

INSPECTION REPORT

RADCLIFFE-ON-TRENT JUNIOR SCHOOL

Radcliffe-on-Trent

LEA area: Nottinghamshire

Unique reference number: 122670

Headteacher: Mr Alun Morgan

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 22nd to 26th May 2000

Inspection number: 187305

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Cropwell Road Radcliffe-on-Trent Nottinghamshire
Postcode:	NG12 2FS
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Brian Hollis
Date of previous inspection:	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr A J Dobell	Registered inspector	Music Physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr K Schofield	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Mrs J E Gibson	Team inspector	English, Art Information and communications technology .	How good are the curricular and other opportunities offered to pupils?
Mrs P M Marriott	Team inspector	Special educational needs, Mathematics, Geography, History.	
Mrs M Palmer	Team inspector	Science, Design and technology, religious education.	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is in the village of Radcliffe-on-Trent to the east of Nottingham and is in the Nottinghamshire local education authority. Most pupils come from the immediate locality, and the school serves pupils between the ages of seven and eleven. The school is housed in an attractive site, and the reasonably modern buildings provide adequate accommodation for the school's current numbers.

There are 288 pupils on roll: about 55 percent of the pupils are girls, and 45 percent boys. Only a very small number comes from ethnic minority groups, and none speaks English as an additional language. Just under 10 percent of the pupils are eligible for free school meals, which is below the national average. About one fifth of the pupils are on the school's register of special educational needs, and this proportion is close to the national average. There are no pupils with a statement of special educational needs. The school's pupils come from a range of social backgrounds, but the available social indicators suggest that overall the social background of the pupils is above the national average. Similarly, their level of attainment on entry to the school is above the national average.

HOW GOOD THE SCHOOL IS

The school's results in the National Curriculum tests in 1999 were close to the national average. They were also close to the averages attained by schools which draw their pupils from similar backgrounds. These results were less good than those usually attained by the school in the years 1997 to 1999. Even so, the school attained its agreed targets in English and mathematics in 1999, and is on course to achieve its more challenging targets for 2000. There is little difference between the levels of attainment reached by boys and girls.

The quality of teaching in the school is good overall, and, in just over a quarter of lessons, teaching is very good or excellent. Many lessons are imaginatively planned so as to create interesting and challenging tasks for pupils. Most pupils respond eagerly to these good learning opportunities. Where teaching is satisfactory and, rarely, unsatisfactory (in only five percent of the lessons observed), tasks are more mundane, or do not provide challenge and stimulus for pupils of different levels of attainment.

The headteacher and other senior staff provide sound leadership and management, and the governing body is effective in carrying out its responsibilities. Considerable effort is devoted to pupils' personal development, and their attitudes and behaviour are very good. Relationships are very good throughout the school. Collaborative planning involving staff and governors is good. The school uses its human and physical resources well, and has good strategies for obtaining the best value from its expenditure. The school provides sound value for money.

What the school does well

- The quality of teaching is good overall.
- Pupils are confident and articulate.
- The school cares effectively for its pupils.
- Pupils' attitudes and behaviour are very good overall.
- The school provides a wide range of learning opportunities.
- Equality of opportunity is a key element in all that the school does.
- Provision for pupils with special educational needs is good.
- The school has good links with parents, and they have a very good impact on learning.
- Leadership and management effectively promote very good relationships throughout the school, which enhance teaching and learning.
- The governing body fulfils its duties effectively.

What could be improved

- The assessment procedures which are in place, are not used systematically to promote progress for individual pupils.
- Curriculum co-ordinators do not have regular opportunities to monitor and evaluate teaching and learning in their subject(s) so as to be in a position to improve standards of attainment and quality of learning.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1996, and, since then, its rate of improvement has been satisfactory. The quality of teaching has improved, and is now good overall, and teacher expertise has been raised in a number of areas. The quality of lesson planning is now good overall. The quality of provision in design and technology and in religious education has improved, but standards of work in art remain unsatisfactory. The school does not have the resources to teach information and communications technology satisfactorily, but the completion of the computer suite will resolve this. There are now policies and schemes of work in all subjects, but the rate of development in the roles of curriculum co-ordinators has been unsatisfactory. Assessment procedures have been extended, but are not systematically used to promote progress for individual pupils. Collective worship observed during the inspection met statutory requirements. The strengths identified in the last inspection have been largely maintained, but procedures for developing spiritual and cultural awareness are inconsistent and unsatisfactory overall.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	C	C	well above average A above average B average C below average D well below average E
Mathematics	B	B	C	C	
Science	C	B	C	C	

Since the last inspection, the rate of improvement in the school's standards of attainment, as measured at the end of the key stage in the National Curriculum tests, has been broadly in line with the national average trend. Attainment in mathematics and science has improved overall, but, a marked dip in the English results between 1998 and 1999 meant that attainment in English in 1999 was slightly below that attained in 1996. Attainment in design and technology, geography, music and physical education is in line with what would be found in most schools of this type, while attainment in history is better than is normally found. Attainment in religious education matches that usually found for pupils following the Nottinghamshire agreed syllabus. Attainment in art and information and communications technology is below that normally found. Pupils with special educational needs make good progress in their learning. The school succeeds in meeting its targets in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school: they are keen to come to school and play a full part in lessons.
Behaviour, in and out of classrooms	Most pupils behave very well in and out of class and are very helpful and co-operative.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are very good. Adults are very effective in promoting pupils' personal development.
Attendance	Attendance is better than the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/A	N/A	Good overall

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

The quality of teaching in the school is good overall, and has improved since the last inspection. Lessons are well planned, and, in the best lessons, the teachers' good subject knowledge gives pupils confidence in their learning. Teachers have high expectations of their pupils in terms of behaviour and effort, and motivate pupils with imaginative learning activities. At its best, teaching is rooted in very good relationships between teacher and pupil so that pupil management appears effortless. Where teaching is less successful, an overuse of worksheets makes learning routine and unimaginative so that concentration and effort slacken. Teaching serves the needs of the different ability groups in the school well overall, and pupils with special educational needs are effectively integrated into lessons and the support provided is of high quality.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning experiences is good overall. Extra-curricular provision is good in the upper key stage and is well supported.
Provision for pupils with special educational needs	Good. The needs of pupils with special educational needs are met well overall. The school's support system is strong and ensures that these pupils make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is sound overall. Provision for pupils' moral and social development is very good, but provision for their spiritual and cultural development is unsatisfactory.
How well the school cares for its pupils	The school cares well for its pupils in personal terms, but systems for assessing individual pupils' academic progress in order to promote their further progress are inadequate.

The school meets statutory requirements in delivering the National Curriculum and religious education. Pupils appreciate the concern that their teachers show for them as individuals. For example, a Year 5 pupil said to an inspector 'our teacher is wonderful: she takes great care of us'.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key staff provide sound leadership and management, providing pupils with a secure and stimulating learning environment. Curriculum co-ordinators do not monitor teaching and learning in their subjects sufficiently.
How well the governors fulfil their responsibilities	The governing body is effective in carrying out its responsibilities.
The school's evaluation of its performance	The school has made improvements in evaluating its work, but its use of assessment information to promote progress for individual pupils remains unsatisfactory.
The strategic use of resources	The school uses its resources, both human and physical, well.

The school has sufficient teaching and support staff to teach the National Curriculum and religious education, and this is effectively managed. The accommodation and learning resources are well used to promote learning. Leadership and management place an appropriate emphasis on enabling pupils to learn in a secure and stimulating environment, and successfully promote this. Very good relationships are promoted throughout the school, and these enhance the quality of teaching and learning. Collaborative planning by the governors and teachers is a strength of the school, and systems for ensuring best value from the school's expenditure are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Children make good progress. ▪ Teaching is good. ▪ The school expects children to work hard. ▪ Parents are happy to approach the school with concerns. ▪ Behaviour is good. ▪ The school is well led and managed. ▪ Children enjoy school. 	<ul style="list-style-type: none"> ▪ 36 percent of parents have conflicting concerns about the amount of homework. ▪ 18 percent of parents do not feel well informed about their child's progress. ▪ 23 percent do not feel that the school works closely with parents. ▪ 13 percent of parents have concerns about leadership and management. ▪ 32 percent of parents do not agree that the school provides sufficient activities outside lessons.

The school distributed 288 questionnaires, and 80 were returned (27.8%). This means that the above percentages represent the views of just over one quarter of all parents and carers. Fifteen questionnaires had written comments; of these three were supportive, and most of the other comments are reflected above.

