

INSPECTION REPORT

Edna G Olds Primary and Nursery School

Nottingham

LEA area : Nottinghamshire

Unique Reference Number : 122423

Headteacher : Ms H Okrafo-Smart

Reporting inspector : Mr M Newell
10638

Dates of inspection : 20th – 23rd September 1999

Under OFSTED contract number: 707685

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Infant Junior

Type of control : County

Age range of pupils : 3 -11

Gender of pupils: Mixed

School address : Church Street
Lenton
Nottingham NG7 1SJ

Telephone number : 0115 947 5100

Fax number :

Appropriate authority :

Governing Body

Name of Chair of Governors :

Mrs Shewley Choudhury

Date of previous inspection :

June 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr M Newell Registered Inspector	Mathematics Information Technology Physical Education	Attainment and Progress Teaching Leadership and Management
Mr S Hussain Lay Inspector		Equal Opportunities Attendance Support, Guidance and Pupils' Welfare Partnership with Parents and the Community Staffing, Accommodation and Learning Resources
Mrs P Ward	English Geography Art Music	Areas of Learning for Under Fives Special Educational Needs The Curriculum and Assessment
Mrs A Wilkinson-Tilbrook	Science Religious Education Design and Technology History	Attitudes, Behaviour and Personal Development Spiritual, Moral, Social, and Cultural Development The Efficiency of the School

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London WC2B 6SE

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MAIN FINDINGS

What the school does well

- .Provision for children under five is good, enabling them to make a good start to their education.
- .Pupils make good progress at Key Stage 2.
- .The pupils show good attitudes to learning.
- .The overall quality of teaching is good.
- .The school's strategies for teaching literacy and numeracy are good.
- .The school has a well planned curriculum with very good procedures in place to assess pupils' attainment.
- .The school makes good provision for pupils' spiritual, moral, social and cultural development.
- .All staff provide good support, care and guidance for pupils.
- .Partnerships with parents and the local community are very good.
- .The school is very well led by the headteacher. All staff and governors have a real commitment to raising standards.
- . Financial planning, financial control and school administration are very good.

Where the school has weaknesses

- I.Pupils do not achieve high enough standards in English by the time they leave school.
- II.Standards in information technology are not at a high enough level by the time pupils leave school.
- III.Pupils are not consistently provided with opportunities to undertake personal study and research or simply to find things out for themselves.
- IV. The school's special educational needs policy and the individual education plans for children with special educational needs do not support pupils' learning effectively enough.

The school's strengths now far outweigh its weaknesses but these weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made very good progress since the last inspection when the school was put into special measures for not providing an acceptable standard of education. The school is now clearly a much better school than it was. Although there is still room for improvement in standards of attainment, they have improved significantly since 1995. Effective structures are now in place to monitor and evaluate the work of the school. There has been a dramatic improvement in the quality of teaching. Curriculum planning and assessment procedures are now of a much higher standard. The role of curriculum co-ordinators is now more focused and has had a positive impact on the raising of standards. The school has already identified the need for further development of the role. The headteacher constantly reviews the role of support staff and is presently doing so, to ensure that the most effective use is being made of their skills in supporting pupils' learning. The school sets itself realistic targets in English and mathematics which are constantly reviewed as tests and other assessment data is analysed. The most effective leadership of the school by the headteacher, the quality of teaching and the commitment of all staff and governors indicate that the school is well placed to continue its process of development and improvement.

Standards in subjects

The table shows the standards achieved by eleven-year-olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			well above average	A
			above	
			B	
			average	
			below	
			D	
			E	well
				very low
English	E*	E*		
Mathematics	E	E		
Science	D	C		

The results of the table above show the school to be performing at a low level in English and well below average in mathematics compared to both national averages and similar schools. However, 1999 test results show a significant improvement with a much higher percentage of pupils achieving the level expected of eleven-year-olds, particularly in mathematics and science. Of particular note is the fact that a significant minority of pupils achieve the next higher level (Level 5) in all three subjects. Inspection findings indicate that although standards are improving in English, they are still below the national average. In mathematics and science the attainment of the current Year 6 pupils is average.

By the end of Key Stage 1, standards in English, mathematics and science are below average. Standards in information technology at the end of Key Stage 1 and Key Stage 2 are below average. Standards in religious education are in line with the expectations of the Locally Agreed Syllabus at the end of both key stages. The work seen in art throughout the school is at a higher level than expected for pupils' ages.

By the age of five, children's attainment in language and literacy and mathematics is below average. Attainment in knowledge and understanding of the world, physical and creative development is at an expected level. Children's personal and social development is above average.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science		Good	Good
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

During the week of inspection the quality of teaching was satisfactory or better in 94% of lessons. Teaching was very good or excellent in 22% of lessons, good in 43% of lessons and satisfactory in 30% of lessons. 6% of teaching was judged to be unsatisfactory. Examples of very good or excellent teaching were observed at both key stages and for

children under the age of five. Although during the week of inspection no unsatisfactory lessons were observed in the teaching of information technology, the pupils have not been taught the necessary skills over time to enable them to achieve satisfactory standards. The overall quality of teaching has improved significantly since the last inspection.

Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory in class and around the school. The majority of pupils are polite and have a clear understanding of the difference between right and wrong.
Attendance	Attendance has improved during the last twelve months but remains below the national average and is unsatisfactory.
Ethos*	Good. Pupils show good attitudes to learning and are keen and interested in their work. Relationships between pupils and between pupils and their teachers are good. There is a strong commitment from all who work at the school to raising standards.
Leadership and management	Good. The headteacher leads the school very well and has set a clear educational direction for the work of the school. She is well supported by the senior management team. Governors have a good understanding of their roles and responsibilities. Teaching is monitored and evaluated in a satisfactory manner.
Curriculum	Good. Pupils are provided with a challenging and well-planned curriculum. The school provides a very good range of extra-curricular activities. Procedures to assess pupils' levels of attainment and to set targets for improvements are of a high standard.
Pupils with special educational needs	Pupils receive a satisfactory level of support in class but the special needs policy is in urgent need of review and the quality of individual education plans is not of a consistently high enough standard.
Spiritual, moral, social & cultural development	Good provision is made for pupils' spiritual, moral, social and cultural development.
Staffing, resources and accommodation	Satisfactory overall. An appropriate level of staffing, with suitable qualifications and experience. Good arrangements are made for the professional development of staff. Accommodation is satisfactory but the quality and quantity of resources are unsatisfactory in subjects such as history, science and religious education.
Value for money	Taking into account the attainment of children on entry to school, the quality of education provided and the high unit cost per pupil, the school is providing satisfactory value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>V. Parents are encouraged to play an active part in the life of the school;</p> <p>VI. Parents feel welcome in school and find all staff very approachable;</p> <p>VII. The school keeps parents well informed about what is taught and how their children are progressing;</p> <p>VIII. There is a wide range of extra-curricular activities;</p> <p>IX. The help and guidance that pupils receive in school;</p> <p>X. That all children, regardless of culture or ability, are treated as equals;</p> <p>XI. Their children enjoy coming to school;</p> <p>XII. The amount of homework that is provided;</p> <p>XIII. The efforts to improve the school since the last inspection.</p>	<p>XIV. A small percentage of parents are unsure about special educational needs provision;</p>

The inspection findings confirm the very positive views of parents and recognise that the school has made significant progress since the last inspection. Although special educational needs provision is satisfactory overall, the school needs to review its documentation and procedures and to improve the quality of individual education plans. This has already been identified by the school in its school improvement plan.

KEY ISSUES FOR ACTION

In order to improve the quality of education further, the headteacher, staff and governors should:

- **raise standards in English by:**
 - ensuring that all the priorities, initiatives and targets identified in the school's literacy action plan are rigorously and systematically implemented;
 - ensuring that progress towards stated priorities and targets is monitored and evaluated.(paragraphs 7, 8, 9, 12, 101, 102, 103, 106)

- **raise standards in information technology by:**
 - ensuring that the required knowledge and skills are systematically taught as pupils move through the school;
 - ensuring that all pupils have regular access to appropriate computers and software;
 - ensuring that teachers are consistently planning opportunities for information technology to be used to further pupils' research skills and to support all areas of the curriculum;
 - providing appropriate in-service training that will develop teaching and non-teaching staff's knowledge and expertise;(paragraphs 9, 13, 17, 37, 44, 80, 83, 106, 127, 129, 131, 132, 142, 153, 157, 161)

- **improve special educational needs provision by:** *
 - carrying out a rigorous review of the school's special educational needs policy;
 - providing staff training in the writing and effective implementation of individual education plans;
 - ensuring that the most effective use is consistently made of all available support staff(paragraphs 20, 46, 107, 118)

- **ensure that teaching consistently provides opportunities for pupils to undertake personal study and research or to simply find things out for themselves.**
(paragraphs 9, 26, 36, 44, 106, 118, 127)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

- carry out an audit of resources across the curriculum and identify areas of shortage. *
- (paragraphs 80, 142, 153)

* *Issue already identified by the school in its school improvement plan.*

INTRODUCTION

Characteristics of the school

1. Edna G Olds School is situated in Nottingham and is only a two-minute drive from the city centre. The school has Nursery provision and most of the children who enter the main school have had some pre-school experience. At present there are 154 pupils on roll, 72 boys and 82 girls. In addition there are 56 children who attend the Nursery on a part time basis. The school has seven classes. No classes contain pupils of mixed ages. Fifty per cent of pupils have English as an additional language. A total of eighty-eight per cent of pupils are of a minority ethnic origin. Both these figures are very high when compared to the national average.
2. The school serves a catchment area of terraced housing and high-rise flats and a private residential estate. Currently only a very small percentage of pupils from the private estate attend the school. Approximately eighteen per cent of pupils are out of catchment admissions. Thirty five per cent of pupils are entitled to free school meals, which is above the national average. Approximately forty per cent of pupils have been identified by the school as having special educational needs. This is well above the national average. No pupils have a statement of special educational need which is well below the national average.
3. There are no fixed entry dates for children to begin full-time school. The Nursery provides education for children under the age of five, who then transfer to the main school soon after their fifth birthday. Assessment data provided by the school indicate that children's attainment on entry to school varies considerably from a small percentage of children who have well-developed social and language skills to many with poor literacy and numeracy skills. Overall attainment is below average, with a significant percentage well below average.
4. The school has a real commitment to raising standards. The aims of the school are to achieve high standards in a happy and safe environment where all children develop a sense of responsibility, community and self-respect. The main curriculum aims as articulated in the school improvement plan include raising standards in literacy, numeracy, science and information technology, reviewing the school's provision for pupils with special educational needs and the continued detailed analysis of test and assessment data.

5. Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	14	19	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	5	6	9
	Girls	11	11	10
	Total	16	16	19
Percentage at NC Level 2 or above	School	48	48	57
	National	54	80	83

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	9	7
	Girls	11	11	9
	Total	18	16	19
Percentage at NC Level 2 or above	School	54	60	48
	National	80	83	85

1. Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
For latest reporting year:

Year	Boys	Girls	Total
1998	11	7	18

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	7
	Girls	3	3	3
	Total	6	6	10
Percentage at NC Level 4 or above	School	33	33	55
	National	63	62	68

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	5
	Girls	3	3	3
	Total	6	6	8
Percentage at NC Level 4 or above	School	33	33	44
	National	63	64	68

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	7.2
	National comparative data	5.6
Unauthorised Absence	School	0.1
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	4
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	20
Satisfactory or better	94
Less than satisfactory	6

1. PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

6. Assessment information provided by the school indicate that attainment for children when they enter Nursery is overall below average. A significant minority of children have poor literacy and numeracy skills. By the age of five most children are achieving below the nationally expected level in language and literacy and mathematics. Children's level of attainment in their personal and social development is above average. In knowledge and understanding of the world and physical and creative development attainment for the majority of children is at an expected level. As a result of the good overall provision and the good quality of teaching children, including those with special educational needs and those who have English as an additional language, make good progress in language and literacy, mathematics, knowledge and understanding of the world, creative development and personal and social development. Progress in the physical area of learning is satisfactory.
7. The results of the 1998 National Curriculum tests at the end of Key Stage 2 show that the performance of pupils in English is very low, in mathematics well below average and in science below the national average. In comparison to similar schools attainment is very low in English, well below average in mathematics and broadly in line with the average for similar schools in science. These results however do not paint an accurate picture. The 1999 test results show a significant increase in the percentage of pupils achieving the nationally expected level (Level 4) in English, mathematics and science. Of particular note is the fact that a significant percentage of pupils achieved the next higher level (Level 5) in all three subjects. Attainment in mathematics and science has been at a consistently higher level than English over three years. This can be explained by the very high percentage of pupils at the school who have English as a second language. Inspection findings show that attainment for the current Year 6 pupils is average in mathematics and science and below average in English. A significant minority of pupils are on track to exceed the nationally expected level in all three subjects, and this has increased significantly over the last four years. Attainment overall has improved over the last four years as a result of the school's commitment to raising standards, the well structured curriculum and the good quality teaching. The school has targeted attainment levels of Asian boys as an area for improvement but during the week of inspection no substantial evidence was found to indicate underachievement in terms of race or gender.
8. On the basis of the end of Key Stage 1 National Curriculum tests in 1998 standards in reading and mathematics are well below the national average. Writing standards were found to be very low in comparison with the national average. A similar picture emerges when the results are compared to schools in similar contexts. Taking the three years 1996 to 1998 together, pupils' performance was consistently at this level. Teacher assessments in 1998 in speaking and listening and science showed attainment to be well below average. Between 1996 and 1998 there was no significant evidence of differing levels of attainment between boys and girls in any subject. Inspection findings show that attainment in English, mathematics and science is below average. The structured programmes for teaching literacy and numeracy and the quality of teaching at Year 2 are having a positive impact on raising standards. A very high percentage of pupils have English as an additional language and this is reflected in the poor language skills of a significant number of pupils. The school is constantly setting higher targets and reviewing its provision for these pupils to ensure that standards continue to rise.

