

# INSPECTION REPORT

## **PETERSFIELD CE (VA) PRIMARY SCHOOL**

Orwell, Nr Royston

LEA area: Cambridgeshire

Unique Reference No: 110836

Headteacher: Mrs Anna Reeder

Lead inspector: Mr Michael Raven

Dates of inspection: 9 to 11 February 2004

Inspection number: 260497

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	171
School address:	Hurdleditch Road Orwell Nr Royston Hertfordshire
Postcode:	SG8 5QG
Telephone number:	01223 207382
Fax number:	01223 208567
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Tina Lamont
Date of previous inspection:	September 1999

## CHARACTERISTICS OF THE SCHOOL

Pupils come from the village of Orwell, in which the school is situated, and five other villages. Most pupils come from White British backgrounds and none is at an early stage of learning English as an additional language. Fifteen per cent of pupils have special educational needs, which is around the national average. The proportion of pupils with Statements of Special Educational Needs is also similar to the national average. The social background of pupils is generally favoured. Attainment on entry is generally above the county average. Pupils are taught in seven single age classes.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3961	M Raven	Lead inspector	English Information and communication technology Physical education
14061	L Shipman	Lay inspector	
21750	S Gerard	Team inspector	Science Geography History Foundation Stage of Learning
32963	J Lock	Team inspector	Mathematics Art and design Design and technology Music Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school's effectiveness is satisfactory** and it offers satisfactory value for money. Children start school with skills and levels of development that are generally above average for their age. By the time they leave at the end of Year 6, standards are well above average. The quality of teaching is satisfactory overall and pupils' achievement is also satisfactory, taking the school as a whole. The school is well led and managed.

The school's main strengths and weaknesses:

- High standards are achieved by the end of Year 6.
- The leadership and management of the headteacher are very good.
- There is not enough good teaching in Reception and Years 1 and 2, where work is not well enough matched to pupils' learning needs.
- The role of subject co-ordinators in monitoring, evaluating and developing work in their subjects is inadequately developed.
- Governance is very good.
- Resources for information and communication technology (ICT) are inadequate, so that teachers do not make enough use of ICT to support pupils' learning across the curriculum.
- Too little is done in a planned and systematic way to promote pupils' awareness of the cultural and ethnic diversity of British society.
- The school promotes pupils' personal and social development well and encourages very harmonious relationships.
- Links with the local community are very good.

The school's improvement since the last inspection is satisfactory. The quality of education offered, including teaching, has improved. Standards in ICT are higher. The library has been improved. The role of the governing body has developed well. Much of the improvement has taken place only recently.

### STANDARDS ACHIEVED

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

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

**Achievement is satisfactory overall.** The children in Reception achieve soundly, given their generally above average starting point, and they are mostly on course to exceed the goals set for them nationally by the end of the year. Pupils in Years 3 to 6 achieve well. Standards in the current Year 6 are above average in English and well above average in mathematics and science. Pupils do well in comparison with those at similar schools, particularly in English and science. The trend in improvement in Year 6 test results over the past five years has been better than the national trend. Achievement in Years 1 and 2 is unsatisfactory. Although average pupils achieve well enough for much of the time, there are occasions on which both the most and least capable do not achieve as much as they could. Pupils do not make enough progress after they leave Reception, so that standards in reading and writing are just average by the end of Year 2, although they are above

average in mathematics and science. The trend in Year 2 tests over the past five years has been below the nationally improving trend.

**Pupils' personal qualities are good overall.** Their attitudes and behaviour are generally good, although concentration and attention slip in Years 1 and 2 when teaching is inadequately matched to pupils' learning needs. **The pupils' spiritual, moral, social and cultural development is good.** Attendance is very good.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory.**

**Teaching and learning are satisfactory overall.** Teaching is good in Years 3 to 6, and satisfactory in Reception and Years 1 and 2. There is little good quality teaching in Reception and Years 1 and 2, and a little that is unsatisfactory. The use of assessment information to plan work that matches pupils' learning needs is unsatisfactory overall, with particular weaknesses in Years 1 and 2. This means that work is sometimes too difficult and at other times too easy.

The curriculum is good throughout the school. Teachers make good links between subjects. The curriculum is enriched well, through visits, visitors and activities outside lessons, including sport and study support. The provision for pupils' welfare is very good. The school has very good links with the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher is very ambitious for the school and sets high standards. Since her appointment a little over a year ago she has inspired staff and pupils and given them a fresh sense of direction and commitment to high achievement. Other key staff lead their subjects and aspects satisfactorily on balance. However, there is a need for improvement in the amount of monitoring, evaluation and development of teaching and learning that they carry out. The school is very good at self-evaluation and has a very realistic understanding of its strengths and weaknesses, thus positioning itself well to move forward. The headteacher has established a very good programme for checking on the quality of teaching herself and often helpfully involves outside experts. The work of the governing body is very good. Governors have a good understanding of the strengths of the school and what could be improved. They are appropriately involved in setting targets for school development and monitoring progress towards them. The governing body ensures that the school meets all its statutory obligations.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are mostly quite satisfied with the school, although there is considerable unhappiness about the unsettled staffing situation in Year 5. The inspection finds that the school has handled this difficult situation satisfactorily and given parents as much information as possible. Pupils are very satisfied with the school.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve the quality of teaching in Reception and Years 1 and 2, so that there is a higher proportion of good quality teaching.
- Ensure that better use is made of assessment information to plan work that matches all pupils' learning needs.
- Further develop the role of subject leaders and other key staff in monitoring, evaluating and developing work in their areas of responsibility.
- Improve resources for ICT and ensure that ICT is used to promote pupils' learning in all subjects.

- Provide more planned opportunities for pupils to gain an awareness and appreciation of the cultural and ethnic diversity of British society.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement is good in Years 3 to 6. It is satisfactory in Reception, but unsatisfactory in Years 1 and 2. Although all groups of pupils, including the most and the least able, achieve well in Years 3 to 6 and satisfactorily in Reception, in Years 1 and 2 both the most and least able do not always achieve as much as they could. Standards are above average in English and well above average in mathematics and science by the end of Year 6. They are above average in mathematics and science by the end of Year 2 and average in reading and writing. Standards in ICT are average both in Year 2 and Year 6. The children in Reception are mostly likely to exceed the goals set for them by the end of the year in personal, social and emotional development; communication, language and literacy and mathematical development.