The inspection supports the positive views held by parents. Concerns about homework are divided between parents who believe that there is too much and those who believe that there is too little. The amount of homework set by the school is fairly typical for schools of this type. The quality of information provided is also typical. The inspection feels that the school makes greater efforts to work effectively with parents than many primary schools. Similarly the school provides more activities outside lessons than many junior schools, but most of these are for pupils in Years 5 and 6. Overall, the inspection judges leadership and management to be effective.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the National Curriculum tests in English at the end of Key Stage 2 in 1999, 76 percent of the school's pupils attained at least the national expectation of level 4, with 26 percent attaining the higher level 5. This compares with 70 percent of pupils attaining at least level 4 nationally, and 22 percent attaining level 5. These results are broadly in line with those attained by pupils in schools which draw their pupils from similar socio-economic backgrounds.
2. In mathematics, 69 percent of the school's pupils attained at least level 4, with 26 percent attaining level 5. The national figures for mathematics were 69 percent attaining at least level 4, with 24 percent attaining level 5. Again the school's results were in line with those attained by similar schools.
3. In science, 80 percent of the school's pupils attained at least level 4, with 32 percent attaining level 5. Nationally, 78 percent of pupils attained at least level 4, with 27 percent attaining level 5. In relation to similar schools, this school's results in science were again broadly in line.
4. In the years since the last inspection, the school's rate of improvement in its attainment at the end of the key stage as measured by the National Curriculum tests, has been in line with the national trend. In 1999, attainment in English and Mathematics was worse than in 1998, markedly so in the case of English. However, attainment in science improved. The inspection produced no evidence to suggest that these movements are part of any general trend. Taking the years 1996 to 1999, the performance of the school's pupils in English has been well above the national average, while in mathematics and science, their performance has been above the national average. Overall, there are no significant differences in the performance of boys and girls, or in the performance of the small number of pupils from ethnic minority groups.
5. The findings from the inspection are that attainment in English and mathematics is above that normally found in schools of this type. Pupils speak and listen well, and the standard of reading is higher than that normally found in similar schools. Indeed, the school is particularly successful in maintaining a good level of interest in reading amongst older boys. Standards of writing are in line with those normally found. Likewise, attainment in mathematics is above average, and work on number is good. Effective teaching ensures that pupils develop a good level of confidence in mathematics. In science, attainment matches that normally found for most pupils, but a significant minority attain higher levels. Investigative work is now more secure than was the case at the last inspection.

6. Attainment in information and communications technology is below that normally expected. However, when the new computer suite is properly equipped, the school will be in a position to improve standards. In design and technology, geography, music and physical education, attainment matches what would be expected nationally by the end of the key stage. In religious education, attainment is as would be expected for 11 year olds following the locally agreed syllabus. In history attainment by the end of the key stage is better than that normally found, but in art, attainment is less good than is normally found.
7. The school has successfully introduced the National Strategies for Literacy and Numeracy in the last two years. These strategies are being used effectively to improve attainment in English and mathematics. Good opportunities are taken to practise English skills in subjects such as history and information and communications technology, and mathematical skills are developed in practical situations in subjects such as design and technology and geography.
8. Pupils with special educational needs make good progress overall in their learning over the key stage. These pupils have a secure knowledge of phonics which support their reading and spelling of unfamiliar words. Their progress in mathematics is good. They make good progress when the lesson plan takes full account of their particular learning needs and different rates of learning, and when they receive the learning support that they require. However, when planning does not fully take account of their differing needs, they do not always achieve their full potential.
9. The school sets challenging but realistic targets in English and mathematics, and has been successful in meeting them in the past. It is now on course to meet them in 2000. The school has made sound progress in promoting attainment since the last inspection. However, progress in learning for individual pupils is not systematically promoted by tracking their attainment in order to determine what they need to do to make further progress.

Pupils' attitudes, values and personal development

10. Positive attitudes and very good behaviour are a strength of the school and this contributes significantly to the quality of teaching and learning. Pupils display great enthusiasm and enjoyment in their lessons. In class, pupils usually participate well in question and answer sessions, and are eager to respond to teachers' questions, which often stimulate reflective and imaginative answers. Pupils show great enthusiasm and excitement about their own performance, and sometimes break into spontaneous applause when they see a classmate's work being displayed at the end of a lesson.
11. Pupils with special educational needs have positive attitudes to their work throughout the key stage, and this is one of the important factors which contribute well to their good learning. They get on well together and, for most lessons, are well assimilated in to their classes.
12. Opportunities for pupils to develop independent learning skills through, for example, extended writing or research are inconsistent, but are better among pupils in Years 5 and 6.. Ability and confidence levels are increased by pupils' own research at home, through reading, and use of the Internet.

13. Behaviour is almost always very good, and reflects the caring ethos of the school. Pupils are polite and helpful to adults at all times. They move around the school in a very orderly way, and play well together in the playground. The code of conduct for rewards and sanctions is well understood, and very few incidents of inappropriate behaviour were seen during the time of the inspection.
14. Pupils are usually very well behaved in class, enhancing the quality of their learning. In the occasional class, however, noise levels sometimes increase to a less than acceptable level, particularly when pupils change from one activity to another or when the pace of the lesson slows.
15. Attendance is good and there are no current cases of persistent absence. The school day and all lessons usually start promptly ensuring that teaching and learning time are not reduced. Only one pupil has been excluded during the last year and this is exceptional in the school's experience.
16. Many initiatives that encourage personal development are in place. In addition to the day-to-day assistance given to teachers, older pupils help their younger classmates. For example, a paired reading scheme called 'reading buddies', has promoted understanding within the school community. The lower key stage pupils also have a scheme that allows them to act as mentors for Year 2 pupils at the local infant school.
17. Since the beginning of the current academic year, pupils have elected their own school councils, one for the upper school and one for the lower school. Leadership and guidance in this activity is skilfully provided by a well qualified parent-governor. Pupils elect two representatives from each class who regularly meet together with the aim of improving the quality of life in the school. Governors value the independent contribution that comes from the two groups of pupils and, recently, have made modest funds available to finance the implementation of some of the councils' proposals. At the time of the inspection, pupils were observed arranging their support to provide resources for the school's Summer Fair.
18. Relationships are very good between teachers and pupils, and among pupils themselves. Teachers are highly successful in transmitting enjoyment of learning to pupils and, as a consequence, raised voices are rarely heard or needed. During the inspection, pupils made unsolicited expressions of admiration for their teachers. Good personal and social education lessons help to make pupils increasingly aware of the need to be considerate for the needs of others, respecting their views and beliefs. Staff support these values very well through the example they set. The very good quality of relationships enhances the ethos of the school.
19. Since the last report, the school has formalised behaviour rules for its pupils. The very high standards relating to attitudes, behaviour and relationships have been maintained since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

20. There has been a marked improvement in the quality of teaching since the last inspection, and, overall, teaching across the school is now good. The key issue from the last inspection, to raise the quality of teaching, has been successfully met. Teachers now have a secure knowledge of their subjects, and this generates confidence in their approach to teaching, and, in pupils, in the way in which they learn.
21. During the inspection, almost 60 percent of teaching was judged to be at least good, with 21 percent being very good, and seven percent excellent. Almost 40 percent of teaching was satisfactory, and only five percent was unsatisfactory.
22. Overall, lesson planning is effective, and identifies clear learning goals, which are shared with pupils, so that they understand what they are trying to achieve. In the best lessons, teachers have high expectations of their pupils, they expect hard work, careful thought, and co-operative conduct. Good levels of challenge result in good quality learning. Teaching is imaginative so that pupils' interest is engaged, and key skills are promoted. Time and materials are well used to press learning forward. Where teaching and learning are most successful, they are underpinned by excellent relationships so that everyone in the class is co-operating in high quality thinking and effort. There is very good liaison with support staff who are involved in planning, and are always purposefully occupied. Enthusiastic teachers create good opportunities for pupils to confront and overcome difficulties, and use homework effectively to promote learning.
23. Where lessons are less effective, learning goals are less clearly identified, and are not always shared with pupils. In the lower key stage, there is an excessive dependence on worksheets which inhibits pupils' ability to control their work and develop the skills of independent learners. The pace of lessons is slower and teaching appears less dynamic, so that pupils are less engaged and become compliant rather than enthusiastic. There are occasional examples of less secure subject knowledge and understanding, and also occasions when weakness in effective class control slows the pace of lessons.
24. Teachers have good strategies for teaching the basic skills of literacy and numeracy. These are rooted in the school's successful adoption of the National Strategies for Literacy and Numeracy. Teachers have a secure understanding of the principles underlying these initiatives, and are using the methods which they promote effectively in lessons to promote learning. The teaching of basic strategies is underpinned by the fact that teachers know their pupils well. But this good knowledge is not a substitute for a structure for tracking the progress of individual pupils with a view to agreeing targets for further progress.