9. By the time pupils leave school at the age of eleven listening skills are average but speaking skills are below average. Most pupils listen attentively to their teachers and to each other and although many are able to answer questions appropriately, they have a limited vocabulary. Reading standards overall are below average. The higher attainers are good readers who talk confidently about authors and how to locate information. However, other pupils lack expression when reading and do not have the necessary comprehension skills to enable them to interpret texts accurately. Too few opportunities are consistently provided throughout both key stages for pupils to use research skills independently. Writing and spelling standards overall are below average with many common spelling mistakes made. However, a number of pupils are achieving at a higher level than expected. Too little use is made of computers to draft, edit, and change work or to carry out research tasks.
10. Standards in mathematics at the end of Key Stage 2 are at an average level. Pupils have sound mental agility skills and are increasingly developing a wider range of strategies to solve problems. Their use of a technical mathematical vocabulary is limited. Pupils have a satisfactory understanding of shape, space, measures and data handling.
11. In science standards at the end of Key Stage 2 are at an average level. Pupils have a satisfactory knowledge of life processes, materials and physical processes. They record their findings in different formats but pupils do not always use their knowledge to help them hypothesise or come to conclusions. More opportunities could be provided for personal research or to use computers to support and extend their work.
12. At the end of Key Stage 1 standards in English, mathematics and science are below average. Pupils listen attentively but are not confident in posing or answering questions. Many pupils do not possess an expressive or expansive vocabulary. Reading standards are below average. Pupils have a limited range of strategies to help them decode unfamiliar words and struggle to understand text. Writing standards are below average. Pupils present their work in a satisfactory manner but they do not pay consistent attention to the use of capital letters and full stops. In mathematics standards are below average. Pupils are not adept at quick recall of addition and subtraction facts. They know the simple properties of two-dimensional shapes but do not always carry out measuring tasks accurately. Pupils are not secure in the practical use of investigating number to help develop their mental skills. In science standards are below average because pupils do not have a satisfactory level of knowledge of properties, materials and living things and pupils' ability to predict or hypothesise is at an unsatisfactory level.
13. Pupils' attainment at the end of both key stages in information technology is below average. Pupils can carry out basic tasks on the computer but do not have the necessary skills to enable them to carry out the requirements of the National Curriculum such as retrieving or saving information, setting up databases, independent research or sequencing a series of instruction for robotic toys.
14. Standards in religious education at the end of Key Stage 1 and Key Stage 2 are in line with the expectations of the Locally Agreed Syllabus. Pupils have a satisfactory knowledge and understanding of Christianity and other world faiths.
15. In design and technology, geography, history, music and physical education pupils' work is at a level expected of their ages at both key stages. In art at both key stages pupils work is at a higher level than normally found for pupils of this age.
16. The progress of pupils in English, mathematics and science at Key Stage 2 is good. At Key Stage 1 the progress of pupils in these subjects is satisfactory overall but good in Year 2. Detailed and good quality schemes of work, together with good teaching overall at Key Stage 2 and in Year 2 ensure that pupils' prior attainment is being

systematically built on and developed. The school has made the improvement of standards in these subjects its main priority and the commitment of all staff to achieving this are key factors in the progress that pupils make. Where progress is satisfactory it is a result of satisfactory but uninspiring teaching or a lack of opportunities for pupils to further their skills as independent learners.

17. The progress made by pupils in information technology is unsatisfactory at both key stages. The pupils have not been systematically and progressively taught the necessary skills over time to make the progress of which they are capable. A lack of teachers' knowledge and expertise and insufficient opportunities for computers to be used to support other areas of the curriculum are also factors that impede pupils' progress.
18. Progress in religious education at both key stages is satisfactory. Pupils develop a deeper knowledge and understanding and awareness of Christianity and other world faiths at a satisfactory rate.
19. In art pupils make good progress at both key stages. Good quality teaching supported by an effective scheme of work results in pupils acquiring a wide range of artistic skills at a good rate. In design and technology, geography, music and physical education, progress is satisfactory at both key stages as pupils acquire the necessary skills and knowledge at a steady rate. In history, pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.
20. Pupils with special educational needs make satisfactory progress at both key stages. Pupils are supported in a satisfactory manner overall but the lack of a high quality special needs policy and variability in the quality of individual education plans prevents progress from being even better. Progress of pupils for whom English is a second language is satisfactory. Levels of support are good but on occasions this support is not as effective as it could be to enhance pupils' progress.
21. The school has good strategies to develop pupils' literacy and numeracy skills. Opportunities are provided for pupils to use these in other areas of the curriculum such as history, geography and science. The school is on target to achieve its literacy target by the year 2000. In mathematics the target the school set itself has already been exceeded. In light of this the school is to set a revised target. Since the time of the last inspection standards have improved significantly. Due to the fact that the school has a very high percentage of pupils for whom English is an additional language it consistently monitors the progress and sets targets for these pupils. This is in addition to personal, year group and school targets for all other pupils. The high incidence of good and often very good teaching, together with the effective leadership and management of the school, indicate that the school is well placed to continue to develop and improve.

Attitudes, behaviour and personal development

22. The positive attitudes to work commented on by the previous inspection and the reports of the subsequent HMI visits, have continued and the majority of pupils are interested in their work and are keen to do well. In most lessons they listen attentively to their teachers and to one another and concentrate well on the task in hand. In both key stages, the older pupils in particular work with commitment and persevere even when the work is difficult. They approach new tasks with enthusiasm and confidence. When expected to work in pairs or small groups they do so well. The pupils respond well when teachers give them feedback about their progress or what they need to do to improve. When lessons lack a little pace at either key stage, pupils' attention and concentration wavers. A high percentage of parents who responded to the questionnaire feel that the attitudes and values the school promotes have a positive impact on their children.

23. Children under the age of five show positive attitudes to work and their behaviour is of a good standard. The children listen attentively and are keen to join in activities. They respond well to the emphasis on developing their self-esteem and social awareness. The children demonstrate growing independence when choosing activities or selecting materials. The under-fives often work well together and happily share resources. These good attitudes form a solid foundation for learning.
24. Behaviour in and around the school is satisfactory overall and in a number of lessons for the older pupils at each key stage behaviour is good and on occasions very good. Pupils are usually courteous to members of staff and visitors and there are instances of pupils showing mature and responsible behaviour. For example, Year 6 pupils readily help midday assistants by taking responsibility for younger pupils during wet lunch times. In the playground pupils generally play well together but there are some instances of boisterous behaviour and a minority of pupils fail to take into consideration the needs of those younger than themselves. A survey of the school's playground and a play audit has recently been completed and the school intends to put into place recommendations for the improvement of the playground area. There have been four fixed term exclusions during the last academic year. Currently two pupils are excluded from the school. To help address the issue of unacceptable behaviour a Code of Conduct has been developed by pupils. Pupils know the school rules well and readily refer to them in lessons. They value highly the merit marks and certificates that are awarded for good behaviour and these systems are having a positive impact on pupils' behaviour.
25. Relationships throughout the school are, on the whole, good. The pupils relate well to one another and to their teachers. They frequently show concern and care and a healthy respect for the views of others. Pupils collaborate productively in many learning situations and good examples of pupils offering help to classmates and showing concern and care if another pupil feels unwell were noted during the inspection. In the better lessons, the good relationships between teacher and pupils are used well to help raise pupils' confidence and self-esteem.
26. Pupils' personal development is satisfactory overall. Pupils are involved in the daily routines of school, such as taking messages, setting out and returning equipment. They use equipment with care. The pupils demonstrate an awareness and understanding of those less fortunate than themselves. Although a minority of pupils work independently, insufficient opportunities are provided for pupils to use their initiative or to develop independence in learning through personal study and research.
27. Pupils with special educational needs and pupils for whom English is an additional language show positive attitudes to work and their behaviour is often of a good standard
28. Overall, the attitudes, behaviour and personal development of all pupils in school have a positive impact on the progress they make, on the functioning of the school as an orderly community and in creating an effective learning environment.

Attendance

29. Attendance is unsatisfactory and below the national average. The school has, however, improved its rate of attendance in each of the last two academic years. Unauthorised absence is minimal and rare. A considerable amount of authorised absence is due to extended holidays to the Indian sub-continent. The school recognises that the rate of authorised absence is above the national average for this type of school, and continues to work closely with parents regarding this in order to improve the situation.
30. Registers are taken promptly at the start of each session and are conscientiously and

accurately completed. Registration periods are efficient. A very high proportion of parents report that their children enjoy attending the school. Punctuality is satisfactory, and this represents an area of improvement since the last inspection. Lessons run to the published timetable.

QUALITY OF EDUCATION PROVIDED

Teaching

31. The overall quality of teaching is good and makes an important contribution to the progress that pupils make. During the week of inspection two per cent of teaching was excellent, eighteen per cent very good and good in a further forty per cent of lessons. Thirty per cent of teaching was judged to be satisfactory and a small percentage - six per cent was found to be unsatisfactory. These statistics represent a major improvement from the time of the last inspection when nearly half of the lessons observed were judged to be unsatisfactory. Teaching staff have worked hard to overcome the weaknesses identified in the last inspection and this is now reflected in the much higher incidence of good and very good teaching.
32. Children under the age of five are taught in the Nursery unit. The overall quality of teaching is good with examples of very good teaching in language and literacy, knowledge and understanding of the world and children's personal and social development. The children are provided with a range of appropriate tasks which promote the nationally recommended Desirable Learning Outcomes. Teachers and support staff use questioning skilfully to involve all children and to extend their language. In the Nursery unit support staff work very well with the teacher helping to make a stimulating and challenging learning environment. This makes a powerful contribution to the progress that children make. Planning is of a good standard and clearly recognises the needs of individual children. Teaching is supportive and encouraging and the children respond well to teachers' high expectations. Children are provided with a wide range of resources. In the best sessions tasks set are focused and allow children to develop a sense of independence in finding things out for themselves. There is often a real sense of awe and wonder such as when for example children discover the joys of mixing paints, or in discovering the sounds different instruments make. The overall good quality of teaching and the effective support staff ensure that children make a good start to their educational lives and are well prepared for work on the National Curriculum.
33. At Key Stage 1 the quality of teaching overall is satisfactory but it is consistently good and on occasions very good in Year 2. A small percentage of teaching was judged to be unsatisfactory. The quality of planning is usually of a good standard and what pupils are to learn is clearly stated and attention is paid to pupils of differing attainment levels. Most lessons follow an appropriate structure, starting with whole-class discussion, group activities and then bringing the class back together for a plenary session. This is proving a successful strategy in more than just the literacy and numeracy sessions. It is effective because it provides the teacher with the opportunity to assess the pupil's level of understanding before moving on. In the best lessons teaching is enthusiastic, questioning is skilful and the management of pupils is of a high standard. In a very good physical education lesson very clear instructions were given throughout so that pupils knew exactly what was expected of them. Good pace, good use of vocabulary associated with movement and excellent use of pupil demonstration enabled pupils to make very good progress and improve their level of performance. In a successful literacy lesson the teacher's knowledge and enthusiasm, the excellent use of technical vocabulary and the skilled use of support staff made a significant contribution to the progress made by pupils of all attainment levels. When teaching is unsatisfactory the pace of the lesson is too slow, tasks set do not match

the learning objectives or the teacher does not gain the full attention of the pupils before making relevant and important teaching points. In other lessons where teaching is satisfactory but is not as effective as it could be, the lessons lack a sense of buzz and excitement or pupils are not provided with sufficient guidance to help them complete tasks successfully.