#### **Main strengths and weaknesses**

- High standards are reached in mathematics and science by the end of Year 6.
- Pupils in Years 1 and 2 achieve too little given their starting point, so that by the end of Year 2 standards in reading and writing are just average.
- Standards at the end of Year 2 have been rising more slowly than the national trend over the past five years.

#### **Commentary**

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

Standards in:	School results	National results
reading	15.4 (13.8)	15.7 (15.8)
writing	15.2 (13.7)	14.6 (14.4)
mathematics	17.6 (16.2)	16.3 (16.5)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	28.0 (28.2)	26.8 (27.0)
mathematics	27.8 (28.0)	26.8 (26.7)
science	30.2 (28.7)	28.6 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

1. In the most recent national tests for pupils in Year 6, standards were above average in English and mathematics and well above average in science. A slightly higher proportion of pupils reached the higher levels of the National Curriculum in English and mathematics than that found nationally. A significantly high proportion – more than half – did so in science. The trend

in improvement in Year 6 test results has been better than the national trend over the past five years.

2. There are several reasons why pupils in Years 3–6 achieve well and reach high standards. They are well taught, so that they learn well and make good progress, whatever their starting point or capabilities. Pupils at this stage have very positive attitudes to learning and they behave very well. They listen, concentrate and get on with their work enthusiastically. The curriculum is good. It stimulates pupils' interest, with good connections being made between subjects and some good opportunities to apply skills learned in one subject, such as English, to learning in another. A weakness, however, is that pupils are given too few opportunities to use ICT to help them learn in the other subjects.
3. Pupils in Years 1 and 2 do not achieve as much as they might, given a better than average starting point at the end of Reception, when their skills and levels of development in communication, language and literacy, mathematics and the other areas of learning are generally above average. In the most recent national tests standards in Year 2 were below average in reading. Although they were above the national average in writing and mathematics, pupils did less well in writing than pupils at similar schools and they did much less well in reading. Standards in the Year 2 national tests have not kept pace with the national trend in improvement over the past five years. Although the curriculum is lively and stimulating, as it is in Years 3 to 6, achievement is not good enough mainly because there is too little good quality teaching. Here too, as in Years 3 to 6, limited opportunities for pupils to use ICT in the other subjects has a narrowing effect on their learning. The use of assessment information to match work to pupils' learning needs is another weakness at this stage. Although this is a weaker aspect of teaching in all year groups, it is mainly in Years 1 and 2 that the work set for pupils too often fails to meet their learning needs, so that they do not achieve as much as they might.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are generally good. Attendance is very good. Spiritual, moral, social and cultural development is good overall.

### **Main strengths and weaknesses**

- Pupils have a good understanding of what is expected of them and behaviour and attitudes to learning are good overall.
- There are good relationships between pupils and adults and between pupils.
- Pupils respect one another.
- Pupils are confident and able to take on responsibility.
- Attendance is well above average.
- Pupils' awareness of what it means to live in a culturally diverse society is underdeveloped.

### **Commentary**

4. Pupils' behaviour and attitudes to learning are generally good, both in class and around school. Pupils mostly know what is expected of them and staff work together to maintain good standards of behaviour. However, pupils' attention and concentration are less satisfactory in Years 1 and 2 at times, when work is not well enough matched to their learning needs. Pupils' relationships with one another and with teachers are good. There is no bullying or racism, and incidents of poor behaviour are quickly dealt with.
5. The school is very effective in promoting mutual respect and consideration for others. Pupils have a strong sense of right and wrong and are encouraged to think about their actions and the possible impact of their behaviour on others.

- The social development of pupils is good. The School Council and personal, social and health education lessons make good contributions to pupils' social development. There are many opportunities for pupils to take responsibility, like making the hall tidy after assembly and preparing classrooms for lessons. Pupils in Year 6 are especially proud of the tasks they have been allocated. They had applied for the jobs they wanted in writing and were given, for example, the task of looking after a much younger class at lunchtime. This involves helping younger children with their behaviour by playing with them, talking to them about their behaviour and making sure everyone has someone to play with. As a mark of their responsibility and high standing Year 6 wear a different coloured sweatshirt to the rest of the school. These they wear with pride, keen to help each other and the rest of the school. Such responsibilities build self-esteem and, as a result, pupils are self-assured and confident.
- There is a good range of sporting and musical clubs after school, which help promote pupils' cultural development. Pupils learn about their own traditions and other cultures through assemblies, and by studying art, music, geography, history and religious education. However, the number of activities designed to help the pupils understand what it means to live in a culturally diverse society are limited and are not a part of the planned curriculum.

### Attendance

#### *Attendance in the latest complete reporting year (%)*

Authorised Absence %		Unauthorised Absence %	
School Data	4.5	School Data	0.1
National Data	5.4	National Data	0.4

- Attendance is well above the national average. Punctuality is good and lessons start promptly.

### Exclusions

- There was one exclusion in the last year. This was dealt with appropriately. Support was given to the pupil so that the problems which had occasioned the exclusion were addressed and resolved.

#### *Ethnic background of pupils*

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	163	1	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. It promotes satisfactory achievement, overall. The curriculum is good. The provision for pupils' welfare is good.

#### Teaching and learning

Teaching and learning are satisfactory, taking the school as a whole. The use of assessment is unsatisfactory.

#### Main strengths and weaknesses

- Teaching in Years 3 to 6 is good.
- Assessment information is not generally used well enough to match work to pupils' learning needs, although there are some good examples of this in Years 3 and 6.
- There is too little good quality teaching in Reception and Years 1 and 2.

