

INSPECTION REPORT

THE ICKNIELD PRIMARY SCHOOL

Sawston, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110671

Headteacher: Mrs J S Watkins

Lead inspector: Mr J C Midgley

Dates of inspection: 4 – 6 October 2004

Inspection number: 268067

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 – 11
Gender of pupils:	Mixed
Number on roll:	184
School address:	Lynton Way Sawston Cambridge
Postcode:	CB2 4EA
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Appropriate authority:	Governing body
Name of chair of governors:	Clare Buckingham
Date of previous inspection:	8 February 1999

CHARACTERISTICS OF THE SCHOOL

The Icknield Primary School is situated in the village of Sawston, near Cambridge. The majority of pupils come from the immediate locality. The socio-economic background of pupils is mixed and attainment on entry to the school is broadly average. There are 184 pupils on roll at this one-form entry school, with a standard admission number of 30. The transfer of pupils to and from the school is below average and, in common with other local schools, the roll is falling. Most pupils are white with a very small number of pupils coming from different ethnic groups. There are no pupils whose first language is not English. Four per cent of pupils are eligible for free school meals, a proportion which is below the national average. The school has identified 40 per cent of pupils who need further support, the majority with specific literacy difficulties – a figure which is above the national average. Six pupils have a statement of special educational need, which is above the national average – their needs are complex and they present a high level of challenge.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1064	Mr J C Midgley	Lead inspector	Mathematics Music Religious Education
13481	Mr D E Binfield	Lay inspector	
1718	Mrs K E Charlton	Team inspector	Science Information and communication technology Design and technology Physical education Foundation Stage
1516	Mr M W Warman	Team inspector	English Art and design Geography History Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is good – it has many very good features and some outstanding ones. It provides good value for money. Standards are high overall and pupils achieve well. The quality of teaching and learning is good, with a substantial proportion being very good. The leadership and management of the headteacher are very good and the governing body is very effective.

The school's main strengths and weaknesses are:

- Standards are well above average in mathematics and science by the end Years 2 and 6.
- Standards in reading in Years 1 and 2 and writing throughout the school are broadly average, but they are not high enough.
- The headteacher's outstanding clarity of vision and sense of purpose.
- The very good teaching in Key Stage 2, particularly in Years 5 and 6.
- The commitment to inclusion – all pupils benefit from what the school provides.
- Pupils are very well cared for, relationships are very good and pupils behave very well.
- The partnership with parents is excellent.
- The curriculum is broad, balanced, innovative and exciting.

The improvement since the last inspection in February 1999 has been good overall. Standards in English, mathematics and science have risen. In response to the areas for development identified at the last inspection, the school provides more extended writing opportunities in English for Key Stage 2 pupils, the monitoring role of co-ordinators has been developed effectively and teachers' knowledge of information and communication technology (ICT) has improved significantly.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	C	C
mathematics	C	C	A	A
science	C	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 good and overall standards are high. Children in reception start school with broadly average skills. They make good progress towards achieving the goals they are expected to reach. Pupils also achieve reasonably well in Key Stage 1 – current standards in Year 2 are well above the national average in mathematics and science, but average in English. Pupils achieve well in Key Stage 2 – current standards in Year 6 are well above the national average in mathematics and science, and above average in English. Results in national tests confirm that pupils' attainment by the end of Year 6 is well above average in mathematics and science. However, there is some underachievement in reading in Key Stage 1 and in writing in both key stages. These issues are being addressed through the school improvement plan.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have very good attitudes to school and their behaviour is very good. Attendance is good and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good with many very good features. **Teaching and learning are good**, with a substantial proportion being very good, particularly in upper Key Stage 2. Teaching of mathematics and science is very good overall and this leads to the high standards achieved at the end of Key Stages 1 and 2. Teaching in English is good overall; teaching of reading and writing in Key Stage 1 is satisfactory and sometimes good. Teaching in information and communication technology (ICT) and the use of ICT across the curriculum is very good.

The quality of the curriculum is very good. The good range of extra-curricular activities and educational visits enriches pupils' learning. Accommodation is good and the quality and quantity of learning resources are good, particularly in ICT. Provision for pupils with special educational needs is very good and there is a very effective programme of personal, social and health education, including citizenship. Pupils are very well prepared for secondary school.

Pupils receive very good care, guidance and support throughout school. The partnership with parents is excellent. Partnerships with the community and with other schools are very strong.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides outstanding clarity of vision and sense of purpose. She has identified the areas in need of improvement. The school is totally committed to inclusion. The leadership and management provided by the subject co-ordinators for mathematics and science are very good – co-ordination of other subjects is good overall. The governing body is hard working, supportive and challenging. It has a very good understanding of the school's strengths and weaknesses, and it provides very effective leadership and management. Statutory responsibilities are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high regard for the school and support it very well. They are very positive about the way it is led and managed, and how their children are cared for. They feel comfortable about approaching the school and know their views will be taken into account.

Pupils like school and are happy. They know which adult to go to if they are worried at school. They believe that teachers are fair, they listen to their ideas and help them to make their work better. They often find out new things in lessons.

IMPROVEMENTS NEEDED

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

- Improve the teaching and learning of reading and writing in Key Stage 1.
- Provide a wider range of opportunities for pupils to develop their writing in Key Stage 2.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are high. The achievement of pupils, including those with special educational needs, is good. Standards and progress are best in Years 5 and 6. Standards in mathematics and science are well above average.

Main strengths and weaknesses

- Standards are well above average in mathematics and science by the end of Years 2 and 6.
- Standards in reading in Key Stage 1 and writing throughout the school are broadly average, but they are not high enough.
- In reception, almost all children achieve the expected standards.
- Standards are above average in ICT.

Commentary

1. Children in reception start school with broadly average skills. They make good progress towards achieving the goals they are expected to reach. The good teaching they receive means that children achieve particularly well in personal, social and emotional development and in mathematical development.