25. Pupils with special educational needs are well taught. In mathematics, lessons are carefully planned to meet individual pupils' needs. In English, initiatives such as 'Word wise' and 'Skill teach' are used to enhance the progress of particular pupils. Learning assistants are effective in the way in which they work with individual pupils, and help them to make progress towards their targets. This high quality support has a positive impact on the confidence and learning of these pupils. The school has identified no particularly talented or gifted pupils, and no pupils use English as an additional language. The use of homework to support learning is satisfactory.
26. The school's ability to use information and communications technology to support teaching and learning is inhibited by the fact that virtually all the hardware is now in the new computer suite, so that pupils can only use it when they are timetabled for that room.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

The curriculum

27. The school provides a reasonably broad and balanced curriculum; subjects are taught in accordance with the requirements of the National Curriculum and the locally agreed syllabus for religious education. Links with the community have improved and the good relationships with other schools have been maintained since the last inspection. Provision for pupils with special educational needs is good. The quality and range of opportunities for learning in English and mathematics is good, as is the school's provision for extra-curricular activities.
28. Limited and outdated resources for information and communications technology have restricted the range of learning opportunities in this subject; this has caused a decline in provision since the last inspection. Learning opportunities in art are limited in ways which inhibit good achievement, and provision remains unsatisfactory. Appropriate action has been taken to improve provision in religious education and design and technology since the last inspection. The new, locally agreed syllabus for religious education is followed, as is the national guidance in design and technology.
29. The school's methods of teaching literacy skills are good, and the teaching of numeracy skills is very good. Test results in both English and mathematics have been on a general upward trend over the last four years. The school is not complacent and seeks ways to improve the English curriculum, for example, by introducing structured opportunities for more sustained and longer pieces of writing in the upper key stage. The recently introduced national strategy for numeracy has been implemented particularly effectively across the key stage. Investigation and problem solving within and across the curriculum are particular strengths.

30. The range of extra-curricular activities is good and particularly enhances the curriculum for pupils in Years 5 and 6. A majority of pupils participate in the wide range of sporting and musical activities which provide equality of opportunity for girls and boys. However, the range of activities for pupils in the lower key stage is limited; a concern expressed by a significant minority of parents. All Year 6 pupils have an opportunity to take part in the annual residential visit to Whitby. The annual pantomime enables all Year 5 and 6 pupils to take part, for example through performance, offstage support, or choir. School discos are held for both older pupils and the whole school.
31. Provision for personal, social and health education is good. Aspects of general health education are provided within the science curriculum and sex education is provided in Year 6. There is a good emphasis on drugs education through an intensive, 17 week programme. Pupils comment very favourably on the social skills developed in this programme, such as 'giving you the confidence to say no'. They have learned to distinguish between harmful and harmless drugs, and have a good awareness of the effects of harmful drugs on the mind and body. Local and district competitive events, such as cricket, netball and lacrosse, make a good contribution to the older pupils' social and physical development.
32. The school's curriculum meets statutory requirements, and pupils are well prepared for the next stage of their education.

Pupils' spiritual, moral, social and cultural development

33. Pupils' spiritual development is insufficiently well promoted overall, although aspects of provision are sound. The school provides appropriate insight into Christian values in religious education lessons and assemblies. Regular assemblies led by ministers of the four local churches make a valuable contribution in this area. Pupils have opportunities to join in prayer or sing a hymn at a majority of assemblies. However, moments of quiet stillness and opportunities to reflect and develop self-knowledge are often fleeting and without a visual focus to promote pupils' thoughtfulness. Opportunities are often missed for pupils to experience a sense of wonder, and to appreciate the beauty of the natural world, particularly through science and art. Occasional instances were noted, when pupils were uplifted by their experiences of literature and music.
34. The provision for pupils' moral development is very good. Members of staff are consistent in their application and promotion of the school behaviour policy, with its emphasis on positive encouragement of appropriate behaviour. From their earliest days in the school, pupils are successfully made aware of what is expected of them and of the difference between right and wrong. They discuss acceptable behaviour in a range of contexts, including occasional class 'circle time' activities. Good behaviour and pupils' personal achievements are consistently encouraged and recognised. In assemblies, worthwhile consideration is regularly given to such moral issues as, 'showing respect for others' and 'tolerance'. Much of the school's provision is embedded in its everyday life and teaching. The headteacher and staff provide very good role models and consistently treat pupils, other members of the school community, and each other, with respect.

35. Arrangements for promoting pupils' social development are also very good. Very supportive and constructive relationships between pupils and teachers successfully promote pupils' self esteem. They interact very well with each other and with adults. Assemblies often focus on such themes as 'friendship' and 'being a neighbour' and, pupils regularly participate in co-operative and sharing activities, for example in science and design and technology. Pupils are given opportunities to develop a sense of responsibility. These increase as pupils move through the key stage, and include collecting registers, distributing milk and organising the overhead projector at assemblies. Pupils' sense of responsibility is particularly well promoted through the operation of the School Councils, which are made up of representatives from each class. Pupils' social awareness is well promoted for the pupils participating in such activities as playing the ocarina for local elderly residents at Christmas, and singing in the village Christian millennium celebration. Teamwork and a sense of fair play are very well promoted through team games and inter-school competitions. The oldest pupils also have an opportunity to develop their skills of social interaction by participating in a residential school trip to Whitby.
36. Pupils are encouraged to reflect on the needs of others and have supported a range of both local and national causes, including Queen's Medical Centre, Nottingham Children's Asthma Support Trust, and Barnardo's.
37. The cultural dimension of pupils' development is unsatisfactorily promoted overall. Pupils learn about their cultural heritage, through their work in history and presentations from actors in the roles of Tudor and Greek characters. Pupils also benefit from visits, such as those to the art and history workshops at Nottingham Castle and their 'Time Travelling Pilgrimage' in Southwell Minster. Pupils experience the works of famous artists and composers, but their contribution to pupils' cultural development is insufficiently well planned and developed. Pupils learn of major world faiths through religious education. However, there are insufficient planned opportunities to ensure that they develop a full awareness of the many cultures represented in Britain today.
38. The great majority of daily acts of collective worship are of a broadly Christian character, meet statutory requirements and contribute effectively to the provision for pupils' spiritual, moral, social and cultural development.

Links with the community

39. The community makes a valuable contribution to the quality of pupils' learning in a range of ways. Road safety is well promoted, and, in the last year, over 50 pupils completed the 'Bikability' course on basic handling techniques and understanding the highway code. Other public services contribute to learning; for example, the school nurse supports the sex education programme, and the police make a major input into the drugs awareness programme. Coaches from a number of local sports clubs contribute to the development of pupils' skills in games including soccer, lacrosse and netball. Pupils of all ages organise their own stalls for the school's Summer Fair, which is well supported, and provides pupils with a valuable link with their local community. A number of people in the community wrote to the inspection team to express their appreciation of their links with the school.

Links with partner institutions

40. There is a strong partnership within the local family of schools. This means that transfers from the infant school into the junior school, and from the junior school to the comprehensive school are well managed. Care is taken with social groupings when pupils come into the school, and the new classes are set up. When pupils move to the comprehensive school, the junior school arranges their groupings for Year 7. A strength of the system is that 'staff from the different schools listen to each other with mutual understanding'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. This is a very caring school in which pupils feel valued. The school's procedures for child protection are sound. In recent years, there have been no known cases where the policy has been needed. The policy is based on the model provided by the local education authority, and is used in other local schools. A nominated member of staff maintains information on these matters, passing any new information about child protection to other staff. New staff are made aware of all welfare policies during the time of their induction.
42. The school has a sound health and safety policy, and periodically undertakes risk assessments of all areas of the school, and of the practices involving the school community. For example, each off-site educational visit requires a separate risk assessment and an example of this care was seen in practice during the inspection. Area, process and curricular risk audits are conducted by a nominated member of staff who works closely with the governor with responsibility for health and safety. The school also benefits from an independent, annual audit, which is carried out by a health and safety specialist from the local education authority. Routine testing of fire extinguishers, portable electrical equipment and safety certification testing are regularly undertaken. No health or safety hazards were identified during the inspection.
43. Day-to-day welfare procedures are sound. All staff have had training for first-aid and pupils receive a good standard of care for minor injuries. The dining hall is well organised for the large number of pupils who use it within a short period of time. The playground areas are well supervised.
44. Procedures for monitoring and improving attendance are good. Class teachers complete the reasons for absence or lateness in registers. The headteacher checks registers and absence notes. Parents are contacted in the event of an unexplained absence.
45. Procedures for monitoring and promoting good behaviour are good. The school promotes its caring ethos as a priority and this results in very good behaviour. Pupils are well aware of the procedures for rewards and sanctions, and see the arrangements to be fair and equitable. In lessons for personal and social education, the importance of good behavioural relationships is stressed.
46. Procedures for monitoring and eliminating oppressive behaviour are very good. There is an anti-bullying policy which pupils clearly understand. During the inspection, little inappropriate behaviour was observed.

47. Pupils are very appreciative of the care they receive from all adults in the school. This was exemplified by the Year 5 pupil who said spontaneously to a member of the inspection team, 'our teacher is wonderful: she takes great care of us'.

