

INSPECTION REPORT

RIDGEFIELD PRIMARY SCHOOL

Cambridge

LEA area: Cambridgeshire

Unique reference number: 133311

Headteacher: Mr R Doe

Lead inspector: Mr N Sherman

Dates of inspection: 24th – 27th November 2003

Inspection number: 257320

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	217
School address:	Radegund Road Cambridge
Postcode:	CB1 3RJ
Telephone number:	01223 712418
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Priestley
Date of previous inspection:	Not applicable.

CHARACTERISTICS OF THE SCHOOL

Ridgefield Primary School is situated close to the city centre of Cambridge. The school is new and was formed in September 2002 as a result of the closure of a local infant and junior school. It provides education for pupils aged 3 – 11. There are 217 pupils on roll. The children in the Nursery attend mornings only. Twenty seven per cent of the pupils are from different ethnic backgrounds, which is very high. The school has a higher than average number of pupils who are at the early stages of learning English. Of the pupils on roll, 20 per cent have special educational needs, a figure that is average. The number of pupils with a Statement of Special Educational Need is below average. Attainment on entry is well below average. The school has a small unit to support pupils with speech and language difficulties. This is for eight children of nursery and reception age, all of whom have been identified by a multi-professional team as having specific speech and language difficulties. The unit offers 'mornings only' provision and caters for children outside the school's immediate catchment area.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16493	Mr N Sherman	Lead inspector	Mathematics, information and communication technology, art and design and design and technology.
15181	Mrs M Hackney	Lay inspector	
32136	Mrs L Brooks	Team inspector	Foundation Stage, science, music, physical education, special educational needs.
32279	Mr R Hammerton	Team inspector	English, religious education, history, geography, English as an additional language.
18724	Mrs G Pilling	Team inspector	Provision in the speech and language unit.

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PART A: SUMMARY OF THE REPORT

The school provides a **satisfactory quality of education**. Pupils make very good progress in the Foundation Stage and in Year 6. The amalgamation of the two schools which pupils previously attended has been managed very well and the headteacher has quickly established a good team spirit. The leadership and management of the school are satisfactory. The school provides satisfactory value for money.

Strengths and weaknesses

- Provision for children in the Foundation Stage is very good and the children achieve very well.
- Teaching is good in Year 6.
- In Years 3 to 6, pupils make good progress in English and mathematics.
- There is good provision for the pupils' cultural development.
- The pupils are well cared for and teachers have a good understanding of them as individuals
- Provision for children in the school's speech and language unit is good.
- Teaching in Year 2 is unsatisfactory and the pupils do not build on the progress made in earlier years.
- Procedures to monitor the impact of teaching on learning are not sufficiently rigorous.
- Pupils do not achieve satisfactorily in history or music.
- Not all teachers are effective in planning to meet individual pupils' learning needs.
- Attendance is well below average.

As the school is newly formed, it has not had a previous inspection. The head, staff, governors and pupils of the school have been effective in ensuring that the move into the new school building has been as smooth as possible. The headteacher has been effective in developing a strong sense of teamwork.

Standards Achieved

Pupils achieve **satisfactorily** overall. The children start school with well below average levels of attainment, particularly in their communication, language and literacy skills. By the time they enter Year 1, they have reached the standards expected for them in all areas of learning. The children achieve very well.

Pupils make satisfactory progress in Year 1, but in Year 2 progress is unsatisfactory and overall pupils do not achieve as well as they could in Years 1 to 2. By the end of Year 2, pupils reach standards that are well below the national average in reading, writing and mathematics. This is reflected in the most recent 2003 National Curriculum results.

The 2003 end of key stage National Curriculum test results indicated that pupils at the end of Year 6 reached standards that were in line with the national average in English and mathematics and below average in science. In comparison with similar schools pupils reached standards that were well above average in English, above average in mathematics and in line with the average in science. By the end of Year 6, pupils reach standards that are below expectation in English and in line with expectations in mathematics. However, pupils' achievement in English and mathematics is very good. Although pupils reach standards in science that are below average, achievement is satisfactory. Pupils reach standards in information and communication technology and religious education that are at the expected level for eleven-year-olds. While standards in art and design are in line with expectations, pupils do not reach high enough standards in history and music. Overall, pupils achieve satisfactorily in Key Stage 2 and their achievement is good in Year 6.

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

Key: A* - Very high; 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.

Pupils with special educational needs achieve as well as other pupils as they move through the school. Those who are at the early stages of learning English make satisfactory progress. The first set of National Curriculum tests indicates there is a significant difference in achievement between the boys and girls but no evidence was found of this during the inspection.

Pupils' personal development is satisfactory overall, although they do not have enough scope to develop their initiative in their day-to-day learning. Pupils' attitudes and behaviour are satisfactory overall. Provision for the pupils' spiritual, social and moral development is **satisfactory**, and provision for their cultural development is **good**. The school is effective in promoting the pupils' understanding of the different countries and heritage of the pupils represented at the school. Attendance is well below average and this adversely affects pupils' achievement.

QUALITY OF EDUCATION

The quality of education provided is **satisfactory**. Teaching is **satisfactory** overall, but there is some variation in its overall quality. It is most effective in the Foundation Stage and in Year 6. Teaching in Year 2 is unsatisfactory. A real strength in teaching in all classes is the use that the teachers make of interactive whiteboards to support learning.

The curriculum is satisfactory overall. The curriculum for the children in the Foundation Stage is good and suitably matched to their needs. Pupils throughout the school are well cared for and all staff quickly build up a clear picture of the pupils as individuals. Links with parents are satisfactory overall, and the school is aware of the need to continue to develop the partnership between home and school so that parents can be more effective in supporting their children. The school is working hard to involve parents but this is taking time and is a priority for the governors and the school.

Leadership and management

The leadership and management of the school are **satisfactory**. The school has been effectively led in terms of managing arrangements for the transfer to the new school building in January of this year. The headteacher has been successful in establishing a developing team spirit in the drive to establish its own identity as a primary school. However, there is a need to ensure that ways to monitor teaching and its impact on pupils' progress are made more robust. The newly established governing body provides good support and has been effective in developing its role as the school moves forward.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents

Parents are positive about what the school provides for their children. They have valued the time and energy expended by the staff in settling their children into the new building. However, too few parents support the school in helping their children learn and the school sees this as an area for continuing development. Reports to parents are unsatisfactory.

Pupils

Pupils are positive about their experience of the school. While they would appreciate more playground space, pupils agree that they like the new building and believe the staff to be supportive, kind and helpful.

IMPROVEMENTS NEEDED

- Improve teaching in Year 2.
- Make greater use of assessment information in planning learning.
- Develop more rigorous systems for monitoring teaching and learning.
- Improve how pupils present their work
- Improve provision in history and music.
- Raise levels of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve very well in the Foundation Stage and attain the expected standards. Standards are well below average in reading, writing and mathematics at the end of Key Stage 1. Pupils do not achieve as well as they could in Year 2. At the end of Key Stage 2, standards are average in mathematics. In English and science, standards are below expectations. Pupils' achievements are satisfactory in Key Stage 2. Pupils achieve well in Year 6.

Main strengths and weaknesses

- Children in the Foundation Stage make very good progress and by the time they enter Year 1, they reach the expected outcomes in all areas of their learning.
- Standards in reading, writing, mathematics and science are well below average at the end of Year 2. Pupils do not achieve satisfactorily in Year 2.
- At Key Stage 2, pupils achieve well in English and mathematics.
- Standards are below average in English and science at the end of Year 6.
- Pupils do not achieve satisfactorily in history and music in both key stages.
- The way pupils present their work is below expectations in both key stages.

Commentary

Foundation Stage

1. Achievement is very good in the Nursery and the Reception classes. Children start school with well below average levels of attainment, particularly in their communication, language and literacy skills. Teaching places very good emphasis on developing the children's early skills in literacy and numeracy, and effective use is made of imaginative structured play to extend and boost the children's confidence and understanding in these areas of their learning. Equally good attention is paid by teachers to developing the children's understanding of the need to play fairly and co-operatively with each other and to developing their early understanding of the world in which they live. By the time they enter Year 1, the children are on course to reach the expected goals in all areas of their learning.