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

Standards in:	School results	National results
reading	15.3 (16.8)	15.7 (15.8)
writing	15.7 (15.6)	14.6 (14.4)
mathematics	18.0 (17.9)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year

2. At the end of Year 2, the results of the national tests in 2003 show that standards in reading were below the national average and well below the average of similar schools. Standards in writing were above the national average and in line with those of similar schools. In mathematics, standards were well above the national average and the average of similar schools. The proportion of pupils attaining the higher level (Level 3) was well above average for writing and mathematics, and in line for reading. The trend is above the national trend and both boys and girls achieve well.
3. Initial results from the 2004 national tests show an improvement in the standards of reading overall. There are broadly similar standards in writing and in mathematics, with fewer pupils attaining the higher levels.
4. In the current Year 2, achievement is good overall. Standards in Key Stage 1 are in line with the national average in reading and writing, and the teaching is satisfactory. Standards in mathematics are above the national average and the teaching is good overall. Standards are above average in science and in ICT. There was insufficient evidence to make a judgement on standards in other subjects. The achievement of pupils with special educational needs is good in Key Stage 1.

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

Standards in:	School results	National results
English	27.4 (27.4)	26.8 (27.0)
mathematics	28.6 (27.4)	26.8 (26.7)
science	30.7 (28.2)	28.6 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year

- At the end of Year 6, the results of the national tests in 2003 show that standards in mathematics and science were well above the national average and well above those of similar schools. Standards in English were broadly in line with the national average and similar schools. The proportion of pupils attaining the higher level (Level 5) was well above average for mathematics and science, and in line for English. The trend is broadly in line with the national trend and both boys and girls achieve well.
- Initial results from the 2004 national tests show an improvement in the standards of English, including the higher levels. There are broadly similar standards in mathematics with a slight drop in standards in science.
- In the current Year 6, achievement is good. Standards are well above the national average in mathematics and science; they are now above average in English. This is because of the consistently very good teaching they receive in upper Key Stage 2, their very good attitudes to learning, and their very good behaviour and relationships with one another and with the class teachers. Standards are above average in ICT. There was insufficient evidence to make a judgement on standards in other subjects. The achievement of pupils with special educational needs is good in Key Stage 2.
- Pupils in the present Year 6 are on line to achieve the school's demanding targets for 2005. This is a consequence of the very good leadership and management provided by the headteacher and senior staff.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school. Behaviour is very good as is pupils' personal development. Spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils have very good attitudes to learning.
- High standards of behaviour are expected and achieved.
- Pupils enjoy school and this has a positive impact on their attendance and punctuality.
- Relationships between pupils, and between pupils and staff are very good.
- Pupils develop self-knowledge and respect for the feelings, values and beliefs of others very well.

Commentary

- In this aspect of its work the school has maintained the very positive picture seen at the last inspection.
- Pupils' attitudes to school are very good. They like coming to school, enjoy their lessons and as a result they learn well. They are particularly enthusiastic about the 'enrichment and creative' activities and the regular visits they make outside school which are linked to the curriculum. There is a strong sense of belonging and pride in the school.

11. Behaviour is very good. The vast majority of the pupils are very well behaved, polite, courteous, and respond very positively to the caring ethos of the school. There is a small minority with identified behavioural needs. The staff manage these pupils very well overall, so that the learning of others is not affected. These pupils make good improvements in managing their own behaviour during their time in the school. All pupils are aware of the rewards and sanctions that the school has in place and respect the reasons for them. No incidents of bullying were seen during the inspection and suitable procedures are in place to deal with any incidents should they occur.
12. Relationships and personal development are very good. Pupils learn to take responsibility for their own actions and are given opportunities to exercise wider responsibility. For example, they serve on the school council and act as 'playground friends'. As pupils move through the school they gain in confidence and self-esteem, and establish good levels of maturity.
13. Pupils' spiritual, moral, social and cultural development is very good. The school enables pupils to develop good self-knowledge and spiritual awareness. School assemblies play an important part and pupils show a very good sense of reverence in these situations. Even the youngest children respond very well to the opportunities to reflect, for example, about each person's individual and special talents. The adults in the school provide very good role models and pupils learn very effectively about the responsibilities of living in a community as well as a clear sense of right and wrong. Pupils work co-operatively, share and value each other's ideas. Particularly good examples of this were seen in science lessons, when they collaborated in their investigative work. The residential visit in Year 6 provides a very good opportunity for pupils' social development. Through a wide range of activities, pupils learn about the diversity of the world in which they live, which prepares them well for life in a multi-cultural society. They show very good levels of respect for others' feelings, values and beliefs.

Attendance

Attendance is good and pupils come to school on time. During the last reporting year the school's rate of attendance was above the national average and there was no unauthorised absence. The school monitors pupils' attendance very carefully.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.0
National data	5.4	National data	0.4

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

Exclusions

There were no exclusions during the last reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good, with many very good features. Teaching and learning are good overall, with a substantial proportion being very good, particularly in upper Key Stage 2. The quality of the curriculum is very good. Provision for pupils with special educational needs is very good. Pupils receive very good care, guidance and support throughout school. The partnership with parents is excellent. Partnerships with the community and other schools are very strong.

Teaching and learning

The overall quality of teaching and learning is good. Teaching and learning are very good overall in Key Stage 2, with very good and excellent teaching seen in Years 5 and 6. This leads to the high standards achieved in the core subjects, especially mathematics and science, by the end of Key Stage 2. Teaching and learning are good overall in reception and in Key Stage 1.

