the computer by adding colour, shading and digitalising. Year 1 pupils were using pictures stored on clip art and made covers for their work on 'Opposites'. In Year 3 pupils used the whiteboard confidently when working on spelling rules about adding "-ing" to verbs. Year 5 pupils used the computer microscope to magnify seeds that they drew with great care and with considerable detail.

HUMANITIES

Geography

There was insufficient evidence to make any judgement on geography.

History

The provision in history is good.

Main strengths and weaknesses

- Standards, teaching and achievement are good.
- Pupils' work in history supports, and is supported by, learning in other areas of the curriculum.

Commentary

61. The school has maintained the good standards in history found at the time of the last inspection and eleven year old pupils achieve standards in history that are above average. Pupils have an impressive command of detail, knowing, for example, that the heart was always left in the body before mummification in Ancient Egypt so that the body would be prepared for the afterlife. Pupils, including those with special educational needs, achieve well because activities are carefully planned to match the abilities of different groups of pupils.
62. The history curriculum is planned on a two year rolling system so that pupils in the mixed age classes are able to cover the whole programme. History is very well used to support learning in other areas, particularly literacy, as pupils use a range of writing styles. Pupils in Year 4, for example, write a carefully balanced argument, using a good range of connective phrases, on the virtues of living in Athens and Sparta. Pupils in Years 5 and 6 develop their scientific skills as they investigate processes used in mummification, when they experiment with techniques to preserve apples. Pupils in Years 3 and 4 use CD-ROM to find information on the Olympic Games and those in Years 5 and 6 use the internet, logging on to the British Museum website to find information on mummification. Activities are cleverly used to support personal development, so when Year 6 pupils are considering ways that Ancient Egyptians approached the afterlife, they 'weigh' their own positive and negative features.
63. The good standards are achieved as a result of good teaching. Teachers plan carefully, often providing activities for pupils of differing abilities. Higher attaining pupils in Year 4 are asked to write their own account of the actions of Herakles, while lower attainers arrange a number of statements in an appropriate order. They prepare thoroughly, maximising time and providing clear demonstrations. A teacher of older pupils working on mummification has fish in various stages of preservation to illustrate the process. Good use of resources make learning more relevant, for example, pupils are shown what cedar wood is actually like. Pupils studying Ancient Greece see a scale replica of a Corinthian column. Teachers support this good planning and preparation with good subject knowledge that enables them to engage and extend

pupils' interest and learning. Pupils' interest is further stimulated and the programme enriched by well chosen visits to museums and places of historical interest in the locality.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education provides good support for personal development, literacy skills and other areas of the curriculum.
- Links with other faiths are made through comparisons with Christianity.

Commentary

64. The programme for religious education is enriched with events like Cathedral Days when pupils visit Ely Cathedral joining pupils from other schools to study aspects of Christianity and take part in a service. Resources and speakers, associated with the Cathedral's education service, help to extend and bring relevance to pupils' learning. The programme is also extended by one assembly each week being taken by outside speakers who talk about an aspect of the religious education curriculum. These sessions are well planned and evaluated by the school.
65. The pupils in Year 6 reach the standards indicated in the locally agreed syllabus. Good links with the local church mean that pupils have a good knowledge of the different parts of the church and the artefacts associated with it. They can, for example, identify the lectern and explain the symbolism associated with its design. Religious education lessons emphasise personal development and strongly support literacy skills. Pupils in Year 2 produce their own writing on their feelings describing situations when they feel happy, sorry or lonely. Year 6 pupils study the story of Adam and Eve and then translate the theme of temptation to a modern setting, which they write about and then act out. They study the Biblical account of creation and then contrast this with the Hindu version and also with the ideas of the Ancient Egyptians that they are studying in history. Year 4 pupils write individual accounts of the situation in Bethlehem at the time of the birth of Christ and then, amusingly, convert the same idea into the form of a text message. Teaching is good overall. Using the locally agreed syllabus as a basis, teachers plan lessons thoroughly. Work is often challenging. Year 4 pupils make detailed research using specific Biblical references. Teachers make careful comparisons between faiths, emphasising similarities. In a class of Year 5 and 6 pupils, considering aspects of the world that make them think about their own situation, the teacher introduces pupils to the Buddhist story of Siddharta Gautama. Teachers mark pupils' work, offering encouraging remarks but making relatively few comments on how pupils might extend their work. So, for example, the observation of a pupil, writing an eyewitness account of the birth of Christ, that he is so moved that he will buy a cross goes un-remarked upon by the teacher.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because of the good teaching and support they receive.
- A wide range of well-planned activities ensures that skills are developed in a systematic way.
- Not enough use is made of sketch books in some year groups in preparation for later work.

Commentary

66. At the end of the infants and juniors the pupils' skills are well above average, an improvement on the previous inspection. The work they produce is often of a very high standard showing very good attention to detail and execution. They have a good understanding of proportion and observational drawing is very good. Pupils in Year 5 did some very good, detailed drawings after observing seeds under a computer microscope. Year 6 did some very good screen prints based on Egyptian tomb paintings. Pupils in Year 3 produced very good collage pictures on the theme of autumn using dried seeds, leaves grasses and other seasonal objects. The composition of this work was good showing a good understanding of proportion and the finishing was very good.
67. In a very good lesson in Year 3, the activities are very well supported by the teacher and two helpers. In the still life group, the objects are very thoughtfully and carefully arranged, giving a good range of contrasting colours, textures, natural and man made objects. This is a very challenging task and the pupils respond to it well. The teacher encourages close observation and questioning gets the pupils to think about how they can mix colours to show shade and contrast.
68. A feature across the whole school is the teachers' good understanding of the demands of this subject and the way skills are taught in a systematic way, based on a good understanding of the pupils' previous achievements.
69. Sketch books are used throughout the school but in some classes they are not used very often and have almost become a record of the pupils' progress as the books are passed on from one class to the next. Good leadership is provided by the co-ordinator.

