

# INSPECTION REPORT

**Westdale Junior School**  
Mapperley, Nottingham

LEA area : Nottinghamshire

Unique Reference Number : 122534

Headteacher : Mr John Stephenson

Reporting inspector : Mr Paul Nicholson  
25406

Dates of inspection : 8<sup>th</sup> – 11<sup>th</sup> November 1999

Under OFSTED contract number: 707690

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Junior
Type of control :	Community
Age range of pupils :	7 – 11 years
Gender of pupils :	Mixed
School address :	Westdale Lane Mapperley Nottingham NG3 6ET
Telephone number :	0115 953 4707
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Appropriate authority :	The Governing Body
Name of chair of governors :	Cllr Mrs Wendy Golland
Date of previous inspection :	January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Paul Nicholson, Registered	Science Religious education	Attainment and progress Teaching
Ann Taylor, Lay Inspector	Equal opportunities Special educational	Attitudes, behaviour and personal development
Jean Peek	English Design and technology	The curriculum and assessment Staffing, accommodation and learning
David Fisher	Mathematics Information technology	Pupils' spiritual, moral, social and cultural development

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### What the school does well

- Pupils make good progress as they move through the school, and standards in mathematics, in particular, are high.
- The pupils have positive attitudes to learning, and their behaviour in lessons and around the school is good.
- There are good relationships among pupils and between pupils and staff.
- The overall quality of teaching is good. It was good or better in over half of the lessons observed during the inspection.
- There are good procedures to ensure that pupils receive appropriate support and guidance, and to safeguard their health and well-being.

### Where the school has weaknesses

- I. The school has no major areas of weakness.
- II. Minor improvements in the following areas would help to further improve the already good quality of education provided:
  - . teaching, so as to improve the very small amount which is unsatisfactory;
  - . the use of information technology;
  - . the role of pupils in the life of the school;
  - . the school development plan, which is used for long-term strategic planning;
  - . the role of subject co-ordinators;
  - . information for parents;
  - . the accommodation.

**The school's approach to addressing these minor issues will form the basis of the governors' action plan. The plan will be sent to all parents and guardians of pupils at the school.**

### How the school has improved since the last inspection

Since the school's previous inspection in March 1996, governors, headteacher and staff have successfully addressed almost all of the issues raised at that time. Subject policies and schemes of work are now in place and there are satisfactory procedures for assessing pupils' progress. The curriculum is now carefully monitored and spending decisions are evaluated. The provision for pupils with special education needs is much improved and has resulted in these pupils making good progress. In lessons, pupils are given opportunities to select appropriate resources to complete tasks. However, more opportunities for them to take responsibility in the life of the school have not been effectively introduced. The role of the subject co-ordinators has not been fully developed. Overall, the school has made good progress since the last inspection and is well placed to make further improvements.

## Standards in subjects

The table shows the standards achieved by eleven year olds in 1999, based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	
English	C	C	-
Mathematics	B	B	-
Science	B	B	-

*well above average*  
*above average*  
*average*  
*below average*  
*well below average*

The table shows that the school achieved high standards in mathematics and science, and average standards in English in national tests when compared with all primary schools and with similar schools. (National benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.)

Evidence from the inspection indicates that standards currently achieved by pupils at the age of eleven in English, science and information technology are in line with national expectations, and in mathematics they are above. Standards in religious education are in line with the expectations of Nottinghamshire's locally-agreed syllabus. Pupils' performance is appropriate for their age in art, design and technology, geography and physical education, and in history and music it is above expectations. Pupils make good progress in English, mathematics, science, history and music, and satisfactory progress in all other subjects. This overall good progress addresses the weaknesses noted in pupils' attainment on entry to the school, and their overall attainment at the end of the key stage is average.

## Quality of teaching

Teaching in:	7-11 years
English	Good
Mathematics	Good
Science	Good
Information technology	Insufficient evidence to make a judgement
Religious education	Satisfactory
Other subjects	Good

The overall quality of teaching throughout the school is good. During the inspection, teaching was satisfactory in 37 per cent of lessons observed, good in 43 per cent and very good in 15 per cent. Teaching was unsatisfactory in five per cent of lessons.

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

## Other aspects of the school

Aspect	Comment
Behaviour	The behaviour of pupils in lessons and around the school is good. They co-operate well and are polite and courteous.
Attendance	The pupils' attendance rate is good. They are punctual and lessons begin on time.
Ethos*	The school has a positive, friendly and purposeful ethos based on good relationships between governors, staff, pupils and parents.
Leadership and management	The school benefits from sound leadership and is well managed. The governors are supportive. The headteacher is committed to high standards. Staff are hard working and conscientious.
Curriculum	The school provides pupils with a satisfactory curriculum that is broad and balanced.
Pupils with special educational needs	Provision for pupils with special education needs is good and well supported by the learning support assistants. These pupils make good progress.
Spiritual, moral, social & cultural development	The provision is satisfactory for pupils' spiritual and social development, and for their moral and cultural development it is good.
Staffing, resources and accommodation	There are sufficient, appropriately qualified teachers and support staff to meet the needs of the school. Resources are adequate, but not generous. The internal accommodation is spacious, but the playground is an underdeveloped area.
Value for money	The school provides good 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

Prior to the inspection, 112 parents (44 per cent) completed questionnaires and 22 parents attended a meeting with inspectors.

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>● it is approachable when there are problems;</li> <li>● the behaviour of the pupils;</li> <li>● the positive attitudes and values it encourages;</li> <li>● it enables children to achieve a good standard of work;</li> <li>● parents are encouraged to take part in the life of the school;</li> <li>● their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>● the level of homework provided;</li> <li>● the amount of information on what is taught;</li> <li>● the range of extra-curricular activities.</li> </ul>

Inspectors' judgements support the positive views of the parents. Homework is used effectively in some classes, but the school lacks a clear policy for this area. While the overall quality of information to parents is satisfactory, information on what is taught is limited. The school offers



a good range of extra-curricular musical activities, but few other activities. These concerns of a very small number of parents are valid and are areas in which the school can improve.

## Key issues for action

Westdale Junior School is a good school. It has no major areas of weakness. As a result this report recommends no key issues for action. However, to further improve the quality of education it provides, the following minor issues should be considered by the governors, headteacher and staff for inclusion in an action plan. These are indicated by the following paragraphs:

<b>Area for development</b>	<b>Paragraph/s</b>
The element of unsatisfactory teaching	21, 29, 93, 100, 158
Greater use of information technology	110, 114
Developing the pupils' role in the life of the school	41, 71
Better use of the library	93,
Resources	75, 89
Homework policy	27, 32
Marking	24
Developing the role of the subject co-ordinators	23, 67, 68, 71, 79
Improving the effectiveness of the school development plan	65, 66, 70
Improving information to parents	53, 54, 56, 64
The internal and external accommodation	16, 47, 74

# Introduction

## Characteristics of the school

1. Westdale Junior School serves the community of Mapperley, a suburban area three miles from the centre of Nottingham. The school was built in 1952 and has eight classrooms, a hall and library. A surplus classroom has been converted into a computer room. The school's intake is almost wholly from the neighbouring infant school.
2. Census data (1991) for the ward in which the school is situated indicate that, compared to national averages, there are fewer adults who have had higher education, few children in high social class homes, more minority ethnic children and an approximately average proportion of children in overcrowded households. However, the pupils also come from other neighbouring wards that show a wider cross-section of social backgrounds. The school's catchment area includes a wide range of housing in terms of age and type, being in equal amounts both privately and local-authority owned.
3. The number of pupils attending the school has remained at between 250 and 265 over recent years. Currently there are 257 pupils on roll (124 boys and 133 girls), which is similar to the average for primary schools. Pupils' attainment on entry to the school varies from year to year, but has generally been slightly below that expected of seven year olds, particularly in reading and mathematics. The proportion of pupils identified as having special educational needs is 16 per cent and this is close to the national average, although none of the pupils has a statement for special educational needs. There are no pupils with English as an additional language. The proportion of pupils eligible for free school meals is 15 per cent, and this is broadly in line with the national average.
4. The school was previously inspected in January 1996. The key issues at that time were to continue the development of schemes of work and procedures for assessment, improve the structures for monitoring and evaluating the curriculum and improve the provision for special educational needs. The school was also to develop ways of enabling pupils to take more responsibility for their learning and their role in the life of the school. Currently, the school's aims are to ensure that all pupils acquire, to the best of their ability, the skills, knowledge and attitudes that will enable them to grow in confidence, independence and self respect. The school also aims to provide a calm, caring community with good relationships and a positive partnership with parents. The school's development plan identifies present priorities as the introduction of the National Numeracy Strategy and the development of information technology through the National Grid for Learning initiative.

## Key Indicators

### Attainment at Key Stage 2<sup>1</sup>

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

Year	Boys	Girls	Total
1999	41	34	75

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	28	33	34
	Girls	28	30	29
	Total	56	63	63
Percentage at NC Level 4 or above	School	75 (75)	84 (69)	84 (73)
	National	70 (65)	69 (59)	78 (69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	28	31	34
	Girls	28	30	30
	Total	56	61	64
Percentage at NC Level 4 or above	School	75 (78)	81 (70)	85 (83)
	National	67 (65)	69 (65)	75 (72)

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1

Percentages in parentheses refer to the year before the latest reporting year

## Attendance

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

		%
Authorised Absence	School	5.7
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	15
Satisfactory or better	95
Less than satisfactory	5

1.  
**SCHOOL**

**PART A: ASPECTS OF THE**

1.  
**pupils at the school**

**Educational standards achieved by**

**Attainment and progress**

5. At the time of the previous inspection, pupils achieved standards appropriate for their age and ability, and in some subjects pupils achieved beyond national expectations. Pupils made sound and often good progress in all subjects. The school has maintained these positive standards and, currently, overall attainment by the end of Key Stage 2 is in line with national expectations. Pupils make good progress as they move through the school.
6. Attainment on entry to the school over recent years has varied, but has been below that expected of seven year olds. The general trend has been for pupils at the start of the key stage to have average standards in writing but below average standards in reading, spelling, mathematics and science.
7. The results of National Curriculum assessment tests at Westdale Junior School during the period 1996-1998 have consistently been above the national average. For example, the results in 1998 showed that by the time pupils reached the age of eleven their performance was above the national average in each of the core subjects of English, mathematics and science. The proportion of pupils that achieved Level 4, the expected standard for a typical eleven year old, was above the national average in English and mathematics, and close to the national average in science. Similarly, the proportion that achieved the higher standard, Level 5, was above the national average in English and mathematics, and close to the national average in science.
8. The results for 1999 show that, in English, three quarters of pupils achieved Level 4 and one quarter of pupils went on to achieve Level 5. As these results were identical to those of the previous year and did not reflect the improving trend found nationally in English tests, attainment was only close to the national average. In mathematics, more pupils achieved Level 4 in 1999 than in 1998, and in science more achieved Level 5. Standards in both these subjects remained above the national average. When compared with that in similar schools, the pupils' performance in 1999 was broadly in line with the average in English, but above average in mathematics and science. (National benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.)
9. Evidence from the inspection indicates that overall attainment in the current Year 6 is at least average, and above average in some subjects. Overall attainment in English is in line with national expectations. Standards in reading, speaking and listening are typical for pupils of this age, but standards in writing are above average. Attainment in mathematics is above average, and pupils achieve above

average standards in numeracy. Pupils' attainment in science and information technology is in line with national expectations. In religious education, pupils' attainment at the end of the key stage is in line with the expectations of the locally-agreed syllabus for the subject. Throughout the school, pupils achieve appropriate standards for their age in art, design and technology, geography and physical education. Pupils' performance in history and music is above that expected for their age. No significant differences were observed in the standards achieved by boys and girls.