Main strengths and weaknesses

- Teachers have a very good understanding of mathematics and science, which helps to ensure pupils' high standards by the end of Years 2 and 6.
- The teaching of reading and writing in Key Stage 1 needs to be improved.
- Well planned lessons and activities engage pupils' interest very effectively.
- Teachers are very good at ensuring pupils behave very well.
- Teachers promote equality of opportunity very well and all lessons are fully inclusive.
- Teachers make good use of assessment to plan for future learning and marking helps pupils to improve their work.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	12	11	2	0	0	0

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

14. In the reception class, the teacher and teaching assistants work together well as a team. They provide a secure learning environment where children make significant gains in their levels of confidence and in the development of their social skills. Staff have a good knowledge and understanding of the Foundation Stage curriculum and this is reflected in the planning which is effective. They have high expectations of children in all the six areas of learning and the provision is good. Teaching is particularly strong in the areas of personal, social and emotional development and mathematical development. In these areas, effective reference is made to the pupils' own practical experiences so that they are fully engaged in the learning. In the area of communication, language and literacy, there are too few opportunities to challenge and extend the skills of the most able children. There was insufficient evidence to make a judgement on teaching and learning in creative development, physical development, and knowledge and understanding of the world.
15. In Years 1 to 6, teachers are secure in their subject knowledge and understanding of English, mathematics, science and ICT. They teach the basic skills of numeracy competently, using consistent approaches, which ensure that pupils build up their skills effectively and achieve high standards by the end of Years 2 and 6. The teaching of reading and writing is good in Key Stage 2; it is satisfactory and sometimes good in Key Stage 1. Teachers consistently reinforce good behaviour so pupils behave very well in class and concentrate on their work. There is a harmonious working atmosphere in almost all lessons, which has a positive effect on pupils' learning. Lessons are well organised and there is usually a good range of worthwhile activities that interest and engage the pupils. This is particularly noticeable in the core subjects and ICT in Years 5 and 6, where the teaching is best. There was insufficient evidence to make a judgement on teaching and learning in other subjects.
16. Teachers' planning is thorough. It is appropriately based on national guidance, such as the National Literacy and Numeracy Strategies. In all lessons, teachers put the learning objectives on the board and refer to these at the beginning of lessons to ensure that pupils are clear about

the overall purpose of the session. In general, work set is well matched to the levels of knowledge and understanding of most pupils. However, in Years 1 and 2, some lessons lack the pace and challenge necessary for good progress to be made in English. Staff work together well as a team, so that all adults, including teaching assistants, are clear about the purposes of the activities and their roles and responsibilities within them. This ensures that individuals and small groups are given the extra help they need with specific tasks, including pupils with special educational needs. Teachers carefully monitor the progress of pupils with special educational needs towards their well-focused learning targets. New work is planned to build effectively on what they already know and can do. Teachers promote equality of opportunity very well and all lessons are fully inclusive.

17. In the core subjects in Key Stage 2, teachers use a wide range of teaching strategies and lessons are well timed. Pupils of all abilities benefit from these brisk lessons and they make clear gains in knowledge, skills and understanding. Learning resources are used well, especially for ICT. In English, classrooms and the library are well equipped with fiction, non-fiction, poetry and plays. Pupils use a variety of media in art and design to build up good skills as they move through the school. Good use is made of field trips and visitors to extend the learning in geography and history.
18. Overall, the quality of assessment is very good and it is used effectively to plan for future learning. Marking is careful and thorough and it helps pupils to improve their work. In the core subjects, teachers' questioning is generally rigorous and plenary sessions are used well to check what learning has taken place. Where teaching is good or very good, effective reviews take place at the end of lessons so that pupils can assess for themselves what they do and do not understand. For example, pupils in a Year 3 religious education lesson had to explain what they had learned about the five Ks of Sikhism, using correct terms. Good use of technical language is a feature of the best lessons seen, as is the strong focus on asking pupils to explain their thinking.
19. Individual lessons in ICT are good and sometimes very good or excellent. The programme provides a very good range of opportunities over time for pupils to both develop and consolidate their skills. Lessons are well planned and all aspects of the National Curriculum are covered effectively. ICT is increasingly used in other curriculum subjects as an integral part of the teaching and learning process to raise standards.
20. Different types of homework, such as reading and learning tables, are given and these suitably reinforce the pupils' learning. The school's homework policy and procedures meet the expectation set out in the national guidelines.

The curriculum

The curriculum provided by the school is very good. It is fully inclusive and is enriched by many opportunities and activities. The accommodation and resources are good.

Main strengths and weaknesses

- The breadth of the curriculum is very good for pupils of all abilities.
- Provision for pupils with special educational needs is very good.
- The curriculum is enriched by visits and visitors.
- There is a good range of extra-curricular activities.

Commentary

21. The range of learning opportunities is very good and fully meets statutory requirements. This is similar to what was found at the previous inspection. Schemes of work ensure that the teaching of skills and knowledge in subjects is planned clearly at an appropriate level for pupils

of all abilities. Provision for pupils with special needs is very good and they are very well supported.

22. The school provides pupils with a very good range of interesting and stimulating activities, including many visitors and visits, which add depth to the curriculum. For example, during the inspection, a grandfather of a pupil visited Years 5 and 6 to support their work in geography. Particularly good use is made of the local area to enrich pupils' learning. The very well planned creativity days are very popular with pupils and offer them opportunities to learn beyond the boundaries of the normal curriculum. The school is always open to new ideas which make pupils' learning more effective and exciting. Parents make an active contribution by supporting the work in classrooms and on school outings. The curriculum prepares pupils very well for their move to secondary school, a fact remarked on by parents at the meeting.
23. Pupils receive very good support for their personal development. There is an effective drugs' awareness programme and other activities successfully promote pupils' personal, social and health education. Provision for extra-curricular learning is good. A good number of clubs are organised, including a good range of sporting and musical activities. Pupils' participation in the arts and sport is good. A good number of pupils have the opportunity to learn an instrument and take part in sports teams.
24. There is a good match of teachers and other staff to the needs of the curriculum. The level of accommodation is good. The school uses the outside surroundings well, whenever possible. The school grounds provide a valuable resource for play and learning.
25. Resources for learning are generally good. The range and variety of books available in the school libraries are good. Resources for ICT are very good and have played their part in improving standards, as has the increasing use made of ICT by teachers and pupils across the curriculum.

