

INSPECTION REPORT

Maun Infant and Nursery School
New Ollerton

LEA area: Nottingham

Unique Reference Number: 122667

Headteacher: Mrs A.M. Haig

Reporting inspector: Mrs H E Davies OIN 21687

Dates of inspection: October 4th –8th 1999

Under OFSTED contract number: 707702

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Nursery School
Type of control:	County
Age range of pupils:	Three to seven
Gender of pupils:	Mixed
School address:	Maun Infant and Nursery School Walesby Lane New Ollerton Newark Nottinghamshire NG22 9RJ
Telephone number:	01623 860773
Fax number:	01623 862075
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T McLafferty
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs H E Davies, RgI	Mathematics Design and Technology Art Under Fives	Attainment and progress Teaching Leadership and management
Mrs A Strong, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr R Braithwaite, Team Inspector	Science History Geography Physical Education	The curriculum and assessment Efficiency
Mr M Cole Team Inspector	English Information Technology Music Religious Education Special Educational Needs Equal Opportunities	Spiritual, moral, social and cultural development Staffing, accommodation and learning resources.

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5 QW

Tel: 01789 766099

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Pupils' achieve standards which are above average in art, music, and design and technology, they make good progress in these areas of the curriculum.
- The school provides very well for pupils' moral, social and cultural development
- The school has a strong partnership with parents and the local community.
- Relationships within the school are very good.
- The schools' aims are evident in its day-to-day running. Pupils are very well cared for and their behaviour and attendance are monitored very effectively.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards in English, particularly in writing are below the national average at the end of Key Stage 1.
- II. Standards in mathematics are below the national average at the end of Key Stage 1.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors action plan, which will be sent to all parents and guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has overcome most of the weaknesses identified in the previous inspection of May 1996. Standards are now similar to national expectations in information technology and teachers planning and pupil's use of information technology meet requirements. The school now undertakes statutory end of Key Stage assessments and reports the results. Teachers now monitor the work of all pupils, rather than only the group with which they are working. Risk assessments are regularly undertaken and acted upon. Procedures to monitor the effectiveness of spending are in place but as yet have not impacted on standards in English and mathematics. Standards have improved in music. The school is in a good position to make further improvements.

STANDARDS IN SUBJECTS

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	•	Key
			<i>Well above average</i>	A
			<i>Above average</i>	B
Reading	E	E	<i>Average</i>	C
Writing	D	E	<i>below average</i>	D
Mathematics	E	E	<i>Well below average</i>	E

When pupils enter the school their attainment is generally well below average, especially in English, mathematics and personal and social development. The table shows that in the 1998 Key Stage 1 National Curriculum tests the percentage of pupils reaching the expected Level 2 was well below the national average in reading and mathematics and below average in writing. When compared with similar schools, the percentage reaching Level 2 in reading, writing and mathematics was well below average. Observations made during the inspection indicate that by the end of the key stage pupils will still be below average in English and mathematics but working at average standards in science. Pupils are making satisfactory progress in English and mathematics, however, there is a high percentage of pupils with special educational need in this year group and this will keep results at below average standards overall. In science pupils make good progress and standards are similar to those expected of seven year olds. In information technology, geography, history and physical education, pupils attain standards consistent with their age throughout the key stage. Progress in all of these subjects is satisfactory. Pupils make good progress in art, design and technology and music and standards are above average. In religious education pupils make satisfactory progress and attainment meets the requirements of the Agreed Syllabus.

QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	N/A	Good
Information technology	N/A	Satisfactory
Religious education	N/A	Satisfactory
Other subjects	Good	Good

The quality of teaching is satisfactory overall. Teaching is satisfactory or better in 100% of lessons. In 16% of lessons it is very good or excellent. In 32% of lessons it is good. Teaching of the under fives is satisfactory overall with some good features.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good, for most of the pupils most of the time.
Attendance	Good, the school monitors attendance very well.
Ethos*	Positive, the school is committed to raising standards. Relationships are very good in the school.
Leadership and management	The school is led well. The headteacher is effective and enthusiastic, she is well supported by a hardworking staff and governors who know the school and community well.
Curriculum	Good, it is enriched by many relevant visits and visitors, pupils have many interesting first hand experiences.
Pupils with special educational needs	Progress and provision are satisfactory, there are many pupils with special educational needs and the school has recently increased its provision to meet their needs more appropriately.
Spiritual, moral, social & cultural development	Provision for pupils moral, social and cultural development is very good, for spiritual development it is good.
Staffing, resources and accommodation	Good overall. There are a good number of experienced teaching and non-teaching staff to meet the demands of the curriculum.
Value for money	Satisfactory overall.

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

· **THE PARENTS' VIEWS OF THE SCHOOL**

What most parents like about the school

III. The welcome that they receive and the way that they are made to feel part of the school

IV. Easy communications with staff

V. Parents are very confident about what the school does for their children

VI. Their children are happy at school

What some parents are not happy about

VII. One parent complained that there was

Inspectors judgements support the parents positive views. No bullying was observed during the inspection, however the school does have procedures to deal with bullying should it occur.

