

INSPECTION REPORT

HAUXTON PRIMARY SCHOOL

Hauxton, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110673

Headteacher: Mrs Shelagh Partington

Lead inspector: Mr J Earish

Dates of inspection: 7th – 8th February 2005

Inspection number: 266973

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:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	46
School address:	Jopling Way Hauxton Cambridge Cambridgeshire
Postcode:	CB2 5HW
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Appropriate authority:	The governing body
Name of chair of governors:	David Roberts
Date of previous inspection:	25 th January 1999

CHARACTERISTICS OF THE SCHOOL

Hauxton Primary School is a village school on the outskirts of Cambridge, in which socio-economic factors are favourable. However, the school's intake reflects the full range of social circumstances. Pupils come mainly from Hauxton, with about a quarter coming from the surrounding area. The numbers starting school each year varies significantly, and cohorts vary in size from one to sixteen pupils. At present, there are 46 boys and girls on roll aged 4 to 11 years, which is very much smaller than other primary schools nationally. Twenty-six per cent of pupils are identified as having special educational needs, which is above the national average. The range of pupils' needs includes speech and communication difficulties, autism and specific learning disabilities. The percentage of pupils with a statement of special educational need, nearly seven per cent, is well above the national figures. There are three pupils eligible for free school meals, and this is well below the national average. Very few pupils come from ethnic minorities, and one pupil does not speak English as a first language. Attainment on entry to the school varies considerably from year to year and ranges from well below to above average, but is broadly average overall. Each year group has a different proportion of higher and lower attaining pupils. Most children have attended a playgroup or nursery before starting school. At the time of the inspection, eight pupils were in the Foundation Stage.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23216	J Earish	<i>Lead inspector</i>	Mathematics Science Information and communication technology Design and technology Physical education
9079	A Moss	<i>Lay inspector</i>	
20063	G Slamon	<i>Team inspector</i>	Foundation Stage curriculum Special educational needs English Art and design Music Geography History Religious education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	4
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	7
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	11
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	13
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hauxton Primary School is a good school, which provides a **good standard of education** for its pupils. One of the school's many strengths is that teachers plan challenging tasks that meet the needs of individual pupils, despite the wide range of ages and abilities within the classes. The school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching throughout the school is of consistently good quality, and pupils of all abilities achieve well.
- The headteacher provides clear educational direction for the school.
- Assessment is used very well to plan work based on pupils' prior attainment
- The school provides very well for pupils' personal development and, as a result, pupils behave very well, get on very well with one another, and are keen to learn.
- Pupils with special educational needs (SEN), who comprise just over a quarter of the number on roll, are given good quality help in lessons and achieve well.
- Provision for the performing arts is a strength of the school.
- Pupils do not have enough opportunities to write interesting, extended accounts, and reports in subjects across the curriculum.
- The governors assess the risks associated with the school stream to be low, but the inspection team has some concerns about access to the water.

The school has made good progress since its last inspection. Overall, the key issues for improvement from 1999 have been well addressed. The school now has an accurate picture of pupils' progress within classes and across year groups. Assessment data is used very well to help teachers plan work that is well matched to individual pupils' abilities. The governing body and headteacher systematically analyse the performance of the school to identify areas for improvement. The school's results show improvements in reading, mathematics and science over the last two years. However, writing is a weaker area. This has already been identified by the school and is part of the school's development plan.

STANDARDS ACHIEVED

Owing to the small size of the school, few pupils sit the national tests each year. The grades reported, therefore, need to be treated with some caution, since variations in the performance of just one or two pupils can disproportionately affect the overall grading. In 2004, for example, the results for Year 6 relate to the performance of just five pupils, who were in the top five per cent of all schools nationally in all three subjects. Nevertheless, the impact made by the teachers in raising standards can be seen in the improvements made from 2002, when the school's performance was well below the national average in English and mathematics.

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	E	A*	A*	B
Mathematics	E	B	A*	A*
Science	D	A	A*	A*

Key: A – in the top five per cent of all schools nationally; A – well above average; B – above average; C – average; D – below average; E – well below average.*

Similar schools are those with similar percentages of pupils eligible for free school meals.

Pupils achieve well overall. Children join the school with a very wide range of capabilities, ranging from well below to above average, including significant numbers with SEN. Although there are many able pupils, taken overall, pupils are of average ability when they join the school. In all year groups, pupils with SEN achieve well because they have clear targets for improvement and receive good quality help. All other pupils, including the higher attainers, are well challenged and make good progress. Children get off to a good start in their Reception year. They achieve well in all of the Early Learning Goals that children are expected to reach by the start of Year 1, and some exceed them. At the time of the inspection, there was only one pupil in Year 2. However, pupils currently in Year 1 are achieving well and are on target to attain at least average standards by the end of Year 2. Standards of work in the current Year 6 are above average in speaking and listening, average in reading, mathematics and science, but below average in writing. However, this represents good achievement, since this cohort was well below average in writing and in the bottom five per cent of all schools nationally in reading and mathematics at the end of Year 2. In religious education, standards are in line with the expectations of the locally Agreed Syllabus. Overall, pupils' **personal development, including their spiritual, moral, social and cultural development, is very good.** Their attitudes towards learning and behaviour are very good. Attendance is good.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. Teaching is at least good in all year groups. Teachers are good at ensuring that all pupils are included in lessons; they manage pupils' behaviour very well and make very good use of the skilled teaching assistants who work alongside them in class. As a result, pupils' learning is good. Assessment is very good overall, and teachers use this information to plan work that is well matched to pupils' individual abilities. Overall, the curriculum is good. It has the required breadth and balance and is enriched by a good range of additional activities. Provision for the performing arts is a strength of the school. However, the on-site accommodation for physical education is unsatisfactory, as there is no hall. The governors have finally managed to secure planning permission for one, and building plans are at an advanced stage of preparation. However, the project has not been allocated funding in the new financial year. The school provides very well for the care, welfare and safety of its pupils. The governors take their responsibilities for health and safety very seriously and routinely carry out detailed risk assessments of the school premises, including the stream that runs through the school grounds. This is judged to be of low risk, but the inspection team have some concerns about access to the watercourse by children. Links with parents, the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership provided by the headteacher is good, and all adults share a clear vision for the development of the school. Their energy and enthusiasm have helped to build a very inclusive school where all are involved, where teaching is of a consistently good standard and where children of all abilities achieve well. Governors are very supportive of the school and have a very clear appreciation of what the school does well and of where improvements could be made. The quality of their work is good. Legal requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents expressed positive views about the school. They particularly like the quality of teaching, the way children are treated, and the good progress they make. Pupils say they enjoy their lessons, and feel safe and secure.