## Commentary

### Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (10%)	17 (55 %)	10 (32 %)	1(3 %)	0	0

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

10. Good learning and achievement are promoted by the good quality teaching in Years 3 to 6. Nine out of ten lessons seen in these classes were judged to be good or very good. The examination of pupils' work shows that the good teaching seen during the inspection is typical. Teaching builds securely on a careful assessment of what pupils have already learned. For example, a good science lesson in Year 6 started with pupils recalling what they already knew about the symbols used to represent the components in an electrical circuit. A good English lesson in the same class was carefully planned in light of assessment information from previous lessons, so that weaknesses in pupils' understanding of active and passive sentences could be overcome. Work that was well matched to pupils' learning needs was also seen in Years 3 and 5. Classes are managed well, so that pupils are attentive, concentrating on their work and trying hard with their learning. Lessons proceed at a brisk and stimulating pace, maintaining pupils' interest.
11. In Years 1 and 2 too little use is made of assessment information to pitch work at the right level. Consequently, the work set is sometimes too difficult for some pupils and at other times too easy. In an English lesson in Year 2, for example, those who find learning more difficult were set a written task involving adding speech marks to text. This was too demanding for them. Pupils were not clear about what was required or how to accomplish what was asked of them. As a consequence, they made little progress in their learning. Similar weaknesses were observed in a Year 1 mathematics lesson. Again, it was the least capable pupils who did not learn much, as the work set was too difficult and not well explained. On the other hand, in a Year 2 mathematics lesson, it was the most able whose learning needs were not well met, so that they struggled to accomplish the task set.
12. In Reception and Years 1 and 2 only three lessons in ten were judged to be of good quality. There was a small proportion of very good teaching and a similar proportion that was unsatisfactory. The proportion of good or very good teaching is much lower than that usually found when primary schools are inspected. As well as the weaknesses in the use of assessment, lessons too often lack pace, so that pupils' learning is slow and they lose interest. Class management and control are less secure than in the rest of the school. In Years 1 and 2 weaknesses in controlling the class were noted in English and mathematics lessons. As a consequence, pupils did not attend and concentrate well enough and this meant that they did not learn as much as they might.

### The curriculum

The curriculum is good. It is suitably enriched.

### Main strengths and weaknesses

- Inadequate resources for ICT have a detrimental effect on the use of ICT to support learning across the curriculum.
- Subjects are often linked effectively to enhance learning.
- There is good provision for pupils to develop their personal and social skills.

- The curriculum is effectively enriched through extra-curricular activities, visits out of school, and visitors to talk to pupils.

### **Commentary**

13. A key issue from the last inspection to improve the Reception year Curriculum has been dealt with successfully. Children in the Reception class now have access to a good range of learning opportunities that are planned appropriately to take account of all the recommended areas of learning for children of this age.
14. The curriculum is broad and balanced and meets national requirements. It has been thoroughly reviewed in the last year and links areas of learning wherever possible. Adequate time is allowed for all subjects. Planning is good and is based mainly on national and local guidance. Effective use of the National Literacy and Numeracy Strategies particularly in Years 3 to 6, enables pupils to achieve well and to reach good standards by the age of eleven.
15. The school provides well for pupils' personal, social and health education. There is good attention to sex and relationships and drugs education. This aspect of the curriculum plays a significant part in developing pupils' confidence and self-esteem and in the formation of very good relationships.
16. Deficiencies in resources for ICT adversely affect pupils' opportunities to use ICT to help them learn in the other subjects. Some resources, including some of the computers, are old and inadequate for meeting National Curriculum requirements. Consequently, use of computers in the classroom to support work across the curriculum is too limited. Action to develop this has been slow since the last inspection.
17. Subjects are often linked effectively to enhance learning. For example, in Year 6, teaching successfully draws on pupils' knowledge of history topics, such as the Aztec civilisation, to develop speaking and listening skills and persuasive writing in English lessons. Similarly in Year 4, pupils use skills in poetry writing to compose rhyming poems about the Anglo-Saxons. This practice develops pupils' competence in literacy and numeracy, and enhances their learning in other subjects.
18. There is good enrichment of learning opportunities through sport, after-school clubs, visits out of school and visitors who talk to pupils in lessons. There is also a residential visit for pupils in Years 5 and 6. Booster classes for Year 6 pupils in English and mathematics give pupils who need additional support extra tuition outside the school day. These opportunities contribute well to pupils' personal development as well as supporting the work in subjects such as science, history and geography. All these activities motivate and interest the pupils and help develop very positive attitudes to school and to learning.
19. The school's staff is sufficient in number and sensibly deployed. Teachers and support staff have an appropriate range of skills and experience to meet the demands of the curriculum. The accommodation is safe, accessible and generally adequate for the purpose. The extensive, well-maintained grounds enhance provision, particularly for personal and social development, physical education and science. Since the previous inspection, there has been satisfactory improvement to resources and accommodation for the Reception class. The new classroom and secure outside area provide adequate space for indoor and outside activities. However, the heavy external fire door, unless secured back, prevents children moving freely from inside to outside. It affects the temperature of the classroom in cold weather and consequently limits the use of outdoor provision.

## Care, guidance and support

The provision for the pupils' welfare, including child protection, health and safety is good. The involvement of pupils through seeking and valuing their views is good.

### Main strengths and weaknesses

- Child protection, health and safety, including Internet safety, are good.
- The care and pastoral support of the pupils are good.
- Pupils' views are listened to and acted upon. They help to develop the future direction of the school.

### Commentary

20. Since the previous inspection, the school has made good improvements in the overall quality of care for each pupil. The high quality of care is greatly appreciated by parents and the community.
21. The headteacher is the designated member of staff for all aspects of child protection. Locally agreed procedures are in place and the diocese offers a pastoral supportive role. There are a number of trained first aid personnel and accident books are properly completed. There are effective health and safety procedures. For example, before physical education lessons pupils remove their jewellery.
22. For those pupils who require additional support, there are established links with the outside agencies, such as behaviour support. Behaviour management is consistently applied at playtimes to ensure pupils are free of harassment. The midday supervisors keep an incident log, which the headteacher monitors every week. Two parents praised teachers to the inspection team for creating a special learning programme to enable their children to make better progress with their behaviour.
23. Pupils' views, through the School Council, are having a positive impact in developing the future of the school. Many proposals have been acted upon; for example, the suggestion that midday supervisors should be more clearly visible by wearing brightly coloured coats. Members of the council clearly enjoy their role and present their views with maturity, carefully listening to others' viewpoints. Such discussions help improve their speaking and listening skills.
24. Most pupils start school in the Reception class. A number of parents have praised the induction system, as a result of which their children settle quickly and happily into the school routines. Every summer, the Parent-Teacher Association holds a newcomers' picnic to welcome all new families into the life of the school. This provides a good opportunity for parents and pupils to meet teaching staff and helps the settling in process.