Design and technology

Provision in design and technology is very good.

Main strengths and weaknesses

- Pupils' achievement is very good.
- Standards are consistently high across the school.
- Good attention is paid to the designing process, the finish of the products and their evaluation.

Commentary

70. Although only one lesson was seen, an examination of current and previous work, teachers' planning and records shows achievement is very good across the school and standards are well above average. This is further demonstrated by the excellent success the school has enjoyed in the last three years in the national Young Engineers Competition.
71. Across the school, a feature of the work is the attention paid by teachers to the designing and evaluation stages. This is well embedded into practice and the pupils become increasingly sophisticated in their evaluations. The pupils are also encouraged to take care over the making and finish of the product whether they are making simple toy cars, slippers or cams.
72. In a very good Year 6 lesson, on designing a toy or animated model by putting a cam or series of cam mechanisms into a 3D structure, the teacher's good knowledge enables a worthwhile discussion to take place about linear and rotary motion and how it can be used. The pupils tackle their projects with good, sustained concentration showing very great care in the measuring, cutting, constructing and fixing of their 3D shapes. Girls and boys are equally

involved. The quality and finish are very good. This is partly because of the very good support the pupils receive from the adults that enables them to achieve very well whatever their ability but is also due to the very good skills the pupils have developed. They talk knowledgeably about what they are doing and show designs of what they are building and what the next stages will be. Relationships between the teacher and pupils are very good and classroom management is of a very high order. Throughout the long session, the good pace and pupils' enthusiasm is maintained.

73. Pupils are able to use and refine their design and making skills in other areas of the curriculum such as science and art and design. The curriculum is further enriched for some pupils by the school's useful involvement with a local aerospace company. The co-ordinator provides good leadership.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards and achievement in music are very high because of the very good specialist teaching.

Commentary

74. The school is rightly proud of its very high standards in music and the range of the activities that take place. The achievement of the pupils is very good in both the infants and the juniors. The school also offers a wide range of instrumental tuition for the gifted and more able pupils in guitar, brass, flute and recorders.

Two talented teachers are responsible for nearly all the teaching that goes on in the school. Their knowledge enables them to exploit the potential of lessons to the full and give the pupils a rich, challenging, musical experience. This is one of the main reasons why standards and achievement are very good and music lessons are so popular. Good leadership is provided by the co-ordinator.

Example of outstanding practice

An excellent music lesson in Year 6

The opening activity concentrated on maintaining a constant beat while changing the stress. Once this was mastered the pupils put together three different parts. Initial problems were quickly overcome as a result of the good support from the teacher and the pupils' sustained concentration. Later, the pupils used a variety of tuned and un-tuned instruments in imaginative and non-conventional ways as they composed music to convey snoring and the random appearance of the ghost in the 'Musicians of Brenen'. The teacher stressed the need to emphasise the structure of the snores and the pupils responded well. After listening to fellow pupils' contributions and given good suggestions how the pieces could be improved, all the parts were put together. The pupils responded very well to the conducting, altering the dynamics and sustaining sounds well. After practising and refining their piece, the pupils performed it for the reception children. The performance was very good, creating a magical atmosphere that had the reception pupils engrossed. A great deal had been achieved in a comparatively short period of time.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Good coverage with pupils having opportunities in a good range of games activities, swimming and outdoor and adventurous activities.
- Good support for the curriculum from outside agencies.
- Improved facilities.

Commentary

75. Standards in physical education have improved since the last inspection and are now average. This improvement is the result of the school making a determined effort to improve pupils' ball skills both through the coaching of its own teachers and by employing the expertise of a wide range of outside agencies, including professional sports organisations. Sessions are organised in school time and as extra-curricular activities, which are attended by good numbers of pupils. The other factor to influence standards is the improved facilities. The school now has a good sized hall in which physical education lessons can be held. The relatively small number of pupils at the school means that a large proportion have the opportunity to represent the school in sporting events and so are able to practise their skills in competitive situations.
76. The school provides a good range of opportunities. Pupils are able to attend a residential centre, many pupils go two or three times, and experience adventurous activities such as caving and rock climbing. Pupils in Years 3 and 4 are able to collaborate well in developing an imaginative dance routine, based on the North American Dream Catcher, putting their moves to music.
77. Teaching is good overall. Teachers dress appropriately, emphasising the importance of the subject, an example followed by the pupils. They put a good stress on physical activity and skill development emphasising important aspects such as finding space. They make good use of demonstration to indicate good features and allow pupils opportunities to incorporate these features in their own work. Pupils with special educational needs achieve as well as other pupils and are helped in this by good support from well briefed teaching assistants. Where learning is less successful, this is usually the result of pupils practising skills in groups that are too large, thereby reducing the opportunities individuals have to develop their skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

Provision is **very good**.

Main strengths and weaknesses

- The programme for PSHE and citizenship is very good.
- Standards and achievement are very good.

Commentary

78. The very good standards and achievement are due not only to the very good teaching that occurs but also to the way this aspect of the curriculum permeates virtually everything the school does. PSHE and citizenship are taught both as a separate subject, with sex and relations and issues involving the use and misuse of drugs carefully and appropriately handled, but it is also developed through other subjects, such as, religious education, history and assemblies. Pupils have a very good understanding of the effects of smoking and how to develop a healthy life style. Older pupils are given many good opportunities to influence the

running of the school through the school council, where school rules are discussed and through the well developed house system. House captains have a budget to organise competitions and some school outings are organised on a house system so that older pupils may take some responsibility for the younger ones.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).