IMPROVEMENTS NEEDED

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

- Increase the opportunities for pupils to write frequently and at length for a variety of purposes across the curriculum.
- Reassess the risks associated with the stream.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is good. Children join the school with a very wide range of capabilities, from well below to above average, including significant numbers with SEN. Although there are many able pupils, taken overall, pupils are of average ability when they join the school. Boys and girls generally achieve equally well, and pupils with SEN achieve well in all age groups. All other pupils, including the higher attainers, are well challenged and make good progress.

Main strengths and weaknesses

- Pupils' good achievement benefits from the school's commitment to educational inclusion and to the promotion of equality in all that it does.
- Children receive a good start to their education in the Foundation Stage.
- Standards in performing arts are of high quality and enhance both the curriculum and the pupils' spiritual and social development.
- Writing is a weaker area, especially for the younger pupils.

Commentary

1. The number of pupils taking the tests at the end of Years 2 and 6 fluctuates considerably from year to year, and is often very small. For example, in 2004, only eight pupils from Year 2 and five from Year 6 were tested. Therefore, conclusions drawn from the results achieved in a single year may be unreliable because the performance of a single pupil can have a disproportionate effect on the school's overall performance. However, an alternative approach is to look at trends in the school's performance over the previous years, whilst taking account of particular local factors influencing the achievement of small cohorts of pupils. For these reasons, the numerical data normally included in this section of the report have been omitted.

2. The school's commitment to educational inclusion and to promoting equality in all that it does is a key factor in pupils' good achievement. It caters well for pupils, whatever their backgrounds, gender or ethnicity. Significant improvements have been made since the last inspection to improve pupils' achievement. Teaching groups have been reorganised to meet the needs of the wide age range of pupils within the classes. Teachers now identify precise learning objectives so that work is well matched to pupils' differing abilities. These features, together with the teachers' enthusiasm and pupils' very good attitudes to learning and their very good behaviour, make a significant contribution to their good achievement.

3. It is difficult to make an overall judgement about attainment on entry to school when this is based on very small numbers of children. Attainment spans a wide range of skills and abilities, with a significant number of lower attainers in some cohorts, but overall it is broadly in line with national expectations for this age group.

4. Children receive a good start to their education in the Reception class. Good induction procedures serve to ease the children's transition from home to school. They also serve to establish very good links with parents, who are very positive about the start their children receive to their education. Teaching is good, and children also benefit from a well planned curriculum and from very effective support from all the adults involved. Children get off to a good start in their Reception year. They achieve well in all of the Early Learning Goals that children are expected to reach by the start of Year 1 and many will exceed them.

5. Results of the National Curriculum tests for 2004 show that, when compared with all schools nationally, pupils at the end of Year 2 were well above average in mathematics, average in reading and well below average in writing. These results were based on a cohort of eight pupils, and were unusual, since a quarter had very specific language and literacy difficulties, but well developed mathematical skills. This accounts for mathematics being significantly better than reading or writing. If these pupils are excluded from the data and the results recalculated, it shows very good standards were achieved in both reading and mathematics, and satisfactory standards in writing. This confirms the improving trend in attainment for pupils in Year 2 over the last two years. However, writing is a weaker area. Although some good opportunities for extended writing were seen in subjects other than English, these opportunities are not consistent enough to allow pupils to write frequently and at length for a variety of purposes in other subjects. This has already been identified as a weakness by the school and forms part of the school's existing development plan.

6. Standards achieved in the national tests in 2004 for pupils at the end of Year 6 were in the top five per cent of schools nationally in English, mathematics and science. When compared with schools in a similar context, standards were well above average in English, and in the top five per cent for mathematics and science. The measure of value added between Year 2 and Year 6 was well above average when compared with all schools nationally and with similar schools.

7. Standards of work in the current Year 6 are above average in speaking and listening, average in reading, mathematics and science, but below average in writing. However, this represents good achievement, since this cohort was well below average in writing, and in the bottom five per cent of all schools nationally in reading and mathematics at the end of Year 2. Over time, the trend in achievement by the end of Year 6 has been good. Inspection evidence shows that this is likely to be sustained in the future.

8. Pupils with SEN are well provided for and achieve as well as their peers. The good ratio of adults to pupils throughout the school enables regular, intensive help to be given to individual pupils and small groups of pupils with SEN. The effective help provided by the school's teaching assistants is a significant factor in the good achievement of the lower attaining pupils.

9. Provision for the performing arts is a particular strength of the school. Pupils of all ages co-operate very well to present high quality performances, incorporating drama, music and dance. Despite the small numbers of pupils in the school and the absence of a school hall, adults and children work very hard to produce plays and concerts that are of very good quality and are highly entertaining. This not only supports the pupils' spiritual, moral, social and cultural development, but also enriches learning in other subjects such as English, history, art and design, and design and technology.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good, and they behave very well. Overall, pupils' spiritual, moral, social and cultural development is very good. Pupils' attendance and punctuality are good.

Main strengths and weaknesses

- The very caring ethos of the school and the very good example set by the staff contribute to the very good relationships among pupils and with adults.
- Pupils' very good attitudes to learning and very good behaviour help them to achieve well.
- Pupils' social, spiritual and moral development is very good, and their cultural development is good.
- Pupils' attendance levels and punctuality are good.

Commentary

10. This small village school is an inclusive society, in which all pupils are well integrated, irrespective of their ability, background or gender. They have very good attitudes to their work and collaborate very well with each other. Pupils listen attentively, undertake tasks enthusiastically and are keen to answer questions. This is particularly noticeable when teachers plan lessons that pupils find interesting and set appropriately challenging tasks that ensure that all pupils have the opportunity to achieve well. Attendance levels are above average and pupils are punctual.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.0
National data	5.1	National data	0.4

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

11. Standards of behaviour are very good in classrooms and around the school. All pupils discuss and agree class and playground rules. They are fully aware of the high standards expected and insisted upon by all staff. The very caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. They play harmoniously together at playtimes and no signs of aggressive behaviour were seen during the inspection. Pupils confirmed that bullying occurs very rarely, and that any instances of inappropriate behaviour are dealt with quickly and efficiently. Racial harmony is promoted very well. There have been no exclusions.