## Partnership with parents, other schools and the community

The school has satisfactory links with parents and with other schools. There are very good links with the community.

### Main strengths and weaknesses

- The school has established strong links with the community.
- Good support is given by the Parent Teacher Association and other parents to provide extra resources.
- Good support is given by parents for trips, sports and other extra curricular activities.

- A small but significant number of parents have concerns that the use of temporary teaching staff in one class results in a lack of information and continuity of progress.
- A few parents feel that there are inconsistencies in the use of homework, depending on the year group.

### **Commentary**

25. Since the last inspection, the school has made good improvements in its links with parents and the community. However, a wide range of views was expressed to inspectors. Most parents expressed positive views of the school and the quality of education. A small but significant number of parents disagreed and their concerns mainly relate to one particular class where the school has had to employ temporary staff to cover for long-term absence through sickness. The inspection finds that the school has managed this difficult situation satisfactorily and that it gave parents as much information as it was able to do in the circumstances.
26. The school seeks the views of the parents in a number of ways. For example, every year the governors organise a questionnaire to canvass parents' views, which are then taken into account when compiling the school improvement plan. A strong Parent Teacher Association, parent governors and parent helpers provide the school with an extra tier of communication. The school is acutely aware of the concerns of parents in respect of a particular year group. It has done all within its power to find a solution. In response to some parental concern over the content of school meals, the governing body is appropriately seeking a wide range of expert opinion before making any changes.
27. Many parents, grandparents and other community members help in school. For example, on one morning each week there is a period of shared reading, when many volunteers come into school to read with pupils from all classes. A few parents told inspectors that there were inconsistencies in homework and a lack of information regarding their children's progress. Inspection evidence shows that the use of homework is broadly satisfactory, although some inconsistencies do occur where temporary staff are involved. Some lack of continuity of information about pupils' progress also occurs in these circumstances.
28. The school has established links with the local education authority should any parent require a translation service or input by the Traveller Education Service. Parents whose children have special education needs are appropriately involved in reviews of their progress.
29. The Parent Teacher Association works very effectively with the community and school to raise funds for extra resources. For example, the swimming pool has been improved, the grounds landscaped and laptop computers purchased. Annually, a substantial sum is given to purchase books for the library.
30. The links with the wider community are very good. Local churches are used for festivals and annually pupils from the school visit and perform in Ely Cathedral on Cathedral Day. A site of special scientific interest nearby is used effectively to support pupils' studies in science. Pupils support a charity for the homeless in nearby Cambridge. Pupils from Year 6 attend the Orwell village Remembrance Day service. There are suitable links with local secondary schools that ensure the continuity of the education of Year 6 pupils as they transfer into Year 7.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides very effective leadership and management. The leadership and management of key staff are satisfactory. Governance is very good.

## Main strengths and weaknesses

- The headteacher is committed to continuing school improvement and effectively motivates staff, pupils and the governing body.
- The school's self evaluation is perceptive and very accurate.
- The role of subject co-ordinators has developed well recently, but there is room for more improvement.
- The governing body understands and discharges its duties very well.

### Commentary

31. The headteacher has been in post just over a year. After taking up the position she soon made a careful assessment of the strengths and weaknesses of the school, identifying clearly the main priorities for development and improvement, in consultation with staff and the governing body. She helpfully invited external evaluations of the quality of teaching and took effective steps to address the weaknesses identified. As a result, teaching has improved considerably, from a position where four in ten lessons were unsatisfactory in September 2003 to the very small proportion of unsatisfactory teaching found currently. Where weaknesses in teaching are identified, the headteacher provides good quality support and advice to overcome them. The headteacher is very well aware of the shortcomings in teaching and pupils' achievement in Years 1 and 2 and has both the commitment and the capacity, together with the senior management team, to bring about the required improvements.
32. The headteacher enjoys the full confidence of the governing body. Senior staff speak of a new sense of direction and commitment under her leadership, shared not only by staff but also by pupils.
33. Very thorough self-evaluation by the school provides a clear and realistic platform for continuing school improvement. The inspection findings mirror very closely the evaluations made by the school, for example concerning the overall quality of teaching and the school's main priorities for improvement.
34. Subject co-ordinators report that their role has developed well recently. However, they presently have too few opportunities to monitor teaching and learning and check on teachers' planning and pupils' work. Work has started on these tasks in English, mathematics and science, but the school recognises that there is some way to go in this direction.
35. The governing body has a clear and realistic understanding of the strengths and weaknesses of the school, and its chief priorities for improvement. The chair of governors keeps in close touch with the headteacher and the school. Many other governors are regular visitors and there are appropriate links between individual members of the governing body and particular aspects of the school's work. Governors are involved, together with the headteacher and staff in shaping the direction of the school, through their involvement in school improvement planning. Governors take care to see that the school fulfils all its statutory responsibilities. They understand that their role includes not only supporting senior managers but also posing challenges as necessary. The headteacher attests that they fulfil this responsibility well, and governors give several good examples of challenging questions that they have asked of the headteacher and senior management team.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	430,828
Total expenditure	458,634
Expenditure per pupil	2,439

Balances (£)	
Balance from previous year	8,567
Balance carried forward to the next	19,239

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

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

Provision for children in the Foundation Stage is **satisfactory**.