The assessment of attainment and progress

48. The school's procedures for monitoring and promoting pupils' academic development are broadly satisfactory. Since the last inspection, regular assessment and recording of pupils' progress in mathematics has been developed and is now good. This is instrumental in raising standards in the subject. In English, assessment procedures are developing and include the annual moderation of a piece of unaided writing from each pupil. However, in science, although some assessment activities are carried out at the end of units of work, the procedures lack consistency.
49. The school's use of assessment information to guide curricular planning is unsatisfactory overall. However, it is beginning to use the outcomes of assessment as an aid to long term planning; for example, the current focus on pupils' writing throughout the key stage arises from the analysis of statutory assessment results. Also, in addition to end of key stage National Curriculum tests in English, mathematics and science, standardised tests in English and mathematics have been introduced in Years 3, 4, and 5, as part of a local education authority initiative. Once fully established, this initiative will improve the school's ability to track pupils' progress in these subjects.
50. The progress of pupils with special educational needs is reviewed three times per year. In September, records for new pupils are received from the previous school together with targets set by the class teacher from the previous school. This good arrangement ensures continuity in the support that these pupils receive. These targets are reviewed by the school in October and any new needs are identified. Records for pupils with special educational needs are very comprehensive and are kept up-to-date.
51. Apart from in mathematics, there is little evidence of the regular use of assessment information to guide medium and short term planning. There is no systematic, whole school approach to recording pupils' progress and current pupils' records do not clearly identify pupils' strengths and weaknesses and what they need to learn next. As a result, most planning is not directly based on knowledge of what pupils know, understand and can do. With the exception of mathematics, lessons are not regularly planned with work at different levels to meet the needs of pupils of different levels of attainment. Consequently, tasks are not consistently well matched to pupils' learning needs to ensure that all make good progress in their learning and attain the highest standards they are capable of. The majority of pupils' academic progress is unsatisfactorily tracked, and the attainment and progress of pupils throughout the school is not systematically and consistently recorded.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents have positive views about the school and are happy with the progress made by their children. Parents know that their children enjoy school, and that teachers have high expectations for their children's achievements. They feel able to approach the school with questions and most feel they know how their children are progressing.
53. Some aspects of the school did not find favour with a number of parents. A substantial minority of parents were concerned about the lack of sufficient activities outside lessons. In fact, good provision is made for extra-curricular activities in the upper school but there is a relatively low level of opportunity for pupils in the lower school. The school is aware of this.
54. The school provides satisfactory information for parents. Regular bulletins are sent to parents, keeping them aware of day-to-day events and, at the end of each term, the headteacher sends out a newsletter. There is an informative prospectus and the governors have published an attractive report for parents. For parents of new pupils, booklets are provided giving guidance about the school. Parents of pupils with special educational needs are fully involved in the process of reviewing their child's Individual Education Plans, and are well informed of their child's progress. The school has a strong partnership with parents of these pupils.
55. Parents feel that staff are approachable to discuss any concerns. However, parents' understanding of their children's homework assignments is frequently mentioned as a source of dissatisfaction. Parents would like to have more information about the curriculum as they have had in previous years, so that they can more readily understand how to help their children at home. No explanatory meetings for parents about the curriculum have been organised in the last year, but the school is in the process of arranging workshops about literacy and numeracy strategies.
56. Annual reports to parents about the progress of their children mostly show what has happened in the past year, and do not include sufficient information about academic targets or guidance on how to achieve higher standards. There is good provision for parents to meet teachers and discuss progress. Three open evenings per year are well attended, and parents know that they can consult teachers informally at any time. Parents support teachers in school, and a number were seen in school assisting in classrooms during the inspection. Several governors, including parent-governors, are closely involved in the daily life of the school. For example, the management and leadership for the two School Councils is headed by a parent- governor. Organising fund raising and social events is undertaken by the flourishing Home and School Association.
57. Since the last inspection, the school has continued to maintain good links with parents, and this enhances the pupils' quality of learning by enabling the school and parents to work together in the interests of their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The school has a clear vision of its purpose and of what it is trying to achieve for its pupils. All pupils are valued, and the school seeks to make their time in the school happy and purposeful. The school aims to create a vibrant community to which all pupils will want to belong. Because the pupils feel this sense of belonging and commitment, the school expects them to give of their best both academically and in the general life of the school.
59. The issues raised in the last report have all been addressed, with some success. The quality of teaching has improved. Attainment has been improved in design and technology and religious education, and is now satisfactory, but attainment in art remains unsatisfactory. Policies and schemes of work now provide a more secure basis for teaching and learning, but curriculum co-ordinators still do not have sufficient opportunities to influence practice in their areas of responsibility. Assessment procedures have been extended, but are not used systematically to promote progress for individual pupils in their learning. Acts of worship now meet statutory requirements. The many strengths of the school identified in the last report have been maintained.
60. Relationships throughout the school are very good as a result of the emphasis placed on this area by the headteacher and other senior staff. Relationships between pupils and between pupils and adults are, almost without exception, very good. The inspection found no evidence of bullying or racial harassment. The school emphasises equality of access and opportunity as a basic right for all its members. All have full access to the curriculum, and the school takes care to ensure that any perceived inequalities in provision are addressed. For example, the school has acted effectively to improve independent writing, so that boys and girls in the upper key stage achieve similar standards. Another example of the school's success in promoting equality is that boys retain a keen interest in reading for the whole of their time in the school, so that attainment in reading is above that found in most schools of this type by the end of the key stage.
61. The principle of equality also embraces pupils with special educational needs. The management of special educational needs is good. Support staff are well experienced and effectively involved in planning, so that their contribution to learning is carefully targeted to promote progress in learning for the pupils concerned. The governor with responsibility for this area is regularly informed about this aspect of the school's work, and has regular contact with the special needs co-ordinator and the headteacher.
62. The school's planning procedures are a strength. Teachers in the different year groups plan together and support each other effectively. Longer term planning results from extensive discussions among the staff, and within the governing body. Finance is identified within the budget to support the priorities identified within the planning. Priorities are identified on educational as opposed to financial criteria, and progress towards them is kept under review.

63. The governing body fulfils its role well, and meets statutory requirements. Governors are frequently in school, and have good first-hand knowledge of its work. Different governors are responsible for literacy, numeracy, and special educational needs, and are effective. The governing body's committees are carefully designed to enable governors to undertake the work in the school that they have identified as important. Governors have a clear view of what they want the school to be and to achieve, and have been fully involved in the school's responses to the last inspection. They also provide the senior management team with high quality and much appreciated support.
64. The senior management team consists of the headteacher and his deputy. They meet frequently, but on an informal rather than formal basis, so that their discussions do not, for example, produce minutes, which would be available as a record to all staff. Other staff will be involved in meetings as appropriate, and many issues are discussed by the whole staff as a group. However, the relative informality of senior management team meetings inhibits its role in driving the school forward and seeking to raise standards.
65. The headteacher and all staff have a will to improve standards in the school. All staff work with great commitment and devotion. Statutory targets are in place, and are achieved. However, the effectiveness of the staff's hard work is reduced because there is no coherent system for setting targets for individual pupils based on regular assessments of what they know, understand and can do. There is no structure for tracking the progress of individual pupils so that they can be given new targets to promote their further progress. Further, teachers are frustrated in their roles as subject co-ordinators because they have no structured means of raising the quality of teaching and learning in their subjects.
66. The school makes effective use of its current resources in information and communications technology both in learning and administration. The planned upgrading of the school's computer equipment will give the school scope to make more effective use of this technology, for example, in accessing the Internet. Specific grants, for example, those for special educational needs and for the professional development of staff, are used appropriately and effectively.
67. The teaching staff is well qualified and experienced, and well placed to teach the National Curriculum and religious education effectively. The relatively small provision of in class support staff is experienced and effective, and makes a good contribution to the quality of learning. Their efforts are supplemented by a committed group of parents and friends who regularly support learning in the school. The school secretary is efficient in managing day-to-day routines including finance. The school's accounts were last audited in October 1998. The report was largely supportive, and its few recommendations have been implemented. The school fund is efficiently managed and regularly audited. The school's day-to-day routines are clear and well understood, and promote quality of learning by providing pupils with a secure environment.

68. Pupils' learning environment is further enhanced by the school's delightful setting. The accommodation is adequate for the needs of the current roll, and is attractively maintained by the site manager and his team. He has a planned programme to gradually improve the building and the contribution it can make to the learning environment. Learning resources are adequate to support the National Curriculum and religious education. Staff work hard to provide a range of displays which celebrate pupils' work, and further enhance the learning environment. Overall, the school's accommodation and learning resources are well used.
69. Management has good procedures in place to induct new staff. The school is not currently active in initial teacher training. The governing body successfully adopts the principle of best value in employing staff and in its purchases.
70. Overall, management and leadership is sound. Priority is given to creating a secure and stimulating learning environment in which pupils develop personally and academically. In this management is successful. Less successful is the systematic promotion of progress for individual pupils and the effective use of subject co-ordinators to improve the quality of teaching and learning. More rigorous monitoring and evaluation of the school's performance would put the school in a more secure position to pursue further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to improve further the quality of education provided by the school, the governing body, headteacher and staff should:
- (1) establish assessment procedures which will enable the progress of individual pupils to be tracked systematically as they move through the key stage, so that steps can be taken to improve the progress that they make in their learning by:
 - identifying areas where improvement is needed,
 - consistently providing appropriately challenging learning experiences for pupils of different levels of attainment; (see paragraphs 9, 24, 51, 59, 65, 70, 78, 88, 89, 93)
 - (2) clarify the roles of curriculum co-ordinators so that they are able to:
 - monitor and evaluate the quality of teaching and learning in the subject (s) for which they are responsible,
 - identify areas of successful learning and areas where improvement is needed,
 - provide support to teachers who have areas of weakness, and help to disseminate good practice; (see paragraphs 59, 65, 70, 78, 93, 102, 110, 119, 124, 129).
- Another issue which should be considered by the school:
- improve and extend opportunities to promote the spiritual and cultural development of pupils across the key stage; (see paragraphs 33, 37).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	20	30	39	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	288
Number of full-time pupils eligible for free school meals	N/a	28