12. Pupils are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These include general classroom duties, hearing the younger children read and looking after them at lunchtimes. They co-operate well when raising funds for others less fortunate than themselves, and take their responsibilities of living in a community seriously. They work happily together and show increasing maturity and self-awareness as they become older.

13. Provision for pupils' spiritual, moral, social and cultural development is very good overall. Pupils are very aware of right and wrong. This is because staff give a very positive lead in promoting very good relationships, for example, by giving praise and encouragement at every opportunity. Pupils are encouraged to play a full part in their own community and they all participate enthusiastically in school performances. Well attended extra-curricular activities and residential visits not only enhance pupils' learning but also help to increase the pupils' confidence and self-esteem. The school ensures that all pupils are included effectively in activities and so make good progress in their personal development.

14. Pupils are given very good opportunities to develop spirituality during, for example, times for reflection and prayer, and through writing poems and taking part in school performances. The 'sharing' assembly fosters a sense of dignity, value and worth, as well as an appreciation of achievement in themselves and others.

15. Pupils have good opportunities to understand their own culture through their learning in subjects such as history, geography and religious education. These lessons also provide good opportunities to promote understanding of other cultural traditions. However, more emphasis could be placed on understanding the cultural diversity that makes up contemporary British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The school provides very good quality care for its pupils, and has improved the quality of teachers' assessments of their pupils' work.

Teaching and learning

Teaching and learning are good overall. Assessment is very good.

Main strengths and weaknesses

- Teaching and learning are good in all classes.
- Teachers ensure that all groups of pupils have equal opportunities to learn and achieve well.
- Systems for assessing pupils' work have been improved and are now very good.
- Teachers plan lessons very well to ensure that all groups are suitably challenged.
- Skilled teaching assistants provide good quality help for pupils in lessons.
- Teachers manage their pupils very well and have high expectations of their behaviour.

Commentary

16. The quality of teaching and learning is consistently good, and often very good. Two-thirds of the lessons observed were of good quality and a third was of very good quality. At the last inspection, record keeping and assessment were identified as areas for improvement. Progress has been very good, and assessment is now very good overall. Teachers use very good assessment procedures to track progress and match tasks to the needs of all pupils. The school uses the information gleaned from assessment to track the progress of groups and individuals, such as higher attaining pupils and those with SEN. The combination of good teaching and a very positive attitude to learning ensures that pupils make good progress in the majority of lessons and achieve well.

17. The planning of lessons is very good. Lessons are very carefully planned to ensure that all pupils, whatever their ages or abilities, are suitably challenged within the mixed-age classes. This is only possible because teachers have a very good knowledge of the progress made by individuals and groups. Learning intentions are shared with pupils, so that all understand what they have to do and achieve by the end of the activities. Teachers make good use of questions to focus pupils' attention, extend their understanding, clarify and consolidate previous learning, and to judge when to move pupils on to the next task.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	10	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

18. The very best lessons follow the recommendations of nationally recommended guidelines, with introductions that have been adapted to meet the needs of the wide range of ages represented within the classes. In order for teaching to be consistently very good, teachers need to consider how lesson introductions can be structured, so that all pupils are learning as well as they can from the very start of the activities.

19. Children in the Reception year are taught in the same class as those in Year 1. The small number of Reception children in this class benefits from the good amount of individual attention that is given to them. Particularly important is the good teaching provided in the important area of children's personal, social and emotional development, and this helps children to learn how to work with one another and to take turns. The teacher and teaching assistant work very well together and regularly assess the progress of children in order to guide the next steps in learning.

20. Learning is good overall. Pupils enjoy their learning; they are confident in asking questions and contributing to what is going on, and are keen to talk about what they are doing. Pupils also have their own personal targets to work towards, a strategy that gives them a good understanding of their own learning and of what they need to do to improve. They respond very well to their teachers' high expectations of behaviour, which creates a positive atmosphere where learning can take place with the minimum fuss and disruption. Almost all pupils say that they enjoy their work and that lessons are interesting and fun. Parents unanimously expressed the view that the teaching is a real strength of the school, and that staff expect pupils to work hard and do their very best.

21. The very good teamwork between teachers and teaching assistants is an important factor in the successful teaching and learning of those pupils identified as having SEN. Their support is essential in ensuring that these pupils' needs are effectively met in line with their individual educational plans (IEPs). In all lessons observed when teaching assistants were present, the pupils working with them maintained concentration and learned successfully in whole-class, small group and individual tasks. Teaching assistants know pupils well, are well briefed by the teachers, and are well aware of their own roles in the classroom.

The curriculum

The planned curriculum offers pupils a **good** range of learning opportunities, which are enhanced by **good** opportunities for enrichment and for pupils with SEN. Resources for learning are **satisfactory** overall. The accommodation for pupils in Year 1 to Year 6 is **unsatisfactory**. The indoor and outdoor accommodation for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- Excellent provision for the performing arts strongly enhances the curriculum and pupils' spiritual and social development.
- Pupils are very well prepared socially and emotionally for the next stage of their education.
- All pupils, including those with SEN, have full and equal access to the curriculum.
- Good improvements in curriculum planning to meet the needs of all pupils and to deal with the changing nature of the school since the last inspection.
- The school is unable to deliver the full physical education programme because it does not have a school hall.

Commentary

22. The school has strengthened curriculum planning for different groups of pupils since the last inspection. The curriculum provided for children in their Reception year is relevant to their needs and prepares them well for the National Curriculum. Throughout the school, there is a satisfactory number of well trained teachers and a good number of dedicated teaching assistants to meet the needs of the curriculum. The indoor and outdoor accommodation for Reception children is good, allowing the full curriculum to be taught. The lack of a school hall for pupils in Year 1 to Year 6 means that some aspects of the gymnastics programme cannot be delivered adequately. Despite this, teachers work very hard to do as much as they can within a confined space. Overall, there is a satisfactory range of resources to support teaching and learning.

23. The planned curriculum is good in breadth and balance, and all subjects are allocated a proper amount of time. It meets statutory requirements for all subjects of the National Curriculum and for the locally Agreed Syllabus for religious education. Although the nature of the school demands that pupils are taught in classes with a wide age range, teachers plan the curriculum well to meet the needs of individual pupils. The excellent working relationship between teachers ensures a common approach to teaching and learning, although teachers retain their distinctive styles.