36. Children enter the Reception class in the September of the year in which they become five. There are currently 25 children attending full-time. The majority of children have attended some form of pre-school provision. Attainment on entry is above average overall, particularly in communication, language and literacy and in mathematics. A small proportion of children have been identified as having special educational needs.
37. The last inspection raised a number of key issues about provision in the Reception year, which was found to be unsatisfactory. A new classroom has been built and there is a secure outside play area. The new headteacher has played a significant role in effectively leading and managing the improvements in provision.
38. The issues relating to teaching and the curriculum have been dealt with successfully. Children in the Reception class now have access to a good range of learning opportunities, which are suitably planned to take account of all the recommended areas of learning for children of this age. There are now satisfactory procedures for checking and recording children's progress and these are used appropriately to guide their next steps of learning.
39. There is a good ratio of adults to children, ensuring that the needs of all are appropriately met. Adults provide good role models for the children and manage them well. Teaching assistants are adequately deployed and supported in carrying out their responsibilities. There is relevant liaison between the Reception, Year 1 and Year 2 class teachers to ensure continuity of work and a smooth transition from year to year. There are good induction arrangements when children first start school.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children achieve well because teaching is good and staff have high expectations of them.
- Children are mostly on course to exceed the goals set for them nationally by the end of the year.
- Supportive relationships are being established and so children feel confident and happy.

#### **Commentary**

40. Children achieve well. Adults set clear boundaries and expect children to behave well. This ensures that the children know what is required of them, so that they quickly learn the correct way to behave. When they do not conform, they are dealt with firmly but fairly, so that they learn to appreciate the needs and rights of others.
41. Children already know the routines well and settle to tasks with a minimum of fuss. The very supportive relationships ensure children feel secure and confident to seek help when required. The gains in learning already evident in this area are a result of the continual reinforcement of rules by the adults and the good role models they provide by treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to succeed in their personal development.

42. Children demonstrate good independence in personal hygiene and when they put on their coats, and in line up and come into class on their own. They are encouraged to share and take turns amicably, and put up their hands when answering a question.
43. Teaching provides a good range of activities that promote social skills in a variety of ways. For example, the children are encouraged to engage in collaborative activities, such as sharing materials to make puppets or in role-play in the puppet theatre. Children with special educational needs are given adequate support and are included well in activities. As a result, boys and girls are friendly towards one another. They work and play well together.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Standards are above average.
- Teaching is satisfactory overall with some good features.
- There are some missed opportunities for using outdoor facilities.

### **Commentary**

44. Children listen attentively and speak confidently for their age. They enjoy looking at books and listening to stories. This is because teaching is enthusiastic and encouraging. Most children are beginning to read a simple text accurately when similar words and sentences are repeated. They are beginning to recognise the difference between fiction and non-fiction and are learning to use a contents page. Almost all children recognise and write their own names. The majority are beginning to write words and simple sentences independently.
45. Teaching is satisfactory overall with some good features. A good, lively start to a literacy lesson helped to reinforce children's knowledge of the alphabet and initial phonemes as they sang and mimed actions. Letter sounds and letter formation are taught adequately, supporting the development of early reading and spelling. Children demonstrate good knowledge of initial letter sounds and some sound blends. They are beginning to employ them as they try to read or spell unfamiliar words. Staff provide good support when guiding children's reading. Through challenging questioning, children are helped to use sounds to read unfamiliar words and gain confidence and pleasure when they do so. There are missed opportunities to extend classroom activities to the outside area and for greater involvement of adults in role-play situations to develop speech and language and early reading and writing skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children's knowledge and understanding of number and calculation are above average.
- Teaching and learning are satisfactory.

### **Commentary**

46. The sound teaching enables the children to achieve satisfactorily in relation to their above average attainment on entry. Consequently, almost all children are likely to exceed the nationally expected goals in number work by the end of the Reception year.

47. Teaching provides a range of interesting activities to promote mathematical understanding linked to themes such as 'toys'. Children count accurately to ten, matching one to one. They recite numbers beyond this. For example, most children clap and recite numbers, a few reaching as far as 73.
48. The best learning occurs when adults are actively involved in children's learning, questioning them in order to challenge and extend their knowledge and understanding. During one well-taught activity, children were beginning to add numbers together as they pretended to be teddies standing on a wall. They were able to express this correctly as a number sentence, saying, "Five add one makes six altogether." Teachers are clear about what they want the children to learn and match work well to the various needs of different groups of children, enabling them to make good progress.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT**

The provision for **knowledge and understanding of the world, physical development and creative development** was sampled.

### **Commentary**

49. An appropriate range of learning experiences is provided both indoors and outside that promote the development of children's skills in these areas. However, planning does not always ensure that there is enough structure to some play activities. Children are given good opportunities to use their imagination and a range of materials. Good teaching helps them to learn how various materials can be used to make different kinds of puppets. In the one lesson seen where creative skills were being developed, teaching and learning were good. Children learned joining techniques and the specific names of materials and equipment.
50. Satisfactory teaching by a specialist music teacher gives children the opportunity to explore sounds made by different parts of the body and to build up a repertoire of familiar songs.
51. Adults successfully help the children to develop pencil control and hand-eye co-ordination as they manipulate small tools such as scissors and glue sticks and as they use chalks, pencils, crayons and brushes to paint, draw, write their names and practise letter formation. There are satisfactory opportunities for the children to develop control of bigger movements as they climb and balance on large apparatus in the hall and as they ride tricycles and other wheeled toys outside. The heavy external fire door, unless secured back, prevents children moving freely from inside to outside. It affects the interior of the classroom in cold weather and consequently limits the use of outdoor provision.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards are above average by the end of Year 6.
- Teaching is good in Years 3 to 6, particularly in Year 6.
- Assessment is not consistently used to match work to pupils' learning needs.
- The role of the subject co-ordinator requires further development.
- Too little use is made of ICT to support teaching and learning.