Key Stage 1

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

Standards in:	School results	National results
reading	13.7 (n/a)	15.7 (15.8)
writing	11.9 (n/a)	14.6 (14.4)
mathematics	14.7 (n/a)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets would normally refer to the previous year. However, the school only has one year's worth of National Curriculum data.

2. In 2003, the first year that the pupils took the National Curriculum tests at the school, the attainment of Key Stage 1 pupils was well below the national average in reading, writing and mathematics. In science, based on teachers' assessments, standards were

very low and among the lowest five percent of schools in the country. When compared with similar schools, standards were well below average in reading, writing and mathematics. Inspection findings very much reflect the standards reached by pupils in the tests. The picture of achievement in Years 1 and 2 is mixed. Year 1 pupils achieve satisfactorily. In Year 2, pupils do not achieve as well as they could because teaching is unsatisfactory. Standards in reading and writing are well below average and Year 2 pupils do not make sufficient progress in their understanding, for example, of how to present their work neatly and effectively. The school is aware of the need to raise the standards reached by the pupils and is focussing its efforts on achieving this goal.

- At the end of Year 2 standards in information and communication technology and religious education are in line with expectations and pupils achieve well. In some other subjects such as history and music, standards are below those expected for seven-year-olds, and pupils do not achieve as well as they could in Year 2.

Key Stage 2

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

Standards in:	School results	National results
English	27.4 (n/a)	26.8 (27)
mathematics	26.6 (n/a)	26.8 (26.7)
science	28.1 (n/a)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets would normally refer to the previous year. However, the school only has one year's worth of National Curriculum data.

- The 2003 results at the end of Key Stage 2 in English and mathematics were in line with the national average. In science, they were below average. When compared with similar schools based on the number of pupils claiming free school meals, standards were well above average in English and above average in mathematics. In science, standards were average. Inspection evidence indicates that standards in English and science are below average. In mathematics, standards are average. The variation between inspection findings and the test results for English is due to the difference between the groups of pupils. The current Year 6 group is far smaller than that of the previous year and includes a higher number of pupils that have special educational needs.
- Achievement at Key Stage 2 is satisfactory overall, and good in Year 6. Pupils make good progress in English and mathematics. By the end of Year 6, pupils write with increased confidence and understand that writing, whether it is an account, a story or in the form of letters, usually has a specific reader in mind. Standards of presentation in Year 6 are far better than those seen in other year groups where standards are patchier. Pupils make good progress in mathematics. By the end of Year 6, they are suitably confident and able to solve a range of everyday problems using their knowledge and understanding of addition, subtraction, multiplication and division. In science, pupils make good progress in their understanding of what is meant by a 'fair test'.
- Pupils achieve well in religious education and information and communication technology and standards are at the expected level by the end of Year 6. Through regular access to the Internet and the good opportunities pupils are provided with to use the interactive whiteboards, they make good progress in their understanding of

how information and communication technology is about more than just using computers. The school has rightly focused its attention since its amalgamation on raising the level of achievement in English and mathematics. Consequently, some other subjects have insufficient time allocated to them to allow the pupils to explore themes and topics in sufficient depth. As a result, pupils do not achieve as well as they could in music and history.

7. Throughout the school, pupils with special educational needs achieve as well as their classmates. The school has a higher than average number of pupils who are at various stages of learning and developing their confidence in using English. The pupils' needs are identified early and support staff are sufficiently briefed on the best ways to support the pupils concerned. Overall, these pupils achieve satisfactorily.
8. The school has a small speech and language unit attached that offers additional support to younger children from other schools who are experiencing difficulties in developing their speaking and listening skills. Inspection evidence indicates that the children are taught well and make good progress in the development of both speaking and listening skills and in using these as part of a wider social group.
9. Although the school has only had one year's worth of National Curriculum test data, this indicated that the boys attained better standards in the tests than the girls. However, inspection evidence showed no difference in the quality of the work produced by the boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **satisfactory**. Their personal, spiritual, moral and social development are **satisfactory** and their cultural development is **good**. Attendance is **well below average**.

Main strengths and weaknesses

- The behaviour and attitudes of pupils in the Foundation Stage are good, and often very good.
- Pupils who came from the two separate schools have been quickly and successfully integrated to form a cohesive school.
- Teachers are consistent and generally effective in the way in which they promote good behaviour and have a satisfactory range of strategies to manage incidents of inappropriate behaviour.
- There is a high degree of racial harmony among the different ethnic groups.
- There are strengths in the ways in which the school promotes the pupils' cultural development.
- Pupils take too little pride in how they present their work.
- Too little use is made of the school library to support pupils' personal development.
- Attendance is well below average.

Commentary

10. Overall, pupils' attitudes to work, and their behaviour are satisfactory. In the Foundation Stage, teachers place good emphasis on teaching the children how to behave, and encourage them to do so appropriately. They respond extremely well to the encouragement they are given. When walking around the school, and when in the playground, pupils of all ages show positive attitudes to their friends, the teachers and support staff. They are polite to visitors and treat them with due consideration. The

vast majority of pupils form good relationships with their classmates. Discussions with the pupils indicate that they have settled quickly into their new school and have formed positive friendships. Pupils of all ages and abilities are keen to talk about their work and take pride in sharing their achievements.. At present, while pupils take sufficient care in how they present work that is to be displayed, too much of the work in their day-to-day exercise books is untidily presented.

11. The school values the pupils' opinions, which, apart from a wish to have more playground space, are positive. Pupils especially enjoy their new building. They use the many new resources carefully and very much enjoy the facilities in the central courtyard area. They take pride in their new school. Younger pupils speak enthusiastically about the quantity of books in their classroom and in the school library, although this is currently under-used as a learning resource. Pupils agree that behaviour in the school is quite good. Younger boys mentioned minor problems with bullying but said that where incidents occurred adults and older children dealt with them quickly and effectively. The school has established very clear systems for monitoring pupils' behaviour, which are well used by teachers and other staff, ensuring a consistent approach throughout the school. As a result of the clear boundaries set by the school, behaviour in recent months has significantly improved.

12. The school's provision for spiritual, moral, social and cultural development is satisfactory overall. There are strengths in the way in which the school promotes the pupils' cultural development and provision is good. Although there are moments of awe and wonder generated in individual lessons, such as when Year 2 watched a visiting mother paint Mendhi patterns on the class teacher's hand, there is little in the way of specifically planned opportunities for promoting spirituality. Pupils have a suitable appreciation of the need to behave well and to think of others, and their social and moral development is satisfactory. Although the school council is newly formed, it has the potential to have appropriate influences on moral and social behaviour. Moral and social development is reinforced through assemblies and 'Circle Time' sessions. Pupils' cultural development is good and they have a suitably broad experience of cultures other than their own. A range of visits and visitors promotes experience of a variety of cultures, for example by explaining their part in celebrating religious and cultural festivals and enabling the pupils to sample foods, dance and music from other traditions.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	7.3	School data :	1.8
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.

13. **Attendance is poor and unauthorised absence is high. For the current term the records show a further slight decline in the level of attendance. The majority of pupils arrive punctually in the morning. The school has satisfactory procedures to follow up unauthorised absence and to promote good attendance. The school is rigorous in reminding parents about the effect of attendance on pupils' progress. A significant number of pupils take extended holidays during term time including those returning to their country of origin. The Education Welfare Officer and the School Liaison Officer work closely with the school in its endeavour to improve attendance and to monitor**

unauthorised absence. Pupils' attendance at the speech and language unit is good although punctuality can be more variable because of the reliance on taxis.