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	48	34	82

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	34	40
	Girls	27	22	25
	Total	62	56	65
Percentage of pupils at NC level 4 or above	School	76 (87)	68 (76)	79 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	35	35
	Girls	30	23	27
	Total	64	58	62
Percentage of pupils at NC level 4 or above	School	78 (86)	71 (83)	76 (85)
	National	68 (65)	69 (68)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	285
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1 *same pupil	1 *same pupil
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	26
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	51

Financial information

Financial year	1999/2000
	£
Total income	465,193
Total expenditure	467,697
Expenditure per pupil	1,559
Balance brought forward from previous year	12,909
Balance carried forward to next year	10,405

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out 288

Number of questionnaires returned 80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	45	9	0	1
My child is making good progress in school.	36	54	7	0	2
Behaviour in the school is good.	27	60	5	2	4
My child gets the right amount of work to do at home.	14	46	26	10	4
The teaching is good.	31	60	2	0	6
I am kept well informed about how my child is getting on.	27	54	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	49	39	9	1	0
The school expects my child to work hard and achieve his or her best.	44	45	6	1	4
The school works closely with parents.	25	51	19	4	1
The school is well led and managed.	31	54	9	4	2
The school is helping my child become mature and responsible.	37	53	8	1	1
The school provides an interesting range of activities outside lessons.	21	42	25	7	5

Parents' written comments on questionnaires

Fifteen questionnaires have written comments (about 20%); of these, three are positive and supportive. Of the rest, the major concerns are:-

Wrong amount of homework - divided between too much and too little.

Concerns about behaviour both in class and at play/lunch time.

Concern about running being banned at play/lunch time.

Concern about the provision of extra-curricular activities (more in Y5/6 than in Y3/4).

Concern about lack of communication with parents about progress.

Concern about school security.

Concern about the impact of the Literacy and Numeracy Strategies on creativity.

Concern about lack of uniform.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

72. Pupils' attainment in English is above average by the time they leave the school. Taking account of the National Curriculum test results over the last four years, the standard in English is well above the national average. The performance of both boys and girls has been well above the national average, with girls having the slight edge. The school is justifiably proud of the boys' results, which have continued to improve over time. Results in the 1999 tests deteriorated, but are still close to the national average and the average for similar schools. The proportion of pupils achieving a higher than expected level 5, was above average for their age. The school attributes the dip in the 1999 results to the academic abilities of pupils in that year, and to the imbalance of boys to girls.
73. The inspection confirms this mainly positive picture. Higher than usual numbers of pupils in the current Year 6 speak, read and write very competently, and are on course to perform well in this year's national tests. The school has set appropriate targets for this year. Many pupils in this high attaining group have a good grasp of language and identify elements of style in demanding texts. They speak confidently in discussions and present opinions about the use of imagery in a poem, such as 'the images are effective and easy to imagine' and 'the author hasn't used hard words but replaced them with images and descriptions'. Pupils perform confidently before their peers when reading group poems clearly and expressively, and listen appreciatively. They read widely, showing an interest in books. Many pupils in the middle and higher ability groups use inference and deduction when reading, such as recognising that the word 'borrow' rather than 'pinch' is used by a character to hide feelings of guilt, and when writing with empathy about a character, for example, in 'Carrie's War'. They skilfully develop a point of view through factual writing, using good vocabulary and phrases such as 'ludicrous' and 'increased dramatically'. They use their imagination well in fiction writing, using alliteration and metaphor such as 'run and hop and pounce and bound', 'jumping from jungle to jungle' and 'like a serpent snake'. They have a good understanding of how to write in different styles, for example, of the differences between personal and business letters. They use spaces in their fiction writing for pause and emphasis, showing good awareness of the reader, and are beginning to use paragraphs. Pupils in the lower ability group, and a minority in the middle group, often use 'and' to join simple sentences, sometimes mixing tenses. They use simple punctuation appropriately. Some are beginning to develop a more lively style, for example, in more formal letter writing, and present reasoned argument against the proposed site of a supermarket in the village. However, a significant minority of pupils do not know common spelling patterns and rules. A majority of pupils write in a neat, fluent style.
74. The response of pupils in English lessons is very good overall. They work with enthusiasm and sustain concentration well. They are always keen to respond to questions and to join in discussions, and this eagerness to be part of the lesson is a major factor in promoting the quality of their learning.

75. The quality of teaching is good overall, and consistently good and better in Years 5 and 6. The different elements of English are linked most effectively and imaginatively, helping older pupils to make good gains in skills, knowledge and understanding. A good example was the Year 6 lesson involving a discussion of imagery, metaphor and simile in poetry, where the use of rich language helped pupils to use words creatively in their writing. The school has identified the need to develop fiction writing, and good opportunities are provided in Years 5 and 6 for pupils to write at length in extra English lessons. Teachers structure this work well over several sessions by focusing on the different elements of stories, such as characters, opening lines, and paragraphs. In lessons where pupils are encouraged to write freely, work is sometimes less effective, often consisting of re-worded versions of published stories.
76. In the lower key stage, good emphasis is given to teaching punctuation and grammar, but the range and amount of fiction writing based on pupils' experiences and interests is limited. Teachers' expectations of what pupils can achieve are not high enough in these instances, particularly for high attaining pupils. Prepared worksheets are sometimes helpful in supporting group and independent writing. A good example was seen in a Year 3 lesson where they were used in a carefully structured way to support different groups of pupils. There is an over dependency on their use, however, which at times inhibits pupils' skills of presentation, and restricts their development as independent learners. The range of factual writing linked to other subjects is good throughout the school, particularly in science, history and geography. One example shows how pupils in Year 4 respond imaginatively to stimulus such as the story of the 'Mary Rose', by writing about the disaster from the viewpoint of different characters. Teachers mostly explain learning outcomes clearly to pupils, so they know and understand what it is they are to learn. Writing is always marked; the best practice provides very good feedback to pupils about how well they have achieved in relation to the learning outcomes for the lesson, and what they need to do to improve further.
77. Although teaching is good overall, there is a common weakness in that the planning of group and independent work in the literacy hour is not always well matched to pupils' learning needs. Pupils often carry out the same task and this restricts progress, particularly for the lower ability pupils in the upper key stage as work is usually pitched at a high level. The special needs assistant supports pupils with identified learning needs well, and her liaison with class teachers is good. In some lessons where support is not available, these pupils struggle because work is not always well matched to their needs.
78. The co-ordinator has very good subject knowledge and has worked hard to ensure the effective implementation of the Literacy Hour. National test results are analysed and writing for both boys and girls is identified as an area to be developed through the provision of interesting stimulus materials, such as action and adventure stories. An annual writing task is assessed in relation to National Curriculum levels and contributes to the setting of the target for English. External tests for reading and writing are used from Year 3, 4, and 5, but the information gained is not used to track pupils' progress systematically. Few guided reading records are maintained effectively but a particularly good example in the upper key stage identifies the teaching focus and the progress pupils make on a regular basis. However, assessment information is used to group pupils for guided reading sessions throughout the key stage. Parental support for reading at home is good, and contributes well to the progress that

some pupils make. Resources are satisfactory. Sets of books for guided reading represent the full range of reading abilities and include demanding texts. The school has identified the need to develop current levels of book provision.

MATHEMATICS

79. Pupils enter the school with average levels of attainment in mathematics. In the 1999 National Curriculum tests for eleven-year-olds, the proportion of pupils reaching the expected level 4, or the higher level 5, were close to the national average. However, when compared with similar schools, the proportion achieving level 4 was below the average, and the proportion achieving level 5 was broadly average. The results in 1999 deteriorated from those of 1997 and 1998, but were higher than in 1996. This is accounted for by the proportion of pupils with special educational needs in this particular year group. Boys obtained better results than girls, which does not reflect the national picture. The school's performance in the national tests from 1996 to 1998 has shown an upward trend. The school expects this to continue, and has set a realistic target for improvement during 2000. Standards in the work seen suggest that these targets are now at an appropriate level of challenge, and that the school will achieve the targets set.
80. In the work observed during the inspection, attainment at the end of Key Stage 2 is above average, particularly in numeracy and investigative work across the mathematics curriculum, which is very good. Pupils make good progress in their learning and their understanding and use of mental calculations is impressive. For example, in an excellent Year 6 lesson, pupils could simultaneously rapidly recall six and seven times tables. In data handling, pupils solve problems effectively by representing, extracting and interpreting information in frequency tables and bar charts. Pupils constructed simple pie charts using bearing protractors, and represented data onto the chart. In Year 5, pupils recognised that pence are a fraction of a pound and that a fraction is one amount of a whole amount. Pupils understand reflective symmetry; for example, in Year 4, pupils used mirrors and accurate measuring to complete symmetrical patterns, and understood that reflections must be an equal distance away from the line of symmetry to the original. In Year 3, pupils developed mental strategies for multiplication and division, and could work out quickly the doubles and corresponding halves of multiples of 5 up to 100 and multiples of 50 up to 500.
81. Many pupils clearly understand the principles of probability and all demonstrate rapid recall of calculation facts and use good strategies that show their understanding of the number system and its properties. The highest attainers are already working within the higher level 5. Pupils with special educational needs make good progress in their learning in mathematics.
82. Relationships in mathematics classes are good. Teachers manage behaviour very well overall, and pupils display very good work habits. They demonstrate a high level of maturity and are very capable when organising themselves independently in order to solve and investigate mathematical problems. This is a strong feature of the mathematics learning in the school.