Care, guidance and support.

Very good provision is made for pupils' care, welfare, health and safety. The school provides pupils with high quality advice and guidance and involves them in its work and development.

Main strengths and weaknesses.

- Extensive support has a positive impact on pupils' learning and development.
- Effective arrangements are made for health and safety.
- The school council undertakes an important and valued role.
- Very good arrangements are made for inducting pupils into school.

Commentary

26. There is a happy and purposeful atmosphere in school that is much valued by pupils and their parents. This reflects the school's ethos of valuing and supporting each child. Staff are perceptive and deal extremely well with any individual issues or concerns that arise. The school works closely with outside agencies, including health professionals. As a result, all pupils, including those with special education needs, receive a high quality of advice. Academic progress and personal development are monitored carefully. Pupils are involved in the target setting and review process, which contributes well to their good achievement.
27. Governors and the headteacher give a strong priority to health and safety, including regular inspections and risk assessments. Accidents and illness are dealt with competently by staff trained in first aid. There is an effective health education programme and this year the school has received a Healthy Schools Award. The school is currently involved in a road safety review under the Safer Routes to School scheme. It is also participating, along with other local schools, in a community project aimed at developing drugs education. Appropriate

arrangements are in place for dealing with child protection issues. The headteacher is the designated officer and a governor has specific responsibility; both have been trained.

28. Very good arrangements are made for inducting pupils into school. The school works closely with pre-school groups so that children joining the reception class feel welcome and settle in quickly. Several meetings and discussions are held with parents, and 'getting to know you sessions' for children take place over the preceding year. Very effective arrangements are made to facilitate the transfer of Year 6 pupils to secondary education. Nearly all pupils join Sawston Village College. The extensive liaison between the school and college staff provides an outstanding service to the older pupils at the primary school.
29. In recent years, the school has placed an increasing emphasis on seeking pupils' views on aspects of school life. This is achieved through individual discussions, planned whole-class discussions, questionnaires and the school council. Each class has two representatives on the council. Examples of varied decisions on which pupils have been consulted include changes to lesson times, behaviour rules, play area improvements and fund-raising for charities.

Partnership with parents, other schools and the community.

Excellent partnership arrangements with parents make a significant contribution to the work of the school. Very good links with other schools and the local community enrich curriculum opportunities.

Main strengths and weaknesses.

- Parents have a keen interest in their children's education and provide extensive support to the school.
- High quality information is provided about the school and pupils' progress.
- The school works closely with Sawston Village College and nearby schools.
- There is close co-operation with local residents and the wider community.

Commentary

30. The maintenance and development of strong parent partnerships are central to the school's ethos. Parents' views are sought through questionnaires – for example, on homework, inclusion and the home school agreement. Several parents take part in working parties considering policy developments such as those relating to bullying, health education and road safety. This makes an impressive contribution to the school's work. The exceptionally good relationships that the school has with parents contribute to the high esteem in which parents hold the school.
31. Many parents provide invaluable voluntary help in classes, whilst others assist with a range of activities, including school clubs, sports and educational visits. There are high attendances at consultation meetings with teachers to discuss their children's progress, as well as at special events, such as school concerts. Many parents show a keen interest in 'Help the Children Learn' sessions. These cover each year group and are held at the start of each year. Six-week courses on 'Keeping up with the Children' are also successful. Very good support is given to the work that pupils undertake at home. The Parent Teacher Association organises an extensive programme of fund-raising and social events. This enables over £5,000 a year to be used for improving amenities and learning resources.
32. The school prospectus and the governors' annual report provide extensive information about the school and its achievements. Parents are well informed about current events in regular newsletters. Very good information about their children's progress is given at the successful termly meetings with staff and in the high quality annual written reports.

33. Extensive links with Sawston Village College augment pupils' curricular opportunities in areas such as English, drama, science, ICT, swimming and other sports. Meetings of the Local Cluster of Schools facilitate discussion on topical education issues and provide a valuable forum for promoting joint activities, such as sports fixtures and staff development. The partnership with Homerton College provides opportunities for student teachers to gain practical classroom experience in the school. Children from local pre-school groups are invited to special events, such as Nativity performances, and they are able to use the school's play equipment.
34. The school has many links with local residents and contributes to 'The Sawston Scene' magazine. Pensioners enjoy attending school concerts and the harvest festival. The school facilities are well used by the community for aerobics and slimming classes. Participation in two national initiatives (the Interactive Whiteboard Expansion project and the Schools Sports Co-ordination Partnership) has helped to improve learning resources and to raise standards. A Family Learning Project, promoted by Cambridgeshire County Council, has recently been launched successfully. This enables Sawston parents to bring children aged one to five years to take part in a well-planned learning and activity programme in the school hall each Wednesday morning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The governance of the school is also very good. Statutory responsibilities are fully met.

Main strengths and weaknesses

- The headteacher's outstanding clarity of vision and sense of purpose.
- The subject leadership of mathematics, science and ICT.
- The school's commitment to inclusion.
- Analysis of performance data is thorough and is used very effectively to improve attainment.
- There is a very effective system of monitoring and evaluation.
- The governing body makes a very good contribution to the leadership of the school.

Commentary

35. The leadership and management of the headteacher are very good. She provides outstanding clarity of vision and sense of purpose, with a clear focus on raising standards. The headteacher has worked very hard to review policies and planning, as well as systems and structures, which provide a firm foundation from which the school can continue to make good progress. She has taken much effective action since her appointment, giving a strong lead in raising standards of teaching and learning, attainment and achievement. She has been instrumental in promoting a supportive environment in which staff and pupils feel valued.
36. The headteacher, together with senior staff, has analysed the available performance data thoroughly, including National Curriculum test results at the end of key stages and teacher assessments. These analyses include pupils' performance at the higher levels, the performance of boys and girls and the value added between key stages. These analyses have helped the school to sharpen the target setting process, monitor progress in each class and diagnose the weaknesses. The headteacher regularly monitors teachers' planning and scrutinises pupils' work. Monitoring and evaluation of teaching and learning have been carried out systematically and rigorously to ensure greater consistency through the school. She has identified the areas in need of improvement. There are good systems for performance management across the school and an appropriate whole-school pay policy. Performance management is effectively supported by a programme of staff training and the mentoring arrangements that are in place for staff new to the school.