KEY ISSUES FOR ACTION

In order to raise standards further, the school should:

1. Raise standards in English by:

- a) Planning and teaching all lessons across the curriculum to exploit every opportunity to develop skills of speaking, listening, reading and particularly writing.
(Para Nos. 13. 34. 88. 106. 131. 134)
- b) Setting short, medium and long term targets for pupils and then agreeing and using precise strategies for meeting those targets. Assessing progress towards them frequently and rigorously.
(Para. Nos. 94. 39)
- c) Making maximum use of staff to give individual and small group support to pupils experiencing difficulties.
(Para. Nos. 31. 69. 85. 91)
- d) Implementing consistently, agreed structured approaches to the teaching of handwriting.
(Para.Nos. 12. 86. 89)
- e) Having high expectations of pupils writing at all times.
(Para.Nos. 88. 90)

1. Raise standards in mathematics by:

- a) Implementing the new record keeping system so that short, medium and long term targets are set for pupils and then agreeing and using precise strategies for meeting those targets. Assessing progress towards them frequently and rigorously.
(Para.Nos. 39. 100)
- b) Making maximum use of staff to give individual and small group support to pupils experiencing difficulties.
(Para.Nos.31. 69. 99)
- c) Having high expectations of pupils mathematical skills at all times.
(Para. 99)

Additional minor points for improvement include the following:

- 1 More intervention by staff in the nursery, to develop children's language skills.
(Para. Nos 28. 77)
- 2 That the time allocation for Physical Education is low
(Para 146)
- 3 Some lessons are too long and pupils lose concentration
(Para 35)

3 **INTRODUCTION**

3

3 **CHARACTERISTICS OF THE SCHOOL**

4 Maun Infant and Nursery School is an average sized school, situated in the village of New Ollerton, 13 miles from Newark. It serves the local community which comprises of a mixture of some owner occupied properties and many rented properties. Currently there are 190 pupils on roll in the main school, 99 boys and 91 girls, they are taught in six classes. There are 54 full time equivalent children on roll in the nursery, 50 boys and 58 girls. There have been no significant changes since the previous inspection.

5 The pupils come from a wide range of economic and social backgrounds. About 22% of pupils of statutory school age are known to be eligible for free school meals which is above the national average. The percentage of pupils identified as having special needs is below the national average and the percentage of pupils with statements of special need is also below average. There are no pupils who speak English as an additional language. Most pupils attend the nursery or have had some pre-school experience prior to starting school. Children are admitted to the nursery when they are three years old. At the time of the inspection there were 73 children under five in the school. Attainment on entry to the school is varied but for many it is well below average especially in language, mathematics and personal and social development.

3 The school's Mission Statement is that, the school "will be a place of quality teaching and learning where the needs of the individual are met. It will provide a caring environment for both staff, pupils and carers. Education will be given it's full value and seen as a lifelong process".

4 The school's aims and values are identified in the school prospectus as:

- * To treat children and their families as individuals and to ensure that their needs are met. These needs will be met through careful curriculum planning, through the implementation of our special needs policy and our open door policy.
- * The assessment process will ensure that future and current needs are met and that children are encouraged to achieve as high a standard as possible.
- * We (the school) aim to develop skills acquired in the pre-school and pre-nursery years, both social and academic and help them realise that learning is all around and on-going.
- * We (the school)aim to provide a curriculum that is broad and balanced, one that fully meets the requirements of the National Curriculum. Through a carefully designed curriculum framework, teaching and learning will co-exist, providing children with quality curriculum experiences. First hand experiences will form a major part of the planned curriculum.
- * We (the school) aim to develop in the children, skills of independence from the very beginning. The children will be encouraged to make decisions, to question and take responsibility for their decisions. Alongside this independence they will learn the importance of interaction with others.
- * We (the school) aim to provide a positive, caring environment where the child will be encouraged and learn from example, to respect the feelings and beliefs of others and that behaviour should be of the highest standards.
- * We (the school) aim to provide an appropriate, well resourced learning environment in which real active learning will be planned for and developed through work and play. This environment will give them meaningful stimuli for learning that is real hands on and in which they can be fully engaged.
- * We (the school) aim to provide a variety of opportunities for discussion to exist between children, parents and staff, in order for parents to be fully involved with their child's important achievements, in target setting for the child's future needs and to fully understand developments taking place in school that will affect their child.

- * We (the school) are concerned about the development of the children, not only while they are with us, but also their development in other schools and later as adult members of society. Close links with home and school establishments are important for the success of this development.
- * Respect and a warm welcome will be given to all visitors. Pupils, staff, carers and governors will work together to make Maun a good place to be.