83. Teaching and learning are good. Teaching has successfully embraced the principles of the National Numeracy Strategy, which is taught very well. Pupils' speaking and listening abilities are developed well in whole class question and answer sessions. Teachers plan work that challenges all pupils, including higher attainers and those who have special educational needs, so that the thinking and understanding of all groups are extended. The use of an investigative approach to learning ensures that pupils become confident learners.
84. The pace of teaching is good. Direct teaching, individual, and group work all combine to provide an efficient learning environment in which all pupils succeed. Planning is consistently good across the school, and provides clear learning tasks, so that pupils understand clearly what they have to do. Homework is sound and is used to support lessons. Work in books is marked regularly with comments aimed at helping pupils to improve. Assessment makes a good contribution to future lesson planning, and is well used on a day-to-day basis.
85. There is very good subject management. The co-ordinator manages and organises the mathematics curriculum with an infectious enthusiasm, which impacts on the whole school. Teachers and pupils enjoy mathematics. The learning environment provides a structure of success, enjoyment and confidence.
86. The school is aware of the need to monitor teaching and learning in a more formal way, and steps are being taken to implement this.
87. The use and development of pupils' numeracy skills in other subjects is good. In science, history and geography, graphs and charts are used well. In history an investigative approach was effectively used to develop pupils' research skills.
88. Since the last inspection, standards of attainment in mathematics have improved, and the quality of provision enhanced. The lack of monitoring of teaching and learning remains a weakness.

SCIENCE

89. In the 1999 end of Key Stage 2 National Curriculum tests, the number of pupils attaining the national expectation of level 4 was close to the national average, and the number of pupils attaining the higher level 5 was above the national average. Pupils' performance overall was close to the average for similar schools. Inspection findings indicate that the majority of current year 6 pupils are working confidently at the levels expected for their age, with a significant minority attaining a higher standard. Since the last inspection the scheme of work has been developed and, overall, planning for the building of pupils' knowledge, skills and understanding has been improved. In particular, there is more emphasis on pupils' investigative skills, which were found to be less secure in the last inspection. Whilst teachers often assess pupils' progress with planned activities at the end of topics, particularly in the upper key stage, there has been insufficient improvement in the systematic use of the information gained from assessment to plan the next stage of learning.

90. By the time pupils leave the school, they have a secure knowledge of living things. They accurately identify and name the essential organs of flowering plants. They describe the main stages in the life cycle of plants and, during the inspection, pupils made good progress in learning about the various ways in which seeds are dispersed. In their work on materials, pupils classify solids, liquids and gases. They use their investigative skills appropriately when predicting what will happen when a range of substances, including sugar, sand and oil, are mixed with water. They carry out investigations and write up their findings, clearly demonstrating an understanding of the terms, 'solution', 'sediment' and 'suspension'. They begin to understand that some changes are reversible and others non-reversible. When studying electricity, pupils plan investigations and create circuits, which incorporate switches. Work on display and in pupils' books also shows good progress in learning about conductors and insulators. There are no significant differences in the attainment of pupils of different gender, background or ethnicity. Pupils with special educational needs are generally well integrated into activities. On those occasions when they have specific support from special needs staff, pupils make particular good progress in their learning.
91. Pupils' attitudes to learning in science are good overall. They listen carefully to instructions, and are eager to answer questions. They settle quickly to tasks and co-operate well in pairs and groups. They concentrate well over long periods and respond eagerly to questions. They are happy to discuss and explain their work, and this willingness helps them to reinforce their learning. Overall, pupils have good work habits.
92. The quality of teaching is good overall, although there are areas of weakness. Teaching is consistently good at the upper end of the school, although examples of good teaching were found in both the upper and lower phases of the key stage. Long and medium term planning ensures an appropriately broad science curriculum with different topics each term. In lessons, teachers are clear about what they want pupils to learn and this information is shared with pupils. The most successful lessons have a strong sense of purpose, teaching points are well made and reinforced, and pupils' learning is successfully consolidated by opportunities to share their findings with the rest of the class in well structured plenary sessions. Teachers demonstrate secure subject knowledge and pupils' understanding is well promoted by clear explanations and demonstrations, which form the introductions to lessons.
93. Where teachers are particularly confident and enthusiastic, they have high expectations of pupils' interest and involvement. This is effectively conveyed to their pupils, who undertake their tasks eagerly. Teachers establish very good relationships with their pupils and in almost all situations promote very high standards of behaviour, which add to the quality of their learning. In most classes, they effectively assess pupils' understanding through asking well targeted, thought provoking questions and listening carefully to pupils' responses. However, in a minority of instances, teachers limit opportunities to assess individual pupils' understanding when pupils routinely respond to questions by calling out answers at the same time. Moreover, information gained from assessment procedures is not used consistently to highlight the next steps in individual pupils' learning. As a result, where teaching is less successful, all pupils work on activities at the same level, with a lack of tasks planned to appropriately extend the knowledge, understanding and skills of higher attaining pupils. This affects the pace and quality of pupils' learning and prevents good progress in the course of these lessons. Resources are

used well as a source of information and as a stimulating starting point for lessons. For example, in the lower key stage, a basket brimming with a wide variety of fruits and vegetables aroused pupils' curiosity in a lesson focusing on plants as a source of food. Teachers often require pupils to carry out practical activities in small groups. They co-operate well together, readily making suggestions and listening attentively to others' contributions. Classroom displays are bright and stimulating and successfully demonstrate the high standard of presentation which teachers expect. Pupils are encouraged to take care with their written work and illustrations, often producing well-presented topic booklets. The emphasis on developing pupils' vocabulary and the range of methods of recording findings as charts and tables, make a good contribution to the development of pupils' literacy and mathematical skills. Information and communications technology is also used occasionally to promote pupils' learning, for example, when lower key stage pupils were working on food chains. From time to time, pupils undertake investigations at home; as when Year 6 pupils found out about the solar eclipse, which successfully promoted their interest before their topic on, 'The Earth and Beyond'. Pupils' awareness of science is also raised by occasional activities, such as the oldest pupils' recent visit to the science museum, and their work on plant and animal habitats during their residential visit to North Yorkshire. However, the co-ordinator's role is underdeveloped. She does not systematically evaluate the quality of teaching and its impact on pupils' learning; therefore opportunities are lost for the dissemination of effective practice and the raising of standards, particularly in the lower key stage.

ART

94. Standards in art are below the expected levels usually found at the end of Key Stage 2. Although a limited number of lessons were seen, this judgement is supported by other evidence, including work on display. The progress that pupils make in their learning is variable, but is unsatisfactory overall as they move up through the key stage.
95. Some Year 6 pupils mix a subtle range of colours and use a paintbrush sensitively in their paintings, but a majority have less well-developed painting skills. Copying the works of artists inhibits opportunities for pupils to express their own ideas and feelings and this work lacks creativity.
96. The few lessons seen were variable but satisfactory overall. Year 6 pupils were encouraged to experiment with techniques of tie-dye. The well-planned and organised activity kept them interested and involved. Good teaching, supported by clear and detailed planning, enabled Year 5 pupils to investigate and develop their skills of colour mixing and matching, using a primary palette. Careful observations were made of the shapes of different fruits when working in three-dimensions using clay. Where teaching and learning were unsatisfactory, the lack of opportunities to investigate the qualities of drawing materials, particularly those not used before, and lack of teaching emphasis on the visual elements to be considered resulted in low achievement. Teachers' subject knowledge is variable.

97. Year 5 drawings on display show imaginative visual responses to a poetry reading. Well-executed line drawings, copied from book illustrations, do not show how well pupils use these skills in the context of their own work. Year 4 pupils have drawn well observed figures in action by posing for each other, as part of their study of Lowry. Much of the work in art serves to illustrate other subject areas without developing the skills, knowledge and understanding of the subject itself, however. For example, masks made as part of a topic on the Tudors involve the use of templates and show little progression for Year 3 and 4 pupils undertaking the same work. In drawing, painting and collage, pupils are given few opportunities to develop their own ideas imaginatively. Consequently, the curriculum lacks opportunities for creativity. Many pupils are enthusiastic about the subject but their potential is not being developed by the opportunities and level of challenge provided. Good quality resources for drawing have been provided but there is a need for both teachers and pupils to develop a better understanding of their use.
98. The lack of a detailed scheme of work continues to impede the systematic development of pupils' skills and creativity. The subject has not been prioritised in recent years and there have been very few opportunities for staff training. Provision for art is to be reviewed this year. The co-ordinator is new to the post and shows enthusiasm for the further development of the subject.