37. The headteacher has supported staff well to develop their leadership capability. Subject co-ordinators for mathematics, science and ICT have a very good overview of the quality of the standards in their subject. They are conscientious in their approach; monitoring planning regularly and scrutinising pupils' work. From a detailed analysis of assessment data, they set challenging targets for individual pupils and monitor progress regularly. Co-ordination of other subjects is good overall. This represents an improvement since the last inspection.
38. School improvement planning is thorough and provides clear educational direction for the work of the school. Resources are linked to priorities, with actions, timescales and success criteria specified, which refer to raising standards and quality. Staff and governors are consulted about the review of the previous year's plan and they are fully included in the improvement planning process. This high level of involvement ensures that the plan is a very useful management tool and that all aspects of school life are considered.
39. The school's aims and values are clearly reflected in its day-to-day work. The headteacher, staff and governors work closely together to promote the caring ethos of the school, which particularly enhances pupils' spiritual, moral, social and cultural development. Pupils are very well cared for and all feel safe and secure in their surroundings. Very good relationships have been established between pupils, and between pupils and adults. The school's administrator provides an efficient and welcoming point of contact for visitors and parents, and the school's financial procedures are managed very well. ICT is used very effectively in managing the school's finances.
40. The school is committed to providing equality of opportunity for all its pupils. This leads to fully inclusive lessons and very good provision for pupils with special needs.
41. The governing body makes a very good contribution to the leadership of the school and to its successes. It works hard, supports the school well and provides an appropriate degree of challenge. It is committed to ensuring the highest quality of education for all pupils and it works closely with the headteacher to achieve this objective. The governing body has a very good knowledge of the strengths and weaknesses of the school. Governors know and understand their role clearly and they fully meet their statutory responsibilities. The proceedings of the governing body are conducted efficiently and committees are well organised. Many of the governors visit the school regularly and are involved in the life of the school.
42. Financial planning is very good with a planned programme of spending clearly linked to the priorities in the school improvement plan. The school's budget is monitored closely by governors and the school uses specific grants well for their purpose. The school ensures that money is spent wisely by researching and making decisions about goods and services that represent best value. Governors also compare, contrast and challenge how effective the school is in helping the pupils to achieve the best possible standards before making major spending decisions. Overall, the school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	550,939
Total expenditure	549,127
Expenditure per pupil	2,732

Balances (£)	
Balance from previous year	29,160
Balance carried forward to the next	30,972

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall, the provision is **good**.

Children start in reception at the beginning of the year in which they become five. On entry, their skills and knowledge are generally in line with those expected. In the current year group, children's attainment is very wide ranging but on entry is just below that expected of children at this age. Overall, children's achievement is good and almost all children are on course to attain the expected goals by the time they start in Year 1. Children with special educational needs are very well supported so that they make good progress.

The school has maintained the positive picture noted at the last inspection; teaching overall is good and staff work closely as a team. Planning is detailed and good links are made between the areas of learning through the use of different themes. The progress made by all children is very carefully monitored and assessed. The leadership and management of the Foundation Stage are good and an excellent partnership is established with parents.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well.
- Relationships between children and adults are very good.
- Children work together well in groups and show good co-operation.
- All adults promote learning consistently in all activities.

Commentary

43. Children achieve very well as a result of very good teaching. Most children are on course to reach the expected standards and a significant number should exceed them. The adults work very well as a team. They provide good role models and they work consistently to develop children's understanding, encouraging them to take turns in activities, play together and share resources. Praise and encouragement are used very well, raising children's confidence and self-esteem. Relationships are very good and children enjoy coming to school. Children behave very well, encouraged by the consistent and fair management of behaviour. Routines are well organised and children have good opportunities to make choices and work independently through a range of interesting activities. Children develop independence in their personal hygiene very well. The school provides very good opportunities for the children to develop an understanding that people have different needs, views and beliefs that should be respected.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good.
- Most children are on course to attain the expected standards by the end of the year.
- In play situations children can achieve more in literacy.

Commentary

44. Achievement in speaking and listening is very good and in the early stages of reading and writing it is good. Staff have a good knowledge of the teaching of children of this age, and there is a suitably high focus on this area of learning. Activities are well planned and adults guide children through them, ensuring that their progress is very carefully monitored and provision builds on the children's previous learning. The careful and consistent way in which children are encouraged to develop their speaking and listening skills is a strong feature of the teaching. When staff read books to the whole class they engage children's interest in books very well, seen, for example, when the teacher read 'What can you see?'. In a range of situations, children are introduced to good quality books and texts and the opportunities for them to handle and enjoy books independently are well developed. Early reading and also writing skills are developed well through activities which adults initiate, such as the guided reading sessions. However, the opportunities to extend children's literacy skills through play, such as in the role play area, are not always used to advantage, particularly to challenge and extend the skills of the most able children.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- There is a strong focus on number work and children achieve particularly well in this aspect of mathematics.
- There is a good pace to children's learning and they enjoy mathematics.
- Children learn very well in all aspects of mathematical development.