Exclusions

14. There have been no exclusions since the school opened.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. It is good for the children in the Foundation Stage and in Year 6. Teaching and learning are **satisfactory** overall. The curriculum meets requirements. The accommodation is bright and attractive. Pupils are **well cared for**. Links with parents are **satisfactory**.

Teaching and learning

The quality of teaching and learning is **very good** in the Foundation Stage and in Year 6. Teaching is **satisfactory** in other year groups apart from Year 2 where teaching is **unsatisfactory**. Not all teachers make sufficient use of assessment information in planning pupils' learning. Assessment arrangements in subjects other than English and mathematics have yet to be fully developed and are unsatisfactory overall.

Main strengths and weaknesses

- Teaching in the Foundation Stage is very good and good in Year 6.
- The teaching in Year 2 is unsatisfactory.
- There are missed opportunities to promote pupils' literacy and numeracy skills through other subjects.
- Teaching in the speech and language unit is good and the pupils achieve well.
- Learning support assistants are effective in supporting the learning of those with special educational needs and English as an additional language.
- Teachers make very good use of the interactive whiteboards to support pupils' learning.
- Some teachers make insufficient use of assessment information to guide pupils' subsequent learning.
- Although some procedures for assessing pupils' attainment have been introduced, there is some inconsistency in how some teachers use and apply these.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	2 (6%)	13 (42%)	12 (39%)	4 (13%)		

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 in total are seen.

15. There is some variation in the quality of teaching. In the Foundation Stage, teaching is very good and in Year 6, teaching is good and has a positive influence on pupils' learning. Teaching in Year 2 is unsatisfactory. The headteacher is aware of where the strengths in teaching lie and what improvements are needed to ensure that the good progress pupils make in some year groups is not lost in others. A good start has been

made in establishing and implementing a common philosophy about what constitutes effective teaching and learning.

16. Teaching in the speech and language unit is good. There is good quality interaction between all the staff and children, with every occasion being used well to teach, reinforce or extend speech and language skills. The children are confident and communicate with both staff and other children. Children achieve well, and are active and eager learners. The routines within the class are well established and it is clear that every adult knows their role in the session. The lessons have an outline plan and the targets for the children are known through discussion and joint planning. Most children within the unit achieve well and within two or three terms are able to return to mainstream education.
17. At Key Stage 1, teaching is most effective in Year 1 and helps pupils to build on what they achieve in the Foundation Stage. Here, the teacher is well organised and resources are well organised so that appropriate work is available for pupils with varying levels of attainment. The pupils are, as a result, suitably motivated and apply sufficient effort in their work. Teaching in Year 2 is unsatisfactory. Expectations of the pupils, particularly those who are capable of being extended more, are too low and the quality of the work they produce does not reflect what they are capable of producing. The low expectations are to be seen further in how the pupils present their work. This can be untidy, and pupils make too few gains in understanding the importance of neat and well-presented work. A further shortcoming in the teaching is in how the pupils are managed which is not always effective. As a result of the teaching, pupils do not build sufficiently on the learning made in earlier classes and the overall level of their achievement in Year 2 falters.
18. The quality of teaching in Year 6 is good and in the Foundation Stage it is very good. In the Foundation Stage, the teachers have a good understanding of the needs of young children and plan the children's learning accordingly. An effective balance is achieved in providing the children with imaginative structured play activities that successfully develop their learning of, for example, the need to play co-operatively with one another and direct teaching of basic skills. The children are managed well. The strong rapport that all the adults have with the children is effective in both ensuring that the children are settled well into the school and in promoting lessons that have brisk pace.
19. In Year 6, effective teaching is characterised by high expectations of the pupils that translates into work that they find challenging and stimulating. Pupils respond by working hard and many develop the skills of perseverance and solving problems on their own or with a partner. The teacher insists on high standards of behaviour and for pupils to show respect to those who may be less confident in answering questions to a wider group. This helps to boost the confidence of those who are less able and is effective in promoting an inclusive atmosphere where all contributions are seen as valid and valued.
20. In all classes, teachers make very good use of the excellent provision for information and communication technology. The interactive whiteboards are used creatively in many lessons and support pupils' learning and appreciation that information and communication technology is more than just using computers. Increasing use is made of the Internet to support learning. This extends the pupils' literacy skills in that it promotes their understanding of how information may be gathered from sources other than books. In the main, however, the school has yet to develop effective ways of promoting pupils' literacy and numeracy skills through other subjects.

21. Pupils with special educational needs and those with English as an additional language are supported well by the adults who oversee their work. The school demonstrates effective practice in quickly identifying those pupils who may be experiencing difficulties in either learning, behaviour or because they lack confidence in using English. In lessons, learning support assistants or the teachers given responsibility for overseeing provision for special educational needs or English as an additional language, guide and support the children well as they move towards the targets that have been set for them. As a result, the pupils make comparable progress to their classmates.
22. Since the new school opened, a number of procedures for the assessment of pupils' learning have begun to be put in place. Individual targets for pupil attainment, using National Curriculum levels, have been introduced in each year group. These targets could be more challenging. Where teaching is good, in the Foundation Stage and Year 6, ongoing assessment information is used noticeably more effectively to guide teachers' planning and to let children know how well they are getting on. This helps pupils in these year groups to make at least good progress.

The curriculum

The curriculum is **good** in the Foundation Stage and **satisfactory** for Key Stages 1 and 2. There is a **good** range of extra-curricular activities. The accommodation is **good** and while resources are **satisfactory** overall, those to support learning in information and communication technology are **excellent**.

Main strengths and weaknesses

- The curriculum for the Foundation Stage children is good.
- Not all subjects have sufficient time allocated to them to allow the pupils to explore themes and topics in sufficient depth.
- There is excellent information and communication technology provision and all classrooms are fitted with interactive whiteboards.
- The school is effective in the way in which it enriches the curriculum through the provision of additional activities.
- The quality of the new building is good and there is an attractive central courtyard area that is used well to support learning.
- At present the amount of playground space for the older pupils is limited.

Commentary

23. The curriculum for the Nursery and Reception children is good and provides appropriate opportunities for pupils to acquire, develop and practise the necessary skills within each area of learning.
24. The curriculum for Key Stage 1 and Key Stage 2 is satisfactory overall. Since the school opened, staff have worked hard to ensure that schemes of work are in place for all subjects and age groups. Subjects other than English and Mathematics are taught regularly in all classes, but not enough time is allocated to some such as history and music and, as a result, some of the National Curriculum programmes of study are not being taught in sufficient depth. Consequently, pupils do not achieve as well as they might in some subjects. The school enriches the curriculum well and encourages pupils to take part in after-school arts and sports clubs, visits, and other activities. The local area is used well in this respect. Early yet effective links have been made with other schools and these are starting to impact well on the quality of education provided for the pupils.

25. The provision for those pupils identified as having special educational needs is satisfactory overall. The co-ordinator is newly in post but has already planned and introduced a number of strategies for promoting the development of these pupils. They are identified early and are supported well in class by the learning support assistants, who make a valuable contribution to their education. Links with outside agencies are good. Children who are at the early stages of learning English have equal access to all aspects of the curriculum. The curriculum for the children in the unit is based on the Foundation Stage curriculum and is planned with staff from the main school. There is an appropriate emphasis on speaking and listening.
26. The accommodation provided by the new building is good, with sufficient classroom space, a large hall and small withdrawal areas. The provision for children in the Nursery and Reception classes is good, with a good amount of secure outside play space. Teachers and the governors acknowledge that the outside playground space for the older pupils is limited and restricts the scope for small team games during break times. The excellent provision for information and communication technology includes interactive whiteboards and laptop computers in every classroom which are very well used to support teaching and learning. For all other subjects the resources are good.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good** and **very good** in the Foundation Stage. Pupils' achievements and personal development are satisfactory and staff provide them with satisfactory support, advice and guidance. Although many of the arrangements are new, the pupils are involved effectively in decision-making about the life of the school.