## Commentary

52. In the most recent national tests pupils at the end of Year 6 achieved standards that were above the national average and well above those reached by pupils at similar schools. The inspection finds that standards in Year 6 currently are also above average. Pupils in Years 3 to 6 achieve well, building on the generally average standards reached by the end of Year 2. Pupils do not achieve well enough in Years 1 and 2. In the 2003 national tests for pupils at the end of Year 2 standards in reading were below the national average but standards in writing were above average. Standards in reading were well below average compared with similar schools and in writing they were below average. The school's self-evaluation shows that standards in reading and writing in Year 2 are now around the national average and the inspection confirms this. They are still not as good as those achieved by similar schools. Standards in reading have improved as a result of the action taken by the school, which has included training for staff in the teaching of reading and the improvement of resources, including reading books.
53. Pupils in Years 3 to 6 achieve well for a number of reasons. They are well taught and they have positive attitudes to their lessons. Teachers are at pains to make clear to pupils at the outset the purpose of the lesson and what they will do and learn. For example, in a Year 3 lesson on the use of adjectives to add variety to a sentence the teacher made good use of an appropriate text to illustrate how the addition of well-chosen adjectives can enliven a piece of writing. Some good use is made of assessment information to ensure that work is well matched to pupils' learning needs. In a Year 6 lesson on active and passive sentences there was clear evidence that the work had been planned in light of weaknesses in pupils' understanding at the end of lessons the previous week. This meant that pupils started from an appropriate point, building on what they already knew and plugging gaps in their understanding.
54. Pupils in Years 3 to 6 enjoy the good teaching they experience. Because lessons are lively and stimulating, and work is well matched to their interests and needs, pupils listen carefully and participate fully, trying hard to do their best. This is equally true of all groups of pupils, regardless of gender or ability. The good balance that teachers achieve between direct whole class teaching and group or individual work helps to maintain pupils' interest. The good links that teachers make with other subjects add interest to their lessons. This was seen, for example, in lessons in Year 6 in which good links were made with the history topic on the Aztecs.
55. Teaching is less successful in Years 1 and 2, being satisfactory overall. There are sometimes difficulties in controlling classes, so that pupils do not pay attention or listen well. Some call out their answers and comments and several chatter among themselves while the teacher is talking. Pupils do not show as much interest in their lessons as they do in the upper part of the school. This is not helped when work is not matched carefully enough to pupils' learning needs, as was the case in a Year 2 lesson. The least able pupils were given work that was too difficult and with little support they were confused and made no real progress. This points to the inadequacy of the use of assessment information to plan appropriate work – a skill which is beginning to be used well in Years 3 to 6.
56. The role of the subject co-ordinator is satisfactory, having developed rapidly in the past few months with the direction and encouragement of the headteacher. However, although a good start has been made, as yet too little attention is paid to monitoring, evaluating and developing teaching, teachers' lesson planning and assessment records and pupils' work.
57. The inadequacy of ICT resources means that the use of ICT to support teaching and learning is unsatisfactory, although some use is made, for example, of word processing programs.

## Language and literacy across the curriculum

58. There are some good opportunities for pupils to use their reading and writing skills in other subjects. The school is particularly good at making links between subjects. For example, pupils in Year 6 research the Aztecs in history lessons, making good use of non-fiction texts for research. They write letters as from Mexico, requesting the return of Aztec artefacts from a European country. In science, pupils write about their investigations and record their findings.

## MATHEMATICS

Provision in mathematics is **good** overall.

### Main strengths and weaknesses

- Standards are well above average by the end of Year 6.
- There is not enough good quality teaching in Years 1 and 2.
- Assessment information is not used consistently to match work to pupils' learning needs.
- There is a need to develop further the role of the co-ordinator.
- Not enough use is made of ICT to help pupils to learn.

### Commentary

59. Standards are above average at the end of Year 2 and well above average by the end of Year 6. In the most recent national tests, standards in Year 2 were well above the national average and above those achieved by pupils at similar schools. In the Year 6 tests, standards were above the national average and also above the average achieved in similar schools. The slight differences in standards between this year and last are accounted for by the different groups of pupils involved. Pupils in Year 2 mostly understand place value up to 100 and use number facts to solve simple problems. They measure using centimetre rulers up to 100 cms and can classify three-dimensional shapes. Around a third of Year 2 pupils attain above the expected levels and can work with numbers up to 1000, use simple division and subtraction, solve simple money problems and recognise two dimensional and three dimensional shapes. Achievement is satisfactory for all groups of pupils, including those who have special educational needs. Pupils enter Year 1 with above average standards and maintain this above average level through to Year 2. By Year 6 most of the pupils are working well above the standard expected nationally and the achievement of all groups is very good. They have a good range of mental strategies for solving problems and work in an organised and methodical way. They analyse and explain what they are doing.
60. The quality of teaching is satisfactory in Years 1 and 2 and very good in Years 3 to 6. In Years 3 to 6 the work given to pupils is well planned so that pupils' learning is well directed and includes work at varying degrees of difficulty. As a result, pupils' learning needs are well catered for. Work for pupils with special educational needs is planned to meet their particular needs, so that they are motivated and not discouraged, while work for the most able is planned to extend and challenge them appropriately. Direct teaching is made interesting with engaging resources to capture the pupils' attention and teachers pace their lessons well so that no time is wasted and pupils work hard.
61. There is not enough good quality teaching in Years 1 and 2. Assessment is not well used to ensure that all pupils are challenged and supported in their learning. There is some mis-match between the work set and pupils' learning needs, so that pupils are not always able to achieve enough. Some work set is too difficult, and some is too easy. The pace of some lessons in Years 1 and 2 is too slow, so that time is wasted. Information and communication technology is not used enough to allow pupils to extend and practise their skills.
62. The leadership and management of the subject are broadly satisfactory. The subject co-ordinator has ensured that very good planning is in place across the school so the subject is

taught in an organised and systematic way. However, teaching and pupils' work are not sufficiently closely monitored and evaluated to ensure that work set is carefully matched to pupils' learning needs and that all groups of pupils are sufficiently challenged.

### **Mathematics across the curriculum**

63. Pupils use mathematical skills satisfactorily across the curriculum. They use graphs and tables to record data in science. They measure materials in design and technology, count and judge distance and length in physical education and use time lines in history.

### **SCIENCE**

Provision in science is **good** overall.