34. The overall quality of teaching at Key Stage 2 is good with the teaching of the youngest pupils in this key stage being satisfactory. English, mathematics and science are on most occasions taught well. Teaching is at its most effective when high quality questioning techniques are used to promote pupils' understanding and to assess skills and knowledge gained. The good quality of teachers' planning helps to ensure that tasks set are at an appropriate level. In the majority of lessons teachers show good subject knowledge and have high expectations of what pupils can or should be able to achieve. They use a good range of teaching methods, which are usually appropriate to the task being undertaken and effective in enabling pupils to make at least satisfactory and often good progress. Teaching is often good at this key stage because tasks take account of pupils' previous learning and build upon existing skills and understanding. Examples of very good and excellent teaching were observed in literacy, science, religious education and history. In all these lessons teachers show a high level of knowledge, use a technical vocabulary well, teach with enthusiasm and constantly challenge the pupils to extend their understanding beyond the literal level. In the most effective lessons the skills of the support staff are used to their full potential by either leading part of the lesson or skilfully questioning and then extending pupils' knowledge. On these occasions pupils' progress is significantly enhanced. When teaching is satisfactory or in a small percentage of lessons unsatisfactory some or all of the factors present are a lack of pace, over direction of the teacher which prevents pupils finding things out for themselves or ineffective classroom management strategies.
35. It is clear there is some very good teaching practice throughout school. The characteristics of effective use of time, rigorous planning, challenging work, effective use of assessment and support skills and careful evaluation of lessons are often present. Throughout the school teachers mark work on a regular basis but the marking does not always explain to pupils what they need to do to improve their work. Where marking is used well it often leads to an improvement in the pupils' level of performance and the progress that they make.
36. The school's strategies for teaching literacy and numeracy are effective and have a positive impact on the progress being made. Pupils are encouraged to use their literacy and numeracy skills in other areas of the curriculum such as history, geography and science. There are inconsistent opportunities across the school for pupils to undertake personal study or research or to simply find things out for themselves.
37. During the week of inspection the teaching of information technology was not judged to be unsatisfactory. However it is clear that teaching over time has not been at this satisfactory level. At both key stages, pupils have not been consistently taught the necessary skills over time to enable them to be competent in all elements of information technology. This is partly because the school has not had the necessary resources and partly because some of the teachers lack the necessary knowledge and expertise. However, the school is currently installing a significant number of computers to form a computer suite and a careful and structured programme of staff training is planned for this academic year.
38. For a high percentage of pupils in school English is an additional language and the teaching for those pupils and the pupils with special educational needs reflects teaching standards for the rest of the class. The teaching is at its most effective when

support staff and teachers work well together, evaluate what has worked and what has not and when questioning is used skilfully to extend pupils' language skills. Other characteristics of successful teaching include the support being specifically targeted to subjects or year groups that need it the most or when the skills of staff are utilised to the full by, for example, teaching parts of lessons. A common feature throughout the school is that pupils with special needs and pupils for whom English is an additional language are fully integrated into all curriculum activities and are fully involved in all question and answer sessions. The weakness in this area is that individual education plans vary in quality and do not always identify sufficiently clear learning objectives or the ways in which targets are to be achieved. This prevents pupils' progress from being stronger than it currently is.

39. Homework is used well in both key stages to support and enhance pupils' academic development. A wide range of tasks is set on a regular basis. The outcomes are often discussed with the older pupils. Further targets for development are set. All parents who responded to the questionnaire sent out before the inspection expressed their satisfaction with the amount of work their children were set to complete at home.
40. The determination of the headteacher and all staff to provide the best possible education for the pupils and the staff's ability to reflect critically on how they teach indicates that the school is well placed to continue improving the standard of teaching.

The curriculum and assessment

41. Since the last inspection the staff have worked very hard to address the aspects of the school's curriculum planning and assessment, that were found to have serious weaknesses. The school has been successful in this, as it has systematically reviewed and improved policies, schemes of work and assessment procedures. The improvements are having a significant impact on the quality of teaching and the progress that pupils make.
42. The curriculum for children under five is well planned around the recommended areas of learning. Particular emphasis is given to the development of children's literacy and mathematical skills and their personal and social development. There is good support for children with special educational needs and for those with English as an additional language, which enables all of these children to have equal access to the curriculum. A well planned transitional programme enables children to transfer with ease from the Nursery to the Reception class.
43. At Key Stage 1 and Key Stage 2, the curriculum is broad and balanced and meets statutory requirements although information technology is not covered in sufficient depth to enable pupils to make the progress of which they are capable. Pupils' intellectual and physical development is successfully promoted and a good programme of drug awareness is taught. There is no separate policy for sex education but this and health education are carefully and successfully encompassed in the science curriculum.
44. The school has introduced the National Literacy Strategy and some aspects of the Numeracy Strategy most effectively and this is having a positive impact on attainment. Grouping pupils by attainment levels has also been introduced in these areas of the curriculum, enabling pupils to receive additional levels of support if required. This has proved to be a successful initiative. Opportunities are consistently being provided for pupils to use their literacy and numeracy skills in other areas of the curriculum, such as history, geography and science. Computers are not being used enough to support pupils' work in other areas of the curriculum. Opportunities are not consistently provided for pupils to undertake personal study or research tasks or to simply find things out for themselves.

45. The overall quality of curriculum planning is good. Subject policies are clear and schemes of work provide firm and detailed guidance for most subjects. Clear guidance is provided on what needs to be included in short- and medium-term planning. The systematic following of the schemes of work helps to ensure that prior attainment is built upon. The school continues to regularly review policies and schemes of work to ensure curriculum provision remains at this good level. Areas for improvement, accurately identified in the School Improvement Plan include the improvement of information technology opportunities and the further development of multi-cultural aspects of the curriculum.
46. The provision for pupils with special educational needs is not as effective as it should be. Pupils often receive good levels of in-class support but the school's special needs policy is in urgent need of review to assist teachers in the identification of pupils and in the development of appropriate strategies to meet the individual needs of pupils. Individual education plans are not of a sufficiently good standard in identifying clear, achievable and realistic targets which form the basis for a careful matching of work to prior learning. The school has already identified this as an area of weakness and plans are in hand for staff to receive appropriate training in the writing of individual education plans. In most instances, there are good levels of liaison between class teachers and support teachers and assistants. This has a positive impact on the progress pupils make. The school is working on strategies to ensure that the needs of the higher attaining pupils are consistently met. Pupils for whom English is an additional language receive appropriate levels of support and this has the biggest impact on pupils' progress when liaison between support staff and the class teacher is of a good standard.
47. The school provides a very good range of extra-curricular activities that includes sporting activities, music and a French club. These activities and clubs are well attended. The curriculum is further enhanced by a number of educational visits to places such as Woollaton Hall, Eureka and the Royal Concert Hall. All these activities and visits widen pupils' educational experiences and enhance their personal and social development. The school relates well to its main receiving secondary school and its oldest pupils are well prepared for a smooth transition to the next stage of education.
48. Assessment procedures for children under the age of five are very good. The school carries out tests when children enter school to assess children's attainment and academic, physical and social needs, and the results are used well to effectively plan work. Staff carry out ongoing assessments of children's strengths and weaknesses and target areas for improvement.
49. At Key Stage 1 and Key Stage 2 very good procedures are in place to assess pupils' attainment. Statutory tests are carried out appropriately. In addition, tests are carried out for differing year groups as well as other standardised tests. Curriculum co-ordinators are becoming increasingly involved in the analysis of all available test data along with the headteacher. This initiative has been successful in identifying areas for improvement and setting challenging but achievable targets. Pupils are becoming more involved in setting target for themselves and these are well displayed in classrooms to act as an incentive for further progress. The school has been successful in identifying, for example at Key Stage 2 and through the careful analysis of test results, that pupils need more experience of extended writing. The school has devised an assessment map which is used by staff to ensure that tests are carried out on a regular basis. In some subjects, for example science, tests are carried out at the end of every topic to check pupils' level of knowledge, understanding and skill. This information is then used well to guide and inform future planning. Portfolios of moderated work in English, mathematics and science are regularly updated and have

been most beneficial in helping staff to have a consistent and accurate view of the level of work that pupils are attaining. Assessment information for pupils who have special educational needs and for whom English is a second language is used appropriately to help them progress at an acceptable level.

50. The overall development in the areas of curriculum and assessment since the last inspection has been very good. The commitment of all staff to raising standards indicates that the school is well placed to continue its development.

Pupils' spiritual, moral, social and cultural development

51. The provision for pupils' spiritual, moral, social and cultural development is good. The school recognises that diversity is a strength and all pupils are encouraged to understand and appreciate one another's culture and religious beliefs. There has been a considerable improvement in this area of school life since the last inspection. The school aims include ensuring that the school is a place where children can develop their sense of responsibility, community and self-respect. The previous report indicated that spiritual development was not well addressed and requirements for collective acts of worship were not met. There is now a collective worship policy that fosters spiritual, moral and cultural development and statutory requirements are fully met.
52. The provision for pupils' spiritual development is good and is actively promoted. The school celebrates a wide range of different festivals and provides many opportunities for pupils to reflect on their own beliefs and on the beliefs and values of others. Religious education lessons foster reflection and sensitivity toward others. Teachers readily share their own beliefs and feelings with pupils in assemblies and pupils are frequently enthralled and moved by the original and special nature of the occasion. Regular celebration assemblies recognise individual achievement and encourage all pupils to strive for success. Good opportunities are provided for pupils to recount their special news or to share treasured possessions and teachers often promote spirituality in its widest sense by drawing pupils' attention to the wonders that exist in the everyday world.
53. Provision for moral development is good. The school fosters respect and tolerance for others. Moral issues are considered in English, religious education, history, and in assemblies. Pupils are taught to appreciate the need for control, consideration and care for others. This forms the basis of their school rules. Pupils understand why rules are important and can clearly distinguish between right and wrong. They are provided with the opportunity to develop their own school rules and these are highly valued by both pupils and staff. The school council plays a significant role in developing pupils' moral and social development. Each class has two representatives and meetings are held regularly with the headteacher. Teachers plan opportunities for older pupils to debate worldwide moral issues and pupils actively support local and national charities. They have recently collected money for the Bangladesh Boat Fund and the National Society for the Prevention of Cruelty to Children
54. Provision for pupils' social development is good. Pupils are actively encouraged to relate positively to each other in all lessons. Personal and social education lessons ensure that pupils give due consideration to respect for others and teachers support and encourage deepening friendships across cultures and ethnic origins. In many lessons pupils are encouraged to consider the effect of their actions on others and to listen to and give respect to other's views. Throughout the school pupils work co-operatively together in pairs and small groups and share resources and ideas readily. Whilst there is no structured system for older pupils to take responsibility for younger ones they do this willingly when the need arises. The very wide range of after school clubs supports pupils' social and moral development very effectively.

55. Provision for pupils' cultural development is good. It is broadened through many of the subjects of the curriculum, in particular science, art, and music. However, the school has identified the need to further develop areas of the curriculum to support moral and cultural education. For pupils in Key Stage 1 the history topic on toys makes an effective contribution to developing an awareness of pupils' own cultural heritage. There are many opportunities for pupils to appreciate their own and others' cultural traditions through visits to places of interest. These include museums, theatres and places of worship. Teachers regularly encourage pupils to develop an awareness of the rich diversity of the world in which they live. Religious education lessons develop pupils' knowledge and understanding about the various traditions, faiths and beliefs of world communities. In science they learn about the contribution of different cultures to scientific and technological development. Parents play a significant role in supporting pupils' cultural development. They give generously of their time sharing their beliefs and customs with the school community.

Support, guidance and pupils' welfare

56. Provision for the support, guidance and welfare of pupils is good and makes an important contribution to pupils' personal development and the progress they make. The caring ethos makes a significant contribution to the school living and working as a community. There are very good arrangements for induction to the school. Prospective pupils have the opportunity to attend a high number of well organised sessions in school where they experience class routines. Pupils with special educational needs are soundly supported to enable them to participate in most school activities. They receive appropriate specialist support from outside agencies where this is necessary. The school has a significant proportion of pupils for whom English is a second language. Provision for supporting these pupils in their learning is good. The school clearly values all pupils within its care.
57. There are good procedures for monitoring pupils' academic achievements and personal development. The school maintains pupils' records well, and there are a good number of tests and assessments undertaken at appropriate intervals. Assessments are appropriately detailed and are effectively used to inform and guide pupils in their work. The quality of academic guidance to pupils has improved considerably since the re-organisation of classes to single year groups. Pupils are involved in setting personal targets with their teachers, on a termly basis. Teachers liaise effectively with parents, outside agencies and one another with regard to the needs and progress of individual pupils.
58. There are good procedures for monitoring and promoting discipline and good behaviour. The behaviour of individual pupils is carefully monitored and appropriate support is provided. Comprehensive records are kept of any significant behavioural problems. Pupils are given opportunities to reflect on their behaviour when it falls below expectations. The school has an effective and good quality behaviour policy. Teachers make good use of a variety of rewards, for example, certificates are awarded for positive attitudes and behaviour. Weekly 'achievement assemblies' celebrate pupils' good behaviour and help to maintain the high standards of the school. Pastoral education includes guidance on how to deal with bullying and the anti-bullying policy is of a good quality.
59. Procedures for monitoring and promoting good attendance are satisfactory. There is a close and effective partnership with the education welfare service. Attendance and punctuality are monitored frequently and regularly with good use made of a computer-based system of information. A 'late register' is maintained at the main office. The school is considering developing a system of rewards to encourage higher attendance. The school works closely with parents and provides regular reminders

about the benefits of good attendance to children.