10. During the inspection, pupils made good progress overall. In half of lessons observed, progress was good and occasionally very good. In a very small number of lessons, progress was unsatisfactory. As pupils move through the school they make good progress overall as a result of the good quality of teaching and their positive attitudes to learning. Progress in English, mathematics and science is good and the weaknesses noted on entry to the school are successfully addressed by the end of the key stage. For example, pupils made good progress in their understanding of vocabulary and grammar in a Year 5 literacy lesson as a result of very effective questioning by the teacher. Pupils make satisfactory progress in information technology, religious education, art, design and technology, geography and physical education. They make good progress in history and music. Pupils in Year 6, for example, make good progress in learning how to play the recorder, as a result of the teacher's secure subject knowledge and high expectations of performance.
11. Overall, pupils with special educational needs make good progress towards their individual targets. They make good progress when they are withdrawn from class in small groups to receive individual support from the experienced and well-trained learning support assistants. They also make good progress in class when they receive additional help from the learning support assistants, who have a good knowledge of pupils' individual difficulties and who ensure that work is appropriately adapted to closely match pupils' needs. Progress is satisfactory in those lessons where teachers do not specifically plan activities to cater for the needs of pupils with special needs and there is no extra adult support present. Higher-attaining pupils make sound progress through appropriate challenge in most lessons, particularly in English and mathematics.
12. By the end of Key Stage 2, pupils have literacy skills appropriate to their age, and a good understanding of numeracy. They satisfactorily use their literacy skills in other subjects. For example, in religious education, pupils wrote thoughtfully about how to make the world a better place. In science, pupils use a variety of ways to record their observations and results. Pupils in Year 6 read well the descriptions, poems and prayers they had prepared during an assembly on 'Remembrance Day'. Numeracy skills are used effectively to enhance learning in other subjects. For example, pupils use their skills of measurement in science, design and technology and geography. Some effective use is made of information technology, for instance to access data from the Internet or CD-ROMs. However, its wider use to support pupils' learning throughout the school is inconsistent.



12. **Attitudes, behaviour and personal development**

13. Pupils' good attitudes to their work, their positive behaviour and their good response to the opportunities for personal development that the school provides are all significant strengths that are having a positive influence upon learning in the school. The school has successfully maintained the good standards of behaviour seen during the last inspection.
14. Pupils enjoy coming to school and are keen to learn. Parents agree that this is the case. Pupils are interested in their lessons and are not afraid of asking pertinent questions to increase their understanding, or of sharing their opinions. For example, in a mathematics lesson a pupil asked whether 'L shape' was the proper name of a shape, and in a history lesson on children who were abandoned or sold as slaves, another asked how the Ancient Greeks knew whether a baby was handicapped. Pupils with special educational needs generally have good attitudes to their work and especially enjoy the activities when they are withdrawn from the class as part of a small group.
15. Most pupils concentrate well for appropriate periods of time and their concentration skills are good. Sometimes, the concentration span of pupils who have special educational needs does not last for the whole lesson and they need extra adult support to continue working. Most pupils conscientiously learn their spellings and tables at home and they all take seriously their individual targets, which are set, with the teachers' support, to help them improve their work.
16. Behaviour is good, both in the classroom and outside in the playground. In the playground, pupils behave well despite the fact that there is little for them to do. In conversation with inspectors, pupils said that they would welcome playground games and equipment. Often, the standard of behaviour in class is very good. There have been no exclusions over the last academic year and this is the usual pattern for the school. Pupils respect school property. For example, in a history lesson pupils handled borrowed artefacts, such as Greek costumes, with care.
17. Relationships are good, both between pupils and between pupils and staff. Boys and girls work well together. There is often shared humour present and enjoyed by staff and older pupils. For example, in a literacy lesson where pupils were discussing Edward Lear's 'Spots of Greece', they offered different puns on Turkey (the bird), Hungary (as in food) and Iceland (as in the supermarket). When asked to work in groups or pairs, pupils do so productively and without fuss.
18. Pupils respect that people hold religious beliefs that may be different from their own. During a religious education lesson, they appreciated the significance of Divali and understood that Hindus celebrate it in the same way as the pupils celebrate other festivals. Pupils showed appropriate respect during the school's two-minute silence for 'Remembrance Day'.
19. Pupils respond well to the good opportunities that the school provides for them to take responsibility within lessons for choosing resources, particularly in Years 5

and 6. Older pupils play a major part in producing a school newspaper, which they deliver to local shops and residents they nominate. Many have a strong sense of community involvement and responsibility. They respond well to the limited opportunities made available to develop their involvement in the life of the school. For example, over one hundred pupils attended a choir practice held during a lunch-break in the inspection week. Class duties such as those of library, message and paper monitors are carried out conscientiously. Pupils provide good support for a number of different charities throughout the year, such as Children in Need, Blue Peter appeals and Comic Relief.

### **Attendance**

20. The pupils' attendance rate is good. It has remained stable since the last inspection and is above the average for primary schools nationally. The unauthorised absence figure is virtually nil, mainly as a result of parents' co-operation in keeping the school informed of why pupils are absent. Pupils arrive promptly for school in the mornings and timekeeping throughout the day is good. Overall, this good picture means that pupils are able to take full advantage of the educational opportunities offered by the school.

20. **Quality of education provided**

20. **Teaching**

21. The overall quality of teaching throughout the school is good and is a strength of the school. During the inspection, teaching was very good in 15 per cent of lessons observed, good in a further 43 percent and satisfactory in 37 per cent. Teaching was unsatisfactory in a very small minority of lessons, amounting to five per cent of the total observed. The school has maintained the good standard of teaching noted at the time of the previous inspection.
22. During the inspection, teaching was particularly good in mathematics and English, where over a half of lessons were good and occasionally better. Teachers are making good use of the structure provided by the literacy hour to identify what they wish their pupils to learn, to provide activities and to assess how well pupils have carried out the tasks they are given. In mathematics they are beginning to use the new National Numeracy Strategy in a similar way. Most teachers make effective use of opportunities to develop pupils' skills in literacy and numeracy in other subjects. In science lessons, there is a good balance between teacher input and opportunities to experiment, which enhance experimental and investigative skills. The overall good quality of teaching in these key subjects is having a positive impact on pupils' progress.
23. Teachers have a satisfactory knowledge of the National Curriculum subjects. This results in careful questioning at the beginning of many lesson to consolidate what pupils have learned previously before developing their understanding further. This is especially true in English lessons, where a good balance is achieved between teachers' questioning and explanations, and pupils' contributions to discussions.

They give clear explanations. Effective use is made of appropriate subject vocabulary, though at times, particularly in science, this is not developed to ensure pupils' clear understanding. Some teachers have good knowledge of certain subjects and this enhances progress in lessons. Occasionally, there are sensible arrangements to use particular strengths by exchanging classes, for example in music. However, there are missed opportunities when an individual teacher's expertise is not shared between classes.

24. A strength of the teaching is in the planning of units of work. These medium-term plans are based clearly on national guidelines and the school's own policies and schemes. They include objectives and appropriate activities to ensure continuity in pupils' learning. However, teachers' choice of individual topics does not ensure complete parity between classes in the some year groups. Teachers' short-term plans (weekly or daily) are more varied. The most effective set out clearly what pupils are to learn within the lesson. These learning objectives then provide a clear focus for the teaching and this mostly results in good progress. Short-term plans were less effective where learning objectives were too broad or too numerous to be successfully achieved within the lesson. Teachers satisfactorily modify their planning as a result of sound day-to-day assessments of pupils' learning. Pupils' work is marked regularly, in accordance with the school's current marking policy. Good work is praised, though marking does not often identify how pupils can improve or what they are to learn next. There is no whole-school system to help pupils and parents understand the methods used for marking.
25. In most lessons, teachers manage the pupils well. They have good relationships with their pupils and this helps create a friendly and relaxed atmosphere within classrooms. Teachers have high expectations of behaviour, and pupils respond well, with very little time wasted on maintaining discipline. Lessons start promptly and proceed at a satisfactory pace, and teachers make effective use of resources. They encourage older pupils to select appropriate resources from those made available. For example, in a science lesson pupils successfully collected and organised the equipment required to complete their experiments on dissolving. This has a positive impact on the pupils' personal development.
26. Teachers and support staff work particularly well together. Members of the support staff make a very significant contribution to pupils' learning and this enhances the overall quality of teaching, particularly for those pupils with special educational needs. Learning support assistants provide skilled support for pupils, both in class during lessons and in small groups withdrawn from numeracy and literacy lessons. On these occasions, support is well focused on pupils' particular needs, with an appropriate emphasis on the targets from their individual education plans. In lessons where there is no additional support the planning does not take full account of the specific special educational needs of some pupils, and the content of the lesson is not always appropriately tailored to enable these pupils to achieve better progress.
27. A small number of parents expressed concerns about the use of homework. Satisfactory use is made of homework to develop pupils' skills in reading and spelling. In some classes, regular homework supports learning in a wider range of

subjects, and homework diaries are used effectively to inform parents. The lack of a whole-school policy results in an inconsistent approach and a lack of clarification to parents.

28. Good teaching was observed throughout the school. In these better lessons it is clear what pupils are to learn, there is a brisk pace and teachers' enthusiasm and subject knowledge ensure that good progress is made. Planning is detailed and there is a high expectation of what pupils can achieve. Where lessons are satisfactory rather than good or better, teachers do not always provide appropriate tasks to meet the needs of all groups within their class, particularly those with special educational needs. Learning objectives are too broad to ensure a clear focus to the lesson, and activities do not always reinforce learning. Plenary sessions do not always successfully reinforce the learning. Teachers' expectations are low, particularly with regard to pupils' application and the presentation of their work.
29. The small amount of unsatisfactory teaching was the result of inadequate management of the pupils, which resulted in low standards of behaviour causing constant interruptions to the pace of the lesson. Activities were not always well matched to the needs of the pupils as insufficient attention had been given to previous assessments when planning work.