5 Current curricular and management priorities identified in the school development plan include:

- * Develop speaking and listening skills with links to reading, engage boys with appropriate reading material and target specific groups of children.
- * Improve understanding of mathematical language.
- * Develop areas of science and religious education.
- * Continue to improve the quality of provision for pupils with special needs.
- * Improve quality of provision in the nursery.
- * Continue working with and informing parents.
- * Improve the quality of playground play.
- * Review developments for 2000/2002
- * Improve furnishings and fittings.
- * ICT development

2 **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
for latest reporting year:	1998	27	35	62

2 National Curriculum Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys Girls Total	14 28 42	16 26 42
Percentage at NC Level 2 or above	School National	68 80	68 81

2 Teacher Assessments	Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys Girls Total	18 31 49	20 27 47
Percentage at NC Level 2 or above	School National	79 81	78 85

1998 Is the first year that Maun Infant School undertook National Curriculum Tests and assessments

2 **Attendance**

Percentage of half days (sessions) missed Through absence for the latest complete Reporting year:	Authorised Absence Unauthorised Absence	School National comparative data School National comparative data	% 5.0 5.7 0.0 0.5
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2 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:	Fixed period Permanent	Number 0 0
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2 **Quality of teaching**

Percentage of teaching observed which is:	Very good or better Satisfactory or better Less than satisfactory	% 16 100 0
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2 **PART A: ASPECTS OF THE SCHOOL**

2 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

2 **Attainment and progress**

6 When children enter the nursery their attainment is varied, many of them have limited mathematical and language skills, and their speaking is poor. They also have limited personal and social experiences. Children make satisfactory progress overall in the nursery, and by the time they are five most have achieved the desirable learning outcomes in knowledge and understanding of the world, creative and physical development. While satisfactory progress is made in the areas of mathematics, language and literacy and in their personal and social development, children are still below average in these areas when they become five.

1 Maun Infant and Nursery School undertook the statutory National Curriculum end of key stage tests for the first time in 1998. The implementation of which was a key issue in the last report. In the 1998 Key Stage 1 National Curriculum tests, the percentage of pupils reaching the expected Level 2 was well below the national average in reading and mathematics. It was below average in writing. When compared with similar schools, the percentage reaching Level 2 in reading, writing and mathematics was well below average. In science the teacher assessments showed that the proportion who reached the expected Level 2 was well below the national average. These assessments also indicate that standards were below that of schools of similar backgrounds.

8 As the school did not undertake National Curriculum tests until 1998 it is too early to see any general trends, although the 1999 test results indicate some improvement in English, mathematics and science. The results of the 1998 tests do not indicate any significant differences between boys and girls, although analysis of the subsequent year cohort does. The school has identified this as a curriculum priority in the school development plan.

9 Observations made during the inspection indicate that by the end of the key stage this years Year 2 pupils will still be below average in English and mathematics but working at average standards in science. Pupils are making satisfactory progress in English and mathematics, however there are many pupils with special educational needs in this year group and this will keep results at below average standards overall. In science pupils make good progress.

10 In English, pupils' progress is satisfactory overall. Satisfactory progress is made in speaking and listening. Pupils develop their capacity to sustain concentration in listening to teachers in lessons across the curriculum. By the end of the key stage, many are willing to answer teachers' questions in ways that show they have understood what has been said or read to them. Most pupils make satisfactory progress in the confidence with which they speak but their responses rarely put more than a very few words together. Speech is often hesitant and the vocabulary used is limited.

- 11 Progress in reading is satisfactory with older pupils becoming increasingly able to read simple text without adult help. Most younger pupils progress satisfactorily in recognising familiar simple words by sight and in relating sounds to letters or combinations of letters. However a significant minority find it difficult and make slow progress. Although phonic skills are taught to all pupils, those having difficulty need a level of intensive, structured repetition and reinforcement in their learning which is not always met. As a result, these pupils have considerable difficulty tackling unfamiliar words. By the time they leave the school, the majority can read simple text by themselves but the proportion is lower than in the average school or in most schools of similar type. Overall, the standards of fluency, accuracy and expression in pupils' reading are below average.

- 12 Many pupils have poor skills of controlling pencils and copying letter shapes. Satisfactory progress is made by most pupils in forming letters correctly, legibly and with consistent size. However, too many pupils are still making some errors in letter formations, and hardly any are producing consistently joined handwriting, by the time they leave the school. Standards of legibility and neatness are generally low. There is steady progress in attempts to write simple, sentences with short, common words properly spelt but the vocabulary and forms used remains very limited. Punctuation shows some satisfactory progress in knowledge about using capital letters and full stops although the habit of using them regularly is slow to develop.

- 13 Teaching of individual "literacy hour" lessons within the National Literacy Strategy is almost always good, and sometimes very good. However, teaching of literacy across the curriculum as a whole has the weakness that it fails to give enough time and attention to development of pupils' speaking and writing skills.