Commentary

45. Teaching is very good and children of different abilities achieve very well. Effective planning ensures that there is a structured and systematic approach to the teaching of all aspects of mathematics. Staff ensure that there is a good sense of purpose and pace to children's learning, when, for example, they learn about two-dimensional shapes. As a result, children talk with good understanding about the properties of different shapes, using the correct mathematical language. There is a particularly good emphasis on number work and as a result, many children count confidently and reliably. They learn to carry out simple calculations, such as when taking away 'one' when rehearsing the song 'Ten in a Bed'. Many recognise numerals and use their correct names. All learn to record their thinking in a variety of ways and classroom displays effectively reinforce children's knowledge of and familiarity with numbers. A majority of the children are on track to reach the early learning goals in mathematics by the end of the school year, and a significant number are likely to attain beyond this.
46. In the short time available for the inspection it was not possible to observe three areas of learning, namely **knowledge and understanding of the world**, **physical development** and **creative development**. Teachers' planning and a consideration of pupils' work show that a suitable programme is in place for each area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** overall.

Main strengths and weaknesses

- Standards in speaking and listening and in reading are above average by the end of Year 6.
- Standards in reading in Key Stage 1 are average but they are not high enough.
- Standards in writing improve in Key Stage 2 but they need to be further improved throughout the school.
- The overall quality of teaching and learning is good. It is very good in Years 5 and 6 and satisfactory in Years 1 and 2.
- The setting of targets has made an important contribution to raising standards particularly in Years 3 to 6.

Commentary

47. Pupils' skills in speaking and listening are above those expected for their age by Year 6. Throughout the school, pupils learn to be confident speakers, both in class and in more formal situations, and by Year 6 they are keen to express opinions. Pupils of all ages respond very well to the teachers' encouragement to contribute to class discussions. They answer questions and make comments thoughtfully, as they listen actively and attentively. In a very good geography lesson in Year 6, pupils developed their arguments for and against a proposed holiday complex and expressed their opinions very confidently.
48. Pupils of all ages enjoy reading, and by the end of Year 6 most achieve well. Teachers and support staff all play an important role in helping pupils with their reading. The school has rightly identified reading in Years 1 and 2 as an area in need of improvement – standards are average but they are not high enough. A wide range of different strategies is being used to provide pupils with extra support where this is needed. In Year 6, many pupils show good levels of comprehension, and appreciate the underlying ideas and subtleties in the text. They refer to what they consider to be successful use of writing techniques by the author. For example, they can identify what they consider to be the strengths and weaknesses of different styles of poetry. They can explain clearly why they like certain books, giving informed reasons for their choice. Pupils use a library, indexes, glossaries and contents pages successfully to find information from books. Research skills are used effectively to support their work in other subjects of the curriculum.
49. A significant amount of development has taken place with regard to pupils' writing. Standards in writing are average in Years 1 and 2, and above average by the end of Year 6. This represents a considerable improvement in writing in Years 5 and 6 in recent times. However, there is still work to be done in improving pupils' writing skills in Years 1 to 4, and in providing more opportunities for them to use their writing in all areas of the curriculum in Years 3 to 6. By Year 6, pupils have a clear understanding that writing needs to be organised in different ways depending on its purpose, when, for example, writing poetry or a play script. Pupils' writing is logical and often shows original ideas which capture the interest of the reader. This was seen, for example, when pupils' wrote their own newspaper reports about the murder of Duncan from the story of Macbeth. Work is very well presented and pupils' handwriting develops well as they move through the school.
50. Teaching is good overall. The good achievement in Year 6 is the result of very good teaching in Years 5 and 6. The overall quality of teaching in Years 1 and 2 is satisfactory and sometimes good. Pupils receive a significant amount of individual attention from adults in developing their skills and there are well thought out approaches to encouraging pupils'

independence. Many pupils in Years 3 to 6 are able to describe the strategies they need to use to be successful writers. Teachers build their lesson planning appropriately on the National Literacy Strategy and this is generally effective. Staff use the technical vocabulary associated with the subject well, such as when describing parts of a word and elements of the text. Pupils try hard and they respond particularly well when high expectations are made of them. Teachers and support staff work together closely with good liaison to help ensure that work is well matched to pupils' levels of understanding. This ensures that pupils, including the most able and those with special educational needs, are challenged appropriately. Where teaching is merely satisfactory, lessons are delivered competently but lack the same high expectations or sense of urgency seen in other lessons that are good or better. Where teaching is very good, staff demonstrate a real enthusiasm for the subject and use the school's target setting approach to advantage so that pupils are clear what they are aiming for. In these situations they try very hard to give of their best.

51. The co-ordination of English is good. The subject leader has had very good support from the deputy headteacher and standards in Years 3 to 6 have risen. Standards of attainment and the quality of teaching and learning are monitored carefully. Once strengths and weaknesses are identified (for example, weaknesses in reading in Years 1 and 2), attention is focused on bringing about improvement. Very good use is made of ICT to support pupils' learning in English. For example, in Year 6, pupils produced their own edition of a newspaper linked to their studies of Macbeth.

Language and literacy across the curriculum

52. The National Literacy Strategy has been implemented and adapted successfully to suit the school's situation. Pupils' skills in speaking and listening and in reading are used well across all other areas of the curriculum. Although there are some very good examples of pupils' writing skills being extended in other subjects of the curriculum, this is an area which needs improvement.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are very high and pupils achieve well.
- The quality of teaching is very good overall, particularly in Years 5 and 6.
- The provision for pupils with special educational needs is very good.
- Relationships and behaviour are both very good.
- Mathematics is very well led and managed.

Commentary

53. At the end of Year 2 and Year 6 standards are very high. Pupils of all abilities, including those with special educational needs and the more able, achieve well. By the end of Key Stage 1, the percentage of pupils working at Level 3 is well above the national average. Similarly, by the end of Key Stage 2, the proportion of pupils working at Level 5 is very high. Boys and girls make good progress overall in both key stages.
54. Evidence from books, discussion with pupils and observations of lessons shows that pupils are developing a good knowledge and understanding of mathematics as they move through the school. Number work is a strong feature. In Year 2, pupils can partition a number into tens and units, add and subtract numbers using two and three digits, and use the two, three, four, five and ten multiplication tables. In Year 6, pupils can multiply and divide whole numbers and

decimals by ten, 100 and 1000, they understand the equivalence of decimals and fractions, and they can identify and use operations to solve problems.