60. Child Protection procedures are good. The school complies with legal requirements. There is a designated member of staff who has received a high level of appropriate training and liaises effectively with outside agencies. All staff are aware of the school practices and procedures.
61. The school has good procedures to promote pupils' health, safety, hygiene and well being. There are good quality schemes of work within the school's health education programme. Healthy lifestyles are positively encouraged. Topic work includes activities and work about healthy eating, good habits and the need for regular exercise. The school nurse works very closely with staff and attends the school weekly. The nurse effectively raises awareness of health issues and regularly gives talks and advice to pupils. The school has very good arrangements for drugs education and Year 5 pupils take part in the intensive 'DARE' drugs education programme. The community police officer attends the school frequently, and talks to pupils about a number of health and safety issues. Accident and emergency procedures are well developed and there are several members of staff trained in first aid. However, the school does not have a formal health and safety policy. Risk assessments and fire drills are carried out periodically. Sex education meets requirements.
62. Inspectors noted a number of accommodation related hazards to pupils' safety during the course of the inspection. The school's governing body and Local Education Authority are aware of these matters already, and are in the process of resolving them.

Partnership with parents and the community

63. Partnerships with parents and the community are very good. They make a significant and positive impact on pupils' attainment and progress.
64. Parental involvement in the life of the school and in pupils' learning is very good. The school has significantly improved parental involvement since the last inspection. The school positively encourages and welcomes parents to become involved in school life. The parents and teachers association ('The Parents and Friends Group') provides very valuable support for the school in organising fund-raising and social events. Considerable funds are raised at events such as the Christmas Bazaar and children's disco. Money raised by the group has been used to buy useful resources for the school, including school equipment and books. A good number of parents help in school regularly. They assist in classrooms, listen to pupils read, accompany school trips and escort younger pupils to the local swimming pool. Parents work effectively with staff. The school has worked very successfully with Basford Hall College in providing nationally recognised courses for parents in Childcare and Education. Many parents have achieved qualifications in recent years. Parents occasionally make presentations for pupils in areas of their expertise, such as a recent talk on the topic of staying healthy.
65. Information to parents is good. Staff spend a considerable amount of time with new parents to the school and carefully explain the school's routines. The school prospectus is well presented. Good sections include those on the Nursery and how parents can get effectively involved in their children's learning at home. Displays around the school give good levels of information about the current and forthcoming curriculum. Newsletters are regularly and frequently sent home to parents. The head-teacher, Nursery and class teachers all produce newsletters and these effectively inform parents about events in the school. The school provides good quality pupils' annual reports. Parents are pleased with these reports and inspectors agree that they give clear guidance about strengths, weaknesses and future learning targets. The

school organises an 'open week' so that parents can see lessons such as literacy. The school translates materials into a number of Asian languages, as requested by groups of parents from the Indian sub-continent. Language instructors make a useful contribution to the school community by translating communications and interpreting where necessary.

66. Links with the community are excellent. The school has significantly improved the range and quality of links since the last inspection. School trips are very well planned to support and enrich the curriculum and topic work. For example, Year 5 visited Woollaton Hall as part of the work on the Tudors. There are many trips each year, and recent venues have included the Royal Concert Hall and the Eureka science museum. There are very good links with the emergency and welfare services. The community police officer is a very good role model for pupils and gives them advice about issues such as personal safety. The school has excellent links with members of the clergy from different faiths. This makes a significant contribution to pupils' spiritual, moral, and cultural development. For example, vicars from different churches regularly lead assemblies, and guest speakers to the school have included one from a Gurdwara and one from a Sikh temple. The school has several links with sports clubs, such as that with Nottingham County Cricket Club whereby pupils benefit from specialist coaching. The school has developed an excellent link with a local newspaper. A high number of staff from the newspaper attend the school each week to work with pupils. This makes a significant contribution to standards in literacy and numeracy. Local businesses are also generous with financial donations to the school.
67. The school has good links with local secondary schools. Year 6 pupils are provided with opportunities to visit local schools, so that they can meet staff and experience the new routines of work. Staff liaise effectively regarding the transfer of pupils' records and this ensures a smooth transition to the next stage of education.

5. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

68. The overall quality of leadership and management of the school is good and makes a significant contribution to the raising of standards. The school is very well led by the headteacher who has set a clear educational direction for the work of the school. She has made an important contribution to the manner in which standards, particularly in English, mathematics and science, have improved since the last inspection when the school was placed in special measures.
69. The headteacher is ably supported by a senior management team who share the headteacher's vision and commitment to raising standards. They meet regularly and are effective in improving communications throughout the school.
70. Governors maintain a good overview of the school's development and visit the school regularly. The school operates an effective "buddy" system whereby individual governors are paired with teachers whom they meet regularly to discuss areas of school life which the teachers are responsible for. The governing body has become much more involved in the overall leadership of the school in recent years. There is a well organised committee structure in place and documentation shows that governors carry out their duties effectively and ensure that all statutory requirements are met. Individual governors regularly attend appropriate training courses and this enables them to become more informed and therefore more effective. Working relationships between the headteacher and the governing body are excellent. Overall the work of the governing body makes a significant and important contribution to the effectiveness of the school.

71. All teachers have responsibility for at least one subject or aspect of school life. Provision for the under-fives is managed very well. Teachers regularly monitor colleagues' planning and carry out scrutinies of pupils' work. The headteacher, and the literacy and numeracy co-ordinators have carried out lesson observations. The school has rightly identified the need to do this on a regular basis across all areas of the curriculum in order to identify weaknesses and to build on the good practice that exists.
72. The ethos of the school is good. All staff and governors have a desire to improve standards. The pupils in general show positive attitudes to work. Relationships between pupils and with adults in school are more often than not of a good standard. All these factors together help to create an effective learning environment.
73. The school has introduced the National Literacy Strategy well and it is having a positive impact on the raising of standards in English. The school has an equally effective strategy for teaching numeracy which again has had a positive impact on the attainment levels in this area of the curriculum. The school is on track to achieve the target which it has set itself in literacy for the year 2000. The target set in numeracy has already been exceeded and the school is to set an amended target. The school recognises the importance of target setting as a whole. This rigour in target setting has been influential in the raising of attainment levels that the school has achieved.
74. The curriculum is accessible to all pupils, regardless of ethnicity, gender or ability. The school has a good quality equal opportunities policy. A high percentage of pupils in the school have English as a second language. The school works hard in carefully monitoring the attainment and progress of these pupils and constantly reviews the effectiveness of support staff to ensure that the needs of these pupils are being met in the most appropriate manner. The management of special needs provision is satisfactory but the school has rightly recognised the need to urgently review its special needs policy and the quality of individual education plans. At present neither are of a high enough standard to have an influential impact on the progress that pupils make. The nominated special needs governor meets regularly with the headteacher and has a satisfactory overview of provision within the school. The literacy and numeracy governors have an effective overview of provision that is made within school for these important areas of the curriculum.
75. The school implements its stated values and policies well. The aims and values that are stated in documentation are clearly evident in the day -to-day life of the school. School development planning is of a very good standard. Priorities are clearly stated, as are timescales, success criteria, costings and monitoring procedures. The staff and governing body are actively involved in the setting of priorities and the school development plan is discussed in great detail by all governors before final ratification. The regular involvement of governors in the life of the school means that they are able to monitor at first hand, progress towards stated targets. The whole process of school development planning is effective because it is seen as a vehicle for raising standards.
76. The school has made very good progress since the last inspection. Standards have improved. Teaching has greatly improved. Curriculum planning is of a much higher standard. Assessment procedures are more effective. The role of curriculum co-ordinators has been developed. The school recognises that work still needs to be done in improving standards in English and information technology and improving special needs provision. The effective leadership of the school, the monitoring procedures and the overall quality of education now being provided indicates that the school is well placed to continue its process of improvement and development.

Staffing, accommodation and learning resources

77. There is an appropriate level of teaching staff in the school. Teaching staff are suitably qualified and there are several staff with many years of teaching experience. They enable the curriculum to be taught effectively to all pupils, including those with special educational needs and children who are under five. The last inspection found that some teachers had limited expertise regarding their designated responsibilities. This is no longer the case and the school has addressed the weakness through re-organisation and training where necessary. Support staff at the school are suitably experienced and qualified. The school has six support staff and this is adequate in relation to the level of need at this school. This includes support for special needs and language support for pupils with English as a second language. Non-teaching support is generally effective and the school has taken successful steps to remedy the weakness identified at the last inspection. Most teachers and support staff collaborate well in lessons. Administrative support is efficient. Lunchtime staff make an important contribution to the smooth running of the school during the lunch break. The school has clearly defined the roles and responsibilities of all staff since the last inspection.
78. Effective arrangements are in place for the induction of newly qualified teachers and teachers new to the school. A comprehensive staff handbook gives very good guidance about the school. Arrangements to support newly qualified teachers during their induction period are good. These arrangements have improved considerably since the last inspection. There is an additional handbook for supply teachers. Teacher appraisal procedures are in line with requirements. However, the school is slightly behind with its schedule of appraisal and review because of recent trades union boycotts. Arrangements for the professional development of staff are good. These are linked closely to the identified priorities in the school development plan, to staff appraisal targets and to the personal and professional needs of staff. Support staff also have appropriate training arrangements. The school places much emphasis on training and the level of training carried out is good. Procedures for appraisal effectively ensure that all training needs are met.
79. The school's accommodation is adequate for the needs of the curriculum. The school consists of two sites, the Nursery being separate and a short walking distance from the main building. Both premises are well maintained. The standard of cleanliness and tidiness has improved considerably since the last inspection. The Nursery accommodation is very good with spacious teaching areas. Classrooms in the main site are of a satisfactory size. There are some good facilities and areas. For instance, there are attractive library areas in each building. Displays of pupils' work around the school are bright and attractive and they stimulate pupils' interest in the curriculum effectively. Storage space is adequate. The main building has good size hard surface play areas and there are plans to improve playground markings for sports and games. The Nursery has a pleasant, well used garden area. It also has wheelchair access. The school has plans to develop a 'wild area' at the main site to support the science curriculum. The main site has a flat roof which is in poor condition. Drainage is poor. The majority of window frames are rotten with glass exposed in places. Drainage is also a problem in the Key Stage 1 play area. These aspects of the accommodation are potentially a hazard to pupils' health and safety but the school and the Local Education Authority are already drawing up plans to address them.
80. Learning resources are satisfactory overall. The level and quality of resources in the Nursery are good. All subjects have satisfactory resources overall, with the exception of information technology and design and technology. There is a shortage of religious artefacts. Much of the computer equipment is outdated and the range of software is very limited. Access to learning resources is satisfactory. The school has made considerable progress in improving resources and access to them, since the last inspection. The adequacy and quality of staffing, accommodation and learning resources impact positively on creating an effective learning environment.

The efficiency of the school

81. Overall the school makes effective and efficient use of the financial resources available to it and this has a beneficial impact on pupils' attainment and progress. The previous report found financial control secure but there were no systems in place for monitoring the cost effectiveness of its spending. There has been continued improvement in financial planning; monitoring and evaluating the work of the school to ensure cost effectiveness. A revised system is now in place. The finance policy identifies sound financial procedures and sets out the main roles of the governing body, headteacher and administrative staff in all financial matters. A budget setting and monitoring calendar is in place. This identifies the roles and responsibilities of the school and the Local Education Authority. The draft school budget breaks down all costs and identifies where it is intended that money will be spent. The under-spend from the previous financial year is earmarked for developing information technology resources and building and playground improvements. The school improvement plan is thorough, detailed and clearly identifies areas for development. Priorities identified in the school improvement plan are agreed and targeted with set time scales. Initiatives are costed and progress regularly checked. The school uses the monies it receives for staff development well. Areas for staff improvement are clearly identified through staff development interviews, and in-service training is used well to cater for the needs of the school, as well as individual teachers. The overall quality of financial planning is now of a high standard and represents a marked improvement from the last inspection.
82. The finance committee of the governing body has a secure grasp of the school's financial commitments and monitors spending regularly. The governors maintain appropriate oversight of school's budget, financial plans and progress made in development areas. They monitor the quality of education through a 'buddy' system in which each governor is linked to a co-ordinator and takes an active interest in the development of their subject area.
83. Overall time is used effectively. Lessons start on time and most pupils work productively. Staff are generally well deployed and their expertise is used appropriately. There are now regular support meetings led by the co-ordinator for equal opportunities. Planning and assessment procedures have been brought into line across the whole school and are overseen by the headteacher. Generally there has been progress in reviewing the role of the support staff and monitoring their effectiveness in supporting pupils' learning. However, occasionally the support for pupils whose first language is not English is not used as efficiently and effectively as it could be, usually because liaison between support staff and teachers is not used to its full potential. The school is in the process of reviewing the use of special needs and bilingual support. This is appropriate. The accommodation and learning resources are managed efficiently. There are gaps in the resources in some of the subject areas. However, those that are available are accessible to pupils and teachers seek to ensure that they have a beneficial impact on the progress that pupils make. The weaknesses are, however, that not enough use is made of computers or the library to promote individual research. The school's accommodation is used well; all available space is used in an effective manner to provide additional teaching areas for withdrawal groups or artistic activities. The school's grounds are used to support work in mathematics, science and environmental education. After school effective use is made of the accommodation to provide a wide range of extra-curricular activities. The use of visits outside the local area and of visitors to school makes a valuable contribution to the pupils' educational experiences.
84. The school's administration officer ensures that the day to day organisation of the school is very efficient and makes a significant and valued contribution to the smooth

running of the school. The recommendations in the most recent auditor's report have all been fully implemented. All statutory requirements are now met.