### **Main strengths and weaknesses**

- Standards in Year 2 are above average and they are well above average in Year 6.
- Teaching is good in Years 3 to 6, so that pupils achieve well.
- Pupils who are capable of higher achievement are not consistently challenged to reach above average standards in Years 1 and 2.

### **Commentary**

64. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were well above the national average. They were also well above average when compared with those achieved by pupils at similar schools. These results are significantly better than at the last inspection and, over the last five years, have risen at a faster rate than the national trend. Standards now in Year 6 are well above average.
65. Most pupils in Year 6 have the expected depth of knowledge and understanding and an unusually high proportion of pupils exceed expectations. This is particularly the case in knowledge and understanding of forces and electricity and of materials and their properties. Skills in scientific enquiry are above average. No differences were observed between the achievement of boys and girls.
66. Achievement in Years 3 to 6, for all groups of pupils, including those with special educational needs, is good, reflecting the good quality of teaching. Evidence from pupils' work as well as lessons indicates that pupils are effectively challenged. In Year 6, for example, teachers have high expectations both for standards of behaviour and quality of work. Pupils are required to use their knowledge of scientific facts to make predictions and to plan, carry out and record their investigations and conclusions in a systematic way. They are expected to ensure that any test they carry out is 'fair', describing the variable and constant factors. Pupils are clear about what they have to do in lessons because the learning intentions are shared with them at the outset. Learning in school is effectively reinforced by regular homework.
67. Currently in Year 2, standards in relation to the expected knowledge and understanding of grouping and changing materials, of electricity, forces and movement, are above average. Pupils' skills in scientific enquiry are broadly average. Although pupils' achievement is reasonable, including that of the most able and those who find learning more difficult, they could do better. The problem is that the work set is not consistently adapted to challenge and extend these pupils.
68. Teaching and learning are satisfactory overall in Years 1 and 2. Over the two years, progress is patchy and inconsistent. From an above average starting point, standards and achievement dip in Year 1 but pick up again slightly in Year 2. Although none of the lessons seen was less than satisfactory, the wider evidence from pupils' work indicates that there are weaknesses in teaching, particularly in Year 1. Expectations are not high enough. There is an over-reliance

on work sheets and too few opportunities for different kinds of writing in science. All pupils do the same tasks. This restricts opportunities for pupils with the potential for higher attainment to do better.

69. Too little use is made of ICT to support and develop pupils' learning in science and this limits opportunities for recording work and handling data. There is adequate use and development of pupils' mathematical skills, for instance as they record the findings of their investigations in simple tables and graphs.
70. The school has rightly identified the need for a more consistent approach to investigative science and has brought about improved procedures for checking pupils' attainment and progress. There is scope now to make better use of these assessments to match work more closely to the needs of different groups of pupils.
71. Leadership and management of the subject are satisfactory. Up until recently there has been too little checking of pupils' progress and of standards. The introduction of systems for keeping track of pupils' progress and for checking the quality of teaching and learning means that the school is now well placed to accelerate improvements.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory** overall, but it is restricted by the inadequacy of resources.

### **Main strengths and weaknesses**

- The provision for ICT has improved since the last inspection and progress is better.
- Resources are unsatisfactory.
- Too little use is made of ICT to support teaching and learning in the other subjects.

### **Commentary**

72. Pupils achieve broadly satisfactorily in response to satisfactory teaching. Standards are currently average by the end of Year 2 and also by the time pupils leave at the end of Year 6. An effective programme of training, aimed at ensuring that all staff have the confidence and expertise necessary to use and teach ICT, has brought about some improvement since the last inspection. However, resources have scarcely improved, although national expectations have moved on. The present ICT suite is too small for teaching the larger classes together as a whole group and there are too few computers. Although there are one or two computers in each classroom, the inadequacies of the ICT suite restrict teaching and learning. Some of the machines that are available are too slow in operation, so that they limit the pace of pupils' working and cause frustration.
73. Pupils in Year 2 select and change fonts, varying the style, size and colour. They apply these skills to make attractive greetings cards. They use art programs and have produced effective pictures in the style of the artist Mondrian, making use of the program's tools such as the 'pencil' and 'flood'. Most pupils in Year 6 know how to search the Internet, taking care when framing their questions to define precisely what it is they are wanting to find out. They copy text and pictures from the Internet for others to view. They use multi-media presentations, presenting information using text, graphics, sound and animation. They use spreadsheets, for example to plan a party.

## **Information and communication technology across the curriculum**

74. Resource limitations mean that pupils generally have too few opportunities to use ICT as they learn in the other subjects. There is some appropriate use, but not enough. Pupils in Year 6 have researched history topics such as the Victorians and the Aztec civilisation using the Internet. Pupils in Year 2 use the computer to design parts of their models in design and technology lessons. Their attempts to use the computer to add speech marks to a piece of text, however, were unsuccessful. Without support, pupils did not know what to do. They made no real progress. An attempt by one pupil to use a laptop computer in a Year 1 English lesson was similarly unsuccessful.

## **HUMANITIES**

In humanities, work was sampled in geography and history, with only one lesson seen in each subject. It is therefore not possible to form an overall judgement about provision in these subjects.

### **Commentary**

75. In both subjects it is clear that a range of visits, such as to Kentwell Hall when studying the Tudor period and to the local area, play an important part in making the work interesting and relevant.
76. In the geography lesson in Year 3, pupils considered how a proposed local change, such as the building of houses on the school field, might affect the environment and the people living there. The teacher rightly and repeatedly reminded pupils that this was 'an imaginary' change. The discussions that ensued in groups of three provided pupils with a good opportunity to share their ideas as they put forward arguments for and against the proposal. While pupils made thoughtful suggestions in response to the challenge, their behaviour overall in the lesson was a bit ragged and the pace of learning was slowed down in dealing with it.
77. In the good history lesson in Year 4, pupils were learning about the Anglo-Saxon burial site at Sutton Hoo. A lively and interesting introduction and 'dig' outside helped pupils to learn how primary sources, such as artefacts found buried in the ground, can be used to infer information about the past. The teacher's explanation of 'inference' was clear. In expressing their own ideas about particular artefacts found at the Anglo-Saxon burial site, pupils learnt to use phrases such as, 'this suggests' and 'it might be that'. A strong feature of this lesson was the brisk pace and searching questions, which resulted in pupils working hard and achieving well.
78. Religious education was inspected separately under Section 23 of the School Inspection Act 1996.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design – Design and technology**

No lessons were seen in these subjects, so that no judgement can be made about provision or standards, but pupils' completed work was sampled.