- 14 In mathematics pupils are making satisfactory progress throughout the school. Pupils count and record numbers to 100 correctly. They confidently count forwards and backwards to thirty and over, they order objects in twos, fives and tens correctly and order daily routines in sequence. Lower attaining pupils use apparatus in order to add and subtract smaller numbers up to ten. Satisfactory progress is made by pupils in Year 2, where higher attaining pupils can add and subtract competently to one hundred. Many are beginning to understand the concept of place value. Some are familiar with vocabulary such as multiple of and are beginning to use this correctly when adding multiples of ten in different sequences. Overall pupils are developing strategies to help them tackle mathematical problems and to develop a secure grasp of basic number bonds.
- 15 The effectiveness of the schools' numeracy strategy is satisfactory overall. Staff have worked hard to implement the National Numeracy Strategy under the guidance of the efficient numeracy co-ordinator and this is beginning to have a positive impact on pupils' attainment and progress. Numeracy skills are used well in other curriculum areas and as part of daily routines, such as counting how many pupils are in school, and how many are absent, what is the difference.
- 16 In science pupils make good progress throughout Key Stage 1. Reception pupils study autumn leaves, trees and their seeds, and look at changes in the environment during different seasons, especially in the school grounds and the Jubilee Gardens. Year 1 pupils can talk about and record different sources of light, for example, man made candles and light bulbs, and they compare them with natural light, from the sun. These pupils also learn about animals by studying the school rabbit, Claude, they have studied the seashore at Anderby Creek, and investigated flight through using a paper dart. Year 2 pupils have a good knowledge of electricity including safety aspects and they compare power sources such as electricity and batteries. Pupils set up simple circuits using batteries, bulbs and buzzers. Some are able to record correctly circuits diagrammatically, although not all recording is accurate or well presented. In cross-curricular work, pupils are able to identify correctly materials in artefacts such as 'copper', 'cow horn', 'plastic' and 'glass'. Pupils, including those with special educational needs, gain much in their learning by continued reference to scientific facts and the links with other curricular areas, as for instance, using numeracy skills in sorting and classifying. A feature of their learning is the many opportunities they have for practical work, for instance, when a Key Stage 3 teacher visited the school and conducted a science workshop for all the pupils.
- 17 Pupils make satisfactory progress in information technology and by the end of the key stage their attainment is in line with the level expected for pupils of their age. From their first days in the reception classes younger pupils are developing their awareness of computers and other apparatus such as listening centres. They soon learn how to use the cursor keys on the computer keyboard to control events on the screen. These basic skills are put to good use in supporting work on basic number and language skills. Later, pupils learn to make fuller use of the keyboard and a word processing program to enter text that they copy or, in the case of older pupils, text they compose for themselves at the keyboard. By the time they leave the school most pupils know how to carry out simple editing of a text that they have already stored, altering the appearance and layout of the text, for example, to display the lines of a poem. They also make confident use of the mouse to make selections and move elements displayed on the screen and they activate a variety of processes including saving text or data and controlling a printer. This represents a significant improvement since the previous inspection of the school when pupils' attainment was judged to be below the level expected.

- 18 Pupils make satisfactory progress in geography, history and physical education, and attain standards consistent with their age by the end of the key stage. Progress in all of these subjects is satisfactory. Pupils make good progress in art, design and technology and music and attainment is above average for pupils of this age. Progress in music has improved since the last inspection. In religious education pupils make satisfactory progress and attainment meets the requirements of the Locally Agreed Syllabus.
- 19 Standards of attainment based on specific data indicate that in the key areas of English and mathematics standards have declined, while in information technology and music they have improved and in science, art, design and technology, geography and religious education, they have been maintained. No judgements were made in history or physical education due to lack of evidence.
- 20 Pupils of different levels of attainment make satisfactory progress overall. The progress made by pupils with special educational needs is satisfactory. Progress is sometimes good when small groups of pupils of similar attainment, for example, higher attaining pupils, are given additional staff support in lessons.

7 **Attitudes, behaviour and personal development**

21 Throughout the school the attitudes and behaviour of pupils, including those with special educational needs, is good. As reported in the previous inspection, pupils' attitudes to work are good and they enjoy coming to school. Pupils are generally attentive during class discussions and most are willing to contribute to lessons. Pupils have good attitudes to literacy and numeracy, however, some pupils lack the ability to sustain concentration and this is reflected in their educational standards. Parents confirmed that they are very happy with the positive effect that the school's values and attitudes promote.