### **The curriculum and assessment**

30. The curriculum offered is broad and balanced, and it has maintained its effectiveness since the last inspection. It fully meets statutory requirements. The school teaches all subjects of the National Curriculum. During the introduction of the National Literacy and Numeracy Strategies, the school has decided not to teach the full programmes of study for the foundation subjects. Religious education is taught in accordance with the locally-agreed syllabus. The length of the school day and the time planned for teaching are in line with guidelines. A high priority is given to developing pupils' literacy and numeracy skills. There is a satisfactory balance of time for other subjects. More time is spent appropriately on English in Years 3 and 4. This time is adjusted and allocated to science in Years 5 and 6, meeting pupils' needs well.
31. Since the last report, successful improvements in the curriculum include the effective introduction of the National Literacy and Numeracy Strategies, and an introduction to learning French in Year 6. Provision for information technology has improved recently, giving pupils access to the Internet. It is too early to judge the impact on pupils' attainment and progress of the Numeracy Strategy. In literacy and information technology, early indications are that recent initiatives are having a positive impact.
32. The curriculum satisfactorily promotes pupils' intellectual, physical and personal development and effectively prepares pupils for the next stage of their education. The school has well-planned provision for road safety, health, drugs awareness and sex education. It provides satisfactory equality of access and opportunity for all pupils to learn and make progress, including pupils with special educational

needs. There are currently better opportunities for pupils in information technology in Years 5 and 6 than in Years 3 and 4. Homework such as reading, spelling and tables is set regularly and promotes pupils' progress well. Although there is an appropriate home-school agreement, there is not yet a homework policy to ensure a consistent whole-school approach, for example in the use of homework diaries.

33. Provision for pupils with special needs is good overall, with strengths in the provision for literacy and numeracy. The policy for special educational needs is in line with the nationally recognised Code of Practice<sup>2</sup>, and the register of special educational needs is regularly reviewed and updated. Individual education plans are drawn up for pupils, with clear targets for learning and behaviour where necessary. Regular assessment is used well to review the progress of these pupils' and the information is effectively used to plan a response to their needs. The quality and effectiveness of individual educational plans have significantly improved since the last inspection.
34. Curriculum planning has improved since the last inspection. The school has made good progress in providing curriculum guidance to support teachers' planning. There are now satisfactory policies and schemes of work for all subjects. Planning satisfactorily provides continuity and progression of learning. There is whole-school agreement about subject coverage, with clearly defined progression that systematically builds on pupils' knowledge and understanding. Year groups plan together, although there is not always consistency of work between parallel classes; for example, in Year 5, pupils study different history topics. Guidance on physical education does not show clearly when the different activities will be covered. The school systematically monitors curriculum planning and evaluates new initiatives, such as the recent national subject guidance, to see how it can improve their planning.
35. The curriculum is enriched by satisfactory extra-curricular activities, limited to music and sports, taken by a few of the teachers. A particular strength, however, are the very good quality and range of musical activities offered, which effectively raise standards in music. More than 100 pupils sing in the two school choirs, all pupils learn the recorder, 19 pupils learn the violin through the local education authority's music service, and more play in the 'Fiddling for Fun' club. There is a school orchestra and all pupils take part in public concerts. Sport is represented by football and rounders clubs. Other school activities that enhance the curriculum well include educational trips for all classes and a residential visit for Year 6. These have a positive impact on pupils' attainment, particularly in history, and on their social development.
36. Procedures for assessing pupils' attainment are good and have improved since the last inspection. They exceed national testing requirements in all years. For example, pupils take optional National Curriculum tests and standardised reading

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<sup>2</sup> [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.](#)

and spelling tests, and teachers assess all subjects against National Curriculum levels and expectations at the end of each year. Teachers' make accurate assessments of National Curriculum test results. Results of formal testing are carefully monitored and thoroughly analysed. They are used effectively as a means to identify pupils with special educational needs, to set ability groups for mathematics and English, to measure progress, to set accurate future targets and to identify curriculum priorities, such as improving spelling, in order to raise standards. The use of assessment to inform curriculum planning is satisfactory overall. However, as results are not shared effectively with teachers throughout the school, or used consistently, its effectiveness is limited.

37. Other improvements successfully introduced by the school since the last inspection, which have raised the quality of assessment, include a good quality, new assessment policy and effective methods of recording pupils' progress. Pupils are involved in self-assessment and set their own work targets. A good initiative is where pupils write a report on their own progress, although this is not whole-school practice. Annual reports to parents are of satisfactory quality. Reports for Years 3 and 4 contain combined headings for information technology and design technology rather than reporting on them as separate subjects. Detailed educational records are kept for all pupils and are passed on to their next school when they transfer.

### **Pupils' spiritual, moral, social and cultural development**

38. This aspect was identified as a strength of the school at the time of the last inspection and continues to be so. Overall, provision is good; the school makes satisfactory provision for pupils' spiritual and social development, and good provision for their moral and cultural development.

[J1]The daily acts of collective worship contribute successfully to pupils' spiritual development, and well chosen stories enable pupils to reflect on their own and other people's lives and beliefs. When singing hymns, pupils are encouraged to reflect on the words and their meaning. The requirement for the school to provide a daily act of collective worship is fully met. Christian worship is very well planned and opportunities are provided in weekly assemblies for pupils to share their achievements and to value the work of others. Opportunities are planned for pupils to engage in contemplation and consider the impact of history on their lives. During the inspection the pupils showed great respect in a 'Remembrance Day' assembly. Spiritual development is reinforced in religious education lessons and the study of other cultures and festivals. For example, younger pupils showed awe and wonder when examining Divali greeting cards in a religious education lesson.

39. The school makes good provision for pupils' moral development. Teachers and other adults in school set good examples and have high expectation of manners and behaviour. Adults are kind, supportive and encouraging and the high standards of behaviour are a natural result. Pupils are encouraged to make the distinction between right and wrong. Teachers deal firmly but sensitively with any incidents of misbehaviour. They make the most of opportunities to reinforce moral principals.



40. The school makes satisfactory provision for pupils' social development. Pupils are encouraged to work co-operatively in lessons and be responsible for books and equipment. Some pupils are given a number of jobs around the school, but there are few opportunities for them to be involved in the daily life of the school. This was a key issue of the last inspection and has not been successfully addressed. Pupils enjoy belonging to the school choir, orchestra and recorder groups. They develop an understanding of citizenship by raising money for charities. Pupils display good social skills by being courteous, confident and caring towards each other.
41. The school makes good provision for pupils' cultural development. The teaching of music, science and art widens pupils' knowledge of composers, scientists and artists. Visits to museums and places of interest are valued and extend pupils' knowledge of their own heritage. Pupils are taught about life in a multicultural and multi-ethnic society and can describe faiths and customs. During the inspection younger pupils celebrated Divali and studied the ways in which Hindus celebrate this important festival. Displays of books, posters and artefacts enhance pupils' cultural development and their awareness of other cultures.

### **Support, guidance and pupils' welfare**

43. The school provides pupils with a good level of support and guidance, both academically and in terms of their pastoral needs. There is an atmosphere of academic achievement and the school has successfully created a safe, secure environment where teaching and learning are able to flourish. The high priority placed upon pupils' welfare, seen during the last inspection, is still in evidence.
42. Procedures for monitoring pupils' academic progress are good overall. Detailed analysis of pupils' performance is a continuing feature of teachers' work and members of staff have a good working knowledge of the academic capabilities of their pupils. The school's procedures, whereby pupils set targets for themselves to help them improve the quality of their work, are very good. For instance, in one class the teacher sets specific targets for English and mathematics, and pupils fill in a tick chart each time they successfully achieve a target. In another class, pupils have their own diaries, which they use to review the work completed over the week and to set a target for the next week's work. Certificates of achievement are awarded for good work and effort, and teachers use praise well to motivate and encourage pupils. For younger pupils 'smileys' are displayed on a chart in the classroom and this provides another good means of encouragement. These methods all help to increase pupils' motivation and, by so doing, are helping to raise academic standards.
43. The monitoring of pupils' personal development is satisfactory. There are useful personal development comments on end-of-year reports. Targets set in reports, especially for the younger pupils, sometimes include those aimed at trying to influence character development and habits, such as to try and stop nail biting!
44. Pupils with special educational needs receive a good level of support and

guidance, both in the classroom and, especially, through specific sessions where they are withdrawn from the class to work in small groups with learning support assistants. Individual education plans contain clear yet appropriate and achievable targets to help pupils. The good arrangements whereby support assistants move through the school with their pupils help to provide continuity of care, in both academic and pastoral terms.

45. There are good procedures in place to encourage pupils to behave well. The school's behaviour policy includes clear guidance and is regularly reviewed and amended. Most members of staff have high expectations of behaviour and are experienced in handling the very few incidents where pupils' behaviour falls below the school's high standards. Parents are pleased with the standard of behaviour in the school. During wet lunchtimes, the lunchtime staff organise raffles, colouring competitions and special events where they wear fancy dress. This helps to keep pupils occupied and engaged in positive activities. However, there is little for pupils to do in the playground to help ensure that pupils' good standards of behaviour continue while they are playing and that they do not become bored.
46. The behaviour policy includes an appropriate section detailing the school's action in cases of bullying. In conversation with inspectors, pupils agreed that all adults in the school would listen to their concerns. Certainly, no bullying was seen during the inspection.
47. Satisfactory procedures are in place to check on pupils' attendance, and registers comply with all legal requirements. Good attendance comes naturally from pupils and their parents, and the school's procedures to promote attendance are satisfactory.
48. Child protection procedures are also satisfactory. The 'Named Person' is experienced and attends regular training sessions. Whole-school training sessions take place for all those adults who regularly encounter pupils during the school day. Whilst staff follow the county guidelines for child protection, there is no specific school policy. This is an area for development.
- 50.
51. The school has good strategies in place that help to ensure the welfare, health and safety of pupils in its care. The police support a detailed programme of drugs awareness education for older pupils, as part of the DARE (Drug Abuse Resistance Education) project. All pupils benefit from the annual visit of the Life Education Centre's mobile classroom, which highlights issues related to health and drugs awareness. A good personal and social education programme is in place that includes topics such as relationships (including anti-bullying messages), citizenship, safety and health. This provides good guidance, which is helping pupils cope with different situations they may face as part of everyday life. The school pays appropriate attention to health and safety, and there are no concerns in this area.