85. The pupils enter the school with below and, for a significant minority, well below average levels of attainment. Taking this into account, the standards achieved, the progress pupils make, the quality of education provided and the higher than average unit cost per pupil, the school is providing satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

86. Edna G Olds Primary School has a Nursery which provides education for pupils under the age of five. Children are admitted to the Reception class in the main school soon after their fifth birthday.
87. Attainment on entry to school varies considerably from a small percentage of children who have well developed social and language skills to many with poor literacy and numeracy skills. Overall attainment is below average with a significant percentage well below average. There are many children for whom English is an additional language. There is a well planned induction programme in both the Nursery and in the Reception classes. In the Nursery all children make good progress overall, as a result of the good, and on occasions very good, teaching. By the age of five, children's personal and social development is above the nationally expected level. The children develop their language and mathematical skills well but a significant minority remain below the expected level. In knowledge and understanding of the world, physical and creative development, attainment is at an expected level.

Personal and social development

88. Children's personal and social development is given a high priority so that progress is good and attainment is above that expected for this age. When working in their small groups, for example when making hedgehogs out of playdough, children are encouraged to be patient and take turns. They show consideration for each other. Most children grow in independence in their dressing skills. They sensibly carry out responsibilities, for example collecting and giving out the milk. A child new to the school, with encouragement, finds the peg with his name on it and hangs his coat up correctly. When working in groups the children show respect for equipment and work co-operatively. Relationships between children and adults are good.
89. Teaching is good. The clear expectations of children to grow in independence and to have good behaviour enable the children to make good progress in their personal and social skills and have a good understanding of the difference between right and wrong.

Language and literacy

90. The 1998 baseline assessments show language and literacy skills to be below, and often well below, what is usually expected of children of their age. Children make good progress in this area of learning and by the age of five attainment for the majority remains slightly below the expected level. In the Nursery the majority of the children are beginning to initiate conversation, are able to express their needs and talk about their experiences. A few children choose not to and others have less well developed speech and the level of their language is varied. When receiving bilingual support, children listen carefully and follow instructions well. The majority of children, with adult encouragement, recognise their own names and the higher attainers write their names. Most children develop an understanding that writing and pictures convey information. The stimulating displays and the well written captions promote children's reading and writing skills.
91. Overall the quality of language and literacy teaching is good. There is a wide range of opportunities provided for children to extend their language, reading and writing skills. In the Nursery, the teacher, nursery nurses and bilingual instructor work as an effective team in creating a stimulating language environment. Expectations are high. Very skilful questioning develops children's speech. Very good assessment procedures are in place, promoting children's listening speaking and writing skills.

Mathematics

92. All children regardless of age or ethnicity make good progress in the mathematical area of learning, even though by the age of five, attainment is below the nationally expected level. Children are in the early stages of developing a mathematical vocabulary. They are encouraged to count the bottles of milk, thread beads which they sort according to colour and size and count building blocks. One pupil in the Nursery can count to thirty-two. However, the majority of children are at a much earlier level. A majority of children are beginning to recognise numbers and write numerals unaided. They are beginning to use mathematical language such as 'in front of', 'bigger than' and 'more'. Children develop a reasonable understanding of pattern and generate repeated patterns of colour and shape.
93. The quality of teaching is often good. There are well planned opportunities for children to develop their mathematical language and understanding of number. Children are encouraged to participate in counting games and to compare the size of boxes, toy animals and their play dough models. There are dedicated areas for mathematics with a good range of resources including water and sand for problem solving, and number lines and blocks that are successfully used to encourage number recognition and counting skills.

Knowledge and understanding of the world.

94. Children's knowledge and understanding of the world is at the expected level by the age of five and all children make good progress in this area of learning. They are encouraged to talk about their families and a wide range of events. Staff ensure that items on the interest table are discussed. Children examine materials and look for features such as rough, bumpy or furry. They talk about different types of food and when undertaking topic work about themselves they identify different body parts. Children develop a sound understanding of how things grow. Opportunities are provided for children to develop early keyboard skills on the computer.
95. Teaching is good. A stimulating learning environment has been created. Every two weeks the science topic is changed. A good range of resources including plastic animals, large picture books and atlases, as well as a recording of animal sounds, is used to support the high quality staff interaction which enables children to make good progress in developing their knowledge about the present topic of animals. Plant displays encourage investigation and there have recently been good opportunities for children to learn about growth, when planting bulbs in the Nursery's garden. Interesting visits and visitors to the school are used well to extend children's knowledge and understanding further.

Physical education

96. Children handle tools and modelling materials with increasing skill. When making a teddy with moving parts, they use paper clips effectively to join card. During music and movement children move confidently and imaginatively with increasing control, when interpreting the movements of the elephant, monkey, flamingo and moving to their favourite robot music. There is a satisfactory range of equipment which is used well to encourage children to climb, slide and to ride and push and pull wheeled toys. The majority are becoming confident and agile in their use of the equipment.
97. Teaching is satisfactory. There is appropriate attention given to safety and clear instructions and skilful questioning satisfactorily extend the children's understanding of what is required. During music and movement staff sensibly interrupt the tape to check children's understanding. They provide satisfactory opportunities for children's free expression. Activities are very well supported by the nursery nurse who participates and enthusiastically encourages pupils' involvement. In the Nursery the

area being used for movement was not big enough for the number of children participating.

Creative development

98. By the age of five, children's attainment in this area of learning is at the nationally expected level. All children make good progress. The children are provided with a wide range of experiences to enable them to explore colour and texture. They paint, draw, and model with increasing control. Children print with a variety of items and use glue, sellotape and other adhesives to build, join and stick. Children's imaginary pictures demonstrate that they are using paint and brushes with increasing control and imagination. When given the opportunity, children sing well together.
99. Teaching is good. There is very good support for teaching and learning from the non-teaching assistants. The children receive appropriate small group and direct teaching linked to their individual learning needs and this enables them to develop well in their creative skills and at the same time extends their knowledge and understanding of associated language.
100. The co-ordinator for children under the age of five provides very good leadership. A welcoming, well organised, stimulating and happy learning environment has been established. There is excellent assessment of children's needs. The record system is detailed and informative. Good use is made of the complementary strengths of the staff. There is a well planned induction programme. There is good support for children who do not have English as a first language and also for those children who have special educational needs. Relationships with parents are excellent. They are well informed and speak highly of the provision.

English mathematics and science

English

101. The results of the 1998 National Curriculum tests for seven-year-olds showed that the performance of pupils was well below the national average in reading and very low in writing when compared to the national average. A similar pattern of performance is indicated when compared to similar schools. Taking the three years 1996 to 1998 together the performance of pupils has been consistently well below the national average. Inspection findings paint a more positive picture. Attainment is improving but standards are below the national average in reading and writing. Speaking skills are below average and listening skills are at an appropriate level. The results of the 1998 National Curriculum tests for eleven-year-olds show pupils' attainment to be very low in comparison to the national average and when compared to similar schools. Taking the three years 1996 to 1998 together the performance of pupils was well below the national average. The school's test results for 1999 show a much improved figure with a significantly higher percentage of pupils achieving the national average and a significant minority of pupils achieving above average levels of attainment. Inspection findings indicate that although standards are below average, they are improving at a significant rate and that a higher number of pupils than in previous years are on track to achieve at least the level expected of eleven-year-olds. This is a very positive picture given that a very high percentage of pupils in school have English as an additional language.
102. By the time they leave school at the age of eleven, pupils' listening skills are at an expected level but speaking skills are on the whole not at this level. At both key stages, most pupils listen carefully to teachers and to other pupils' contributions. A minority of pupils find it difficult to listen for sustained periods of time. Throughout the school there is a high percentage of pupils whose first language is not English. Often

these pupils receive good support, enabling them to participate fully in all lessons. In both key stages, opportunities are provided for all pupils to express themselves through whole class and group discussion. However, there are a significant minority of pupils at both key stages whose vocabulary is restricted when they try to explain their ideas or feelings. Although the higher attaining pupils speak with confidence and clarity, speaking standards at the end of both key stages are overall unsatisfactory.

103. At the end of Key Stage 1 reading standards are below the national average. A minority of pupils exceed this. In Year 1, pupils demonstrate a growing knowledge of the alphabet and with assistance, use phonic and picture cues to establish meaning. A few are able to read basic key words although the rest of the class are not yet at this level. In Year 2 a minority of pupils still have difficulty in participating when the whole class are sharing a text. They do however have good knowledge of strategies to use to assist them in reading words that they are unsure of. During reading interviews, pupils demonstrated confidence in tackling new words and an enthusiasm for and interest in reading. Pupils who have been in Year 2 for only a matter of days, are already making good use of the new reading record. This contains several entries where parents and teacher have supported reading through hearing children read, commenting on the progress made and identifying areas for improvement.
104. Five eleven-year-old pupils who left the school at the end of the last summer term, successfully attained the higher reading level. Although this demonstrates a significant improvement, the number of pupils attaining Level 4 is still below the national average. In Year 3 when reading text most pupils are able to recognise the verbs, but few are able to suggest alternatives and although a minority of pupils have good reading skills, a significant percentage are not yet able to read expressively or to show a good level of understanding. In Year 4 most pupils are able to give good examples of sentences using appropriate verbs and their phonetic knowledge is satisfactory. Year 5 pupils when reviewing a story by Michael Rosen, make good use of their knowledge of verbs to successfully describe characters in the story but the range of vocabulary they use is narrow. In Year 6 although most pupils are working towards the expected level when they are reading Leon Garfield's adaptation of Shakespeare's play Macbeth, a significant number of pupils have difficulty in interpreting the text.
105. The teachers recognise the difficulties that pupils throughout the school encounter. They have introduced several new initiatives to assist them in their learning. The successful introduction of the literacy strategy is clearly having a positive impact on standards in reading. During the hour which is allocated to literacy each day, there is shared reading with the teacher where there is a high emphasis on the teaching of strategies and comprehension skills and also group reading where pupils receive individual teacher time. The parent record which has started to be used so successfully in Key Stage 1 is also being used consistently by teachers in Key Stage 2. Those pupils who were heard reading during the inspection week had positive attitudes to reading. Pupils throughout the key stage are able to talk about their favourite authors and can discuss their preferences. Older pupils demonstrate a good understanding of the difference between fact and fiction. They can explain the use of a dictionary and the thesaurus. The school has identified the need to have a higher focus on the teaching of skills to enable pupils to undertake personal study or research because at present skills in this area are not consistently at a satisfactory level. The range of fiction and non-fiction books is satisfactory but will require supplementing as the curriculum is developed.
106. At the end of both key stages, standards in writing are not at the expected level, although there has been significant improvement on the previous year's results. Early writing tasks help the pupils to form their letters correctly. Younger pupils overwrite and copy the teachers' script. Only a small percentage write accurately and consistently in

terms of size. Scrutiny of work from the previous Year 2 class, shows that by the end of the key stage many pupils are able to write independently using complete sentences which are usually demarcated by capital letters and full stops. Their handwriting is improving. Letters are accurately formed and a few pupils are beginning to write in a joined-up style. Pupils are beginning to take greater care with spelling and work is usually carefully presented. The present Year 3 class are not yet writing using cursive script and spelling skills are not yet well developed. When writing a description of a familiar setting, many pupils use a limited range of language. In Year 4, pupils have drafted and redrafted stories that they have written for the Nursery children to use. By the end of Key Stage 2, pupils plan, draft and confidently discuss their own writing which includes stories, book reviews, poetry and letters and more recently a play script. This demonstrates steady progress. The school displays contain some interesting news reports that have satisfactory use of expressive language. These reports have resulted from the excellent involvement of staff from the local newspaper. Throughout the school there are insufficient examples of extensive writing resulting from pupils finding things out for themselves or of information technology being used as a resource for the development of independent study skills.

107. At Key Stage 1 pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress overall. The pupils who attend the Nursery are given a good start to their education and this work is consolidated and built upon in the key stage in a satisfactory manner, where whole class discussion provides satisfactory opportunities to consolidate speaking and listening skills. In Year 2 the high quality planning and teaching together with the good support of the instructor for pupils whose first language is not English, enables pupils to make very good progress in their comprehension skills. Work across all areas of the English curriculum builds upon prior attainment and ensures that pupils make at least satisfactory, and in Year 2 good, progress. At Key Stage 2, progress overall is good and satisfactory at the start of the key stage. Where work is challenging and systematically builds upon and then extends what has been previously learnt, progress is good and on occasions very good. Throughout the key stage effective questioning constantly seeks to push pupils on and enhance their progress. At both key stages, the progress of pupils with special educational needs and of pupils for whom English is an additional language is similar to that of their classmates. However, progress is significantly enhanced when the quality of pupils' individual education plans is of a high standard or liaison between the teaching and support staff is of good quality.
108. The majority of pupils have good attitudes to learning. They work hard, are attentive listeners, are confident in their responses and persevere with their work. Many work well collaboratively. A significant minority of pupils have a short concentration span and find it difficult to follow the teaching points of the lesson. A small percentage do not use their own initiative and rely on adult support. Occasionally pupils become distracted when they are not sufficiently challenged or the level of the language used is out of their experience.
109. The quality of teaching at Key Stage 1 is satisfactory overall and at Key Stage 2 is generally good. Within both key stages there are instances of very good teaching and at Key Stage 2 an excellent lesson was observed. In the best lessons teaching is energetic. Persistent questioning is cleverly targeted to the learning needs of individual pupils and challenging, interesting and exciting teaching methods engage the pupils' interest and motivate them to think, work hard, and to make good gains in understanding, knowledge and skills. Where teaching is less satisfactory tasks are insufficiently challenging. At times teachers are not firm enough with those pupils who misbehave. The individual teaching plans for pupils with special educational needs do not sufficiently identify the learning targets or the way they are to be achieved. There

is some good non-teaching support for pupils but, at times, this is not used as efficiently or effectively as it could be.