Main strengths and weaknesses

- The school is a secure environment where staff know pupils well.
- Pupils, particularly in the Foundation Stage, are well cared for through good procedures to ensure their health and safety.
- All staff who monitor child protection issues follow clearly outlined procedures.
- Good induction arrangements ensure that children settle into school routines quickly.
- Pupils are involved effectively in improving their environment through the school council.

Commentary

27. The school's procedures for ensuring the safety and well-being of pupils are good. The care and support that children in the Foundation Stage receive is very good and help them to settle well into school routines. Parents feel confident that their children are well cared for and that staff have a good knowledge and understanding of their individual needs. Pupils are happy in school and staff provide them with appropriate support, advice and guidance. Pupils of different ethnic groups are well supported, particularly through working with the Bengali bi-lingual assistant in the youngest classes. Health and safety issues are well monitored by the school and the governing body. The procedures for monitoring issues of child protection are good. The headteacher, who is the designated person with responsibility for child protection, has ensured that all staff are fully aware of their responsibilities. All pupils have appropriate access to outside support agencies. Good induction arrangements for parents and children ensure that new entrants settle quickly into the Nursery and Reception classes. Through the school's links with the adjacent secondary school pupils in Year

6 receive effective support in preparation for their transfer to the next phase of their education.

28. Pupils are encouraged to contribute their views and ideas through the school council. Pupils value the school council but they feel that meetings are not held often enough to enable them to become sufficiently proactive. Older pupils are given the opportunity to undertake a variety of responsibilities including supervising younger pupils in the dining room and playing games with them in the playground.

Partnership with parents, other schools and the community

There are **satisfactory** partnerships with parents. The school has **satisfactory** links with the community and other schools to support the curriculum.

Main strengths and weaknesses

- Good home-school links have been developed in the Nursery and Reception classes.
- Annual reports on pupils' progress are unsatisfactory and provide insufficient information about their progress.
- A significant number of parents find it difficult to support their children's learning at home.
- All children receive a home visit prior to their induction into the Reception class.
- The school is working hard to develop links with parents and provides good amounts of information.

Commentary

29. The school makes an effort to involve parents and to keep them well informed. Most parents feel that the school is approachable and are confident that their children are making good progress. In the Nursery and Reception class parents are made very welcome and encouraged into a partnership in an endeavour it is hoped that will gradually improve parental involvement as pupils move through the school. A number of social events have been organised to encourage a wider range of parents to become involved. These have included a successful 'Fun Day' in Cherry Hinton Park. At present, few parents assist in classrooms, but several of the learning support assistants are also parents of pupils in the school. As part of its future goals, the school has clear action points in its school improvement plan to develop more effective ways in which parents can support their children in their learning. Consultation evenings for parents are not well attended although a high number of parents attend the open evening for children entering the Reception and Nursery classes. There is an 'Asian Ladies' Group' that meets each week in the school. It has attracted a good number of Bangladeshi parents who are working with an English tutor towards a City and Guilds certificate. The Bangla dance group is well supported by pupils and parents.
30. Although many children in the unit are not local, the staff have effectively ensured that there are good home-school links. The children have 'pink' books that go backward and forwards between home and school enabling both staff and parents to be well informed. The speech therapist and teacher ensure that they meet parents every half term. Parents meet regularly, both formally and informally with the speech and language unit staff and contacts are good.
31. Parents receive regular newsletters that provide helpful information about activities and organisation. The school ensures that translations are available to parents through the support of the bi-lingual assistant. Although class teachers provide parents with a

list of curriculum topics each term, these do not include sufficient detail to assist parents in helping their children at home. However, in the Foundation Stage parents receive very helpful information every two weeks about the topics, including activities, books and songs that will support learning at home. The booklet provided for pupils in the Early Years is attractively presented and includes a range of useful information for parents. Parents of pupils with special educational needs are involved effectively with individual education plans and are invited to attend assessment and review meetings.

32. Pupils' annual reports on their progress are unsatisfactory. A significant number of parents have expressed concern about the information they receive. There are inconsistencies in the amount of clear information provided about progress. Some reports are virtually identical, particularly in the foundation subjects, and fail to show clearly the progress made. Targets set for literacy and numeracy are not always clear about what pupils need to do to improve.
33. The school has satisfactory links with the community that help to enrich the curriculum and pupils' experience. The local environment is used well as a resource for learning. There are good links with the church, and the vicar, who is also a governor, regularly works with pupils in Year 1 on guided reading. The community police organise activities for pupils, including 'Keeping Safe' sessions. Pupils go out into the community to sing at the local hospital, and they support a range of local and national charities. There are satisfactory links with other schools, with some joint training sessions for staff and meetings of curriculum groups. Pupils take part in a number of sporting events with other primary schools. Links with the secondary school on the same site are developing and pupils have the opportunity to attend a homework club that is based at the secondary school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The leadership of the head teacher and other staff with responsibilities is **satisfactory**. There is **satisfactory** management of the school and the quality of the governance is **good**.

Main strengths and weaknesses

- The school's amalgamation and move into its new building has been well managed.
 - The monitoring of teaching and standards being attained by pupils is not rigorous enough.
 - The headteacher has been effective in establishing a strong team spirit.
 - The deputy headteacher gives a clear lead in some key areas.
 - The governing body is keen and committed.
 - The school improvement planning process, whilst thorough, is not yet sufficiently well developed to highlight precisely what needs to be achieved to raise standards.
 - The headteacher is rightly seeking to empower members of staff in their management responsibilities but this is at an early stage of development.
34. Despite difficulties experienced earlier in the year when the planned move into the new school building was delayed, the eventual move was managed smoothly. As a result, the children and staff have quickly settled in. The headteacher has shown considerable determination to ensure that the two staff groups from the previous infant and junior schools should come together well and that teamwork would begin to be established. In this he has been successful, even when faced with difficulties including long-term sickness. As a result, the school has been able to develop quickly and

effectively some consistent practices. These include an effective whole school approach to behaviour management, the training of all teaching staff to use interactive whiteboard technology efficiently and the introduction of guided writing sessions across the school.

35. The headteacher has recognised there are some weaknesses in teaching and learning and the school now needs to tackle these rigorously. At present, the procedures for monitoring teaching and learning are at an early stage of development. The performance management arrangements are not yet securely in place to allow for the consistent monitoring, evaluation and development of teaching and its impact on pupils' achievement.
36. Although only recently formed, the governing body is keen and committed. Members are enthusiastic and supportive of the school. They are keen to find out what they should do and to take up training opportunities so that they can fulfil their roles more effectively. Many visit and work in the school to gain a better first-hand knowledge of what happens and of the pupils themselves. The governing body is not complacent and wants to help the school move forward by improving its own work further.
37. Since opening, the school has quickly developed a range of policies that outline what the school's provision is to be. The policies in respect of special educational needs, equal opportunities and racial harmony are clear. They support well the school's aims of seeking to establish a school community where all, including the small number of pupils in the speech and language unit based at the school, are valued for their individuality and are to be fully included in what the school has to offer.
38. The school improvement plan identifies clearly the priorities and actions upon which the school has decided. It does not yet identify as clearly how these actions will be measured in terms of improvements in standards. At present, it is understandable that the school improvement plan is focused mainly on developing literacy and numeracy. The headteacher is aware that some foundation subjects may not be taught in enough depth or have sufficient time allocated to them. In addition, the headteacher has delegated some significant responsibilities to the deputy headteacher. She has been successful in beginning to develop some important initiatives. She has led improvements in writing and guided reading, though both these initiatives need to go further and their effectiveness needs to be more thoroughly monitored. The school is about to take part in a 'Primary Leadership' programme. This has the potential to further develop co-ordinators' understanding of the part they have to play in leading and monitoring provision in their areas of responsibility.
39. The headteacher and staff make staff and children from the unit feel a valued part of the school. All three staff are there for the full five sessions and form a very cohesive team that works for the benefit of the pupils. The staff within the unit are well led and managed by staff from the local education authority and on a day-to-day basis by the headteacher. The teacher from the unit liaises regularly with both the staff from the local education authority and the staff at the school. The speech and language therapist also meets regularly with her line managers from the health authority and with the unit staff. This good liaison enables all the staff in the unit to feel well led and managed.