### **Partnership with parents and the community**

49. Parents provide a good level of involvement in their children's learning. The



school has good links with the local community, which add interests and variety to the curriculum. These are important school strengths that are helping to raise educational standards. The good standards in these areas have been maintained since the last inspection. The vast majority of parents are positive about all aspects of school life and this is reflected in the results of the Ofsted questionnaire and in the views of those parents who attended the Ofsted parents' meeting.

50. The quality of information the school provides for parents is satisfactory overall. The prospectus is informative and portrays a positive picture of the school. Letters from the headteacher are regular and ensure that parents are kept well informed about school news and events. The governors' annual report is satisfactory overall, but does not contain national assessment data and provides scant details on the school's progress since the last inspection. For those parents with access to the Internet, a good quality web site provides an up-to-date picture of school life, using work pupils have produced themselves. The school has complied with legal requirements to send out an appropriate 'Home and School Agreement' for parents to sign. A useful booklet provides guidance for parents on the best way to help their children with reading at home.
51. Parents at the Ofsted meeting with inspectors said they would especially value knowing about the topics pupils are studying. Several teachers do encourage parents to support their child, particularly in listening to reading. Some annual reports mention the areas pupils have studied, and parents were sent a commercially produced booklet to explain the Literacy Hour. Some teachers provide parents with an informal curriculum overview during parents' evenings. However, inspection evidence shows that the quality of information for parents about the curriculum pupils are following and ways they can help at home is limited. This is an area for development. There is no whole-school approach to informing and involving parents so that they can support learning at home. Similarly, there is no whole-school policy for homework, though some classes make effective use of homework diaries.
52. There is now good communication between the school and parents whose children have special educational needs. This area of communication between home and school has significantly improved since the last inspection. Parents are invited to all termly reviews of children at Stages 2 and above<sup>3</sup> of the Code of Practice, and most attend. The school is starting to make an informal record of parental comments and views after each review and this is entirely appropriate. Those parents who are not able to attend receive a letter that explains what action has been taken. They also receive a copy of their child's individual education plan, which contains a section showing them how they can help their child. The school's regular and full involvement with parents is helping to improve the progress of those pupils involved.
53. The quality of pupils' annual reports is satisfactory overall. There are many

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<sup>3</sup> [Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.](#)

inconsistencies in the reports from different classes, and several comment on pupils' attitudes to the subject rather than telling parents about progress made. There are inconsistencies in providing comments to parents on which areas pupils need to focus on and improve. Some comments for information technology are omitted. The school provides parents with termly opportunities to meet with teachers to discuss their children's progress, and there is an open day during the summer when parents can visit to see their children's work. This constitutes good provision.

54. Parents work hard to raise money for the school by organising various fund-raising activities, through the Friends of Westdale. Money raised from recent events, such as the summer fair, has been used to buy cassette recorders for each classroom and extra resources to support the literacy hour. Parents receive good support from local shops, groups and businesses, which provide raffle prizes and discounts, as well as goods to sell at the fair. The Friends' activities are having a positive impact upon the provision of education in the school, by enabling it to purchase additional resources that are enhancing the curriculum. In classrooms, parental help is more limited. Parents provide regular help with swimming, organising a weekly book club and the school bank. Parental support is much appreciated by staff and has a positive impact on learning.
55. Parents provide good support for the work pupils take to do at home. Many parents listen to their children read regularly and help them with learning spellings and multiplication tables. In Year 6, parents are kept fully up to date with their children's progress in weekly tests by means of a slip which is sent home, giving them test and homework marks. This is an example of good practice.
56. The school is an active participant in community life, and links with the community are good. Many examples of community involvement take the form of performances from the successful school choir. During the inspection week, it was practising carols to sing at the switching on of the Christmas lights at a local shopping centre, which will be in the presence of local dignitaries. Pupils also sing periodically for two different groups of senior citizens.
57. There are close links with the local churches which pupils visit in connection with their topics in religious education and for a Christmas service. The clergy from these churches also visit school to take assemblies. Pupils produce a newsletter, which they distribute to shops and senior citizens themselves. The local library is a well-used resource, especially during 'Arts Week', and visits there are helping to encourage good habits of reading. Links such as these are having a beneficial influence on the personal development of the pupils involved.

## 60. **The management and efficiency of the school**

### **Leadership and management**

58. The school benefits from sound leadership and is well managed. It is making

good progress towards achieving its stated aims and has a positive ethos.

59. The school has a positive, friendly and purposeful ethos. It is based on the good relationships between governors, staff, pupils and parents. The governors, headteacher and staff share common values that are based on the principles of good behaviour, positive attitudes and personal development. They are committed to raising standards, as illustrated by their support for initiatives in literacy and numeracy, and their overall thorough planning of the curriculum.
60. The school has appropriate aims that are published in its prospectus. These are based on pupils acquiring to the best of their ability the skills, knowledge and attitudes that will enable them to grow in confidence, independence and self respect, within a calm, caring community. Through its work, the school is making good progress towards achieving these aims. The pastoral leadership of the school is good and is reflected in the orderly running of the school and general concern for pupils' well-being. Parents are supportive of the values and aims of the school.
61. The governing body is supportive of the school, meets regularly and has an appropriate structure that includes committees for pupils and curriculum, and finance and personnel. The committees have terms of reference to guide their work. The governing body fulfils its statutory obligations through, for example, having all legally required policies in place, including policies for charging and special educational needs. However, there are some minor omissions in the governors' annual report to parents. The governing body satisfactorily monitors the school's budget and gives due consideration to the cost-effectiveness of its decisions. It takes appropriate account of the standards achieved and the quality of education provided by the school.
62. The chair of governors is experienced, having been a governor at the school for over twenty years. She ably carries out her various functions, including regular liaison with the headteacher. Some governors ensure effective development of their knowledge and understanding through attending training courses run by the local education authority. A planned programme of visits ensures that governors have satisfactory knowledge of classroom practice. Reports of visits ensure that all governors and parents are kept well informed, though the visits do not always have a specific focus that would make them more effective.
63. The headteacher is experienced, well respected and committed to high standards. He provides sound leadership and a clear educational direction for the school. However, at times a more decisive approach is required to ensure that decisions on good practice become effective throughout the whole school. The headteacher is supported by an able and hard-working deputy headteacher. Day-to-day management and organisation are carried out efficiently. The headteacher has recently begun a programme of regular classroom visits to monitor teaching. This programme provides a satisfactory level of monitoring. However, the accompanying reports to be shared with staff give insufficient detail on particular strengths and weaknesses in teaching which would inform effectively the programme of professional development for staff.

64. Subject co-ordinators effectively carry out their role in developing curriculum policies and guidelines. They use their 'curriculum days' to manage resources, monitor planning and scrutinise pupils' work and test results. This has a positive effect on the development of the school's curriculum. However, the co-ordinators' role in the monitoring of teaching to identify specific areas for development and the setting of targets for improvement within their subject, linked to a delegated budget, has not been successfully developed. This is an outstanding issue from the last inspection.
65. The provision for pupils with special educational needs is well managed by the deputy headteacher, who is also the co-ordinator for special needs (SENCO). The school has made good progress in improving the management of special educational needs since the last inspection. The school's policy for special educational needs is appropriate and has been recently updated. The governor for special educational needs provides additional skilled support for the SENCO, when required. There is good liaison between the SENCO and learning support assistants, and regular monitoring of the support they provide. There is no monitoring of the support that teachers provide for pupils with special educational needs in those lessons where learning support assistants are not present, and this is an area for development.
66. The school has developed an appropriate equal opportunities policy since the last inspection, and a member of staff has a responsibility for informally monitoring equal opportunity issues. All pupils have equal access to all areas of the curriculum, and the school's aims include a commitment to this.
67. The headteacher, in consultation with teachers and governors, produces a satisfactory school development plan. The plan identifies appropriate targets and success criteria, and is carefully costed. There are satisfactory procedures for monitoring and evaluating progress towards the targets set. While there are detailed action plans for the main priorities for the school, currently mathematics and information technology, there is no indication of future targets for improvements in other areas of the curriculum. The plan's effectiveness is further limited, as it does not give a sufficiently long-term view of school improvements.
68. Since the school's previous inspection, it has maintained its positive ethos and the good quality of its teaching. The governors, headteacher and staff have successfully addressed almost all of the issues raised at that time. Subject policies and schemes of work are now in place and there are satisfactory procedures for assessing pupils' progress. The curriculum is now carefully monitored and spending decisions are evaluated. The provision for pupils with special education needs is much improved and has resulted in these pupils making good progress. In lessons, pupils are given opportunities to select appropriate resources to complete tasks. However, more opportunities for them to take on responsibilities in the life of the school have not been effectively provided. The role of the subject co-ordinators has not been fully developed. Overall, the school has made good progress since the last inspection and is well placed to make further improvements.

## Staffing, accommodation and learning resources

69. There are a sufficient number of appropriately qualified, experienced teachers and well-qualified support staff to match the demands of the curriculum and to support pupils with special educational needs. The staff is very stable and is committed to raising standards. Staff members have a clear understanding of their roles and responsibilities. The school deploys visiting specialists effectively, for example the additional literacy support assistant, and this enables pupils to make better progress. Support staff, such as the midday supervisory assistants, the long-serving caretaker and the secretary, ensure that the day-to-day life of the school functions effectively.
70. Induction arrangements for supporting staff new to the school are appropriate. Procedures for teacher appraisal meet requirements. Arrangements for the professional development of staff are good and staff training is well linked to the school development plan. A strength is the support the school gives to its learning support assistants by including them in appraisal and developing their qualifications. This has successfully improved their effectiveness, for example when working with pupils with special educational needs. Recent training has focussed appropriately on enabling teachers to introduce the national literacy and numeracy strategies successfully and on improving their computer skills.
71. The school's buildings and grounds provide satisfactory accommodation for the effective delivery of all aspects of the curriculum. Since the last inspection improvements have been made in the use of corridors to provide effective additional teaching space for small group work and to create a new library area. The classrooms provide fairly spacious accommodation for the numbers and ages of pupils. There is a satisfactory range of extra accommodation, such as a large hall and a computer/music room, which enables teaching to be more effective. Attractive displays throughout the school enhance the learning environment. The school building is well cleaned and maintained. The school has correctly identified the need to refurbish the toilets, as they are old and difficult to keep hygienic. The outside playground is large, but underdeveloped as a resource for improving the quality of pupils' learning and playtime. Playground markings and seating areas are limited. There is no school field for games or access for disabled pupils, but the school is well prepared to improve access if the need arises. The headteacher and secretary share an office with no separate area for confidential meetings.
72. Learning resources are adequate but not generous in quantity, and satisfactory in quality for the curriculum and the range of pupils, including those with special educational needs. Computer resources have improved since the last inspection so that all pupils have access to e-mail and the Internet, which is improving progress. They are in line with requirements for the National Grid for Learning. Equipment held centrally is usually well organised and neatly stored, and the accessibility of resources has improved. For example, trolleys for design technology equipment have been purchased. The school has recently improved its sets of group readers to support the literacy hour appropriately. Many reading books are very well used and unattractive in appearance. There is an insufficient

range of reading books available for older pupils to take home; the choice is limited to fiction. The library contains an adequate stock and range of high quality non-fiction books. The school makes effective use of resources beyond school to enrich the curriculum, including museums and a residential trip.