DESIGN AND TECHNOLOGY

99. Standards of work in design and technology are broadly in line with expected levels. Pupils make satisfactory progress in their learning overall in the 'designing' and 'making' elements of the subject as they move through the school. There are no significant differences in the attainment of pupils of different gender, background or ethnicity. Pupils with special educational needs are appropriately supported and make progress in line with others in their class. These findings are an improvement since the last inspection, when standards were found to be barely sound. Issues raised in the last inspection have been effectively dealt with. Significantly, the scheme of work has been developed and national guidance has been adopted. Also, more emphasis has been placed on 'evaluating' projects, although this is not consistently well developed throughout the school.
100. Lower Key Stage 2 pupils use simple mechanisms, including cardboard linkages, levers and pivots, in the production of pop-up books and greetings cards. They design and construct carrier bags as part of their 'packaging' topic. Incorporating ideas and techniques derived from both these projects, pupils also design and make simple Jack-in-the-boxes satisfactorily. By the time they leave the school, pupils design and produce simple slippers, using labelled sketches and accurate measurements in their designs, and assembling the products by employing basic joining techniques, including stitching.
101. Pupils' attitudes to design and technology are good overall. They settle quickly to tasks and work with good levels of concentration. They support each other well and are proud of their achievements. They are happy to discuss and explain their work.

102. The quality of teaching is broadly satisfactory, with some very good teaching at the upper end of the key stage. Teachers prepare their lessons well and in most cases are clear and specific about what they want the pupils to learn. These aims are shared with pupils in the introductory session, adding a sense of purpose to the activity and successfully promoting pupils' involvement. In the most successful lessons, pupils' interest is captured by demonstrations and carefully selected resources or artefacts; for example, Year 6 pupils were very keen to learn more about their new project on moving toys, after their teacher surprised them by making the crown of a top hat open suddenly by using a simple pneumatic device. Activities are often planned to be carried out by two or more pupils working collaboratively. This successfully promotes pupils' social development. Well structured lessons also allow time for pupils to share their findings and reinforce their learning in a plenary session. Health and safety issues are well promoted; for example, Year 4 pupils discussed the principles of food hygiene thoroughly when considering making a 'healthy sandwich'. The scheme of work successfully provides additional support for teachers in their planning. However, the co-ordinator's role has not been sufficiently developed to incorporate monitoring and evaluating the curriculum in order to judge the quality of pupils' learning, disseminate effective practice and raise standards further.

GEOGRAPHY

103. Pupils' work seen on display and in the sample provided by the school, together with discussions with pupils and teachers, show that progress in learning for all pupils, including those with special educational needs, is in line with national expectations. The school has maintained the sound standards of attainment in geography that were identified in the last inspection report.
104. In Years 3 and 4, pupils develop their skills, knowledge and understanding of the weather, through studying the seasons. Pupils' understanding of the differences in temperature was developed satisfactorily through a 'weather watch' project, in which they systematically recorded temperatures at school at given times of the day. This project included using the Beaufort wind scale. In Years 5 and 6 pupils study settlements and compare Radcliffe-on-Trent to Nottingham. They explore similarities and differences through discussion, using reference books and information from first hand accounts of the visits to Nottingham. They enjoyed a residential visit to Whitby, where they enthusiastically explored different aspects of the locality. When discussing their work, pupils demonstrated that they had a sound understanding, and had undertaken and made good use of independent study.
105. During the inspection no geography was being taught in the school. However, the evidence from the pupils' work and discussions with them indicate that the quality of teaching is sound overall.
106. The subject has a policy and scheme of work to guide teachers' in their planning. The subject has been soundly managed and co-ordinated, although at present the co-ordinator is on maternity leave. The school has made some improvements since the last inspection including the review of the schemes of work, purchase of resources to support the scheme of work, and the co-ordinator has begun to monitor planning. However, the school acknowledges that monitoring and evaluation of learning needs to be more consistently undertaken.

HISTORY

107. Pupils' work seen in lessons in the lower key stage, together with discussions with pupils and teachers, and the sample of work provided by the school, shows that progress in learning is good. Pupils with special educational needs make good progress. Standards of attainment exceed those found in many schools of this type. In the lower key stage classes, pupils study the Tudors enthusiastically. During a lesson in Year 4, pupils were studying William Shakespeare. They investigated evidence from a range of historical resources, to enable them to research his life, his plays and the Globe Theatre. They consulted a range of posters, books and leaflets. Pupils enthusiastically organised themselves into groups to investigate their particular aspect. They produced an illustrated text, which formed a larger poster for display in the classroom. In another Year 3/4 class pupils investigated the Globe Theatre. They showed a detailed understanding of their research, and were confident speakers when discussing the importance of theatre in Tudor times, and how it differs from today. The good quality of the resources used resulted in good learning experiences. In Years 5 and 6 pupils studied Ancient Greece and happily and confidently discussed their project in detail. They showed an in-depth knowledge and understanding of the period. They were keen to discuss their project file and expand upon their findings.
108. The school pantomime 'King Arthur and Mediaeval Madness' further enhanced the history curriculum for pupils in the school. They showed great enjoyment in their learning when discussing, for example, 'I was a Knight of the Wound Table', so called because of Guinevere's apparent lisp. Other pupils were very keen to talk about their roles in the pantomime as Knights, for example 'Sir Shout-a-lot, Knight of the din-a-table, Sir Sleep-a-lot, and Knight of the bed-side-table. Pupils explained how they reviewed their topic and improved their understanding of the period.
109. The quality of teaching is good overall. Teachers have a good understanding of the subject, and teach with enthusiasm and enjoyment. This inspires pupils to learn. Teachers ensure that pupils clearly understand the lesson objectives and that there are good opportunities for group work. Work is carefully planned to allow all pupils, including those with special educational needs, to have full access to the lesson, and this gives pupils confidence in their learning. Visits and visitors support learning in history; for example, in Years 5 and 6, pupils have visited Nottingham Castle Museum to support their study of Ancient Greece, and a visit to Hardwick Hall Museum enriched pupils' learning of the Tudor period. The school held a Tudor Day in which two visitors to the school developed pupils' knowledge, skills, and understanding of Tudor times through dance and drama, using period costume and music.
110. The subject has made some improvements since the last inspection; a policy and scheme of work have been written, put into place and reviewed, more reference books have been purchased, pupils' understanding of chronology has become more secure, and pupils now undertake self assessments of their topics. The co-ordinator receives planning from other teachers, which is reviewed and commented upon. The subject is soundly managed, although the co-ordinator does not monitor teaching and learning. This weakness persists from the last inspection. The co-ordinator is aware of this and has reviewed and drawn up an action plan, which includes the monitoring of teaching and learning, but this has yet to be put into effect.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

111. Attainment in information and communications technology is below that expected at the end of the key stage. Standards have declined since the last inspection because the resources have become more outdated and unreliable. The setting up of a computer suite, in readiness for new equipment, means that pupils are now timetabled to have regular access to computers, and practise new skills during the lesson without waiting for a turn on a classroom based machine. In a Year 6 lesson, pupils learned to merge text and graphics to produce well-presented designs for a folder cover. They acquired new skills quickly, such as the manipulation of images through rotation and re-positioning. They use a computer for word processing, change the size and style of the font, and edit, save, and print their work. However, such skills are at a low level; outdated equipment and resources restrict the acquisition of more advanced skills, such as those needed for multi-media presentations. Pupils with special educational needs make progress at the same rate as their contemporaries. Pupils are aware of the limitations of the computers and printers, as a significant majority have home computers and 'have to re-learn how to use the old computers'. Year 6 pupils have a good understanding of the uses and implications of information and communications technology in the world around them, such as finding information to help with homework, and shopping on the Internet.
112. The overall quality of teaching and learning is satisfactory. In a lesson where teaching was good, new skills were learned quickly because of the clear instructions and well focused planning, in which good learning opportunities were created for pupils to investigate features of the program and acquire new skills. Teachers mostly manage their pupils well, but in a minority of lessons, procedures are explained over low level chatter, and time is wasted gaining pupils' attention. Teachers generally create a purposeful working environment that enables pupils to concentrate on their work and learn effectively, despite limitations of equipment and software. Pupils are extremely interested in the subject and eager to learn. They wait patiently for the teachers' support when problems with equipment arise. Older and more confident pupils are happy to help those who are less familiar with procedures.
113. The use of information and communications technology sometimes enhances work in other subjects, but less so than is found in many schools of this type. For example, Year 3 pupils combined words and pictures, and manipulated images on the screen, as part of their work in design and technology. In Year 4, pupils used the Internet independently to research information about the Tudors as part of their work in history. Year 5 pupils use CD-ROM to label parts of the human body as part of their work in science. Reading and writing skills are developed satisfactorily. In a Year 6 lesson, pupils wrote instructions in their computer log books on how to open and use a graphics program, and good teaching emphasis was given to the importance of listing clearly sequenced statements using a minimum of words. Very effective use of reference books and information from a CD-ROM encyclopaedia enabled pupils to compare the different sources and extend their research skills in a Year 6 literacy lesson. Links with mathematics are less well developed throughout the school.