1. Children under five make satisfactory progress in their personal and social development. Children become familiar with the nursery routines over a period of time. They begin to feel confident about being left, although some of the very youngest children still need a great deal of attention and reassurance. Many listen to their teachers attentively although most have very short concentration spans. They respond well to the praise and encouragement that they receive from the adults. Many play co-operatively in a variety of situations, however, some are still happy to stand and watch. Relationships are very good between staff and children and children are beginning to learn how to relate to one another. Children are learning to take turns, but many still need reminding. Some find it very difficult to share appropriately.
- 1 The majority of children behave well around the school and any incidents of inappropriate behaviour are dealt with swiftly and effectively by staff. No incidents of bullying were observed during the inspection. The small amount of inappropriate or anti social behaviour observed does not adversely affect the progress of the majority. There have been no recorded exclusions.
1. Relationships within the school are very good. A caring staff know their pupils well and the pupils respond accordingly. Relationships between pupils are very good, pupils are polite and courteous to visitors. Similar findings from the previous report, confirm the present evidence that the school's policy "We must always take care of ourselves, our friends, and our school" continues to be implemented successfully.
2. Personal development is satisfactory and social skills are developing appropriately. Pupils undertake responsibilities in the classroom and around school and they handle resources and equipment with care. They are aware of their environment and of its history. Their sense of citizenship is shown by their participation in such activities as entertaining senior citizens at

Christmas time and raising money through The Harvest Festival for "Water holes in Uganda".

25. **Attendance**

3. Levels of attendance have increased since the previous inspection and are good, authorised absence has decreased and is well below national average. There is no unauthorised absence. Registration is quick and efficient and meets legal requirements. Standards of attendance make a positive contribution to pupils' attainment and progress.

26. **QUALITY OF EDUCATION PROVIDED**

26. **Teaching**

4. The quality of teaching is satisfactory overall. Teaching is satisfactory or better in 100% of lessons. It is good in 32% and very good or better in 16%. No unsatisfactory teaching was observed, this is better than the last inspection when 5% of lessons were unsatisfactory and no very good or better teaching was observed.
5. The quality of teaching for children under five is satisfactory overall. It has some good features. All the staff have a good knowledge and understanding of the needs of young children and how they learn. They manage the children effectively and with great consideration. Routines are well established for children and adults. Teachers plan satisfactorily activities which enable children to work towards meeting the Desirable Learning Outcomes and they also use the Highscope approach where children " plan, do and review their work". This encourages children to become independent. Although some children are very immature and have difficulty deciding on a plan and keeping to it. The support staff are effective and share responsibilities for the teaching of the children. Resources are adequate for all areas of learning and they are good for physical development particularly gross motor skills. There is an attractive and interesting outdoor area. Staff assess children through much ongoing observation which they record in note form and then transfer to childrens' records. However, the balance between observation and intervention to develop literacy skills is not always well balanced, when the adults do intervene much valuable learning takes place.
6. At Key Stage 1 the quality of teaching is satisfactory overall. It is sometimes good and occasionally very good. Teachers have secure knowledge and a good understanding of the subjects that they teach. Subject co-ordinators share their expertise willingly with colleagues, for example in music and information technology. Teachers generally have higher expectations for pupils' standards in the creative areas rather than in literacy and numeracy. Teachers use the good support assistants and other volunteers well and this has a positive impact on pupils attainment and progress.
7. Teachers employ satisfactory methods and organisational strategies which contributes to the smooth running of lessons and ensures that what is planned for is taught. They manage pupils well and achieve good standards of behaviour and discipline.
8. Teachers are aware of and sensitive to the special educational needs of their pupils. They plan lessons carefully to provide appropriate activities for these pupils and do their best to give them the extra support they need. This is done most effectively when teachers are helped by support staff who work with a small group of pupils with special educational needs, sometimes within the

classroom and sometimes in a separate area. Here well-focused tasks and intensive staff support promote good progress. On some occasions, when additional staffing is not available, class teachers are unable to provide the level of support that pupils need to make satisfactory progress.

9. Generally teachers make satisfactory use of time although some lessons lack pace or too much time is spent sitting on the carpet. Resources are well prepared and ready for pupils to use. The school places great emphasis on having relevant and interesting artefacts for pupils to work from. Teachers know their pupils well and they group them according to levels of attainment so that the work is well matched to pupil's needs, however, day-to-day assessment is not always recorded in the most useful way for future use. This is being addressed by the school, for example a new recording system is to be introduced shortly in mathematics. Teachers use whole class, group and individual teaching strategies as appropriate. All staff make very good use of praise for work and effort, not only for pupils in their own classes, but also if they observe achievement by pupils from other classes. Various strategies and incentives are used to motivate pupils successfully and the pupils respond positively to this approach. Good use is made of homework to consolidate learning.

32. **The curriculum and assessment**

10. The curriculum for children under five is satisfactory. It is based on the desirable learning outcomes and covers the six areas of learning. Under fives in the reception classes are also taught religious education and participate in collective worship. Appropriate emphasis is placed on personal and social development, language and mathematics, which are the childrens' areas of greatest need. There are detailed and helpful planning folders.