Financial information

Financial information for the year September 2002* to March 2003 (* since the school formally opened).

Income and expenditure (£)	
Total income	£434 218
Total expenditure	£409 218
Expenditure per pupil	£1 982

Balances (£)	
Balance from previous year	n/a
Balance carried forward to the next	£25 000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is good.

When the children start school their attainment is well below average, and a large number of children experience particular difficulties with speech and language. Since the school has been formed the school's management have placed a strong emphasis on ensuring that the provision for children in the Foundation Stage provides a secure basis for their later progress. In this they have been successful. Children **achieve very well and** by the time they transfer to Year 1 at the end of the Reception year, it is likely that the majority will have achieved the Early Learning Goals in all areas of learning, or be close to doing so. The Foundation Stage is **well led and managed** with good liaison between the staff. Teaching standards are consistently **good** in both the Nursery and Reception classes, with some examples of **very good** practice seen in the Reception class.

Personal, social and emotional development

The provision for the children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children of all abilities achieve very well.
- Teaching and learning are good.
- Most children behave well and settle quickly and happily into school life.

Commentary

40. Children of all abilities, including those with special educational needs and English as a second language, achieve very well and make very good progress, often from a very low starting point. Their attainment at the end of the Foundation Stage is in line with the expected levels for their age. Home visits and good induction procedures mean that the children settle quickly into school life and enjoy their learning. Teaching is very good as is the pace of the children's learning. Adults have effective and consistent rules for behaviour, which help the children to learn the routines of school as well as sharing, taking turns and helping each another. The staff provide a good range of group activities where the children learn to work co-operatively, and there are plenty of opportunities for them to make their own choices. During the course of the day, the children experience a good range of different activities that promote their social development. Good adult intervention and support ensure that they are encouraged to concentrate on tasks for increasing periods of time.

Communication, language and literacy

The provision in the area of communication, language and literacy is **very good**.

Main strengths and weaknesses

- The children take part in a good range of stimulating activities.
- Teaching and learning are very good.
- Children's achievement is very good.

Commentary

41. By the end of the Reception year, children are on course to reach the expected goals in this area of their learning. Children of all abilities, including those with special educational needs or English as a second language, respond very well to the wide range of stimulating activities they are given and achieve very well. Teaching is very good and the pupils make very good gains in their learning as a result. Many of the children have very poor language skills when they start school, and this makes it very difficult in the early stages of their learning for adults to communicate effectively with them. However, very good emphasis is placed on developing the children's speaking and listening skills. The programme for teaching reading and writing enables the children to make steady progress in these aspects of their learning. Good stocks of books in both classrooms help to significantly develop the children's interest in books, and the books are used well by staff to support topics. Staff use a very good range of teaching methods and provide many opportunities for the children to consolidate and build upon their previous learning.

Mathematical development

Provision for the children's mathematical development is **very good**.

Main strengths and weaknesses

- Children make good progress and achieve very well.
- Teaching and learning are very good.

Commentary

42. From a low starting point, children of all abilities achieve very well and make very good progress in this aspect of their learning. By the time they transfer to Year 1, their attainment is in line with the expected level. This reflects the good teaching the children receive. They benefit from taking part in a wide range of number activities which are supplemented by good resources. Their skills are effectively developed through well-designed practical activities that reinforce their learning about shape, space and measure. Teachers and other adults promote mathematical vocabulary well. The children regularly practise counting, and mathematically related rhymes, jingles and daily activities help to reinforce their learning. For example, the children talk about the number having school or packed lunch. By the time they transfer to Year 1, most children are confident when counting independently up to ten, or higher, and are able to match numbers with objects successfully. Higher-attaining children already recognise, use and write numerals and are beginning to cope with simple calculations.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- There are good opportunities for children to develop their understanding of the world around them.
- The children's skills in the use of technology are developed effectively.
- Children achieve well.

Commentary

43. The children achieve very well in this area of the curriculum from a much lower than average starting point. Teaching is good and the children make good gains in their learning. When they transfer to Year 1, the majority of children attain the Early Learning Goals. The children's breadth of experience when they start school is often very narrow, but it is addressed well through careful planning, and their experiences in school are suitably broad. For example, they talk with enthusiasm about recent visitors from the 'Raptor Centre' when they watched owls and eagles closely, saw some fly and were able to stroke the owls. Such experiences are used well to extend vocabulary and encourage children to describe what they have seen and experienced. Children are introduced to familiar Bible stories throughout the course of the year, and the school meets statutory requirements in ensuring that religious education is taught to the children. Children in the Nursery and Reception classes have daily access to computers and are developing good control of the mouse. Many can control it well to click, drag and drop objects and, with adult help, are learning to print their own work.

Physical development

The provision for physical development is **good**.

Main strengths and weaknesses

- Children of all abilities achieve well.
- Children have good control of their bodies during physical development lessons.
- The Reception and Nursery classes have an accessible, dedicated outdoor area. It is already well resourced and there are plans to develop it further.

Commentary

44. The teaching of physical development is good in both classes and the school hall is used well for physical education lessons. Children make good progress in the development of their physical skills. Nursery children play parachute games in the hall and this further helps to develop their understanding of how to play co-operatively with one another. In all these lessons good attention is paid to safety, including suitable warming-up and cooling-down activities. There are good opportunities for the children to make decisions and to think for themselves. Equipment in the school hall, as well as in the dedicated outdoor area, enables children to climb, slide and balance, thereby increasing the development and control of their bodies. By the time they transfer to Year 1, their overall attainment in terms of gross and small motor skills is in line with the national expectation for this age group. The children's fine motor skills, such as pencil control, sticking and cutting are sometimes above the expected level for their age.

Creative development

Provision for the children's creative development is **good**.

Main strengths and weaknesses

- Good use is made of imaginative play to support the children's learning.
- Very good teaching enables children of all abilities to achieve very well.

Commentary

45. The teaching of creative development is very good, and the children's overall achievement is very good. By the time the children start in Year 1, they are on course

to reach the Early Learning Goals. Children in the Nursery and Reception classes have daily access to paint and craft activities and use a wide range of materials in their work. During the inspection, Reception children created pictures of owls using different printing techniques, as well as improving their skills with scissors by cutting out paper feathers. They speak with good understanding about mixing paints to create different colours and shades. Imaginative role-play activities are popular with the children and are fostered effectively through sensitive adult support and guidance. Nursery pupils have an 'Optician's' to link with their topic on 'Eyes' and enter wholeheartedly into their roles as 'receptionist', 'patient' or 'optician'.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement in Key Stage 1 is unsatisfactory.
- Teaching in Year 2 is unsatisfactory but is good in Year 6.
- The teaching of reading and writing is improving.
- The quality of teaching is not monitored rigorously enough.
- The contribution of teaching assistants to pupils' learning in English is good.
- Pupils with special educational needs achieve well.
- Pupils do not present their work with sufficient care.
- Resources are good.
- The planning to develop pupils' language and literacy skills in other subjects is not systematic enough.

Commentary

46. The results of the 2003 national tests for 11-year-olds were average compared with all schools and well above average compared with similar schools. In the national tests for seven-year-olds in 2003, the pupils' attainment in reading and writing was well below the national average and also well below average when compared with similar schools. Inspection evidence shows that standards are well below national expectations at the end of Year 2 and below national expectations at the end of Year 6. The differences between the test results and inspection findings at the end of Year 6 are due to the natural differences in the abilities of the pupils in the respective year groups. Pupils achieve well in Years 3 to 6. In Year 1 the pupils' achievement is satisfactory, but in Year 2, it is unsatisfactory. Pupils with English as an additional language and those with special educational needs achieve well as a result of the good support they are given by teaching assistants.
47. Teaching and learning are satisfactory overall, although there is variation between classes. In Year 1 teaching is satisfactory, with some good features such as the use of information and communication technology to support pupils' learning. However in Year 2 teaching is unsatisfactory and pupils do not make enough progress. In Year 2, the work is not always tailored sufficiently to meet the different needs in the class and there is not enough challenge given to most pupils. Assessment of pupils' work is not used effectively to make sure it is subsequently planned at the right levels for the pupils. The pupils' vocabulary is not adequately developed and they make unsatisfactory progress in developing the quality of their handwriting and presentation.