110. There is a detailed policy document for English. The literacy strategy which is being used as the scheme of work is being implemented successfully. The school is piloting another scheme which is already having a positive impact on spelling standards. The school has drawn up a very good literacy action plan which correctly identifies the areas that the school needs to address to improve standards.
111. The co-ordinator provides good leadership and has a clear vision of the initiatives required to tackle the raising of standards in English. She carefully monitors the teachers' planning and the pupils' work. There have been good opportunities for her to sit in on lessons in order to identify the areas that need developing although this has not yet been formalised to be a regular arrangement. Samples of work have been collected and moderated and this has assisted teachers well in their planning. Pupils' progress is systematically checked and there is careful analysis of assessments. These assessments are used well in the identification of weaknesses and also in the quality of planning and implementation of the school's learning programme.
112. Visits and visitors to the school, and the excellent opportunities for participation during assemblies and school concerts, enhance the learning opportunities of the pupils. Displays in classrooms which are well presented also celebrate the pupils' achievements.

Mathematics

113. On the basis of the end of Key Stage 2 National Curriculum test results in 1998 pupils' attainment was well below the national average and well below the average for similar schools. When the three years 1996 to 1998 are taken together a similar picture emerges. However during the past three years results have improved and the 1999 test results show a significant rise in attainment with sixty-six per cent of pupils reaching at least the nationally expected level (Level 4). Of particular note is the fact that a significant minority of pupils achieved the next higher level (Level 5). Inspection findings confirm that overall attainment for the present Year 6 pupils is average with a significant minority of pupils working above the nationally expected level. No significant evidence was found during the inspection of differing levels of attainment between boys and girls or ethnic groups that could not be explained by natural ability levels. Evidence clearly indicates that work is usually suitably demanding and challenging for the higher attaining pupils.
114. In the Key Stage 1 National Curriculum test in 1998 pupils' attainment was well below the national average and well below the average of similar schools. Test results over a three year period between 1996 to 1998 show attainment to be consistently well below the national average. The 1999 test results show an improvement on these figures. Inspection findings confirm that overall attainment for the present Year 2 pupils is below average. Again no significant evidence was found to reveal differences in attainment levels between boys and girls or ethnic groups not explainable by natural differences in ability. The quality of teaching for Year 2 pupils ensures that the needs of pupils of all attainment levels are fully met and there is no evidence of underachievement.
115. The school constantly set targets for individuals, year groups and ethnic groups. The target the school set itself for numeracy standards in the year 2000 has already been achieved and is currently being revised. The improvements in the levels of attainment being achieved, particularly at Key Stage 2 are as a result of the setting of challenging targets, the overall improvement in the quality of teaching, the analysis of test data, the management of the subject and the developing effectiveness of the school's strategy for teaching numeracy.

116. By the end of Key Stage 2 pupils have a satisfactory understanding of number and pattern. Most have a sound understanding of place value and correctly handle numbers to a thousand and above. The higher attainers make speedy and accurate mental and written calculations and use these skills to check the reasonableness of their calculations. The majority of pupils know the relationship between percentages, fractions and decimals. Pupils have a satisfactory knowledge of most aspects of shape, space and measures and choose appropriate units of measure when making estimates of distance or length. Pupils' knowledge of symmetry is satisfactory. They are provided with opportunities to handle data and the majority know the likelihood of a particular event taking place in terms of likely, definite and impossible. Less evidence is available of pupils' understanding of the notion of mean, mode or median or in presenting data using a range of graphical and pictorial forms generated by computers. Few pupils use a good mathematical vocabulary and although pupils undertake investigations not all of them have developed a wide range of strategies for problem solving.
117. At the end of Key Stage 1 pupils' understanding of number and pattern is below average. The higher attaining pupils are keen to find patterns in a sequence of numbers but a significant percentage of pupils find it difficult to carry out calculations quickly and accurately. This is an area of work that the school is specifically targeting and is already starting to show signs of improvement as pupils are encouraged to look at pattern and examine differing ways to add and subtract numbers. Pupils' mathematical language is below average as seen in the manner in which they discuss their own work and in how they ask and pose mathematical questions. Most pupils can use mathematical names for common two-dimensional shapes and describe their properties as the number of sides or corners but are less aware of the properties of three-dimensional shapes. Pupils are increasingly developing the ability to draw and measure accurately but are less confident in making sensible estimates when measuring.
118. At Key Stage 1 pupils make satisfactory progress overall but the high incidence of good teaching in Year 2 ensures that pupils make good progress at the end of the key stage. At Key Stage 2 pupils' progress is good overall but it is stronger towards the end of the key stage. Where progress is good it is because of the quality of the teaching and the close match of work to pupils' individual levels of attainment and learning systematically builds on pupils' previous knowledge and understanding. Where progress could be better it is because the quality of teaching is not as effective or insufficient opportunities are provided for pupils to realise the investigative and exploratory side of mathematics through finding things out for themselves. The progress for pupils with special educational needs is satisfactory overall but it is good in lessons when the overall quality of teaching is of a high standard and the skills of the support staff are used to their fullest potential. Progress over time could be enhanced by ensuring that the quality of individual education plans is consistently high across the school. The high percentage of pupils for whom English is an additional language are effectively supported enabling them to make at least satisfactory progress. Progress is even better when teachers and support staff plan and evaluate lessons together ensuring that the talents and skills of individuals are used to the full.
119. Overall the attitudes displayed by pupils are positive. When the teaching zips along with enthusiasm the pupils respond well and show a real thirst for new knowledge. Most pupils listen carefully to instructions and work hard in lessons. Often pupils are to be seen to be working well together, sharing resources and helping each other out. Although many pupils are confident when giving answers, others lack confidence verbally in expressing their views or in showing initiative or creativity when solving open-ended problems. Behaviour in most lessons is of a good standard but on

occasions a small number of pupils behave in a less satisfactory manner and their inattentiveness hampers the progress they make. Overall however the attitudes and behaviour displayed by pupils make a positive contribution to pupils' learning and the progress they make.

120. The quality of teaching is satisfactory overall at Key Stage 1 but with good practice at Year 2. At Key Stage 2 although teaching overall is good it is satisfactory for the younger pupils. Throughout the school, teachers' planning is of a good standard. It clearly indicates learning objectives and work is usually matched to the needs of pupils who learn at different rates. When teaching is most effective the teachers show good subject knowledge, provide clear explanations of new work and plan challenging tasks to consolidate new learning. In these lessons expectations are often high and pupils are actively encouraged to devise their own strategies for solving numerical problems. Lessons are conducted at a swift pace and teaching points are systematically developed. A small percentage of teaching was judged to be unsatisfactory at Key Stage 1 as a result of slow pace and a lack of clear instruction and direction as to what pupils were to do. As a consequence pupils made little progress during the course of the lesson. In one other lesson at Key Stage 2 where teaching was unsatisfactory the lesson content was appropriate but the teacher did not deal firmly enough with inappropriate pupil behaviour. The school's strategy for teaching numeracy is proving increasingly effective and pupils are clearly benefiting from the greater priority now given to mental arithmetic work.
121. The subject is well led by a knowledgeable, enthusiastic co-ordinator who regularly scrutinises pupils' work and has on occasions carried out lesson observations. The school has rightly recognised the need to carry out further observations to build on the good practice that clearly exists and to address any weaknesses. Policies and schemes of work to support the subject are of a good standard and provide good levels of guidance for all teachers. The detailed analysis of test results that the co-ordinator has carried out and the setting of challenging but achievable targets have made an important contribution to the increased level of attainment. The manner in which the subject is led, the willingness of staff to reflect critically on their teaching and the constant setting of targets indicates that the school is well placed to continue to improve the levels of attainment and the progress all pupils make.

Science

122. There has been continuing improvement in standards in science at the end of Key Stage 2 since the previous inspection. This improvement is most noticeable over the previous year. Evaluation of the 1998 end of Key Stage 2 National Curriculum tests indicates that pupils' attainment in science were below the national average. Over the three-year period standards and performance of pupils in science were well below the national average. However, in the 1999 National Curriculum test results indicate that standards have significantly improved and are now broadly in line with those expected nationally. The findings of the inspection confirm this.
123. At Key Stage 1 evaluation of both the 1998 and 1999 National Curriculum teacher assessment indicated that the standards attained were well below the national average. Inspection findings indicate that there has been some improvement but standards remain below the national average.
124. At Key Stage 1 the progress of all pupils regardless of attainment level or ethnicity is satisfactory. They make satisfactory progress in learning about forces. They understand that pulling and pushing are forces and can predict accurately the effects of forces on their wheeled toys. A minority can explain that the amount of force can affect the speed of an object and show an understanding of the simple principles of magnetism. Pupils have a satisfactory knowledge of growth in plants. They have

learnt about the human body, the senses, and are aware of healthy and non-healthy behaviour. They recognise similarities and differences in a range of materials but have little experience in using charts or diagrams to record their observations. They have limited understanding of the characteristics of electricity. Pupils' ability to use a scientific vocabulary accurately or to use their knowledge to make predictions is limited.

125. At Key Stage 2 progress is good overall and satisfactory at the start of the key stage. Progress for pupils with special educational needs and for pupils for whom English is not their first language is satisfactory overall. In some lessons for the older pupils at this stage, progress is on occasions very good. Pupils in Years 3 and 4 have a sound knowledge of items that require electricity. They compare the difference between those that use batteries and those that require a mains source. They are ready to make suggestions when the battery is not connected correctly when they are building a circuit. They use simple diagrams to record and illustrate their findings. Older pupils have a sound grasp of the function of the skeleton. They name different bones using appropriate scientific language. They make predictions and debate issues showing clear awareness of the difference between scientific opinion and fact. They have investigated similarities and differences in a variety of different materials and studied forces, structures and balance.
126. All pupils have positive attitudes to science. They enjoy their work and many show enthusiasm and are keen to participate in question and answer sessions. Behaviour is good and pupils listen attentively to the teacher and to each other. Younger pupils are keen to experiment with forces, pushing and pulling objects to see how far they go. They are excited by their findings and generally show good levels of interest. Older pupils are highly motivated. They concentrate well on the task and work co-operatively in pairs. They respond to each other's explanations and suggest revisions. All pupils work purposefully and show considerable commitment to their work and this has a positive impact on the progress they make.
127. The quality of teaching is never less than good at both key stages. Occasionally it is very good. Lessons are well planned and the work and resources are well organised. Effective questioning builds on pupils' prior knowledge and there is a good balance of question and answer, with opportunities for pupils to talk and listen. Teachers give clear explanations using correct scientific language to ensure that pupils understand the task. Appropriate work sheets are well used to consolidate pupils' knowledge of a practical demonstration; for example, looking at how muscles expand and contract. Lessons move at a brisk pace and pupils are encouraged to work independently or co-operatively in pairs depending on the task. In the best lessons there is enthusiastic and purposeful teaching with homework well integrated and highly valued. At the end of the session the class comes together to consider what they have learnt so far. All teachers display secure subject knowledge and at Key Stage 1 the teacher's bilingual ability is used very effectively to promote pupils' learning. Less effective teaching at both key stages is characterised by over direction by the teacher or a lack of opportunities provided for pupils to carry out independent research using the library or computers, or simply not enough encouragement for pupils to find things out for themselves.
128. There is a good quality science policy and detailed scheme of work in place. Agreed assessment procedures are used systematically to monitor individual progress and inform planning. These supplement the national tests and contribute well to pupils' attainment. The range of resources is satisfactory but they are few in number and there is no evidence of information technology being used to support pupils' learning. There is very limited support available in science lessons for pupils with special educational needs and those for whom English is an additional language. This has an

impact on the amount of practical and investigative work for pupils at Key Stage 1 and therefore has an adverse affect on their learning.

7.