24. The curriculum for pupils with SEN is good, ensuring their inclusion in lessons and in all aspects of school life. Teachers are adept at planning suitable work for these pupils and ensuring they are well supported, so that all are included in activities. There is a proper focus on English and mathematics, and effective use is made of the national strategies for these subjects. The school is now considering ways of adapting the structure of lessons to meet the particular needs of the wide range of ages and abilities in classes. The main weakness in provision is that pupils have too little time for writing across a range of subjects.

25. Provision for the performing arts is a strength of the curriculum. The whole school community is justifiably proud of the very high quality performances, incorporating drama, music and dance, produced by all of the pupils working together. Despite the small numbers in the school and the absence of a school hall, adults and children work very hard to produce plays and concerts that are highly entertaining. Productions very effectively support learning in other subjects such as English, history and religious education, as well as pupils' spiritual, moral, social and cultural development.

26. The very good provision for personal, social and health education (PSHE), including drugs abuse and sex education contributes to the pupils' positive attitudes and behaviour and prepares them well for adult life. Pupils are also very well prepared for later stages of education. The curriculum is enhanced and pupils' learning extended through a good range of visits, including residential trips, visitors into school and a well attended, sound range of out-of-school activities. The school works hard to ensure that boys and girls of different abilities and backgrounds are fully included in all curricular opportunities. There is a very strong commitment to inclusion.

Care, guidance and support

The school provides a very good standard of care and welfare. The support, advice and guidance pupils receive are very good.

Main strengths and weaknesses

- Pupils feel very secure and well cared for in school.
- Pupils are introduced to school life very well.
- They have very good and trusting relationships with all adults in the school.
- Pupils have access to very well informed support, advice and guidance.
- The governors take their responsibilities for health and safety very seriously and routinely carry out detailed risk assessments of the school premises.
- The inspection team have some concerns about the possible danger of access to the stream that runs through the school grounds.

Commentary

27. The school provides a happy environment that effectively aids learning. Close attention is paid to the health and safety of the school premises, including the stream that runs through the school grounds. This is judged to be of low risk, but the inspection team have some concerns about access to the water by children.

28. Generally, pupils' healthy and safe living is promoted well through good PSHE lessons. Child protection procedures are of good quality, and there is good liaison with other agencies. Designated members of staff are up to date in all aspects of first aid, and regular risk assessments are carried out on all areas of school life.

29. Assessment procedures for tracking and improving pupils' academic progress are very well developed. Pupils are involved in setting their own targets in English and mathematics and are fully aware of what they need to do to improve. The systems for tracking and improving the pupils' personal development are less formal, but teachers and support staff know the pupils and their families very well. This contributes much to pupils' personal guidance and development. The very good relationships that exist at the school enable pupils to raise any concerns they may have with

confidence, knowing that they will be dealt with sympathetically. The pupils enjoy coming to school and they say that the staff are 'very kind to us'. Almost every parent who responded to the questionnaire and who attended the parents' meeting before the inspection said their child liked coming to school.

30. All pupils are highly valued and their views are sought through discussions in assemblies and in 'circle time'. Although there is no school council, the vast majority of pupils spoken to during the inspection were confident that their ideas are sought and acted upon, for example, when pupils suggested improvements to the school performances.

31. Very good induction arrangements, including very good liaison with the local playgroup and nurseries, ensure that children settle happily into school.

Partnership with parents, other schools and the community

The partnership with parents and links with the community and other schools and colleges are very good.

Main strengths and weaknesses

- The vast majority of parents are very supportive of the school and appreciate what it provides for their children.
- A few parents do not feel well informed about the progress of their children and feel they are not consulted often enough.
- Very good links with other schools and colleges make a very good contribution to learning.
- Good links with the local secondary school ensure a smooth transfer of pupils.

Commentary

32. The vast majority of parents are satisfied with the school. They feel that concerns or complaints are dealt with very quickly and effectively. Parents say that their children are encouraged to be mature and they value the school's caring attitudes. They also say that the staff expect their children to work hard and achieve their best. The school is seen as very welcoming and open to parents and the wider community. The inspection team agrees with all these very positive views.

33. A few parents did not feel well informed about the progress of their children. However, the inspection team judged that the school provides very good information on standards and progress through regular consultation evenings and good quality annual reports. Parents are also provided with information about the school through, for example, the prospectus, regular newsletters and informal meetings. Information is provided at the beginning of each term about the topics to be studied, and leaflets are circulated to parents to advise them on how they can contribute to pupils' learning at home. Plans are in hand to organise a numeracy session for parents, so they can gain a greater understanding of how their children learn.

34. Some parents do not think that their views are actively sought, but the inspection team does not support this view. The governors have sent out questionnaires to parents, analysed the returns and used the information to improve the school. For example, parents' views were taken into account when changing the requirements for school uniform. Teachers have also held meetings for parents to explain the recent reorganisation of teaching groups.

35. Parents are always willing to come in to school for specific purposes, such as hearing the children read, attending 'sharing assemblies', running clubs and maintaining the school grounds. They are also keen to help on educational visits. The Hauxton School Association (H.S.A) is a very enthusiastic group of parents, which has raised substantial amounts of money for the school. They have contributed, for example, toward the purchase of new laptops for the children. All these aspects contribute to enhancing pupils' learning and help to raise achievement.

36. There are very good links with other schools and the community. Every member of the community is automatically a member of the H.S.A. In return, the community is very supportive of the school. Residents regularly attend school productions and make a considerable contribution towards the running of the heated swimming pool, which is very much enjoyed by the whole community outside school hours. Local businesses help provide plants for the school grounds and donate prizes for school events. There are also links with the local church, as well as regular visits by the local police and fire brigade to support pupils' learning. The wider community is also well used as an educational resource. For example, pupils have visited the Science Museum in London and local Duxford Museum to support learning in science and history. Very good links with other local primary schools mean that good practice and expertise can be shared. The school's very good links with local nurseries and playgroups ensure that children are well prepared for the next stages in their education. Links with the local secondary school ensure that pupils are well prepared and are able to move confidently on to the next stage in their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher and senior teacher are effective in helping the school improve. Subject managers lead their subjects well, and this has resulted in good achievement for all groups of pupils across the school. The governors fulfil their statutory duties well and are very supportive of the school.

Main strengths and weaknesses

- The headteacher has clarity of vision and sense of purpose.
- Teamwork is a very strong feature of the school.
- Self-evaluation is well established within the culture of the school.
- Governors take a keen interest in the work of the school and contribute substantially to its effectiveness.
- The governors have a very good understanding of long-term financial planning, and finances are very carefully managed.