48. In Years 3 to 6 teaching and learning are satisfactory overall, with good features and teaching is good in Year 6. The test results show that the boys performed much better than the girls in the school's first set of National Curriculum tests. Inspection findings show no evidence of any difference in the attainment of boys and girls. Most pupils work hard and enjoy their lessons. The marking of the pupils' work is good in Year 6, but is not as good in other year groups and, although encouraging, does not consistently provide suggestions for improvement.
49. In Year 6, teaching is good, well paced and well focused and pupils make brisk progress towards their well-planned individual targets. The school identified pupils' written work as a key area for development and as a result standards are improving and this is the strongest aspect of English for the older pupils. There is a good range of writing in Year 6 and standards in writing are close to national expectations, which represents good achievement by these older pupils. They use vocabulary quite imaginatively, usually punctuate their work accurately, understand spelling rules and have developed their use of complex sentences. Pupils listen attentively in class and are developing their speaking skills appropriately. They enjoy completing their reading journals. In Years 3 to 5, the quality of teaching is satisfactory with some good features pupils' progress is satisfactory. The teaching in these year groups uses the planning guidance from the national strategy effectively, but the presentation of written work is often rather untidy and careless. Pupils' handwriting is not consistently well formed.
50. Since the amalgamation, the school has placed a great deal of emphasis on developing consistency and quality in the teaching of English. A successful example of this is the introduction of daily guided reading sessions in all classes. Here, pupils are taught specific reading skills separately from the main literacy lessons. This initiative has been well managed by the subject leader, who has arranged appropriate staff training as well as purchasing good, attractive reading resources at different levels of difficulty. There is a good variety of styles, including playscripts, poetry books, stories and non-fiction texts, which are very stimulating for the pupils. The guided reading sessions are well managed in all classes, but in some classes teachers do not always make it sufficiently clear to the pupils what reading skills they need to develop, how they can achieve the set objectives and how they will know they have succeeded.
51. Teaching assistants provide good support in all classes. Their work is well managed and supported by teaching staff on a day-to-day basis. Teaching assistants are usually clear about what they need to do and why. They know the pupils well and are proactive in lessons, seeing needs quickly. They often help those who need it to concentrate when listening to the teacher by explaining or simplifying the main teaching points. This is especially helpful to pupils with special educational needs who, overall, make good progress. Pupils with English as an additional language are also suitably supported and they make progress in line with that of the other pupils.
52. The subject leader for English, supported by a 'shadow' subject leader, has a clear sense of purpose and direction. She puts great energy into the guided reading and writing developments, helping to establish individual learning targets for pupils and in supporting teachers. Her effective leadership is having a significant impact in the school, bringing staff together in a common purpose, enhancing consistency and raising the profile of language and literacy. It provides the potential for higher standards in future. The management of the subject is weaker and the quality of teaching and learning is not yet monitored in a sufficiently rigorous or systematic way.

Language and literacy across the curriculum

53. In some subjects pupils are given good opportunities to use and develop their literacy skills such as, note taking and the use of reference books in religious education, as well as speaking and listening in 'Circle Time' and in history discussions. However, these opportunities are too dependent on the individual class teachers and the school does not yet plan enough opportunities for pupils to systematically use their language skills across the curriculum.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching in Year 6 is good and pupils achieve well in this year group.
- In Year 2, pupils' achievement is unsatisfactory.
- In some classes, pupils are not always suitably challenged.
- In most classes, standards of presentation are unsatisfactory.
- Good use is made of interactive whiteboards to support pupils' learning.

Commentary

54. The 2003 National Curriculum test results indicated that pupils' attainment was well below average at the end of Year 2 and average at the end of Year 6. When compared with similar schools standards were well below average at the end of Year 2 and above average at the end of Year 6. Inspection findings indicate that pupils' attainment is well below national expectations at the end of Year 2. At the end of Year 6, pupils reach standards that are average and the pupils achieve well. Those with special educational needs and English as an additional language achieve as well as other pupils at the school. While inspection findings could find no difference between the attainment of boys and girls, the first set of National Curriculum test results shows that in 2003 boys performed significantly better than the girls.
55. The pattern of achievement across the school is mixed, reflecting greatly the quality of teaching that the pupils receive. In Year 1, pupils make satisfactory progress in the development of their understanding of number, measurement and space. However, these early gains are not built on sufficiently in Year 2, where the quality of teaching and learning is unsatisfactory. The work planned for pupils lacks challenge, particularly for higher-attaining pupils who are often asked to complete the same tasks as their classmates. Overall achievement in Key Stage 1 is unsatisfactory.
56. In Years 3 to 6, achievement is good, particularly in Year 6. By the end of Year 6, pupils attain standards that are in line with national expectations. In Years 3, 4 and 5 pupils make satisfactory progress in the development of their mathematical abilities and in their ability to apply their knowledge to solve everyday mathematical problems. In Year 6, pupils make good progress in their understanding of the relationship between fractions, decimals, percentages and ratio. Pupils apply this understanding well in learning to solve problems involving kilometres, metres or centimetres. By the age of 11, the pupils can construct and make deductions from a range of different graphs, tables and charts.
57. The main reason why the pupils' progress is better in Year 6 is the quality of teaching. While it is satisfactory overall across the school, in Year 6 it is consistently good. The challenge provided is high. Work is carefully matched to the needs of the pupils and the teacher expects high standards in the content and quantity of what the pupils

produce and how they present their work. In most other classes, pupils often take too little care in how they present their work and this makes it hard to follow the line of their thinking. Across the school, teachers make good use of the interactive whiteboards that are in each classroom. The mathematical software for these is of a good quality and teachers allow the pupils good opportunities to use the whiteboards to explain their thinking to the rest of the class.

58. Leadership and management of the subject are satisfactory. The co-ordinator has given the school a sufficient lead and has been successful in developing a whole school approach to the development of the mathematics curriculum.

Mathematics across the curriculum

59. The school has yet to develop an effective and clear approach to ensuring that the pupils' mathematics skills are promoted consistently through other subjects. Some teachers are more effective in promoting pupils' skills in mathematics in other subjects. The Year 6 teacher, for example, makes good use of science to develop the pupils' ability to devise and interpret a range of different graphs to present the findings of their scientific investigations. The Year 5 teacher makes effective use of information and communication technology software to allow the pupils opportunities to present numerical information in the form of tables and charts. However, this is not consistent in all classes. The school is aware of the need for a more coherent approach to ensure that the pupils' numeracy skills are successfully developed through other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The school has made a good start in implementing a whole-school curriculum for science but aspects of science are currently underdeveloped.
 - Pupils' achievement in Year 2 is unsatisfactory but pupils in Year 6 make good progress
 - The standard of presentation in general, and in records of experimental and investigative work in particular, is unsatisfactory.
60. The 2003 National Curriculum test results indicated that pupils' attainment was well below average at the end of Year 2 and below average at the end of Year 6. When compared with similar schools, standards were well below average at the end of Year 2, and in the lowest five per cent of schools in the country, and were in line with the average at the end of Year 6. Inspection findings indicated that standards are well below average at the end of Key Stage 1 and below national average at the end of Year 6. By the end of Year 2 standards are too low. Pupils make too little progress in the development of their investigative skills in order to explore the scientific concepts they explore and their knowledge is well below average. The current and recent work in the pupils' books shows that their scientific understanding of how to set up investigations and follow through their own lines of enquiry is below average. This improves markedly when they receive a higher quality of teaching in Year 6. In Year 6, the marking in pupils' books questions and challenges them, but this is not the case in other classes. The standard of presentation is unsatisfactory. The pupils' achievement, including that of those with special educational needs and English as an additional language is satisfactory overall by the end of Year 6, and in individual lessons where

teaching really stretches them in their learning, they sometimes achieve better. Achievement in Key Stage 1 is currently unsatisfactory.