## The efficiency of the school

73. Financial planning is satisfactory and there is good, efficient, financial control and school administration. Staff, accommodation and resources are used satisfactorily to support learning.
74. Educational development priorities are supported through careful financial planning. The National Literacy and Numeracy Strategies have been effectively resourced. The school has supplemented the funds it received to develop information technology. This has ensured that the subject has adequate resources and now all pupils have access to the Internet to search for information. This is a positive development and being used effectively to enhance the quality of education and raise standards in geography, history, music and information technology.
75. The headteacher and the governors' finance committee plan the budget satisfactorily and consider the cost-effectiveness of their decisions. The school had accumulated a large carry-forward of approximately £43,000. The governors identified the need to increase the number of support staff and the amount of help for pupils with special educational needs. The budget also has to cover the maintenance of the building, and the finance committee has agreed to an extensive refurbishment of the toilets. These initiatives will reduce the carry forward to an acceptable reserve sum.
76. The school governors are well informed about all income and expenditure. Spending decisions are directly related to improving the quality of education and raising pupils' attainment. A weakness in financial planning is the lack of involvement of curriculum co-ordinators. No budgets are delegated and co-ordinators are not asked to produce subject development plans or identify the financial support needed to further develop their subjects.
77. The school makes effective use of teaching and support staff. Teachers share their expertise in planning, for instance in science and music, but curriculum co-ordinators have not developed their role to monitor teaching and learning. The school has allocated funds for the employment of supply teachers to allow co-ordinators a limited amount of release time. The weakness of this is that resources are spread widely and not directly linked to school priorities. Support staff are valued and make a significant contribution to pupils' learning. They give good support to pupils with special educational needs and those who need additional support for literacy. These pupils are making good progress as a direct result of the support given to them.
78. The school makes effective use of accommodation, with the exception of the library, which is under-used. The corridors have been carpeted and developed to allow pupils to be taught in small groups. One room has been equipped to teach information technology skills to a class or group of pupils. This ensures that pupils make satisfactory progress to achieve the standards expected of their age.
79. Teachers use learning resources effectively to enhance pupils' learning, with the



exception of the computers in classrooms, which are under-used. The recent provision of new personal computers and links with the Internet has been a positive development and is helping to further pupils' knowledge.

80. The school makes very effective use of additional funds. Those received for pupils with special educational needs are supplemented to provide effective support, enabling pupils to make good progress. Funds received from the Standards Fund are used appropriately to improve school effectiveness and support curriculum initiatives.
81. The 1998 local authority internal audit recognised satisfactory financial control within the school. The few issues raised have been addressed. The day-to-day financial control and school administration are good and unobtrusive. They provide effective support for the central purpose of the school in teaching and learning. The previous inspection report identified the need to develop measures for evaluating the cost-effectiveness of spending decisions. The headteacher and governors have successfully addressed this issue.
82. Taking into consideration the income per pupil, which is average, the attainment and good progress of the pupils, their attitudes and behaviour, and the good quality of education provided, the school provides good value for money.



## **PART B: CURRICULUM AREAS AND SUBJECTS**

85. **English, mathematics and science**  
85. **Information technology and religious education**

### **English**

83. Overall standards of attainment in English are close to the national average at the end of Key Stage 2. Attainment is above average in writing, and average in reading, speaking and listening. Pupils, including those with special educational needs, make good progress.
84. National Curriculum assessment results (1999) at the end of Key Stage 2 show standards close to the national average. Pupils' reading results were better than those in writing. For the past three years results have remained the same, with three quarters of pupils achieving Level 4 or above. As the national average has risen, this means that the school's results, which were well above the national average from 1996 to 1998, are now close to the national average. In comparison with those in similar schools, standards in English overall in 1999 were also broadly in line with the average. There is no significant difference in the performance of boys and girls. The school has detailed assessment data, which enable teachers to accurately predict pupils' results. It is in a good position to achieve the local authority targets set for 2000.
85. Inspection evidence indicates that, at the end of the key stage, standards in speaking and listening are average. In all classes there is a significant group of higher attainers who are very articulate and achieve above average standards. All pupils make satisfactory progress, including those with special educational needs, and talk confidently and clearly, using an increasingly complex vocabulary. For example, all of a Year 6 class spoke out well in front of the rest of the school during their class-led assembly on 'Remembrance Day'. Pupils are given good opportunities to perform in public during school concerts. They listen attentively with understanding in a wide range of contexts, including discussion, and willingly make contributions. In Year 4, a group of pupils listened carefully to the views of others and made appropriate contributions as newspaper reporters for an article recorded by the teacher. Pupils respond to and follow instructions well. Teachers ensure that pupils, including those with special educational needs, get plentiful opportunities to answer and ask questions, which effectively enhance their speaking and listening skills.
86. Pupils enter school with below average standards in reading. They make good progress throughout the school, so that by the age of eleven, their standards are average, with more than a quarter of pupils attaining above average reading standards. Pupils with special educational needs make good progress and receive good levels of support, enabling them to attain appropriate levels for their abilities. By the end of the key stage most pupils read fluently, accurately and with expression. They show understanding of a range of texts, such as modern fiction and poetry, classic poetry and myths. They confidently use the contents,

glossary and index in non-fiction books to locate information, and a simple Dewey classification system in the library. They can find out information from computer sources. They successfully use reference books such as dictionaries, thesauruses and encyclopaedias. Pupils take books home to read and set themselves reading targets, for example to read at least three times a week, which promotes reading progress well. Less effective is the limited range of home-reading texts in Years 5 and 6. Only fiction is available, and there are no non-fiction texts from which to choose. Many reading books are well used and worn in appearance. This has a negative effect on pupils' enthusiasm and enjoyment of reading, and restricts their progress. Pupils' knowledge of authors and poets is limited. The school maintains records of pupils' reading in diaries and these sometimes include useful comments from home. However, the school does not record the particular skills and strategies which pupils need to practise in order to improve. Parents make a valuable contribution to their children's learning by hearing them read regularly and helping them learn spellings.

87. Attainment in writing at the end of Key Stage 2 is above average, which is an improvement since the last inspection. Pupils, including those with special educational needs, make good progress in all aspects of writing, including the skills of spelling, punctuation and handwriting. Their writing in a range of forms, such as letters, a speech for a mayor, myths, stories, newspaper accounts and plays, is lively and thoughtful, and developed well across the curriculum. For example, pupils in Year 5 write instructions clearly, describing their design process in design and technology. Vocabulary choices become more adventurous, and discussions with their teachers develop effectively the way words are used for variety and interest. Pupils understand how to use a range of punctuation such as commas, apostrophes, speech marks and question marks and write with correct grammar. They are developing an understanding of the processes of planning, drafting, revising and editing and can sustain ideas in writing. Pupils' use of computers as a writing tool is underdeveloped; for example, they have few opportunities to write directly using word processing, although they know how to do this and older pupils can spell check on a computer. Pupils in Year 3 made good use of a small spell-checker. Pupils follow a structured spelling programme that gives their learning appropriate progression. They use the method of look, cover, write and check during spelling sessions, but this method is not reinforced sufficiently when they copy spellings in writing across the curriculum. When they start school the handwriting of the majority of pupils is reasonably accurately formed, but inconsistent in the size of letters. Pupils make steady progress in Year 3 and learn to join letters. From Year 4 onwards their handwriting style is joined, fluent and legible.
88. The National Literacy Strategy has been established in school for about a year. It is having a positive impact on pupils' progress and raising standards, for example by increasing the range of literature offered to pupils and by providing more guidance to teachers on their planning. The school is correctly evaluating its use of a commercial scheme in the literacy hour and is appropriately adapting its use to meet the needs of pupils. Much care has been spent on timetabling the additional literacy support group and special needs support to coincide with group work held in class. All pupils make good progress in these sessions, including

those with special educational needs, due to the high levels of support and the structured programme. Timetabling constraints have caused one class to have a literacy hour spread over playtime, which on occasions causes problems due to the very exact timing required. Occasionally this has a negative effect on pupils' progress.

89. Pupils usually respond with enthusiasm in English lessons. They listen attentively, particularly during reading sessions and to other pupils reading their work. They ask relevant questions and are eager to answer and join in whole-class discussions. Pupils' behaviour is mostly good and sometimes very good. They show constructive relationships with others and co-operate together, sharing resources or in group reading and writing activities. Pupils work with increasingly sustained concentration and learn to take care with their work and present it neatly. They discuss their English targets and are keen to achieve them.
90. The quality of teaching is good overall, but varies from one unsatisfactory lesson to one very good lesson, with an equal split between satisfactory and good teaching. The most effective teaching is associated with high expectations and good use of a range of challenging and interesting activities, as seen in a Year 5 topic on the book 'Krinklekrax'. Teachers have a good understanding of the English curriculum and give pupils plentiful opportunities to practise their different skills across the other subjects of the curriculum, such as discussing and recording science experiments, and empathetic writing in religious education. Teachers consistently use correct terminology in grammar and effectively teach the key language skills with appropriate progression. Good use is made of questioning to identify the extent of pupils' knowledge and understanding, and at its best involves many pupils. Lessons are well structured and organised, particularly literacy hour group work. The teachers and support staff help pupils with special needs to make good progress. Members of staff have good relationships with pupils and give effective support in lessons. Pupils are usually managed very well and positive behaviour is rewarded, except in the one unsatisfactory lesson, when learning was interrupted to manage behaviour. Marking is up to date. The most effective marking gives pupils clear guidance on how they can improve. Teachers accurately assess all aspects of pupils' work, using an appropriate range of testing and daily observations. The quality of teaching has improved since the last inspection. The library is still underused for independent research, and pupils do not fully recognise it as a place to borrow books, although it is effectively used to teach library skills. The weekly bookshop run by the Friends of Westdale effectively gives pupils access to good quality paperbacks and encourages reading.