Commentary

37. The headteacher has created a good staff team in which all members work well together with a strong sense of purpose for the benefit of the pupils. Teamwork is a very strong feature of this school and is an essential element in the distinctive, happy school ethos. The headteacher, in partnership with the senior teacher, gives clear educational direction, resulting in positive management of change. They place great value on communication and consultation. A very good example of this is the way in which they have kept parents informed on the reorganisation of the teaching groups to meet the needs of small cohorts of children. They clearly outlined the problems and advantages of the proposed model, before deciding on a new structure.

38. The previous report identified areas of weakness to do with monitoring and evaluating the success of the agreed priorities in the school improvement plan. Progress has been good, and these weaknesses have now been successfully addressed. Success criteria are now clearly identified. These are regularly monitored and evaluated in order to judge success and value for money. Teachers and governors now have a very good understanding of the school's strengths and weaknesses, as well as the cyclical nature of both performance management and school planning. Planning not only takes account of how subjects in the curriculum will be developed, but also of the values and attitudes the school is seeking to develop in its pupils.

39. The governing body is very supportive and successfully fulfils its role as critical friend to the school. It is well organised and fulfils its legal responsibilities by means of an effective committee structure. Governors take a keen interest in the work of the school and have a very clear understanding of its strengths and weaknesses. They have consulted widely, including surveys of

parental opinion, and are using the data to develop a strategy to support the future development of the small school to ensure that it remains viable. For example, they are aware of the limitations of the school buildings, especially the impact of the lack of a hall on the teaching of some aspects of physical education. They have finally managed to secure planning permission, and building plans are at an advanced stage of preparation. However, the project has not been allocated funding in the new financial year.

40. The governors have a very good understanding of long-term financial planning, and finances are very carefully managed. Accounts are regularly scrutinised to ensure that spending limits are followed and funds for specific purposes are used well. Budgets are set to take account of educational priorities and to ensure that expenditure is planned to meet these. Additionally, the governors ensure that statutory policies and guidelines are monitored.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	228,230.00	Balance from previous year	1,493.00
Total expenditure	214,310.00	Balance carried forward to the next	13,920.00
Expenditure per pupil	4,560.00		

41. Governors, through their committees, apply the principle of best value. They keep a close watch on spending and compare the school's results critically with those of other schools nationally and locally. A wide range of indicators, including the good quality of teaching, learning and achievement, the good quality of leadership overall and the good improvement made since the last inspection, shows that the school is effective. When its expenditure per pupil is considered, it provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

42. From the time they enter the Reception year, children are prepared well for work in Year 1. Overall attainment on entry to the Reception class is in line with what is expected for children of this age nationally. However, this varies significantly from year to year because of the small number of pupils joining the school. Currently, children in the Foundation Stage are taught in the same class as Year 1 pupils, but they are offered a good curriculum that is relevant to their needs. The leadership and management of this area of the school's provision are good. As a result, adults have high aspirations for the children, and activities are well planned and effective. The strong teamwork and very good interaction between adults are special features of the Reception class. Teaching and learning are good overall. Adults make good links between the different areas of learning so that all children are taught to sufficient depth. There is a good balance between activities directed by the teacher and those initiated by the children to provide valuable opportunities for children to develop independence.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff provide many well planned opportunities for children to grow in confidence.
- Teaching is good and children achieve well.
- Attitudes to school are very good and children love to learn.

Commentary

43. Children achieve well in their personal, social and emotional development as a result of good teaching. Children respond well to the teacher's high expectations and quickly learn to follow classroom routines. They feel safe and confident. Personal targets are set for social development as well as academic achievement, and these are shared with parents and children. Adults provide very good role models for children and encourage them to share, take turns and put up their hands when responding to questions. Children are made to feel important members of the school community and play a full part in the life of the school by attending assemblies and taking part in school productions. Children enjoy school and show real interest in what they are doing. Most will achieve all their learning goals in this aspect of their development by the end of the year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- The provision for developing speaking and listening skills is very good.

Commentary

44. The children achieve very well in communication, language and literacy. The quality of teaching and learning is very good. The teacher plans and introduces a good range of activities which help children's learning in speaking and listening, and in reading and writing activities. No opportunity is missed to engage children in meaningful conversation and discussion. Early phonic skills are well taught in a lively and enjoyable way and this enables children to make good progress in their reading. Most children are able to read simple texts, using pictures as clues to the meaning of the words. When asked how she would read an unfamiliar word in the title of a book, a child said: 'look at the picture or see that it makes sense in the sentence.' They are beginning to write captions and short, simple sentences. During the inspection, children were considering the difference between fiction and non-fiction, and one child even knew that the 'blurb' at the back tells us about the book. Good use is made of computers for children to 'read' talking books, and to practise early reading skills. Most children are on target to meet the Early Learning Goals by the time they start in Year 1.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **very good**.

Main strengths and weaknesses

- Teaching is very good and children achieve well.
- The curriculum provides a very good range of relevant activities which hold children's interest.

Commentary

45. The children achieve very well in mathematical development. The quality of teaching and learning is very good. The teacher uses a very good variety of practical activities to reinforce and extend the children's understanding of number, so that most can recognise missing numbers in a sequence. Children also use language well to compare quantities, using 'greater', 'heavier', 'smaller' and 'lighter' accurately. Children are well supported by adults, who allow them time to think out the answers for themselves and to develop their own methods to solve mathematical problems. A good range of games is used to engage children's interest and to help their mathematical learning. Links between different areas of learning give good support to children's mathematical development. Most are on target to reach the Early Learning Goals by the time they start in Year 1 and a significant number will exceed them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good and staff provide exciting opportunities for this area of the curriculum.
- Computers are well used to support children's learning.

Commentary

46. Children achieve well and have many opportunities to widen their horizons and extend their learning in the immediate locality and beyond. Learning is good as a result of the good quality of teaching and the good range of activities which engage and hold the children's interest. Throughout the school day, children are invited to 'come and use the computer'. They develop good mouse control and can use programs independently. Children also use digital cameras to record their

adventures in the locality, as, for example, when they visited the local organic shop and during their walks around the village. These expeditions also help the children to become confident investigators and stimulate their curiosity about the environment around them. For example, they are shown how to plant and tend flowers in the school garden, to build simple electrical circuits, and to examine the effects of heat on different materials. During one lesson, children were observed predicting what might happen when jelly was immersed in hot water and then when it was cooled. They went on to test their predictions under adult supervision. The teacher and teaching assistant are effective in explaining to children that some families within the community have similar beliefs to theirs, but that others do not. They do this by celebrating Christian festivals and those of other communities, including Eid, Diwali, Christmas, Easter, and through visits from parents from other cultural traditions. Most children are on target to meet the Early Learning Goals by the time they start in Year 1.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children have very good outdoor accommodation and a good range of resources to assist their learning.
- There are good opportunities for children to use a range of tools and malleable materials.
- The quality of teaching and learning is good and children achieve well.