61. Pupils in Key Stage 1 are interested and curious about science. They do undertake some experimental work, such as exploring how ice cubes can be prevented from melting by exploring what materials would be best suited in order to achieve this. Pupils have a satisfactory understanding of living processes and know that all living creatures need food, water and shelter in order to thrive. However, the pupils' approach to investigative work is not as methodical as it could be. By the end of Key Stage 2, higher-attaining pupils make sensible predictions and understand what is meant by a fair test, but most pupils struggle with the investigative aspect of their science work and lack the skills to successfully report in different ways on their findings. Pupils have a satisfactory understanding of the concepts such as forces, magnetism, sound and light and explain that friction is an example of a force. Evaluation of science work in some classes in both key stage shows that there is work set for pupils that takes too little heed of their prior learning or what the pupils are really capable of achieving. Whilst higher-attaining pupils in both key stages have a reasonable recall of what they have learned, lower-attaining pupils often have difficulty in recalling their learning and applying it to new situations.
62. There is some good teaching in Year 1, the overall quality of teaching in Key Stage 1 is unsatisfactory. In Year 2, expectations of what the pupils are capable of learning are too low. In Key Stage 2, teaching is satisfactory with some good features. Where teaching is good, as in Year 6, teachers use questions well to reinforce learning, and learning objectives are explained well to pupils so they know what their teachers' expectations are. Frequent opportunities for paired or group work have a positive impact on the pupils' personal and social development. Higher-attaining pupils could be stretched further, especially in terms of developing independent investigative skills. Too little use is made of information and communication technology to support the pupils in their learning.
63. **The school has made a good start in implementing a whole-school curriculum for science. The new policy outlines clearly what the school's approach is to planning pupils' learning. However, it is still early days for this to feed through in terms of raising the pupils' achievement. The subject is led in a satisfactory manner by the headteacher who is currently undertaking this in a temporary capacity. With the current focus on literacy and numeracy in the school, science has yet to be reviewed and evaluated in terms of the impact of teaching on learning.**

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is satisfactory.

Main strengths and weaknesses

- The resources to support teaching and learning in information and communication technology are excellent.
- Teachers make good use of the interactive whiteboards that are sited in many of the classrooms.
- Good use is made by pupils of the Internet to extend their learning.
- There are some missed opportunities by some teachers to use information and communication technology to support learning in other subjects.
- The school has only just started to implement ways of assessing pupils' progress in information and communication technology.

Commentary

- 64. The school has made a good start in integrating information and communication technology into the day-to-day teaching and pupils' learning. As a result, standards are in line with national expectations by the end of both key stages. Pupils, including those with special educational needs and English as an additional language, achieve well and understand how to use computers and how information and communication technology is to be seen and used in their daily lives. The good use that the teachers make of the interactive whiteboards contributes significantly to the pupils' understanding that information and communication technology is not just about using computers but is to be seen in wider contexts.**
- 65. By the end of Years 1 and 2, pupils have a satisfactory knowledge of how to use computers in terms of loading programs and retrieving information. They know the function of the devices that are normally added to a computer and explain how, for example, to print their work by pressing on the print icon. Pupils have a satisfactory awareness of how information and communication technology impacts on their daily lives and can give examples of new technology in their homes such as microwave ovens and compact disc players. Weaker aspects of attainment include their understanding of what a 'font' is and how to access the tools in order to change the size and appearance of text. Pupils do not have sufficient opportunities to use programmable devices and this limits their learning of how certain devices need to be programmed in order to work.**
- 66. By the end of Years 3 to 6, pupils have developed a secure understanding of how to use computers to support their learning. All classrooms have Internet access and this is used effectively for pupils to research information in support of their studies. Pupils become increasingly effective in using the finer features of a word-processor, to construct neat and well-presented poetry work for example. In the upper part of the school, pupils are given good opportunities to use software such as spreadsheets to present and produce a table of data as well as using the program's features to carry out a range of calculations. At present, pupils have a weaker understanding of how to use controlled devices.**
- 67. Teaching and learning are satisfactory overall in all classes. Strengths in teaching include the highly effective use of the interactive whiteboards to demonstrate particular teaching points. Teachers have quickly developed good levels of confidence and ability in using these to support their teaching. They invite the pupils themselves to use the whiteboards and this helps to boost the pupils' confidence in sharing their understanding with their classmates. Pupils find the tasks they are asked to complete interesting. They respond with high levels of interest and enthusiasm and strive hard to produce work of a good quality. The school has only just introduced procedures to support day-to-day assessment of the pupils' progress. As a result, teachers are at an**

early stage of knowing where the pupils are in their learning and this makes it difficult to pitch work at the right level in order to push them on.

68. Leadership and management of the subject are good. Staff training on how to use a range of different software has been effective and the teachers make good use of the very good facilities that the school has to let the pupils explore the Internet in support of their learning. Staff are following the recently introduced scheme of work to help plan learning and this is helping to ensure that the pupils' learning develops systematically as they move from class to class.

Information and communication technology across the curriculum

69. A good start has been made to ensuring that pupils' use of information and communication technology both supports their learning of the subject itself and extends learning in other subjects. Software for art and design for example, allows the pupils to use the cut and paste facilities to design and replicate a design to make a larger pattern. This was seen in the pupils' learning of the importance that pattern has to the followers of Islam. In some classes, pupils are given good scope to use the word-processor to draft and redraft their work. While increasing use is made of the Internet to allow pupils scope to develop their research skills, in the main there are some missed opportunities by teachers to allow pupils greater use of the excellent information and communication technology facilities to support their learning in subjects such as music, design and technology, history and geography.

HUMANITIES

History and **religious education** were inspected in depth. **Geography** was not a major focus in the inspection. However, evidence from discussions with older pupils indicates that their attainment in this subject is well below national expectations, and that they have not done very much geography work overall. However, some interesting local study work in Year 6 is bringing about some improvement.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils find many of the lessons interesting.
- Sensitive use is made of adults' and children's own religious backgrounds to enable pupils to learn from each other.
- The way in which the subject is led and managed is in need of development.
- There are attractive and informative displays about religious education all round the school, which include interesting examples of pupils' work.

Commentary

70. By the ages of seven and eleven, pupils reach standards that are in line with the expectations of the locally agreed syllabus. Achievement by all pupils, including those with special educational needs and English as an additional language is good. The school has made a secure start in ensuring that the requirements of the locally agreed syllabus are being met.
71. Pupils generally enjoy their religious education lessons and have a developing understanding of the relevance of religious education in their daily lives. They have a satisfactory understanding of the faiths and customs of particular religions. They are genuinely respectful and appreciative of one another's views. When appropriate, pupils and staff from particular faith backgrounds are encouraged to share their knowledge and feelings with each other. This is done effectively and sympathetically, allowing all pupils to share in this learning from first-hand experience. Pupils with English as an additional language gain particularly from this as they often have much to share. Good quality displays around the school, some high quality resources, and good use of Internet research add further opportunities for learning and are helping to raise the status of the subject across the school.
72. The curriculum for the subject is suitably planned and a good start has been made by the school in implementing the locally agreed syllabus to help guide pupils' learning. Teaching and learning are satisfactory at both key stages. Teachers have a clear understanding of the requirements of the locally agreed syllabus and some good links are made with other subjects to support pupils' learning. Art and design is used well in this respect. However, some of the teaching does not allow pupils to attain all of the goals that have been set for the lesson. This is because not all of the lessons go into sufficient depth and sometimes drift off the point. Not all the learning, therefore, is memorable to the pupils and this leads to some gaps in their knowledge and understanding. For example, older pupils have difficulty in retaining and recalling their previous learning about some of the main aspects of Judaism despite having explored this particular faith.
73. The subject leader has checked carefully to ensure that all aspects of the subject are taught but would like to develop the curriculum further still, so that it relates more closely to the needs of the pupils. She recognises the need for some of the learning to be in more depth and to further develop assessment procedures in the subject. Her approach to the development of the subject is realistic and is shown in a well thought out subject action plan. At present, however, she does not have the time to lead the subject's development fully or to monitor standards. The school's emphasis on literacy and numeracy and her part-time status as a support teacher make this more difficult still.