93. **Mathematics**

91. By the end of the key stage, pupils' standards of attainment are above national expectations. Pupils, including those with special educational needs, make good progress to enable them to achieve these above average standards.
92. Between 1996 and 1998, pupils' attainment in National Curriculum tests has varied slightly, but overall it has been well above the national average. In the

National Curriculum tests at the end of Key Stage 2 (1999), the proportion of pupils that achieved Level 4, the expected standard, was well above the national average. The number of pupils who achieved the higher standard, Level 5, was close to the national average. Overall, the results were above average when compared with those in all primary schools, and in similar schools. These results show a significant improvement from the previous year in the number of pupils who achieved Level 4. The number of pupils achieving Level 5 has remained consistent over the last four years.

93. Evidence from the inspection confirms these high standards. Most of the pupils at present in Year 6 are on target to achieve standards in line with the 1999 results. By the end of the key stage pupils present their work in a clear and well-organised way and are able to explain different strategies for solving problems. They have a secure knowledge of multiplication tables and a clear understanding of the four operations of number (addition, subtraction, multiplication and division). They are able to describe multiples, factors and square numbers. Some pupils show confidence in adding and subtracting negative numbers. Most recognise equivalent fractions and can convert these to decimals and percentages. Pupils can identify the properties of a wide range of two-dimensional shapes including quadrilateral, parallelogram, rhombus and trapezium. They show confidence in constructing and interpreting graphs, good examples being seen in geography when pupils analysed the weather in Kingston, Jamaica.
94. Pupils make satisfactory progress in Years 3 and 4. They develop a secure understanding of place value to one thousand and beyond. They recognise number patterns and describe odd and even numbers. Most pupils show confidence in adding and subtracting numbers with two digits and can count in twos, fives and tens. They have a secure understanding of reading scales when measuring height, length, weight, capacity and time. Pupils make good progress in Years 5 and 6. They present their findings clearly and offer explanations of the strategies they use. They develop quick mental recall of all multiplication tables and show enjoyment in the mental arithmetic section of each lesson. Pupils offer clear explanations of how to calculate the area and perimeter of simple shapes. They are able to measure in degrees and explain how to make a right-angle tester. Pupils with special educational needs are well supported and make good progress.
95. Numeracy skills are used effectively to enhance learning in other subjects. In geography, pupils use the Internet to research daily changes in the weather in different parts of the world. They record this information in graph and table form. In history lessons, pupils calculate historical periods by using a time line. In design and technology they use their skills of measurement when designing and making models. In science, they record measurements in table form. The school has made a satisfactory start to the introduction of the National Numeracy Strategy, but some lessons lack pace and challenge. There is insufficient monitoring of the different strands of the strategy and the identification of strengths and weaknesses.
96. In most lessons, pupils show enjoyment in learning. They behave well and relate

positively to each other and to their teacher. They sustain their concentration and enjoy working independently and co-operatively. Younger pupils do not take sufficient care with the presentation of their work and this results in careless mistakes. Older pupils show pride in the presentation of their work and pleasure in their progress.

97. The overall quality of teaching is good, but it varies from very good to unsatisfactory. In a quarter of lessons teaching was good, and in a further quarter it was very good. In the very good lessons, teachers show enthusiasm and have very high expectation of their pupils. They provide a range of approaches to include explanation, discussion, practical activities and consolidation. They plan their lessons effectively with clear learning targets for the pupils and demonstrate very good class management skills. In a lesson looking at the properties of shapes, the teacher made effective use of a construction kit to question pupils' understanding. When teaching is unsatisfactory, it is directly related to class management and not using previous assessments to inform planning. Pupils are, therefore, not sufficiently challenged to achieve higher standards and the pace of the lesson is slow.
98. The curriculum co-ordinator has successfully introduced curriculum developments, but his role has not been effectively developed to enable him to monitor teaching and learning. Some members of staff lack support and guidance on ways of providing more challenge for their pupils. Since the last inspection, standards have improved, and teaching and pupils' response have continued to be good. There are still weaknesses in the use of information technology to support pupils' learning.

## **Science**

99. Attainment at the end of the key stage is in line with national expectations. Pupils, including those with special educational needs, make good progress overall. They achieve above average results in national tests.
100. Between 1996 and 1998, the pupils' performance in end of key stage National Curriculum tests was well above the national average. While results have been consistently above the national average, standards have, with only slight variations, remained constant and have not kept pace with the improving national picture. Results at the end of Key Stage 2 for 1999 show that eight out ten pupils achieved Level 4, the expected standard, which is close to the national average. Slightly over a third of pupils went on to achieve Level 5, the higher standard, which is above the national average. Overall, these results were above average when compared with those in all primary schools, and also in similar schools.
101. Inspection evidence indicates that standards in the current Year 6 are average. A large majority of pupils are on target to achieve the expected standard, and a significant minority to achieve the higher standard. Pupils have an appropriate knowledge of physical processes. For example, they understand that electricity 'flows' through wires and that when a simple circuit is constructed it must be complete to work. Pupils successfully constructed a circuit capable of changing

the current to make the bulb brighter or dimmer, using a pencil lead as the variable resistance. They have satisfactory knowledge of forces, such as magnetism, gravity and friction. Through experiments such as suspending an apple by an elastic band, pupils understand that forces cancel each other out.

102. Pupils in Year 5 have an appropriate knowledge of materials. They recognise differences between solids, liquids and gases, and make effective use of information technology to investigate a database on gases. Pupils have a satisfactory understanding of the conditions that effect the growth of plants. They have a clear understanding that sounds are made when objects vibrate and, through experiments with broken glockenspiel bars and biscuit-tin basses, that the pitch of a sound can change.
103. Pupils make satisfactory progress within lessons. Pupils in Year 3 satisfactorily develop their understanding of health education issues when discussing the importance of different types of food, such as fruit and vegetables, meat and carbohydrates. Pupils in Year 4 gain an appropriate knowledge of the human body and, understand that the skeleton is made of bone and is used to support and protect our bodies. Better progress is made over time, as a result of careful curriculum planning that ensures that pupils build on previously learned work. For example, work on simple electric circuits in Year 4 is successfully developed in Year 6 to ensure that pupils have secure knowledge and understanding. In a similar way, pupils' understanding of healthy eating, introduced in Year 3, is developed to include appropriate attention to the harmful and beneficial effects of drugs, including alcohol and tobacco, by Year 5. The overall effect of this carefully planned curriculum is that all pupils, including those with special educational needs, make overall good progress as they move through the school.
104. Pupils have a positive attitude to science. They show interest and in particular enjoy the practical activities. They sustain their concentration throughout their lessons. They listen attentively and many volunteer to share their ideas, for example when discussing the outcomes of their experiments. They relate well to their teachers and work co-operatively in small groups.
105. The overall quality of teaching is good. In the lessons observed it was never less than satisfactory, and in half of the lessons it was good. Teachers have secure subject knowledge, and lessons are well planned. There is a good balance between teacher input and opportunities for pupils to experiment. This has a positive impact on the development of experimental and investigative skills, such as prediction and observation. Older pupils are encouraged to collect and organise their own resources, for example when devising and carrying out experiments on dissolving salt in water and constructing simple electrical circuits. This has a positive impact on their personal development. Teachers make effective use of the adequate resources available, often supplementing them with resources of their own. For example, a good range of resources, including human and animal skeletons and X-rays, resulted in pupils making sound progress in their understanding of the body. In the better lessons, teachers organise well-planned practical activities that have a clear learning objective and useful ways of recording results. While teachers make appropriate use of subject



specific vocabulary, they do not always ensure that pupils have a clear understanding of the scientific terms used. This reduces pupils' ability use appropriate scientific vocabulary to describe and explain their work. This is an area for teachers to develop.

106. The previous inspection identified that overall standards were above average and that pupils performed well in National Curriculum tests at the end of the key stage. Currently, overall attainment is average and pupils continue to do well in end of key stage tests. Since the last inspection the school has introduced a new curriculum in line with national guidelines. The co-ordinator is developing useful packs to support teachers' planning. Records of achievement for pupils to complete provide an effective method for recording progress.

109.

### Information technology

107. Attainment at the end of Key Stage 2 is in line with national expectations. However, standards are below average at the beginning of the key stage, but as a result of good progress towards the end of the key stage, pupils achieve appropriate standards by the age of eleven. During the inspection, computers within classrooms were rarely in use. Only one lesson in information technology was taught in the computer room, though normally all classes use this room. Judgements are based on the scrutiny of teachers' planning and pupils' previous work. Discussions were held with staff and pupils.
108. By the end of Key Stage 2, pupils demonstrate confidence in word processing. They are able to combine different forms of information to produce a well-designed newsletter. They combine text and graphics, and manipulate the images by changing font, size and position. They use a desktop publishing program to combine pictures and sound to produce a talking Christmas card. Most pupils confidently access information from the Internet and CD-ROMs. In geography lessons, they access data on daily weather conditions in Greece and compare these to conditions in Nottingham. Most pupils know how to create a set of instructions to program a robot. However, they are not confident in describing how a sequence of commands, in which outputs and inputs are used, can operate a burglar alarm or level crossing.
109. Overall progress is satisfactory. In Years 3 and 4, the pupils make unsatisfactory progress through the National Curriculum programmes of study. They have few opportunities to develop skills and knowledge. The best progress is made in word processing, and pupils are able to add and amend information. They know how to save and print a final copy. The lack of evidence of previous work and discussions with pupils indicate unsatisfactory progress in the other strands of the curriculum. In Years 5 and 6, progress is good. Pupils show good keyboard skills and offer a clear explanation of how the Internet and e-mail can make businesses more effective and extend personal knowledge. They describe how doctors and police can use a data bank to target specific groups of people. Pupils with special educational needs make satisfactory progress and are fully integrated in class activities.
110. Pupils show a positive attitude towards learning. They handle the equipment sensibly and enjoy working co-operatively. They relate well to each other and to their teacher. In the lesson observed, pupils were motivated to continue with their task through playtime. Pupils with access to personal computers at home show willingness to share their knowledge with less confident pupils. All of the pupils spoken to would like more opportunities to use the resources available.
111. No overall judgement can be made on the quality of teaching, as only one lesson was observed. In this lesson and on the other occasions when computers were used in lessons, teachers show good subject knowledge and personal enthusiasm. They offer clear guidance to pupils and encourage them to become self-reliant. Regular intervention ensures that progress is being made and pupils are encouraged to discuss their work. In some lessons, teachers do not make



effective use of the resources. Class records indicate that pupils do not have sufficient 'hands-on' experience to enable them to achieve higher standards.

112. The curriculum leader is very enthusiastic and has a clear vision of future development. He has produced guidance for teachers and reorganised the resources, and is willing to support colleagues. His role has not been effectively developed to monitor teaching and learning to enable him to identify strengths and areas in need of development. The previous inspection report identified average standards and the need to provide more guidance for staff. Standards have been maintained and more guidance has been provided. Resources have been improved to include access to the Internet and the provision of personal computers. A weakness is that information technology is not being used consistently to support learning across the curriculum.