55. Progress and standards are best in Years 5 and 6, where the quality of teaching and learning is consistently high. Lessons are very well planned and the learning objectives are shared effectively with the pupils and revisited in the plenary session at the end of the lesson. Challenging work is set, which interests and engages the pupils. Learning resources, including ICT, are thoughtfully used to support the learning. For example, in a Year 5 lesson on percentages, the interactive whiteboard and computers clearly enhanced pupils' knowledge and understanding. In these year groups, time is well used – sessions begin promptly, not a minute is wasted and lessons are taught with energy and enthusiasm. For example, in a Year 6 lesson on handling data, pupils worked productively throughout. In addition, homework is set regularly to reinforce and extend what is learned in school. Relationships are very good and there are high standards of behaviour.
56. In Years 1 and 2, teaching and learning are good overall, although in some lessons there are lower expectations. This results in lessons lacking sufficient pace and challenge. For example, in a lesson on two-dimensional shapes, the more able pupils finished their work quickly as it was too easy for them.
57. The subject is very well led and managed. There has been very good improvement since the last inspection, particularly with regard to progress and standards. There is a subject improvement plan with appropriate priorities. The long- and medium-term plans follow the National Numeracy Strategy and provide effective direction for the subject. Pupils' books are carefully marked and they indicate how the work could be improved. Monitoring and evaluation are strong features in mathematics – there is analysis of performance data, monitoring of teachers' planning, scrutiny of pupils' work and observation of teaching and learning. The good data on pupils is used effectively for setting targets and tracking pupils' progress.

Mathematics across the curriculum

58. Pupils confidently use mathematics in other subjects where appropriate – for example, they handle data, draw graphs and calculate percentages in science lessons. They are developing an appreciation of the practical uses of these skills. Very good progress has been made in using ICT to assist learning in mathematics.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are high by the end of Years 2 and 6 and pupils achieve very well.
- There is very good emphasis on investigative work.
- The quality of teaching is very good.
- Pupils enjoy science.
- Science is very well led and managed.

Commentary

59. By the end of Year 2 and Year 6 pupils of different abilities achieve very well. The school's increased emphasis on investigative science is having a very positive impact on pupils' achievements. A scrutiny of pupils' work, discussions with them about it, and an analysis of teachers' assessments show that pupils achieve very well overall, even though there was a slight drop in standards in the Year 6 national tests in 2004. In the current Year 6, standards are well above those usually seen and pupils are achieving particularly well in their investigative work. As pupils progress through the school, they learn to communicate their findings by

drawings, diagrams, graphs, short and finally longer well thought out reports. All recorded work is well presented and demonstrates pupils' growing understanding. Older pupils identify patterns in their results and give very clear reasons for their conclusions. They did this, for example, when they compared the growth of micro-organisms on a slice of bread that had been placed different situations, such as a fridge, a freezer and an airing cupboard.

60. Teaching and learning are very good. The school has worked hard to improve the teaching of science. Teachers have very secure subject knowledge and present information in a confident manner. They motivate pupils well, encouraging them at all times, often by referring to them as 'young scientists'. Teachers extend pupils' scientific vocabulary very effectively giving very good explanations. Humour is often used to good effect, as was seen in a Year 2 lesson when testing to see if, after a short period of cooling down, melted chocolate would drip onto the teacher's head. Lessons are challenging and fully inclusive and teaching assistants provide valuable and effective support for all pupils but particularly those with special educational needs. Pupils are highly motivated in science. They work very well together in groups and collaborate very effectively when working on their investigations. They listen well and confidently discuss their ideas with others. Pupils show very good levels of curiosity and interest and talk enthusiastically about their work. They organise themselves and respond well to the challenges set.
61. Since the last inspection there has been good improvement in the subject. Leadership and management of science are very good. Monitoring is undertaken systematically and careful analysis of assessment information informs future planning. Very good enrichment activities are provided. For example, activities take place with a local college and also visits out of school are made, such as the one undertaken by the pupils in Years 1 and 2 to a country park. Very good use is made of ICT to support the work undertaken in science. The outdoor environment and good resources are used well to enhance the quality of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**. There are many very good features.

Main strengths and weaknesses

- Pupils of all abilities achieve well. They achieve particularly well in Years 5 and 6.
- Pupils learn to work out problems for themselves.
- Staff ensure that pupils become independent.
- Staff have benefited from training and are secure in teaching the subject.
- ICT is used very well to support learning across the whole curriculum.

Commentary

62. Since the last inspection there has been significant improvement in the subject. Standards have risen and by the end of Year 6 they are now above those usually seen. Pupils enjoy using ICT, and they are confident, independent and prepared to work problems out for themselves. They learn to make choices about the most appropriate program for their requirements and at an early age begin to give clear reasons for their decisions.
63. By Year 2, pupils are competent in switching the computers on and off, loading and saving work, and controlling the computer by means of the keyboard and mouse. The school has developed a good range of appropriate software so that pupils enjoy using the computer. Pupils use the computer for a wide range of purposes; for example, they write, draw pictures, analyse data and play games. They have opportunities to use the Roamer programmable toy, giving it a series of commands in order to produce pre-planned movements. Throughout Years 3 to 6, pupils continue to improve their skills. By Year 6, they use ICT very well, in order, for example, to present information using a multi-media package or when using a publishing

program to produce a newspaper article. They exchange information and ideas with others in a variety of ways, including through the use of e-mail and the internet. Pupils use spreadsheets very competently and they make very good use of extended graphics programs to support their work in art, and design and technology. Pupils learn to control events, such as a traffic light system, and also to interpret data that has been collected through sensing devices. Throughout the school pupils talk knowledgeably about the use of ICT in everyday life and they use, for example, a digital camera and an electro-microscope to good effect.