Commentary

47. There are well planned opportunities for children to improve their control and co-ordination through play and during physical education lessons. The well designed outdoor area allows for a wide range of physical activities using climbing frames and wheeled vehicles. The quality of teaching and learning is good, and pupils achieve well. Children are given good opportunities to use small tools and malleable materials, including paintbrushes, pencils, scissors and crayons, to develop their fine motor skills. Children are taught how to handle tools safely through a wide range of interesting activities. For example, after being shown an example of a loose T-shaped coat, children made their own 'Joseph's Coloured Coat' by joining pieces of material together with glue, staple and tape. Most children are on target to meet the Early Learning Goals by the time they start in Year 1.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- A good range of activities caters for all areas of creative development.

Commentary

48. All children are achieving well and on target to reach the expected learning goals in this area of the curriculum, as a result of good teaching and learning. They experience a good range of creative activities including colour mixing, working with clay and dough, and through tasks of their own choosing, such as painting. Staff are skilful at enabling children to respond sensitively and creatively to what they see, hear, feel and imagine. Children are taught to sing favourite songs such as 'Hickory Dickory Dock', and to explore the different sounds made by instruments. This provides good opportunities for children to work co-operatively and develop their creativity. Children's

cultural development is enhanced through exploring a range of artefacts, such as fabrics from different countries, and making 'dream catchers' in the style of the native North American Indians. They also enjoy role play when dressing up as Ancient Egyptians and comparing the clothes worn by the rich and poor. Such experiences make a good contribution to children's spiritual, social and cultural development, as well as their language skills.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The subject is well led and managed, resulting in good teaching and learning.
- Boys and girls of all abilities, including those with SEN, achieve well.
- Drama is very well used to promote above average standards in speaking and listening.
- Standards in writing are below average at the end of Year 6.
- Pupils do not have enough opportunities to write interesting, extended accounts, and reports in other subjects.

Commentary

49. The number of pupils taking the tests at the end of Years 2 and 6 fluctuates considerably from year to year, and is often very small. In addition, the numbers of pupils identified with SEN also fluctuates widely. For example, there is a well above average number of pupils in the current Year 6 identified with SEN. Therefore, conclusions drawn from the results achieved in a single year may be unreliable because the performance of a single pupil or group of pupils can have a disproportionate effect of the school's overall performance. However, all pupils are achieving well in relation to their prior attainment because of the good and often very good teaching they receive. The findings of the present inspection show that pupils in the current Year 6 attain above average standards in speaking and listening and average standards in reading. Standards in writing are below average. This has already been identified by the school, and opportunities for pupils to produce varied and interesting writing in other subjects such as science, history, geography and religious education, are being extended. At the time of the inspection, there was only one pupil in Year 2. However, pupils currently in Year 1 are achieving well and are on target to achieve at least average standards by the end of Year 2.

50. The quality of teaching and learning seen during the inspection was good overall, with some very good features such as:

- teachers' knowledge and understanding of the subject;
- detailed clear planning of work for different groups of pupils;
- the strong, secure relationships teachers and teaching assistants form with their pupils.

51. The very best lessons follow the recommendations of nationally recommended guidelines, with introductions that have been adapted to meet the needs of the wide range of ages represented within the classes. In order for teaching to be consistently very good, teachers need to ensure that all introductions to lessons are structured, so that all pupils are learning as well as they can from the very start of the activities.

52. Pupils' speaking and listening skills are well developed. In all year groups, pupils express their ideas fluently and speak confidently in both small and large groups. Opportunities to participate in a very good range of dramatic activities enable pupils to apply language and actions to explore scenarios, characters and emotions. This aspect of the subject makes a very strong contribution to pupils' spiritual, social and cultural development. Discussions with pupils show that they are able to make perceptive comments about the dramatisation they have seen or in which they have participated. In addition, the older pupils are given good opportunities to debate issues, such as the use by pupils of mobile phones in school. As a result, pupils learn to listen to opposing views courteously, and to defend or amend their own views after listening to those of others.

53. Most pupils are confident readers and achieve well. Guided reading sessions provide good opportunities for pupils to develop comprehension and other reading skills. Phonic skills (where pupils match the sound to individual letters or groups of letters) are well taught from when children first enter the school. This gives pupils confidence when tackling new words in their reading. Pupils in Year 1 are taught the difference between fiction and non-fiction books, and make good use of books and other sources of information, including the Internet, for research. Parents report that their children are keen readers, and during the inspection pupils spoke with enthusiasm about the books they have enjoyed. Each class has a selection of good quality fiction books which is supplemented through the library loans' scheme. Pupils use their reading skills well across the curriculum.

54. The school has recently focused on raising standards in writing, where some improvements are still required. Some very good work was seen where higher attaining Year 5 and Year 6 pupils made very good use of information and communication technology (ICT) to research and produce high quality profiles of children's authors like Jacqueline Wilson, Nina Bawden, Philip Pullman and Dick King-Smith. These projects contained very well written book reviews, reports, letters to and from the authors, illustrations, bibliographies and acknowledgements. Teachers insist on pupils choosing words adventurously and for effect to attract the reader's interest. The school has worked hard to ensure effective marking, and this is now well established. Teachers mark pupils' work thoroughly and constructively and set clear targets for improvement. Although some good opportunities for extended writing were seen in subjects other than English, these opportunities are not consistent across all subjects.

55. English is well led and managed. The subject leader has worked hard with colleagues to improve standards in English and has a very good understanding of what the school does well and what it needs to do to improve. The very good teamwork between teachers and teaching assistants is an important factor in the successful teaching and learning of those pupils identified as having SEN. Teaching assistants know pupils well, are well briefed by the teachers and are well aware of their own roles in the classroom. As a result, pupils with SEN achieve well.