115. **Religious education**

113. Standards of attainment in religious education are in line with the expectations of the locally agreed syllabus. By the end of the key stage, pupils have a basic understanding of the world's principal religions. Pupils, including those with special educational needs, make satisfactory progress in both their knowledge and understanding of the world religions taught.

114. By the end of the key stage, pupils have a satisfactory knowledge of the stories, festivals, celebrations and symbols of the Christian and other world religions. For example, pupils know the major festivals of the Christian church, including Christmas, Easter and Harvest. They satisfactorily retell Old Testament stories, such as that of 'Jonah and the Whale'. Younger pupils, through their topic on 'festivals', begin to understand similarities in the way different faiths celebrate special occasions, using food, presents and clothes. They understand, for instance, that greetings cards may be sent to celebrate Christmas, a birthday or Divali. Pupils in Year 3 successfully retell the main points of the story of 'Rama and Sita' and show an appropriate understanding of the importance of the festival of Divali to Hindus. Older pupils understand the importance of prayer aids, such as a rug and compass in Islam, and candles and a cross in Christianity. They know that the Bible is special to Jews and Christians, and that in the same way Guru Granth Sahib is special to Sikhs. Pupils in Year 6 successfully use their knowledge of religion to develop an awareness of moral issues. For example, having studied the 'Noble Eightfold Path', a moral guide for Buddhists, they wrote thoughtfully about ways to make the world a better place. One pupil wrote reflectively on having respect for all people, whatever the colour of their skin.

115. Pupils make satisfactory progress in their knowledge of Christianity, Islam, Buddhism and Sikhism through the effective use of story and videos. They gain an appropriate insight into these major beliefs and how their teachings relate to their own lives. For example, following a video on the Sangha, a Buddhist community, pupils made sound progress in understanding how valuable friendships are, and how they can help each other.

116. Pupils show interest in the subject and ask sensible questions to develop their

own understanding. They are attentive in lessons; for example, pupils listened very carefully as the teacher read from a Greek Bible. Pupils listen carefully to and respect the views of others. Their behaviour in lessons is good and they handle artefacts with appropriate care.

117. The overall quality of teaching is satisfactory, and occasionally very good. Teachers have secure subject knowledge and plan the units of work effectively to match the needs of the locally agreed syllabus. They ensure satisfactory continuity in pupils' learning by carefully reminding them of what they have learned previously before extending their knowledge. Teachers make satisfactory use of the school's adequate, but not generous, resources. There is a good balance in lessons between learning about religion and learning from it. Where teaching is satisfactory, teachers provide good opportunities for pupils to talk about their own experiences and beliefs in response to religious stories. Much use is made of worksheets and only limited use is made of literacy skills to record pupils' thoughts, knowledge and feelings.
118. Very good teaching is exemplified by very good subject knowledge, good story-telling techniques and thorough planning. Very good relationships resulted in the teacher and pupils sharing special belongings together in such a way that very good progress was made in developing pupils' respect for special artefacts, such as holy books.
119. The school has maintained the overall average standards and sound provision for religious education which were noted in the previous inspection report. The planned programme complies with statutory requirements and reflects the expectations of Nottinghamshire's locally agreed syllabus.

122.

## **Other subjects or courses**

### **Art**

120. The previous inspection reported that pupils' standards of achievement were above average. Inspection evidence indicates that most pupils achieve standards expected of their age, but do not match the standards reported in the previous inspection. Pupils have not developed skills in painting, printing and drawing which would enable them to produce work of a higher standard.
121. By the age of eleven, pupils are able to select relevant resources and materials, and experiment with them. They demonstrate control over a range of materials and tools, and begin to reflect on their work. They show an understanding of composition and simple rules of perspective. Most pupils are able to recognise the work of Van Gogh, and some pupils identify the work of Seurat and Cézanne. Pupils are able to create a small pot by coiling clay and produce attractive designs for Greek pots by using contrasting colours.
122. Pupils make satisfactory progress through the key stage. For example, they satisfactorily develop and modify their ideas, as when making card-sculptures of

animals. Better progress was observed in drawing, when pupils used sketching techniques effectively to create pictures of robots. Pupils are given the opportunity to experience all strands of the National Curriculum, but there are few displays of their work. Many of the classroom displays are teacher-orientated, using commercial materials and posters. Pupils with special education needs make satisfactory progress in line with their peers.

123. Only two lessons were observed during the inspection. In these lessons, pupils show enjoyment in learning. They relate well to each other and their teachers. They are pleased to talk about their work and they sustain their interest throughout the lessons.
124. No overall judgement can be made on the quality of teaching, as not enough was observed. Teachers' planning is detailed and follows the school's scheme of work. In the lessons observed, teachers demonstrate secure class management skills and ensure a balance between explanation, demonstration and the opportunity for pupils to experiment. In a lesson where pupils used their knowledge of perspective to produce a robot of solid shapes, the teacher challenged pupils to develop their ideas and this resulted in a higher standard of work.
125. The school has a detailed policy and scheme of work. These give clear guidance to teachers. Sketchbooks have been introduced, but they are not used effectively in all classes. Pupils do not show that they value these books and fail to use them purposefully to develop skills. The curriculum leader's role has not been developed to enable her to monitor planning into practice.

128.

### **Design and technology**

126. Pupils attain standards that are appropriate for their age and a few attain standards above those expected. All pupils, including those with special educational needs, make satisfactory progress overall in developing their designing, making, testing and evaluating skills. Pupils follow a carefully structured programme throughout the school. Standards have been maintained since the last inspection.
127. Pupils make good progress in developing the techniques of measuring, cutting, sticking and joining materials. Pupils in Year 3 evaluate different methods before choosing their own method of joining a wooden lollipop stick to a card Ramayana puppet given to them [J2]. They come to a class decision that the most successful product has a neat and strong join. In Year 4, pupils follow instructions carefully to practise the skills of scoring, measuring and cutting accurately to make cardboard mounts for Tudor miniature portraits. Pupils in Year 5 thoroughly investigate and evaluate weaving materials, before designing and making their own wooden frame and bodkin. They record their design and making process neatly in a series of illustrated, labelled stages. By the end of Key Stage 2, an examination of photographs shows that pupils can make a controllable vehicle on a chassis with electrical and pneumatic components. Pupils use construction kits with increasing skill.

128. Pupils show good, positive attitudes towards and enthusiasm for the subject. Some are so interested they make their own models at home to bring into school, and ask to continue work at home. They listen carefully to the ideas of others and make carefully considered responses. Pupils successfully work together on group projects, such as designing a packet of biscuits in Year 5, making joint decisions about the shape, name, type and packaging of their biscuits. They handle tools safely and carefully. All pupils take care over the quality of their finished products and praise each other's successes. Behaviour is very good. Pupils support and help each other when making models.
129. Teaching is good overall and never less than satisfactory. Teachers' planning is thorough and based on detailed school guidance, with a careful progression of skills. They tell pupils clearly what they are going to do and make use of an increasing range of materials, tools and techniques. The school has improved the accessibility of resources, and teachers usually give pupils independence in selecting from a choice of materials. They have sufficient knowledge and understanding to demonstrate skills and processes correctly and use technical vocabulary accurately. Good links are made with other subjects, such as mathematics skills for measuring, and identifying package shapes as a triangular prism. In the best lessons teachers have high expectations, set challenging tasks and generate enthusiasm for designing and making. They give due attention to safety matters and assess pupils' work clearly, thoroughly and constructively. Less effective methods are when teachers have one tightly structured activity for all pupils and do not judge when they have mastered skills and are ready to be encouraged to try out their own inventive ideas. This limits progress.
130. The leadership for design and technology is enthusiastic and strong. Improvements implemented since the last inspection include a good quality scheme of work to guide teaching and learning, which is carefully evaluated and reviewed if necessary. Training has effectively improved teachers' knowledge, skills and confidence, enabling them to assess pupils' standards more accurately. Resources have been improved, such as the provision of construction kits. Future plans to develop further the use of information technology for control work and designing are appropriate. These improvements all have a positive impact on progress and standards.

133.

### **Geography**

131. Standards in geography are appropriate for pupils' ages and have been maintained since the last inspection. Progress is satisfactory overall for all pupils, including those with special educational needs.
132. A strength in the teaching of geography is the structured programme, developed since the last inspection, that pupils follow to develop mapping and weather skills. This enables them to make good progress in these aspects. For example, pupils in Year 5 develop and practise using mapping symbols, successfully researching information from a map key in their atlases. Pupils make good progress in their understanding of weather and climate in different locations. In Year 3, pupils keep

regular weather diaries and use instruments successfully, such as thermometers. By Year 6, pupils locate weather data in different locations on the Internet and successfully make comparisons with data for their home town of Nottingham. Pupils effectively use a variety of sources of evidence, such as videos, maps, newspaper reports and photographs, to enhance their knowledge. They undertake geographical investigations successfully by asking and responding to questions. In Year 6, pupils study the impact of tourism on the Lake District and provide appropriate solutions to environmental problems such as litter.

133. Pupils show positive attitudes towards geography. They listen attentively during discussion times and show interest in their work. Behaviour is good. Pupils remain on task during written work. They co-operate well together, sharing resources fairly and helping each other when working on a computer.

134. The quality of teaching is satisfactory overall, with examples of good teaching. Teachers have secure subject knowledge. An effective use of knowledge and expertise is when teachers in parallel Year 6 classes exchange and teach a topic which particularly interests them to both classes. This promotes progress successfully. Features of good lessons include teachers using questioning effectively to recall pupils' previous knowledge and extend thinking and understanding. They motivate pupils well by making use of a variety of interesting resources, such as a video on Caribbean weather, or a computer web site to research information about English Heritage tourist attractions. They use methods that include a balance between giving information about places and providing opportunities for pupils to investigate in and beyond their locality. They set interesting tasks which appropriately challenge all pupils, including those with special educational needs, enabling them to progress at the same rate as the rest of the class. Less effective teaching is when pupils are over-directed and work lacks challenge, with insufficient use of pupils' ideas. Teachers make appropriate links with other subjects; for example, in history pupils learn about Ancient Greeks and make comparisons with Greece today. They use mathematics skills in Year 6 to construct a rainfall graph and English in writing a travel agent's brochure.

135. Improvements since the last inspection include improved planning, which has had a positive impact on pupils' learning and progress. The school is appropriately exploring and developing its use of new information technology resources, such as geographical information found on the Internet. Pupils in Years 5 and 6 make good use of information technology. This encourages pupils well in independent research, but it is less well developed as a resource in Years 3 and 4.