OTHER SUBJECTS OR COURSES

Information Technology

129. As part of its commitment to raising standards in information technology the school recently installed a number of computers in a central area to form a computer suite. Unfortunately extreme flooding in the school made the suite inoperable. New computers are currently being installed. In addition all classes have access to computers that are based in classrooms but these together with the available software vary considerably in terms of quality. This impedes the tasks that pupils can carry out. Inspection findings based on lesson observations, scrutiny of work and dialogue with pupils indicate that standards are below the nationally expected level at the end of both key stages. Over time pupils have not progressively been taught all the required skills to enable them to be confident and competent users. Not all teachers have the necessary knowledge and expertise to set demanding and challenging tasks for the pupils or to exploit the potential of information technology to the full. However the school improvement plan clearly shows that the raising of standards in this area of the curriculum is a high priority. The school has a detailed action plan for the subject which rightly identifies the need to review the policy and scheme of work so that they pay due regard to the full requirements of the National Curriculum. Particular emphasis is made in the action plan as to how the National Grid for Learning can be harnessed to improve standards. The readiness of the staff to undertake appropriate training, the commitment of all in school to raising standards and the allocation of funds to developing resources suggests that the school is well placed to improve in this area of the curriculum.
130. By the end of Key Stage 1 pupils' keyboard skills are limited with a significant percentage unsure as to the functions of the different keys. Many pupils lack confidence in how to load or close programs or how to print off their work. Although examples were seen of computers being used to support pupils' learning in subjects such as mathematics tasks were often of a low conceptual understanding and were not helped by uninspiring software. The higher attaining pupils who often bring considerable computer experience from home, are adept at moving swiftly around the keys, recognise the purpose of different icons and demonstrate a satisfactory understanding of the potential of computers to communicate using different formats, such as charts, tables or text. No evidence was seen of pupils sharing the ability to input a sequential set of instructions to enable a robotic toy to move in a certain path.
131. By the end of Key Stage 2 the majority of pupils have satisfactory keyboard skills and have used programs to present their work. There is little evidence of pupils being able to use such programs to draft, edit or amend their work. A significant minority of pupils are confident in changing the style or font that they are using. Pupils have used programs such as "clipart" to merge pictures and text. Pupils have had experience of using simple searches to locate information but the lack of CD-ROMs means that computers are not used on a regular basis to help develop pupils' independent study and research skills. A lack of appropriate hardware and software means that pupils are not able to set up and interrogate databases and then to present their findings using tables, graphs or pie charts. Pupils have had little experience of entering instructions for the computer to follow. The school has rightly recognised that this is an area for development so that pupils have a better understanding of the potential of computers to monitor and control physical factors, and control events in response to conditions, for example, in a simple burglar alarm system.

132. The progress of pupils in both key stages, including those with special educational needs and pupils with English as an additional language, has been unsatisfactory over time. Pupils have not consistently been provided with tasks, experiences or activities across the full range of the information technology curriculum to enable them to develop skills and understanding at an appropriate rate. Again a lack of high quality resources and teachers' knowledge have restricted the opportunities for pupils to use computers to effectively support and develop their work in other areas of the curriculum. The school fully recognises this as a weakness and the implementation of the school's action plan should enable pupils to progress at a better rate.
133. Although many pupils lack confidence when working on computers, they nevertheless show a good level of perseverance. Pupils work well together, and often the more competent pupils are more than happy to help their less confident classmates. Dialogue with pupils shows that they are enthusiastic about tasks they have completed, with the higher attainers clearly recognising that their progress is hampered by the quality of hardware and software.
134. No discrete lessons for the teaching of information technology were timetabled during the week of inspection. Most of the limited work observed took place within lessons of other subjects. Teachers' planning does not always fully capitalise on the opportunities for information technology to support all subjects of the curriculum. Teachers and support staff were observed in some instances providing direct instruction to enhance pupils' ability to word process work or to consolidate a previously learned concept. Over time however teaching has been unsatisfactory in the direct teaching of the specific skills of all areas of the curriculum or in setting challenging tasks.
135. The co-ordinator is the headteacher who recognises her own limitations in terms of knowledge and expertise in the subject. However the action plan she has drawn up clearly sets out an appropriate and achievable programme for improvement. A lack of regular monitoring and evaluation in the subject has meant that weaknesses in teaching and learning have yet to be fully addressed.
136. Major weaknesses in the subject were not identified in the previous inspection report. The emphasis that the school places on raising standards in literacy and numeracy, and on improving the quality of teaching and the curriculum in general, has meant that continued improvement in this area of the curriculum has not been as good as the school had hoped. However, the development of the subject is now a high priority for all staff and governors.

Religious education

137. By the end of both key stages standards in religious education are in line with the expectations of the Locally Agreed Syllabus. At Key Stage 1 the progress of pupils including those with English as an additional language and those with special educational needs is satisfactory. At Key Stage 2 it is satisfactory overall but pupils make particularly good progress in developing their knowledge and understanding of different religions.
138. At Key Stage 1 pupils show a sound understanding of the concept of 'special people'. They recognise that different people have different qualities and show an awareness of special people in different faiths. They have looked at the importance of rules in schools and in the different faith communities to which they belong. They have made their own reflection book on 'Things that make me happy' and have written their own prayers. They recognise and describe people, objects, places and festivals and identify the religion to which they belong.
139. At Key Stage 2 pupils are knowledgeable about the concept of 'special books' sharing readily with others their own collections. They recognise that different religions have

similar features and make simple comparisons, for example, Holy books, places of worships and celebrations. They have developed their own book on a range of different festivals. Older pupils are learning about the story of creation. They show a secure understanding of the story of Adam and Eve and explain the effect of eating from the 'Tree of Knowledge'. All pupils show an awareness of what it means to belong to a faith community. They respond thoughtfully to others' views on religious and moral issues. They recognise the importance of all religions and demonstrate tolerance and respect of others. Across both key stages pupils are developing an understanding of why certain things are right and wrong and how moral values are embedded in religions.

140. In lessons pupils show an interest in their work and listen attentively to the teacher and to one another. In most classes they express themselves confidently and relationships between staff and pupils and amongst pupils are very good. Pupils behave well in lessons. They show positive attitudes to their work, concentrate well and remain on task. They listen well and respond to teacher's questions readily answering with well-considered responses.
141. The quality of teaching is satisfactory overall with examples of good and very good teaching observed at both key stages. Teaching is never less than satisfactory. Lessons are well planned and organised. Expectations are high and teachers use effective questioning building on pupils' previous learning. They demonstrate secure subject knowledge and show a sound knowledge and understanding of a range of faiths and are ready to share their own experiences and beliefs with the pupils. In the best lessons teachers enthuse pupils and move them forward in their learning at a brisk pace. They constantly challenge pupils to think deeply about complex issues. Teachers know their pupils well and have realistic expectations of what they should be able to do and match work well to the various ability levels in the class. Pupils whose first language is not English are very well supported in one class by the expertise of the bilingual class teacher.
142. The school's ethos is supported effectively by its work in religious education and a range of festivals is celebrated each year. The school has a suitable range of resources overall, although there is a shortage of artefacts and no resources in information technology to support pupils' learning. The co-ordinator monitors teachers' planning regularly and ensures that collective worship is closely linked to the subject.

Art

143. Evidence from lesson observations, scrutiny of wall displays and sketch books demonstrates that at both key stages pupils' work is at a higher level than expected for their ages.
144. The early learning skills acquired in the Reception class are successfully built on at Key Stage 1. Key Stage 1 pupils mix paint correctly and apply it to paper with care. Evidence of earlier work shows a good range of work including sponge painting, leaf rubbings and impressive paintings of sunflowers. During a lesson observed pupils accurately represented the toy that they were painting and, through discussion with the teacher and non-teaching assistant, carefully recorded their observations of line, shape and colour. Scrutiny of work from last term shows that throughout the key stage pupils draw and paint from imagination and at other times they are able to represent well in visual form what they observe, using pencil, paint, crayon and clay. Work in Year 1 includes sponge paintings, leaf rubbings and work that supports geography and history, for example painted pictures which effectively represent the seasons. Displays contain some good quality portraits completed by the previous Year 2 class.
145. At Key Stage 2 pupils recognise different techniques in the work of famous artists. There has been some helpful discussion prior to them painting their sky lines. Pupils

apply a wash successfully. However the majority are not content with this and they develop their work to reflect their individual interpretations. Pupils in Year 5 and Year 6 design clothing for the Tudor period. They demonstrate good observation of detail and intricate design in reproduction of the area they have viewed through their view finders. Work displayed in their sketchbooks shows that pupils standards in art are good. They are presented with opportunities to experiment with a good range of materials and techniques. Year 3 pupils have successfully experimented with batik and tie and dye and there is evidence of pupils having researched the history of batik. There is an exceptional piece of screen printing reflecting the Bayeux tapestry which resulted from a well planned school workshop with an artist from the university. Cards in Year 4 contain drawings of a satisfactory standard and in the playground there is an interesting mural which shows the standards of design and painting to be good.

146. The wide variety of experiences together with effective planning which provides lessons with good challenge and high expectation enable pupils to make good progress in their knowledge and skills. Pupils with special educational needs and pupils for whom English is an additional language, when appropriately supported, also make good progress.
147. Pupils show good attitudes to work and the majority work with care. They work well collaboratively and demonstrate enthusiasm, enjoyment and appreciation of each other's work. A small minority become restless when not actively involved.
148. Overall, teaching is good. The planning is thorough and includes the teaching of skills, techniques in investigating and making. This ensures the development of knowledge and understanding. In the lessons observed skilful questioning encouraged pupils to review and improve their work.
149. The school has an agreed policy document for the subject and the scheme of work reflects the requirements of the National Curriculum. The art curriculum is taught in a two-year cycle. Each term there is a set focus and skill. The scheme for art is also successfully linked to the science and history curriculum. Throughout the school pupils are encouraged to use sketchbooks. The co-ordinator has started to monitor the teachers' planning, but has not yet been involved in observing lessons to enable monitoring of pupils' progress as they move through the school. There is a portfolio of samples of work from each year group. This is of assistance to teachers in their planning. At the end of each term there is assessment of pupils' knowledge and skills. This term the emphasis is the assessment of collage skills. During the autumn term there is an art club. This takes place after school and is intended to extend the work that takes place within lessons.

Design and technology

150. During the inspection it was not possible to observe design and technology lessons because of the way that the school's timetable is planned. Judgements are therefore based on a scrutiny of pupils' work, displays, discussion with pupils and staff, and examination of planning and documentation.
151. Progress for all pupils, including those with English as an additional language and special educational needs is satisfactory. Pupils in Key Stage 1 select from a range of materials and use simple tools with accuracy. They investigate how different bags are made and complete observational drawings with accuracy. They design their own bag for a specific purpose and evaluate its success. Some pupils are able to make suggestions on how their bag might be improved. As part of the 'moving along' project pupils investigate, disassemble and evaluate different types of vehicles. They learn the correct technical language, for example, 'axles, axle holders and chassis' and use construction kits to make a range of different objects.

152. Pupils at Key Stage 2 have used construction kits to model different two-dimensional shapes, for example triangles, squares and hexagons and have extended this to three dimensional frames. They have considered which shape would be the strongest when designing and making a house for a particular purpose; for example homes in different climatic conditions. They have designed and built a range of bridges using different structures and materials. Pupils measure, mark, cut and join wood, card and paper skilfully. Older pupils have developed their knowledge and understanding of how the working characteristics of materials relate to the way materials are used. They investigate, disassemble and evaluate their work. In food technology they have used their experience of different foods to help generate ideas and make bread for cultural and religious celebrations. They follow the recipe carefully using tools safely and show understanding for the need for hygiene. Following the evaluation of their product they suggest ways of improving it.
153. Pupils at both key stages show interest and enjoyment in design and technology. They are keen to talk about what they have made and make clear judgements about the quality of their work. The curriculum is planned using a two-year cycle and pupils experience an appropriately broad programme of work. Appropriate planning and monitoring systems are in place but overall resources are unsatisfactory. There is a range of different tools and sufficient stiff and flexible materials, for example, wood, paper, textiles and card. However, there is limited material suitable for making different frameworks, mouldable materials, electrical and mechanical components and very few construction kits. No use is made of information technology to support pupils' learning.

Geography

154. At both key stages, work is at a level usually expected of pupils of their age. Discussion with staff and scrutiny of photographs of previous work shows some interesting work on the environment. Year 2 pupils set up a recycling scheme and each pupil made an action plan linked to this. Their work was well informed through a well-planned visit to a recycling plant. On another occasion they were enabled to have a Victorian experience for a day. They participated in role-play and clearly grew in understanding of life in those times. By the end of Key Stage 1, pupils are able to name familiar features of the area, can follow directions, draw simple plans and can describe ways in which people make journeys.
155. At Key Stage 2 pupils successfully record the weather. They are able to recognise weather symbols and read and understand a weather forecast from a map. Some pupils in Year 3 who at the start of the lesson are not yet sure where places are on the map of the British Isles, by the end of the session demonstrate sound progress in knowledge of points of the compass and in reading a simple key. Year 4 pupils show satisfactory knowledge and understanding of the use of a thermometer. During the course of the lesson they make progress in their knowledge of scales of temperature.
156. Pupils' attitudes to learning are satisfactory. Most pupils listen and follow instructions well. In one class there is a good response when a pupil who finds the task difficult provides the correct answer. A small minority of pupils have difficulty in sustaining their concentration and retaining information. The overall attitudes shown by pupils, however, have a positive impact on the progress they make. As a result, progress is satisfactory at both key stages for all pupils, including those with special educational needs and those for whom English is an additional language.
157. Teaching overall is satisfactory with some examples of good teaching. Teachers have satisfactory subject knowledge and plan lessons well. Teaching methods suit the topic well and pupils are given good opportunity for geographical enquiry. Teachers ensure that the subject is made relevant to the pupils. Scrutiny of planning shows that good opportunities are provided for using maps. Pupils are encouraged to use geographical

language and to engage in discussion. Work is well matched to the differing needs of pupils particularly those pupils whose first language is not English and pupils with special educational needs. Information technology is not used sufficiently well to extend pupils' knowledge and skills further.