History

Provision in history is **unsatisfactory**.

Main strengths and weaknesses

- The overall quality of teaching in the subject is unsatisfactory, leading to unsatisfactory achievement.
- Some of the resources used in the subject, including interactive whiteboards, help to maintain pupils' interest.
- The work set by teachers is not challenging enough for most of the pupils.

- The new subject co-ordinator is providing a clear lead and is aware of what improvements are needed.

Commentary

74. In Year 1 pupils' achievement is satisfactory. This reflects the quality of teaching which is satisfactory with many good features. Pupils, including those with special educational needs and those who speak English as a second language, have enjoyed work on the Great Fire of London. They have a secure knowledge and understanding of some important aspects, including Samuel Pepys and why he is remembered today. However, teaching in Year 2 is unsatisfactory. There are low expectations of all pupils and the work planned is not always about history at all. As a result, although pupils show some interest in the lessons, pupils in this year group do not make enough progress and standards by the end of Year 2 are below national expectations.
75. By the end of Key Stage 2, standards are below national expectations and pupils' achievement is unsatisfactory. Teaching and learning are unsatisfactory overall. In the junior classes, the teachers' expectations of what the pupils can achieve are not high enough. Assessment is not used well enough to inform teachers' planning. Work does not always suit pupils' different needs and it does not enable them to study history in sufficient depth. For example, a potentially useful visit by some children to Cambridge station, as part of a study of the Victorians, did not lead to significant understanding by the pupils of the importance of railways at that time in history, or indeed that many railways were built in that era. Teaching does allow the pupils to develop an understanding of how information about the past is gathered by exploring photographs, records and accounts of how people lived their lives. Some of the resources used in history lessons are stimulating and promote interest amongst the pupils. Examples of this are historical maps and photographs used by individuals and groups, or displayed on interactive whiteboards for whole class discussion.
76. Leadership and management of the subject are now satisfactory. The subject leader has been recently appointed to this post. She has a clear, practical vision for the development of history in the school and has worked productively with a local education authority adviser to develop the scheme of work as well as effectively checking and improving the subject resources. She understands the future importance of monitoring and evaluating the quality of history teaching to bring about improvement, but has not yet been able to analyse how well the pupils are attaining in the subject against national expectations.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on **art and design** and on **music**. Insufficient work was seen in **design and technology** and in **physical education** at both key stages to make a judgement on the standards and progress that the pupils make, and the provision in these subjects.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- A good start has been made in establishing the status of art and design around the school.
- Some teachers make effective use of information and communication technology to support the pupils' learning in art and design.
- Pupils' understanding of the styles and different techniques employed by famous artists is unsatisfactory.
- Good use is made of sketchbooks to support pupils' learning.
- The school has yet to develop effective ways to assess pupils' progress in the subject.

Commentary

77. Standards are in line with national expectations at the end of Year 2 and Year 6. The school has made a positive start in implementing a whole-school curriculum for art and design. It has embraced and effectively implemented the local education authority's detailed scheme of work to help teachers plan pupils' learning in each of the year groups. In addition, good opportunities are taken by the teachers to promote pupils' learning of art and design in other subjects such as religious education and information and communication technology. Pupils, including those with special educational needs and English as an additional language, reach standards that are expected by the end of both key stages, and their achievement is satisfactory.
78. By the end of Years 1 and 2, pupils have a satisfactory understanding of how to mix paints to form other colours. They understand what a 'primary' colour is and what colours are made when they are mixed together. They apply paint well and their drawing skills are progressing in a satisfactory manner. Pupils use a range of different materials to extend their learning of art. In Year 1 for example, pupils are given scope to use a range of different brightly coloured materials to create a good quality collage representing the Great Fire of London.
79. In Years 3 to 6, pupils satisfactorily develop their understanding and appreciation of art. By the end of Year 6, pupils have a satisfactory understanding of the most effective ways of drawing portraits of people using techniques such as perspective and proportion. Teachers make increasing and inventive use of the excellent resources for information and communication technology to boost pupils' learning. As a result, pupils successfully develop their understanding of how art and design work can be created, manipulated and experimented with using information and communication technology equipment. At present, a weaker feature of pupils' attainment in art and design is their understanding of the works, techniques and styles of famous artists. Although pupils have a basic understanding of the techniques used by some artists, pupils need some support to recall the work of artists they have explored. However, the pupils have a rudimentary understanding of how to apply these techniques through the course of their own learning.
80. Teaching and learning are satisfactory. A strength in the teaching is the use that is made of some pupils' own cultural backgrounds to extend all pupils learning of art and design. In one good Year 6 lesson seen during the inspection teaching successfully reinforced the pupils' understanding of pattern. The teacher successfully drew the pupils' attention to how many different patterns and colours are to be seen in all forms of Islamic art including buildings and places of worship and their significance. By the

end of the lesson, pupils had successfully reinforced their understanding of types of Islamic art including calligraphy, arabesque, geometric shapes, and pattern. Throughout the school, good use is made of sketchbooks for preparatory work. This helps to reinforce the pupils' perception of the need to think through their ideas, and to see how improvements can be made by revising their approach.

81. Leadership and management of the subject are satisfactory. The co-ordinator has successfully helped her colleagues to ensure that art and design is planned using the local education authority's planning materials. Pupils' work is attractively displayed and makes good reference to their cultural backgrounds. This helps to raise the status of the subject across the school. At present, the co-ordinator has too few opportunities to monitor for herself the impact of teaching on learning. Although pupils' sketchbooks are used to show the progress pupils are making, there is no whole school assessment scheme in place. This can make it difficult for the teachers to know the precise stage the pupils are at in their understanding of art and design.

Music

Commentary

82. At the end of both key stages, standards are below national expectations. Since the school formally opened much of the curriculum development has been centred on raising pupils' achievement in the core subjects of English and mathematics. As a result, music has not been a main focus for development. However, the quality of the teaching seen during the inspection was satisfactory. Pupils in Key Stage 1 showed they had some good ideas about how the instruments they had could be used to represent different sounds, such as a clock ticking and a tap dripping. The pupils showed interest and enthusiasm for what they were learning. The school plans to introduce more general recorder tuition and to develop a school choir. At present, pupils who wish to learn the recorder can opt to pay for tuition which is available from the local authority. Other than this, few opportunities are provided for pupils to learn other instruments. Currently, pupils in both key stages do not achieve as well as they could.
83. **There is a sufficient stock of well-maintained resources. There are recordings of a range of different types of music, many of which are used in assemblies, and pupils listen to examples of music from other cultures and traditions. For example, during the inspection the focus of assemblies was Eid, and pupils listened to Gujarati folk music as they entered and left the school hall. This supports their cultural development well. The subject is currently led and managed in a satisfactory manner. The co-ordinator has clear ideas of what still needs to be achieved to help raise the profile of the subject and boost the level of pupils' achievement.**

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

84. The school has recently introduced the local education authority's scheme of work for personal, social and health education that includes sex education in Year 6. 'Circle Time', in which pupils discuss their thoughts and feelings together, has also been introduced in all classes as part of the strategy to improve behaviour. Pupils are starting to respond well in these sessions and are developing an appreciation of the need to listen carefully to the views and feelings of others. A school council has also been introduced. This meets regularly and allows the pupils to share their views of the

school. It is also proving successful in developing their understanding of the importance of discussing and debating issues in a small group forum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	N/A
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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