11. The curriculum for pupils of statutory school age is good overall. There is a wide breadth to the curriculum, which is significantly enhanced by the consistent richness of experiences the school provides for its pupils. The school's aims and overall philosophy provide numerous opportunities for pupils to see the richness of life outside their immediate surroundings; in addition the very effective approach to cross curricular learning through the medium of 'One Picture' has proved highly successful. However, the balance of the curriculum is less effective; in particular because the unsatisfactory standards in writing have not yet been sufficiently addressed, especially across a range of subjects, opportunities for development, although taken frequently, for example in art, are not grasped so often in writing. The curriculum includes all of the National Curriculum subjects and religious education. The curriculum for sex education and anti-drug awareness is satisfactory, and the school rightly places great emphasis in its everyday life on health education and the personal development of its pupils.
12. The school introduced the National Literacy Strategy last year and is benefiting in its development of speaking and listening skills, although improvement is slower in reading and writing. The school has only recently introduced the National Numeracy Strategy, which is beginning to have some effect. Both numeracy and literacy are taught daily in every class, and inspection evidence indicated that some lessons are sometimes rather lengthy, more than that recommended, this can affect pupils' concentration and subsequent learning.
13. A suitable range of subject policies and schemes of work support the curriculum and give helpful guidance to staff in planning careful sequences of work. 'Interim' policies at the last inspection have been reviewed and replaced, and new national guidelines are being introduced as a supplement to the existing schemes of work, most of which have been developed through whole staff input. Medium term planning is detailed and generally satisfactory. The objectives in teachers' planning enables pupils to make steady and occasionally good progress. However, there is inconsistency in the detail in assessment through the 'reflection' element in their planning, where evaluation varies between teachers, and sometimes effects the quality of pupils' learning. The school's provision for pupils with special educational needs is satisfactory, and complies fully with the Code of Practice. Pupils are well prepared for the next stage of their education. Pupils have equal access to and opportunity within the curriculum.
14. Provision for extra curricular activities is satisfactory. Pupils have opportunities to join clubs for dance, drama and recorder. The curriculum is enriched by the many opportunities to visit places of educational interest such as Southwell Minster, Lincoln Castle, Bridlington Harbour and the River Trent at Newark. An outstanding visit was that of the whole school, plus parents, staff, friends, and governors, to the National Gallery in London, when pupils' work was displayed as part as a national initiative to make famous pictures a centrepiece of curricular development. These activities contribute significantly to standards of attainment, to social and cultural development and to the self-esteem of pupils and their families.
15. Pupils with special educational needs are provided with individual education plans which are generally satisfactory. Some of them, however, state targets for progress, and strategies for teachers to use, in too general a way for them to be useful for teachers in planning individual lessons. Pupils' progress is reviewed regularly with involvement of parents and, where necessary, of visiting specialist staff. The school has a good awareness of pupils as individuals and is sensitive to their special educational needs but is sometimes reluctant to identify pupils with special needs formally by including them on the official register.

16. The school's assessment policy complies with legal requirements and provides a sound framework for assessing pupils' attainment. The school now carefully analyses assessment data, including the results of National Curriculum tests, which it was not involved in at the time of the previous inspection. Teachers diligently collect samples of pupils' academic records and social achievements in individual Records of Achievement, which are presented to pupils when they leave. Home reading diaries are also kept, and both teachers and parents make regular, constructive comments in them. Assessment procedures rely greatly on teacher observation and examination of pupils' work, and although the teachers know their pupils well, they do not always use the information as effectively as possible to inform future planning. The school is aware of this and the recently appointed co-ordinator is using her experience in target setting to provide valuable support to staff in identifying more clearly the needs of individual pupils to ensure their progress. This is now being applied particularly to English and mathematics in order that detailed targets for individual pupils will result in a raising of standards.
17. The school has a clear marking policy, which is used consistently by all staff, it is based upon encouragement and support to pupils. Homework is given regularly throughout the school and is generally well supported by parents. Curriculum and assessment in the school is broadly similar to that reported in the last inspection.
40. **Pupils' spiritual, moral, social and cultural development**
18. The school makes very good provision for the spiritual, moral, social and cultural development of all pupils, including children in the nursery and pupils with special educational needs.
19. Provision for pupils' spiritual development is good. This is achieved partly through the daily act of collective worship, class assemblies, and in "circle time" where pupils are encouraged to reflect on their beliefs and feelings about themselves and others. This is soundly achieved although some opportunities are missed in assemblies to create an appropriate setting and atmosphere for quiet reflection, for example through music. Valuable contributions to spiritual development also occur in religious education when pupils learn about different religious faiths and the ways they are celebrated and when they visit places of worship like churches or a temple. Teachers also exploit opportunities in other lessons and at other times to encourage pupils to marvel at the natural world. During the inspection, this was seen in nursery, when children were doing drama and when examining a ladybird found at playtime. Older pupils' wondered with excitement at the successful construction of an electrical circuit to light a bulb.
20. Provision for pupils' moral development is very good. The school has only one very general rule which states its fundamental values: "We must always take care of ourselves, our friends and our school". This is reinforced constantly as teachers invite pupils to think about how these principles can be translated into their everyday actions in classrooms and around the school. Adults in the school follow the principles, too, in their relationships with each other, with pupils, with parents and with visitors. They provide an excellent example. In its approach to managing pupils, the school makes full and consistent use of rewards and only occasional and economical resort to sanctions. Teachers make a point of frequently noticing pupils' good behaviour and their kindnesses and then rewarding them with praise. The effectiveness of this is seen when pupils show that they understand for themselves how to behave well and be kind. During the inspection, for example, one very young pupil showed spontaneous kindness in finding a place for a classmate to sit, while another reminded the teacher that the class had forgotten their normal practice of welcoming a visitor. At the end of a music lesson two pupils thought to tell the teacher how much they had enjoyed the lesson.
21. Provision for pupils' social development is very good. Developing pupils' self-esteem is, very