64. The quality of teaching and learning is good. Very good teaching was seen in Year 5 and excellent teaching in Year 6. Staff are secure in the subject and particularly in the older classes show a real sense of enjoyment about using ICT. Pupils learn well because they are given clear instructions and plenty of opportunities to experiment, practise and learn from their mistakes. They also learn quickly because tasks are interesting and teachers' own positive approaches and interesting ideas catch their attention. Teaching assistants are used well. They often teach small groups of pupils in the computer suite and ensure that pupils receive good information about the ways different programs work. However, they do not always have the confidence to extend and challenge the pupils in their thinking. There is an effective system of assessment in the subject and older pupils are clear about the progress they are making.
65. The subject is very well led and managed. The headteacher and deputy headteacher oversee the development of ICT and have worked very effectively to ensure improvements have taken place. Both of these staff have very good expertise in the subject and support other staff very well. Resources are very good and are used well. A technician helps to ensure that resources are in good working order. There is a clear action plan in place to ensure future improvements and it appropriately highlights the development of the skills of support staff as a key priority.

Information and communication technology across the curriculum

66. ICT is used very well to further pupils' understanding in other subjects, such as mathematics. Excellent use is made of ICT in Year 6. For example, the pupils used different techniques to present their results in science and then analysed the effectiveness of their methods showing their appreciation of the need for a line graph to present continuous data and the need for a bar graph to present discrete data.

HUMANITIES

67. During the inspection it was only possible to observe one lesson in geography, no lessons in history and one lesson in religious education. These subjects were sampled using school planning, pupils' work, and discussions with co-ordinators and pupils. There was insufficient evidence to make secure judgements on the quality of teaching and learning, achievement or standards.
68. During discussions about **geography**, Year 2 pupils used appropriate geographical vocabulary and demonstrated an awareness of their local area, whilst Year 6 pupils spoke in detail about the river study they had recently completed. The scrutiny of work and the discussion with pupils show a suitable emphasis on developing pupils' practical understanding of geography. This supports their learning well. Many field trips, visits and visitors bring the subject to life for them. Pupils use a good range of sources to find the information they need to complete their work. This is reflected in the range of work seen.
69. During a discussion about **history**, Year 2 pupils spoke about famous people they have studied and about houses from times gone by. Pupils in Year 6 demonstrated a good knowledge of the work they have covered – for example, when they went on a visit to Kentwell Hall and re-enacted life in Tudor Times. All pupils were particularly enthusiastic about the visits

they have made to bring their learning to life. A scrutiny of books shows a suitable range of historical information and work reflected good detailed research undertaken by pupils. Progression of skills and understanding is evident in written work, which contains appropriate vocabulary and chronology.

70. Leadership and management of geography and history are good. There is a clear programme based on national guidance, but adapted well to suit the school's needs, thus ensuring that pupils are gaining appropriate skills and knowledge.
71. Examples of work, teachers' planning, discussion with the co-ordinator and the lesson seen indicate that appropriate weighting is given to both attainment targets in **religious education**. The scheme of work is in accordance with the locally agreed syllabus and this provides good curricular breadth and balance. Pupils in Year 2 study topics such as Christianity, Islam and weddings. Pupils in Year 6 study Christian Festivals, Bible stories, Buddhism and Hinduism. The most notable feature of the one lesson observed was the way the teacher engaged the interest of pupils who made good progress in their learning about Sikhism. The current co-ordinator has only led and managed the subject for a few weeks. Overall, religious education makes a strong contribution to pupils' spiritual, moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Only a few lessons were seen in these subjects. It was possible to observe only part of one lesson in art and design, no lessons in design and technology, part of one lesson in music and one lesson in physical education. No secure judgements on the quality of teaching and learning, achievement or standards were possible.
73. An examination of the range of work on display in **art and design** indicates that, throughout the school, pupils have a good range of experiences and opportunities to develop their imagination and techniques. From the work seen it is evident that pupils build up suitable skills as they move through the school, using a variety of media. Display is used well to demonstrate the wide range of opportunities pupils get to develop their skills and imagination. The current subject co-ordinator has only been in post a few weeks. There is a suitable scheme of work that takes account of national guidance. The school is committed to the development of the arts and gained an Artsmark award in 2004.
74. Examples of work, teachers' planning and discussion with pupils indicate that due weighting is given to each element of the **design and technology** process. The range of activities undertaken includes cooking, working with textiles, wood and other materials. The portfolio of pupils' work is of good quality. Pupils indicate that they enjoy the subject and can explain why each aspect of the process is important. Subject leadership is good, ensuring that developments have taken place over time and that there is a clear action plan to take the subject forward.
75. **Music** plays an important part in the life of the school. Many pupils are learning to play an instrument and take part in the choir and orchestra. Pupils sing well in assembly, where choral music is used well to establish a sense of reverence. Scrutiny of the co-ordinator's file, teachers' planning and pupils' work shows that there is good provision in this area, including appropriate elements of composing, performing, listening and appraising. The subject is currently being well led and managed by the headteacher, who ensures that music makes a strong contribution to the spiritual, moral, social and cultural development of pupils.
76. The curriculum for **physical education** provides regular opportunities for pupils to develop their skills in games, gymnastics, dance, athletics and swimming. Older pupils participate in outdoor adventure activities. The most notable feature of the one lesson observed during the inspection was the way in which the member of staff set a high expectation of the standards the pupils should achieve. Throughout the school, the grounds are used to good effect to support the subject. A wide range of extra-curricular activities is undertaken and older pupils

take part in competitive sport. Co-ordination of the subject is good. Particularly good links are established with the school's health education programme.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. Insufficient opportunities were available to judge the quality of teaching and standards in this area of learning. Scrutiny of the co-ordinator's file, teachers' planning and pupils' work shows that there is good provision in this area. Pupils' personal qualities are very well developed by the overall school organisation and by the thoughtfully planned **personal, social and health education** programme. The subject is well led and managed.

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 (ethos)	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	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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