158. There is a clear policy for the area and a detailed scheme of work. The curriculum plan pays good attention to the development of geographical skills. At the end of each unit of work, good quality assessment takes place to ensure pupils are attaining the knowledge, understanding and skills in the area of work covered. The area is well led. The co-ordinator has monitored the provision. She has looked at samples of pupils' work and identified the need to raise standards. To enable this every class does a practical educational visit which is relevant to the unit of work that is the focus. This is clearly having a positive impact on the standards pupils attain.

History

159. Progress in history across Key Stage 1 is satisfactory overall. By the time pupils are seven they have a sound understanding of past and present. They make good progress when learning about toys from beyond living memory and can describe how young children in the past played differently with toys. They are acquiring sound historical enquiry skills and can explain the difference between 'observing' and 'examining' different artefacts, and are developing a sound sense of chronology. Older pupils have looked at schools in the past. They have learnt about King Alfred and considered the significance of the Gunpowder plot. They can identify famous people from the past and the contribution they made to society.
160. At Key Stage 2 pupils, including those with special educational needs and those whose first language is not English, make good progress. They acquire new knowledge and apply historical skills through the key stage. They study a range of historical periods and show a sound knowledge of these and are able to place them accurately within an overall chronological framework. By the age of eleven pupils have acquired knowledge and understanding of life in Saxon times and have made a comprehensive study of Britain since the 1930s. They are able to recall major events of different periods in history, for example, the Battle of Bosworth. They understand the concept of dynasty and compare the monarchy of today with kings and queens of the Tudor period. Links with literacy further support their learning as they recall Shakespeare's relevant historical interpretation of these events.
161. Pupils are able to find out about aspects of the past from a range of sources of information using books, pictures, information packs and artefacts. However the lack of resources for information technology in history has an adverse effect on pupils' independent research and study skills at both key stages.
162. Pupils enjoy history and their response to work in the classroom is generally good. In paired and group work pupils co-operate well and show respect for each other's views. Older pupils in Key Stage 2 in particular are respectful and courteous to their peers and have very good relationships. They concentrate well, especially, for example, when they are shown an extract from a video and are ready and eager to feed back to the group. All pupils respond with interest and sometimes enthusiasm to teachers' questioning. They listen attentively, make sensible contributions in discussions and are keen to share information. Most pupils show considerable interest in the subject and are confident to in giving their views in front of a large group.
163. Over half the teaching is good and some is very good. It is never less than satisfactory and at Key Stage 2 it is good. Lessons are generally well planned and organised and move at a brisk pace. Teachers know the subject well and have high but appropriate expectations of all pupils. In the best lessons they are animated and excited by the subject and generate interest and enthusiasm. At Key Stage 2 the focus on literacy

skills supports pupils' learning well. Focused questioning draws on pupils' own knowledge and understanding and ensures that all pupils have opportunities to contribute. There is very good use of resources; for example, a video recorder is very well used to support pupils' learning. In the best lessons at Key Stage 1 the teacher gives very clear instructions and frequently checks that the children have understood the task. She supports pupils whose first language is not English very effectively with the use of their home language.

164. There is an appropriate history policy, and a useful scheme of work ensures that all elements of the subject are covered. There is a suitable system of assessment and a portfolio of assessed work in place. The co-ordinator monitors the subject through teachers' planning and manages her role well. There is a suitable range of resources but these are very limited and there is no software to enable pupils to use information technology to support their learning in the subject.

Music

165. At both key stages, pupils are working at an expected level. At Key Stage 1 pupils can identify the main theme of songs. They demonstrate a satisfactory sense of timing and co-ordination when clapping and tapping parts of the body in time to the music. Most pupils sing in tune to the music. In Year 2 the majority of pupils can play a steady beat in time to the recorded music. They play instruments demonstrating an understanding of pitch and tempo. When following the signals of the teacher they show understanding of her signals for loud and soft and fast and slow.
166. At Key Stage 2 pupils sing the 'kite song'. Initially they show little attention to pitch however with practice improve their performance. Year 6 pupils recognise simple note values, are beginning to devise their own notation and make simple recordings of their compositions.
167. By the end of each key stage the majority of pupils, show satisfactory progress in their musical knowledge The opportunities for them to listen to and appraise and respond to music of a variety of styles and periods clearly broadens pupils' cultural experience.
168. At Key Stage 1 the pupils' attitudes to learning are good. They listen appropriately and participate well in exercises. They have a positive and enthusiastic attitude to singing. They are eager to participate, listen well to instructions and show pleasure and pride when playing instruments. At Key Stage 2, although some younger pupils listen and try hard to follow instructions, some older pupils, who are not sufficiently challenged, become restless.
169. Teaching is satisfactory. There is clear direction, and good support from the teacher for those pupils for whom English is a second language. Good opportunities are provided for pupils to listen to music. Some class teachers are lacking in confidence and have to rely heavily on recorded lessons which restricts the opportunities for teaching skills and for pupil improvisation. Several staff, past and present organise music clubs. These enable pupils to learn tin whistle, fiddle, steel band and very recently theory of music. The choir, which is run by a volunteer meets during the morning break time. The quality of the singing is satisfactory and the pupils clearly enjoy performing.
170. The progress of all pupils is satisfactory. Careful planning enables pupils to sing, play instruments and to listen and appraise music. Questioning is appropriately targeted to individual pupils in order to ensures that pupils with special educational needs and those pupils who have English as a second language have equality of opportunity in participation in music lessons.
171. There is a good policy statement and the school has recently purchased a commercial scheme of work to support the teaching of the subject. Outline planning takes place

each term. Each class teacher in key stages 1 and 2 uses the scheme as the basis of their teaching. The co-ordinator provides satisfactory leadership, but her monitoring role is in the early stage of development. Resources are adequate and of satisfactory quality for the delivery of the curriculum. Pupils perform in assemblies and make a musical contribution during festivals. Recently an exciting workshop with the Royal Philharmonic Orchestra, gave thirty pupils the opportunity to perform alongside professional musicians. The school is well supported in their work by a voluntary musician who gives generously of his time to lead the choir and also a peripatetic musician who supports well the work in class lessons.

Physical Education

172. The school provides a good range of physical education experiences for pupils. Although not all activities could be observed during the week of inspection, those that were demonstrated that pupils at both key stages are performing at a level expected of their ages. Standards in swimming by the time pupils leave school are well above those found for pupils of a similar age. The quality of the teaching, together with a good scheme of work that carefully outlines the necessary skills to be acquired in all areas of physical education, ensure that pupils of all attainment levels at both key stages make satisfactory progress over time.
173. At Key Stage 1, pupils show a satisfactory awareness of space in gymnastic activities. The older pupils appreciate the need to follow instructions carefully. They are adept at moving across the floor in different ways and show good levels of co-ordination. Younger pupils balance appropriately on different body parts but do not always show good levels of imagination or originality. In Year 2, pupils respond more imaginatively to stimuli such as a tambourine and make satisfactory attempts at linking and repeating a series of actions. Opportunities are provided for the higher attaining pupils to attempt more complex sequences. Occasionally over direction of the younger pupils prevents pupils' own individuality shining through. Throughout the key stage, the importance of exercise and being physically active is consistently reinforced and as a result most pupils can describe the effects of exercise on their bodies.
174. At Key Stage 2, pupils continue to develop skills at a steady rate. The younger pupils handle hockey sticks in an appropriate manner and are developing the ability to pass the ball with increasing accuracy. The older pupils show an appropriate awareness of space and can use avoiding strategies to prevent being caught by an opponent. Ball skills are at a satisfactory level for pupils' ages and most send and receive balls with a reasonable degree of accuracy. Catching skills are satisfactory as pupils show appropriate hand-to-eye co-ordination. Pupils demonstrate a good understanding of the need for special rules in games and show sound levels of co-operation as well as a competitive edge in team games.
175. The majority of pupils show good attitudes to learning and show a good level of enthusiasm for the subject. Pupils change quickly and take responsibility for putting out or putting away equipment. In most instances, pupils work well together sharing equipment, help each other out and show awareness of health and safety issues. Behaviour in most lessons is good but a small number of younger pupils at Key Stage 1 do not listen to or follow instructions attentively and their behaviour impacts negatively on the effective learning environment the teacher is trying to create. Overall, however, the attitudes and behaviour of pupils make a positive contribution to the progress made.
176. The quality of teaching overall is satisfactory, with examples of very good teaching and a small percentage of unsatisfactory teaching. Teachers' planning is often good because it outlines clearly what is to be learnt in a lesson and the activities provided match these objectives. Lessons follow a good structure that includes a warm up

activity, small group or team tasks and then sufficient time to cool down. In the best lessons, there is a good variety of tasks, expectations are high and pupils are constantly encouraged to evaluate their level of performance and seek ways of improving it. Another feature of a successful lesson is where the direct teaching of a specific skill or movement immediately brings an added dimension to pupils' level of performance and has a major impact on the progress made. Such a lesson was observed at Key Stage 1. Where teaching is less effective and in a small percentage of lessons unsatisfactory, tasks are not challenging enough for the higher attaining pupils or pupil management strategies are ineffective.

177. The co-ordinator has good subject knowledge and has developed policies and a scheme of work that provide good levels of guidance for colleagues. Over the course of the year, a wide range of extra-curricular activities are provided, that include hockey, volleyball, netball, cricket, tennis and swimming. Many of these activities are run by the co-ordinator with the assistance of other staff, qualified coaches and parents. All the clubs are very popular and well attended. Parents at the meeting held before the inspection and in their responses to the parental questionnaire, recorded their appreciation. The school uses sport very well to develop links with the wider community. Pupils take part in inter-school competitions, such as swimming galas and cricket tournaments, in one of which the school reached the final which was played at Trent Bridge. Links have also been established with Notts County football club. In order to develop pupils' orienteering skills and their capacity to take part in outdoor pursuits, the older pupils attend a residential centre in Shropshire. The co-ordinator has drawn up an action plan that has rightly targeted the need to further develop the level of attainment in gymnastics across the school. The school has an appropriate range of indoor apparatus as well as a satisfactory range of small games equipment. These resources are effectively used by all staff members.
178. Standards in physical education have improved since the last inspection, when they were judged to be unsatisfactory. Although some weaknesses remain the quality of teaching has improved. The co-ordinator has had some opportunities to support colleagues in the teaching of the subject but these opportunities have been more restricted recently. The willingness of staff to evaluate their performance and take steps to improve indicate that the school is appropriately placed to continue its process of development in this area of the curriculum.

14. PART C: INSPECTION DATA

179. SUMMARY OF INSPECTION EVIDENCE

- A total of 45 hours was spent observing classes, sampling pupils' work and talking to pupils.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed in both key stages and in the Nursery. Discussions were held with the secretary about the procedures for monitoring attendance.
- Pre-inspection meetings were held with the staff, governors and parents.
- Discussions were held with the headteacher.
- Parts of some extra-curricular activities were observed.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- An additional meeting took place in the week of the inspection with the Chair of Finance.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Inspectors took their meals with the pupils and observed lunchtime behaviour.
- Playtimes were observed and enabled informal discussions with pupils.
- Inspectors attended assemblies for both key stages.
- Additional documentation was scrutinised including long-term curriculum planning and some finance documents.
- An inspector made a detailed tour of the sites to inspect the accommodation.

1. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	154	0	64	59
Nursery Unit/School	28	0	8	0

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	9
Number of pupils per qualified teacher	17

Education support staff (YR – Y6)

Total number of education support staff	6
Total aggregate hours worked each week	121

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	28

Education support staff (Nursery school, classes or unit)

Total number of education support staff	4
Total aggregate hours worked each week	78.5

Average class size:	22
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Financial data

Financial year:	1998/99
	£
Total Income	365,284
Total Expenditure	364,992
Expenditure per pupil	2,417
Balance brought forward from previous year	19,500
Balance carried forwards to next year	19,792

PARENTAL SURVEY

Number of questionnaires sent out:

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Number of questionnaires returned:

22

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	55	41	0	0	4
I would find it easy to approach the school with questions or problems to do with my	68	27	0	0	4
The school handles complaints from parents well	14	64	23	0	0
The school gives me a clear understanding of what is taught	41	55	0	0	4
The school keeps me well informed about my child(ren)'s progress	45	41	9	0	4
The school enables my child(ren) to achieve a good standard of work	41	45	14	0	0
The school encourages children to get involved in more than just their daily lessons	36	55	9	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	36	59	0	4	0
The school's values and attitudes have a positive effect on my child(ren)	50	36	9	4	0
The school achieves high standards of good behaviour	41	41	14	4	0
My child(ren) like(s) school	64	36	0	0	0