138. **History**

136. Standards in history are above those expected for pupils' ages. They have been maintained since the last inspection. Progress is good for all pupils, including those with special educational needs.

137. Pupils are making good progress in developing a sense of chronology through effective teaching, using resources such as a time line to illustrate special dates with pictures. They use dates and terms relating to the passing of time and show

an increasing awareness that the past can be divided into different periods, for example the Romans, the Tudors and the Victorian era. They show a good range and satisfactory depth of historical knowledge and understanding for their age. In Year 3, pupils write a letter home about the life and conditions of a Roman soldier posted on Hadrian's Wall, showing empathy. Progress and learning are good when work is associated with first-hand experience, effectively bringing history alive. For example, during their study of Britain since 1930, pupils in Year 5 and 6 visited Nottingham Castle to act out the experience of an evacuee in the Second World War. Pupils make good progress in developing a sense of historical enquiry and know how to find out and combine information from a range of sources, such as artefacts, books, pictures, photos, videos and visits to local historic places. Pupils' skills and knowledge in literacy help their learning in history; for example, their reading and writing skills enable them to research information and record their answers independently. In Year 4, pupils study a set of replica Tudor artefacts, and ask and answer historical questions appropriately on the basis of their observations. They are starting to understand that the past can be interpreted in different ways.

138. Pupils' attitudes towards history are very enthusiastic. Some of them say that it is their favourite subject because it is interesting. They enjoy sharing their historical knowledge and discussing their observations. They understand that old things are fragile and treat resources and artefacts with respect and care. Pupils co-operate well together, and behaviour is always good in history lessons. They take care over the presentation of their writing and illustrations, and show pride in their topic books. They listen to each other carefully, confidently discuss why things happened and respect different points of view.

139. The quality of teaching is good. A strength of teaching is the use of a wide range of good quality, interesting resources, such as the loan of replica costumes and artefacts, and historical visits to enrich the curriculum and promote pupils' cultural development. Teachers set appropriate, interesting tasks to meet the different attainment needs of pupils. Care is taken to ensure that pupils record their work in a variety of forms such as lists, letters and descriptions, and occasionally history is used to promote good quality, creative written work. Teachers mostly plan well together in year groups, following detailed subject guidance. They are given flexibility to choose their own methods and topic within the National Curriculum guidance, which means that pupils in parallel classes in Years 5 and 6 have different historical experiences. Effective links are made with other subjects. For example, pupils in Year 6 draw an Ancient Greek pot in art and pupils in Year 4 make mounts to display their Tudor miniature portraits in design technology.

142.

### **Music**

140. The school is successfully maintaining the high standards highlighted in the previous inspection. Pupils are given a wide range of experiences that enable them to make good progress and achieve standards higher than those expected nationally.

141. By the end of the key stage, pupils show good control of voice and instruments.



The quality of singing is good and pupils show attention to tempo when singing hymns and songs. They enjoy singing in two parts and are tuneful when singing to a piano and recorder accompaniment. There are two choirs, which contain over half the pupils. Pupils enjoy participating in a large group and performing in concerts, carol services, school productions and community events.

142. Pupils listen attentively to music in whole-school assemblies and lessons. They know the work of different composers. Older pupils help to provide a central display by producing a short biography of the composer of the week.
143. All pupils learn to play the recorder and have the opportunity to further develop their skill by joining lunchtime recorder groups. These groups play regularly in assemblies and concerts. Violin tuition is provided by a visiting teacher, and pupils achieve good standards. An after-school 'Fiddling for Fun' club supports this teaching. The violinists prepare music for concerts and play in the school orchestra.
144. Pupils make good progress in each year group through each strand of the National Curriculum. Younger pupils improvise rhythmic ideas by using body percussion to accompany a song, such as 'Old Macdonald had a Farm'. They show confidence in using percussion instruments to create an effect. Pupils confidently explain how Disney used music in films to set a scene. Older pupils are able to select and combine resources and use symbols to record their own composition. Pupils with special educational needs are fully integrated and make good progress in line with their peers.
145. In all lessons, pupils show a positive attitude towards learning. They thoroughly enjoy their music lessons and respond well to their teachers' enthusiasm. They listen attentively and are eager to answer questions. They enjoy working co-operatively and being a member of a group. They evaluate each other's performance and strive to achieve high standards.
146. Teaching is good throughout the school. Teachers plan co-operatively to ensure that pupils have access to all strands of the curriculum. They work co-operatively to operate a group rotation system in which each teacher provides a specific activity for all classes over the academic year. This is a successful initiative and ensures that pupils develop their skills and build upon their previous experiences. Teachers show good subject knowledge and plan their lessons well. They make good use of resources, and have high expectation of their pupils and challenge them to develop their compositions.
147. The curriculum is well organised, and clear guidance is offered to teachers. The many extra-curricular activities are appreciated by pupils and have a significant effect on the school curriculum. The co-ordinator is new to the post. He has a clear vision, secure subject knowledge and an enthusiasm for the subject. His role has not been developed to monitor teaching and learning across the whole school.

150.

### **Physical education**

148. Standards in physical education are appropriate for pupils' ages. All pupils, including those with special educational needs, make satisfactory progress.
149. Pupils throughout the school satisfactorily develop their skills and movements in gymnastics. Pupils in Years 3 and 4 show typical skill while they hold balanced shapes using different parts of the body. They move in different ways, changing direction and speed, for example when using both their hands and feet to move around the hall. In Year 5, pupils are aware of the space around them and they create imaginative symmetrical shapes. By Year 6, pupils show appropriate co-ordination when jumping and landing. Pupils throughout the school satisfactorily link movements into simple sequences.
150. Pupils develop appropriate skills for use in major team games. For example, in order to mislead opponents they feint and dodge, running forwards and backwards, and varying their length of pace and speed. In Year 5, pupils use their movements well in dance to interpret the mood of the music. They compose and control their movements well as they vary their shape, size and speed. They successfully perform these movements, joining in groups to produce a whole-class performance. Their dance, interpreting the story of 'Krindlekrax', was of a very high standard.

### **Swimming**

151. The school operates a satisfactory swimming programme for all pupils. Classes attend in rotation a series of six (or seven) weekly lessons each year at a nearby local authority pool. Pupils who have not achieved the expected standard by Year 5 are given an additional series of lessons in an attempt to improve their swimming skills. Most pupils swim 25 metres or more, the expected national standard, by the end of the key stage.
152. Pupils' response in physical education lessons varies greatly. Overall it is good. However, in one lesson it was unsatisfactory, as the immature behaviour and high noise level caused constant disruptions to the lesson. In contrast, in another lesson pupils were very highly motivated and very well behaved, and showed great pleasure in practising and refining their performance. More usually, pupils respond well in lessons. They show good self-discipline, co-operate well with others and respond quickly to commands. Pupils work with a sensible noise level and an appropriate awareness of safety.
153. The quality of teaching is usually good, though in one lesson it was unsatisfactory and in another it was exemplary. Teachers have satisfactory subject knowledge, and lessons are well planned, with most based on the activities within a published scheme adopted by the school. Teachers begin lessons with an appropriate warm-up and show a good awareness of safety. In one lesson, pupils effectively led the warm-up that included gentle movement, stretching and vigorous movement.



154. Teachers make use of demonstrations and encourage pupils to critically analyse the performance of others. However, these demonstrations are not always used effectively to develop pupils' performance. The management of pupils is usually good and teachers give positive encouragement. In some of the longer lessons, the pace slows towards the end, when there is insufficient variety in the activities, particularly where warm-up activities are very similar to the main activities of the lesson.
155. In the best lesson, the teacher's personal enthusiasm, clear objectives and high expectations resulted in excellent progress. The lesson was well linked to the book used in the class's literacy hour and this increased pupils' interest greatly. During one lesson, the unsatisfactory management of pupils, as expectations of behaviour were not clearly set at the beginning of the lesson, resulted in unsatisfactory teaching and learning.
156. At the time of the last inspection, standards of achievement were above average. Since the introduction of literacy and numeracy lessons the time spent on physical education has been reduced. The lack of a grassed playing field limits the range of activities possible. However, the school has maintained pupils' satisfactory progress. The school offers only a limited range of extra-curricular sporting activities, though these make a satisfactory contribution to pupils' social development.

## PART C: INSPECTION DATA

159.

### Summary of inspection evidence

157. The inspection team consisted of four inspectors, one of whom was a lay inspector. They spent a combined total of fifteen days gathering evidence. During the inspection they saw sixty lessons spent over forty hours observing lessons. Discussions with pupils took place during lessons and at other times. Inspectors heard a group of pupils from each class reading aloud. They examined samples of pupils' work from each year group outside the classroom and during the daily activities in the classroom. They drew other evidence from displays of work, records and reports. Inspectors held discussions with members of both teaching and support staff, and governors. They also scrutinised a wide range of documentation provided by the school. They obtained the views of parents on aspects of school life in a specific meeting arranged for this purpose attended by 22 parents and by means of a questionnaire that 112 parents responded to.

## 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
Y3 – Y6	257	0	42	39

### Teachers and classes

#### Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)	9
Number of pupils per qualified teacher	28.5

#### Education support staff (Y3 – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	82

#### Average class size:

32.1
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### Financial data

Financial year: 1998 - 1999

	£
Total Income	425,859
Total Expenditure	410,556
Expenditure per pupil	1,543
Balance brought forward from previous year	28,427
Balance carried forward to next year	43,730

## PARENTAL SURVEY

Number of questionnaires sent out:	257
Number of questionnaires returned:	112

### Responses (percentage of answers in each category):

Totals for each question may not always equal 100% as a result of rounding off.

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	28	61	11	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	49	45	5	1	0
The school handles complaints from parents well	27	44	22	6	2
The school gives me a clear understanding of what is taught	24	59	9	8	0
The school keeps me well informed about my child(ren)'s progress	30	56	8	6	0
The school enables my child(ren) to achieve a good standard of work	44	45	7	4	0
The school encourages children to get involved in more than just their daily lessons	30	49	13	8	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31	54	7	7	0
The school's values and attitudes have a positive effect on my child(ren)	46	48	6	1	0
The school achieves high standards of good behaviour	49	42	8	0	1
My child(ren) like(s) school	52	41	4	3	0

High levels of satisfaction exist among parents. A very few parents had concerns over the level and frequency of homework, the information given on what is taught and the availability of extra-curricular activities. While homework is used effectively in some classes, the school lacks a clear policy for this area. The overall quality of information to parents is satisfactory, but information on what is taught is limited. The school offers a good range of extra-curricular musical activities, but few other activities. These concerns of a very small number of parents are valid and are areas in which the school can improve.