Language and literacy across the curriculum

56. The school is improving the range of pupils' writing to include a greater number of different forms of writing, for a greater variety of purposes and for different audiences. However, this is not yet consistent across all subjects. Pupils' speaking and listening skills are very well developed in a range of interesting activities such as public performances and class debates. They also have good opportunities to use and apply their reading skills when researching information for class and individual topics in a range of subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers provide achievable challenges for pupils of different ages and levels of attainment within the mixed-age classes.
- Good leadership of the subject ensures a clear focus on developing pupils' skills in numeracy.
- There are very good systems to assess pupils' progress.

Commentary

57. Standards attained by pupils currently in Year 6 are average. However, this represents good achievement, since there is a well above average number of pupils within this cohort who have a statement of educational need or are identified as having learning difficulties. Indeed, at the end of Year 2, this group was in the bottom five per cent of all schools nationally for mathematics. All groups of pupils are achieving well in relation to their prior attainment as they move up the school because of the good and often very good teaching they receive. At the time of the inspection, there was only one pupil in Year 2. However, inspection evidence suggests that pupils currently in Year 1 are achieving well and on target to achieve at least average standards by the end of Year 2.

58. Teaching and learning are good overall. Teachers are very aware that within their classes there is an extremely wide range of ability, and they work assiduously to meet the needs of all pupils. Groupings of pupils are flexible, so teachers can work with older or younger ones according to their ability, and consequently the needs of the most talented and those with learning needs are properly met. Marking is good and helps pupils understand what they have done well and what they need to do to improve. Assessment activities are very good and are used very well to inform the next stages of learning.

59. Behaviour in lessons is very good, and pupils are motivated to learn. They are aware of the teachers' high expectations of work and behaviour, and are eager to learn. The school is adapting the national strategy well to suit its particular circumstances. There are good opportunities for pupils to use the skills they have mastered through a variety of investigational challenges.

60. The co-ordinator's good leadership and management of the subject have been instrumental in ensuring the improvement in standards over the past three years. She liaises closely with colleagues to ensure that expectations are high, planning is secure and resources are available. She informally monitors and evaluates the quality of pupils' work throughout the school on a regular basis during staff meetings. The introduction of very good new systems to track pupils' progress and the regular assessment of pupils' attainment have helped staff to focus well on individual needs. This is particularly important since the school has recently reorganised the classes to meet the challenges of teaching small cohorts of pupils. Pupils now have their own individual targets so that they can monitor and assess their own progress. Those pupils identified as having SEN are well supported by the teachers and teaching assistants. As a result, this group of pupils achieve well.

Mathematics across the curriculum

Pupils confidently use graphs, bar charts and calculations so they can interpret data more easily. They practise measuring carefully and accurately in science and in design and technology. Data handling skills are well developed in ICT and science, where pupils use tables and graphs to present information.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils are well motivated and interested in their learning.
- The subject is well led and managed.

Commentary

61. Standards vary significantly from year to year because of the small numbers of pupils that are tested each year and the large variation in the abilities represented within each cohort. Nonetheless, the impact made by the teachers in raising standards can be seen in the improvements made from 2002, when the school's performance was well below the national average. Standards in science have been well above the national average or in the top five per cent of all schools nationally for the last two years. Standards attained by pupils currently in Year 6 are average. However, this represents good achievement, since there is a well above average number of pupils who have SEN within this cohort. This group was judged to be well below average at the end of Year 2. All groups of pupils are achieving well in relation to their prior attainment because of the good and often very good teaching they receive. At the time of the inspection, there was only one pupil in Year 2. However, inspection evidence suggests that pupils currently in Year 1 are achieving well and on target to achieve at least average standards by the end of Year 2. Those pupils identified as having SEN are well supported by the teachers and teaching assistants. As a result, this group of pupils achieves well.

62. Teaching and learning are good. Teachers plan interesting, practical investigations which pupils of all abilities find absorbing and enjoyable. Teachers are good at encouraging pupils to think scientifically, to plan fair tests and to draw simple conclusions based on the results of their experiments. Good emphasis is given to the use of correct language, so that pupils understand and use scientific terms confidently. Pupils are encouraged to discuss their findings with each other and write about what they have discovered in their own words. Opportunities to share, discuss and take turns in activities make a very good contribution to pupils' social and personal development.

63. The curriculum is of good quality, with opportunities for pupils to carry out their own experiments and to plan their own investigations. Work is based on national guidance and on a rolling programme that takes account of the fact that pupils are in one class for more than one year. Assessment procedures have also been improved and are now very good. The teachers are using this information well to plan work that is suitably challenging for all ability groups and to systematically track progress of groups and individuals.

64. Leadership and management are good. There is an increasing focus on investigative learning, with pupils undertaking research from the earliest age. Teaching assistants are used very well, not only to support pupils with SEN, but also to encourage all pupils to achieve well. Resources for the subject are satisfactory, and the school grounds have a good range of facilities to support the teaching of science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **good**. There is insufficient evidence to make a secure judgement about the quality of teaching and learning overall.

Main strengths and weaknesses

- The curriculum is of good quality.
- Information and communication technology (ICT) is used well to enrich learning across the curriculum.
- The co-ordinator has plans to increase the number of computers.

Commentary

65. It was only possible to see one lesson of ICT. A scrutiny of work shows that pupils achieve well, and that standards are satisfactory by the end of Year 6. There is evidence of good levels of attainment in pupils' use of word-processors, databases, digital imaging and of the Internet for research and communication. The school is also using sensors during the summer term to monitor and record environmental changes.

66. During the single lesson seen, a group of pupils were creating an 'Egyptian Frieze', using images they had drawn themselves using curved and straight lines. The teacher's good subject knowledge and clear instructions enabled them to resize the images, rotate them and order them into a sequence.

67. The curriculum is of good quality, and the school is investing in new software, which is significantly increasing the opportunities for individual pupils to practise new skills and to develop their competence in the use of ICT. The co-ordinator has ambitious plans to extend the use of ICT by purchasing a set of laptop computers. This would enable pupils to have easy access to new software and the Internet during lessons, without interrupting their learning.

Information and communication technology across the curriculum

68. Scrutiny of teachers' planning and of examples of previously completed work shows that ICT is used well in other subjects to enrich learning. For example, in literacy, younger pupils develop simple word-processing and reading skills. Older pupils continue to develop their word-processing skills and are able to merge text, graphics and digital images. In numeracy, younger pupils develop their skills in counting, matching and sorting, and using simple databases. Pupils are able to access the Internet for research in history, science, art and design and religious education, and all pupils will soon have their own e-mail addresses. Video imaging has been used by pupils to make their own PowerPoint presentations, to produce instruction leaflets in science and to record visits and expeditions.