appropriately, a declared priority for the school. It is put into operation very effectively through the consistent emphasis throughout school life on rewarding pupils whenever their work or behaviour is, for them, a good achievement. Although badges and tokens are sometimes used the most effective rewards take the form of the personal warmth shown by staff toward pupils in the context of caring and mutually respectful relationships. All are encouraged to understand the meaning of responsibility, sharing and teamwork. Pupils are given opportunities to take messages, look after playground equipment and carry out other small tasks appropriate to their age. A very effective programme of personal and social education uses a range of strategies such as “circle time” to develop pupils’ skills of co-operation and attitudes of mutual respect. Pupils respond well to these occasions, following the school’s emphatic lead, by speaking about each other’s positive qualities. The effectiveness of all these measures is seen in the good attitudes and behaviour, and the very good relationships, found in the school.

22. Provision for pupils’ cultural development is very good. Many opportunities to acquaint pupils with their own cultural heritage are imaginatively seized. Pupils visit places of cultural interest such as castles and churches while the school also receives visitors to enrich work, for example in art and music. Successful participation in the National Gallery art project and musical performances in school and beyond make a very good contribution. Development of pupils’ awareness and appreciation of cultures other than their own has greatly benefited from involvement in the Japanese International Internship Program, which means that the school plays host to a Japanese assistant for a period of nine months. Study of religious faiths other than their own, observance of festivals like Diwali and the Chinese New Year, a visit to a Hindu temple and acquaintance with music, stories and visual art from other countries also make an important contribution.
23. Provision for pupils’ spiritual, moral, social and cultural development noted at the previous inspection has been maintained and in some respects enhanced.
46. **Support, guidance and pupils’ welfare**
24. The very good arrangements for the support, guidance and welfare of pupils makes a significant contribution to the quality of education provided and the standards achieved. There are very good procedures for promoting discipline and good behaviour, and for monitoring and promoting good attendance. Pupils health and safety and general well being is very effectively catered for. The school is diligent in it’s aim to provide a positive, caring environment where pupils will be encouraged and learn by example. This is an improvement since the previous inspection.
25. The school has satisfactory procedures in place to monitor academic progress. The staff know the pupils well and efficiently monitor personal development. Very good communication with families and home visits provide good induction procedures into the school’s nursery, from which a large majority of pupils enter the reception classes. The school has a good relationship with the nearby junior schools and provides good support to its pupils when they move, this ensures a smooth transition to the next school.
26. There are very good procedures for monitoring and promoting discipline and good behaviour, which are implemented consistently by all staff. This is reflected by the generally good behaviour throughout the school. The high profile social and behaviour policy, includes detailed guidance for “When behaviour causes concern”. The consistency and vigilance by staff in the implementation of this policy ensures any incident of anti social behaviour is addressed immediately. No incidents of harassment or bullying were observed during the inspection.