114. Better provision for information and communications technology is a priority in the school's development plan. Arrangements are in hand to replace old equipment by the end of the summer term, and the national scheme of work will be introduced in the next school year. Computer records have recently been introduced to indicate skills learned and provide individual records of achievement.

MUSIC

115. Throughout the school, pupils, including those with special educational needs, make sound progress in their learning in music. The school employs a specialist pianist to accompany singing, and all classes in the school are able to benefit from this. In spite of this, whole school singing in assemblies, which is accompanied by taped music, is only satisfactory. Pupils sing reasonably tunefully and with satisfactory attention to rhythm and dynamics. In the singing lessons, pupils used percussion instruments satisfactorily to emphasise rhythm and to add flavour to the meaning of the songs being sung.
116. In Years 5 and 6, pupils listened to contrasting pieces of music and described what emotions the different pieces evoked. They were capable of sensitive and imaginative responses, and were able to explain why the music evoked these responses. Some pupils were able to identify different instruments being played in the contrasting pieces.
117. Pupils have good attitudes to music and enjoy their music making. A few pupils benefit from the opportunity to learn violin, and play competently and with sound understanding of technique and notation. Other pupils benefit from participating in ocarina playing. This provides them with a good grounding in reading music and understanding how it is written. Other pupils belong to the choir, which sang attractively in the whole school assembly during the inspection. The choir and ocarina players have opportunities for public performance which contribute to their social development as well as giving them experience of the discipline needed for successful music making. Other opportunities for performing in music are provided by the annual pantomime in which all pupils in the upper key stage are able to participate. This gives further experience, and makes pupils understand that music making offers opportunities for real enjoyment.
118. The quality of teaching in music is good overall, but expertise among teachers varies. The quality of learning is at a higher level when teachers have good subject awareness, high but realistic expectations for attainment, and an enthusiasm in their teaching, which motivates pupils. For example in a good singing lesson for Years 5 and 6, a carefully planned lesson improved pupils' skills and understanding by introducing a competitive element as different groups of pupils were given responsibility for different sections of the song. The quality of the singing was assessed with a view to improving performance, and charismatic teaching resulted in good quality learning. In a very good Year 5/6 lesson in which pupils listened to four contrasting pieces of music, the teacher's high level of expectations for pupils' response and effort (allied to good use of praise for good participation), and effective assessment of pupils thinking, resulted in good progress in learning. However, there were occasions when insecure subject knowledge adversely affected the quality of learning. Learning is enhanced by occasional visiting musicians, for example, Tudor musicians who provided good links with history.

119. The subject is well co-ordinated by a competent and enthusiastic member of staff. She has moved the subject forward well since the last inspection. There is now a better balance between the different programmes of study. The co-ordinator has plans to develop the subject further, but has no opportunity to monitor and evaluate the quality of teaching and learning.

PHYSICAL EDUCATION

120. Pupils, including those with special educational needs, make sound progress in their learning in physical education, and good progress in swimming. The curriculum is organised so that different aspects of physical education are taught at different times of the year, and, during the inspection, it was only possible to see games lessons, and a little athletics.
121. Throughout the key stage, most pupils throw and catch with reasonable accuracy, and skills improve satisfactorily. However, even in Year 5, a few pupils have virtually no catching skills. On the other hand, many have good throwing techniques, which enable them to achieve good distances with reasonable accuracy. In a very good Year 6 lesson, pupils showed a good understanding of the principle of anticipation in ball games, and the need to be active when waiting for a ball to be thrown or struck. In the good Year 4 lesson, pupils made good progress in mastering the complex techniques of the triple jump.
122. Most pupils approach their physical education lessons with good levels of interest and enthusiasm. In the very good Year 6 lesson, the teacher's charismatic approach led to a very good level of concentration and involvement. In other lessons, a few pupils were less committed, and needed several reminders to come to order. This adversely affected the quality of their learning and the progress that they made. Pupils have good opportunities to take part in competitive activities, especially in Years 5 and 6, for example, in soccer, cricket, netball, athletics and cross-country. There is good equality of access with activities being open to boys and girls. It is emphasised that enjoying the activity is important as well as winning.
123. The quality of teaching is good overall, but varies from very good to satisfactory. In the very good lesson, very good subject knowledge and understanding enabled the teacher to emphasise teaching points so that pupils made very good progress in their acquisition of skills. The teacher's charismatic and enthusiastic approach motivated the class so that pupils worked with keenness and obvious enjoyment. As a result, the lesson proceeded with good pace and high levels of concentration. High expectations made the pupils realise that self-discipline and concentration are essential if activities with a ball are to be successful. Where teaching is satisfactory, class management is less secure so that the pace of the lesson slackens, concentration is lost, and progress in learning is reduced. Most teachers dress appropriately for physical education lessons, and so set their pupils a good example.

124. The subject is co-ordinated by an enthusiastic teacher with good subject knowledge and understanding. She has improved resources since the last inspection, and the subject is now securely organised so that pupils get a good balance of experience. Good use is made of visiting coaches, for example, in soccer, cricket, rugby and lacrosse, to develop skills. There are good opportunities to use skills learned in physical education in other school activities, for example, dance in the Christmas production and in the pantomime. The co-ordinator has plans to develop the subject further, for example, by introducing water safety into the swimming programme. The school is in a good position to continue to develop the subject. However, the co-ordinator currently has no opportunity to raise the level of teaching and learning in the subject.

RELIGIOUS EDUCATION

125. Pupils' attainments are broadly consistent with the requirements of the locally agreed syllabus in religious education by the end of Key Stage 2. These findings broadly reflect those of the last inspection. However, provision throughout the school is inconsistent. In some classes the subject is approached in greater depth so that learning for these pupils is promoted more effectively. Other pupils have only a limited knowledge of aspects of Christianity and other world faiths.
126. By the end of Key Stage 2 pupils know the major feasts of the Christian calendar, including Christmas and Easter. They begin to be aware of the role of the minister in the church, and the part played in significant events such as baptism. They are introduced to the Bible. They are familiar with incidents in the life of Jesus, such as his meeting with Zaccheus, and of the stories he told, such as the parable of the Mustard Seed. They also learn about significant Christian characters in history, including Elizabeth Fry and John Wesley. They are introduced to other major world religions. They have a sound knowledge of aspects of Hinduism, Judaism, Sikhism and Islam; for example, important teachers and characters, traditions of worship, and significant writings. Throughout the school pupils are introduced to moral themes, such as 'forgiveness', and 'building bridges'. These are effectively reinforced in assemblies, regularly led by ministers of the local Christian churches, which successfully link with and support pupils' work in religious education. Thus, the subject makes a valuable contribution to the promotion of pupils' moral development.
127. Pupils' attitudes to their work in religious education are good overall. They listen attentively, respond eagerly to questions and are happy to share their thoughts with others. They respect each other's views and ideas. Good relationships between pupils and between pupils and adults enhance learning in the large majority of classes.
128. The quality of teaching is satisfactory. Teachers' knowledge and understanding of the subject are generally secure; teachers are clear about what they want pupils to learn in the course of the lesson and teaching and learning points are made satisfactorily. An adequate range of resources has been built up, including videos and artefacts, to support the study of world faiths. However, there was limited evidence of their use in displays around the school or in the course of observed lessons. Pupils make good progress in their learning when teachers plan stimulating experiences; for example, Years 3 and 4 pupils visited Southwell Minster for a day of activities which

successfully promoted their understanding of symbols associated with Christianity, as well as their knowledge of the fabric and furniture of a church. Pupils' interest and awareness is also stimulated successfully by occasional events, such as the lower school Christmas production entitled, 'Who is this Jesus?'. Thoughtful planning ensures that religious education lessons are often linked to pupils' work in other curriculum areas; for example, lower key stage pupils' interest and learning were effectively promoted as they used their knowledge gained in history lessons when considering how people in Tudor times might suffer for their faith.

129. Class teachers successfully establish and maintain very good relationships with their pupils. This successfully promotes pupils' confidence and enhances their learning. They readily share their thoughts with their teacher and other pupils, and show respect for the views of others; for example, when year 5 pupils confidently considered their personal characteristics in relation to a parable told by Jesus. Class teachers give appropriately supportive feedback during lessons and when marking work. Pupils with special educational needs are encouraged to participate, and make progress in their learning in line with the others in their class. There are no significant differences in the attainment of pupils of different gender or ethnicity. However, class teachers do not systematically assess pupils' progress through topics as a basis for planning and preparing further work. National and local guidance has not yet been fully considered or incorporated into the current scheme of work. The co-ordinator's role in monitoring and evaluating the curriculum and its impact on pupils' learning is underdeveloped, and opportunities are missed to identify, highlight, and disseminate examples of good practice within the school.