HUMANITIES

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The locally Agreed Syllabus is used well for teaching and learning.
- The whole ethos of the school influences pupils' learning and their respect for people of different faiths and cultures.

Commentary

69. Although no lessons were seen during the inspection, discussions with pupils and an analysis of their work indicate that standards attained by pupils currently in Year 6 are in line with those expected by the agreed syllabus. By the end of Year 6, pupils have a good understanding and knowledge of Christianity and of how its beliefs influence their lives. Curriculum plans show that

pupils are introduced to a range of other faiths, including Sikhism, Islam, Judaism, Buddhism and Hinduism. For example, pupils have a good understanding of the practices and beliefs of the Hindu religion, including the story of Rama and Sita and the reasons for Hindus decorating their hands.

70. However, discussions with pupils revealed they were not as confident at identifying the similarities and differences between the various religious doctrines. The very good school ethos encourages pupils to reflect on different faiths and to articulate their feelings and views about them. Visits to the local church and Ely Cathedral are well used by teachers to stimulate pupils' interest. However, older pupils have few opportunities to talk to people of other faiths or to visit contrasting places of worship.

Geography

71. **Geography** was not being taught during the inspection. It is therefore not possible to form an overall judgement about provision or standards in this subject. However, good use is made of the locality for **geographical** study. For example, pupils learn about their local environment, using pictures and maps. They have traced their routes to school using Ordnance Survey maps and identified local buildings and amenities. Older pupils have located their village within the local environment, using Ordnance Survey maps, and have compared it with the larger village of Great Shelford. Pupils can describe the differences and similarities between places and how they have evolved over time. Older pupils have studied the River Nile and understand the importance of the river to the development of early Egyptian culture. They know how the Egyptians exploited the available natural resources to sustain their development.

History

Provision in history is **good**.

- The quality of teaching and learning is good and pupils achieve well.
- Drama is very well used to aid learning and to add edge to pupils' interest.

Commentary

72. A limited number of history lessons were seen, and judgements are based on the scrutiny of pupils' work, displays, teachers' planning and interviews with the pupils. Standards are in line with those expected at the end of Year 6, and pupils achieve well. There is only one pupil currently in Year 2, but standards of work seen in Year 1 indicate that these pupils will achieve the expected standard by the end of Year 2. The quality of teaching and learning is good.

73. Pupils are enthusiastic about history and are keen to find out about the past. Teachers work hard to bring the subject 'alive' by using a very good range of teaching methods, including role play and simulations, to develop an empathy with the past. Pupils talk animatedly about the 'Troy Story' and of gods and goddesses, myths, legends, beliefs and customs of Ancient Greece. These opportunities, together with residential trips, do much to enrich pupils' historical awareness of the past.

74. In one of the lessons seen, which was of good quality, pupils were using a website to compare the everyday lives of people from different social classes in Ancient Egypt. They used a range of primary and secondary sources of evidence confidently, including pictures, non-fiction materials and electronic databases.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. It is not possible to make a secure overall judgement about provision, including teaching and learning, and standards, in art and design, design and technology, music, and physical education. Inspectors talked to teachers about their work, spoke to pupils about what they had learned, watched video evidence and examined pupils' work.

76. Because of timetabling arrangements, no **music** lessons were observed during the inspection. However, on the evidence from assemblies and recorded performances, the curriculum meets statutory requirements, and pupils are provided with a very good range of learning opportunities. Singing in assemblies is good, particularly when one takes into account the small number of pupils in the school. Older pupils set a very good example by singing with joy and enthusiasm, which encourages the younger ones to join in. The quality of singing and performing adds a very valuable dimension to pupils' spiritual, social and cultural development.

77. It is evident from displays, and through an examination of completed work, that skills are developed progressively through an interesting **art and design** curriculum. All pupils have good opportunities to work in a variety of media, which is thoughtfully and carefully displayed around the school. Teachers make effective use of the work of well-known artists to stimulate pupils' interest and to inspire their work. Good links are made with other subjects, such as history and drama. A good example of this is where older pupils drew and painted Tudor miniatures in the style of Holbein.

78. In **design and technology** pupils design, make and evaluate their own work from an early age. For example, younger pupils make Ganesha puppets from their own individual designs, using card and a range of papers. Others have made Diva lamps from clay and baked bread. Pupils are guided through the evaluation process and are encouraged to judge how successful they have been and what they could improve. Good links are made with other subjects, such as history, when making 'Tudor' houses and in science when constructing Go Karts using axles and wheels.

79. No firm judgement can be made about the standards attained overall in **physical education**. However, the evidence submitted by the school shows that standards in swimming by Year 6 are above average, and all pupils benefit from sessions in the school's heated swimming pool during the summer term. A scrutiny of video evidence shows that pupils achieve very good standards in creative dance.

80. The on-site accommodation for physical education is unsatisfactory, since there is no suitable indoor space for gymnastics. However, the school makes very good use of the limited space for lessons of dance and gymnastics. The school has a satisfactory range of small apparatus for climbing and balancing, but there is insufficient space for large pieces of apparatus. The school enjoys access to its own spacious playing fields for outdoor activities. Despite these difficulties, the school does its best to ensure that the pupils experience a wide range of activities, including aspects of movement, gymnastics, dance, swimming, athletics and team games. The older pupils experience adventurous activities during the annual residential visit.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHE is **good**.

Main strengths and weaknesses

- The caring and inclusive nature of the school is an important factor in the personal and social development of the pupils.

Commentary

81. The school focuses well on PSHE. The adults' caring and very inclusive approach to all pupils makes a very good contribution to pupils' personal development. Assessment and record keeping are of very good quality, which ensures that work is challenging and that all groups of pupils achieve well. All pupils have targets, which help their personal development. These are sharply focused, so that pupils see them as being achievable within a relatively short time.

82. Pupils are encouraged to become mature and responsible within the setting of the school community. Healthy living is promoted throughout the school. Pupils are encouraged to express their views and opinions, to listen to each other and to take decisions about the running of the school. There is no school council as the school is very small, but pupils are given opportunities to express their views when they assemble together.

83. Teachers use 'circle time' and collective worship sessions effectively to encourage good attitudes. Pupils are encouraged to consider their own and others' feelings and to develop supportive attitudes towards each other. Older pupils take on responsibilities which help the school to function as a well-ordered community and at the same time promote very good social attitudes. For example, older pupils help to look after the youngest children at break times and to listen to them read. Pupils are conscientious and clear about their duties.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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