### **Commentary**

79. In art and design pupils use a range of materials and techniques to create pictures. Most of the work seen was two-dimensional using paint but there was some three-dimensional work seen in Year 4 and some textile weaving in Year 1. There was also some evidence that

pupils studied the style of artists like Mondrian and Michaelangelo using the artists' ideas to

reproduce their own pictures. Other pupils were studying pointillism and again using what they had learned to produce their paintings.

80. Art displays around the school benefit from co-ordination of a theme. On the theme of Creation Year 3 pupils had produced a picture that reproduced a painting from the Sistine Chapel while other pupils had collaborated to produce a representation of the Tree of Jesse. The display club also mounts displays, which gives pupils the opportunity to practise their skills as well as to contribute to improving and enhancing their learning environment.
81. In design and technology the work seen shows pupils are gaining experience of using a variety of techniques and a broad range of materials. Work in Year 6 books showed that pupils are able to investigate ideas, develop these ideas, plan for them, then test their product and evaluate their work. Finished artefacts showed the results of their planning. In Year 4 pupils had designed and made an alarm to prevent their precious model of a Viking Village from being stolen. They used switches and a simple electric circuit to set off an alarm showing they were able to understand simple circuitry and could both design and make a working and useful piece of equipment. Year 3 notebooks showed that pupils are producing drawings that demonstrate design intentions and are learning to plan their work and write lists of items they will need for construction. Year 2 had designed and made candleholders.
82. Two lessons were observed in physical education. Although no overall judgement can be made about standards or provision, the two lessons seen were of good quality. Pupils in Year 5 reached above average standards in ball skills, sending and receiving a tennis ball with great enthusiasm and good control. Pupils in Year 6 showed average standards and good collaboration as they worked on a dance sequence that they had developed in previous lessons. Pupils were given good opportunities to watch and assess one another's work, which they did constructively and helpfully. Boys and girls worked together unselfconsciously and co-operated well. The school's programme of activities outside lessons makes a good contribution to pupils' physical education. For example, football training and netball matches were both taking place during the week of the inspection.

## **Music**

Provision for music is **satisfactory**.

### **Main strengths and weaknesses**

- There are many opportunities for pupils to learn to play a musical instrument.
- Assessment information is not used well enough to match work to pupils' learning needs.
- The role of the subject co-ordinator is in need of further development.
- There is too little use of ICT to enhance and enrich the curriculum.

### **Commentary**

83. Standards are in line with national expectations in Years 2 and 6 and pupils' achievement is satisfactory. In the lessons seen in Year 2 the pupils were able to sing in tune with a good sense of rhythm and able to identify changes in pitch. When asked what he had learnt today a pupil answered, "To sing down low". In Year 6 pupils were able to sing in two-part harmony while paying attention to pitch and some pupils were able to play in an orchestra to given notation.
84. Teaching is satisfactory in lessons and good during individual tuition. The best teaching builds on previous assessment of pupils' learning needs and capabilities. For example, one talented pupil is receiving extra tuition in singing. Where teaching is less successful it relies too much on one activity and provides insufficient scope for independent learning, so that pupils become restless and time is wasted. Assessment information is not used to ensure that activities are appropriate to pupils' needs. Resources are not sufficiently engaging or easily to hand and so

time is wasted. The unsatisfactory quality of ICT equipment means that insufficient use is made of computers for musical composition and performance or to carry out research into composers or a variety of music styles.

85. Pupils develop their musical appreciation by listening to a range of music. Recorded music is played as pupils enter and leave assembly and music is played in the hall while pupils wait for their buses. Pupils also have the opportunity to perform in regular musical productions. Resources are good and there is a good supply of instruments for those who wish to have tuition from the visiting instrumental teachers. Almost all pupils who wish to learn a musical instrument are given the opportunity to do so and so motivation is high. Pupils with special educational needs are very well supported to enable them to join in and not be discouraged.
86. The leadership and management of the subject are unsatisfactory. The co-ordinator has ensured there is planning in place so that the subject is taught in a systematic way to help pupils to make steady progress. However, the music co-ordinator does not have the time to teach music and has little opportunity to monitor the teaching and learning in her subject and, as a result, her expertise is underused.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

87. Work on personal, social and health education was sampled and only one lesson was seen, so it is not possible to make a judgement about provision.
88. The school has a caring atmosphere, which support pupils' personal development. Throughout the school pupils are encouraged to consider relationships and the impact of their behaviour on others. In Year 1 pupils could describe in pictures some personal characteristics, such as, "I am kind." In Year 2 pupils were asked to think of some wedding vows and one pupil wrote, "I will make you laugh." In a Year 3 lesson the children were learning to be aware of other people's lifestyles. The use of 'circle time' gave them good opportunities to share ideas, to listen carefully and respectfully to each other and to respond appropriately to what had been said. The pupils were encouraged to talk confidently and be proud of themselves. One pupil said, "I am different because I have twins in my family." As the children get older, they are given tasks that are more challenging. For example, pupils in Year 4 considered moral dilemmas, such as a best friend stealing from shops - what should you do? Work in Year 5 continued to build pupils' understanding of appropriate behaviour. One pupil wrote, "When you are having an argument be agreeable." Another wrote, "In a small group it is important to listen." Work seen in Year 6 was more advanced and contained a discussion of freedom and choice in the context of drug taking. The pupils benefit from these well-planned activities across the school so that by Year 6 pupils are self-assured with helpful attitudes. They are able to take on responsible jobs like looking after younger classes at lunchtime with confidence.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
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	2
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

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