27. Procedures for monitoring and promoting good attendance are very good and are reflected in the fact that the school has no unauthorised absences. Parents know and follow the school procedures. On the rare occasions when it is necessary the school works closely with the Education Welfare Officer. Legal requirements are met and registration is carried out quickly and effectively.
28. Procedures for child protection, pupils' well-being and Health and Safety are very good. Arrangements for First Aid are good, with sufficient appropriately trained members of staff. Sex-education and drugs awareness are integrated into the school's aim "Helping the children make the right choice". The school continues to have very effective links with other visiting professionals. The support and welfare provided by the school, creates a caring, safe and secure atmosphere, which has a positive effect on the children's learning. The safety issue raised in the previous inspection has been addressed well by the school.
29. Pupils with special educational needs benefit from the school's caring ethos. Those with emotional and behavioural difficulty gain especially from the good relationships and from the school's effective approach to managing behaviour. All staff show sensitivity and concern for these pupils' welfare and, in particular, strive to develop their self-esteem. Informal day-to-day processes of monitoring the progress of these pupils' is sound.
52. **Partnership with parents and the community**
30. The school's partnership with parents and the community is very good and is a major strength. The quality of information provided by the school is generally good. Communication, as found in the previous report, continues to be positive and parents strongly support the aims and values of the school. Regular friendly newsletters inform parents on a variety of subjects. Annual reports now comply with statutory requirements, but the governor's annual report to parents, as found in the previous inspection, still does not. There are some minor omissions, mainly concerned with admission of disabled pupils.
31. The "Open door" policy found during the last inspection continues and the parents feel welcome in school and they confirm that communication with staff is very good. The school makes appropriate arrangements to involve parents of pupils with special educational needs in agreeing approaches to helping them and in regular reviews of their progress. A very significant number of parents help out in a variety of ways and make a positive impact on the childrens' learning. Parents, governors and staff work together in fund raising activities such as the Summer Fayre and Boughton Family Fun Day, when they won the best decorated float. A previous "Partnership" created the "Jubilee Garden" which continues to enrich the life of the school both aesthetically and in many areas of the curriculum.
32. A very good induction programme is in place for children entering the nursery, which in turn prepares them for coming into the infant school. The schools position in the Dukeries family of schools provides them with resources and the pupils with a continuous supported transition through to junior schools.
33. Links with the community to enrich the life of the school are very good. Various links with the local churches, such as assemblies taken by visiting clergy, and the performance of the Easter story by the youngest children, strengthen the spiritual and religious partnership. Senior members of the community are entertained at Christmas. A local resident has shared his knowledge of the history of the area through his memories. Business links include the North Nottingham TEC, Parents And Childrens Education workshops, and a local business provided funds for a Fun Day Float. A local group has raised a substantial amount of money, to provide a safety surface in the nursery.

34. A wide range of walks and school visits to places of interest for example, Bolsover Castle, Anderby Creek, Sherwood Pines and an Edwardian pumping station strengthen the links with the community and enrich the curriculum. Knowledge of the wider community, through links with schools in Germany, Sweden and Poland and a visit of several months by a teacher from Japan, have further added to the quality of learning.

57. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

57. **Leadership and management**

35. The leadership and management of the school is good overall. The school is led very well by the strong, caring and enthusiastic headteacher who is very visible in the day-to-day running of the school. She is well respected in the local community. The headteacher is supported well by her deputy and all staff who share a commitment to raising standards and providing real first hand experiences for the pupils. All staff have job specifications and appraisal is well established. There are co-ordinators for all National Curriculum subjects and religious education. Clear targets are now set for improvement in literacy and numeracy, the areas identified in the school development plan as priorities. These areas are managed well. The management of children under five is satisfactory overall. All co-ordinators have opportunities to monitor teaching and learning in their subject areas. All teachers have been monitored in their teaching of literacy. This strong supportive team spirit has a positive effect on pupils progress and is beginning to have an impact on standards.
36. The governing body meets regularly and fulfils its roles and responsibilities satisfactorily. The governors are very supportive of the school and many know the school and local community very well. There is a clear committee structure and governors with specific responsibility for special educational needs, literacy and numeracy are familiar with the requirements and understand the implications for the school. However their undoubted efforts in support of the school have not as yet been effective in raising standards in English and mathematics. The Governors Annual Report to parents contains the required information with the exception of information regarding access for pupils with disabilities.
37. The headteacher and governors ensure that the school complies with the Code of Practice for pupils with special educational needs and the co-ordinator for this work manages it effectively within the resources of time and staff available. The school development plan has identified the need to improve provision for special educational needs and improved levels of staffing have recently been introduced. The co-ordinator has identified the need to improve the setting of targets and design of teaching strategies within pupils' individual education plans. Training to address this need is soon to take place.
38. The headteacher, subject co-ordinators and governors monitor and evaluate teaching and learning satisfactorily in the classroom, on a regular basis. In the core subjects, literacy has been and continues to be a focus, numeracy is just beginning to be monitored, while science and other subjects are monitored as they become priorities in the school development plan. The school development plan is a useful document which helps to clearly identify priorities and work towards their achievement. The person responsible for actions is identified and priorities are costed and time scales established. Success criteria are included and evaluations stated. The school has made satisfactory progress since the last inspection, and is well placed to build on the strengths of the school to overcome its weaknesses. The school now undertakes the National Curriculum tests and is using the data to identify areas for development. The school is in a good position to make further improvements.

39. The implementation of the school's aims, values and policies is very good. The day-to-day working of the school reflects its commitment to "take care of each other and our school". The school is sensitive of the need to give equal opportunities to all and it is effective in seeing that this happens. There is a positive ethos which permeates the school and its work. By the very good relationships established in school staff ensure that " the sun shines every day " for most of the school.

40. From evidence of assemblies observed it is clear that the school fulfils its statutory requirement for daily collective worship and that this aspect of the school contributes very effectively to the spiritual and moral development of the pupils and their sense of belonging to the school community. Parents are happy with the caring ethos of the school and the values that it transmits.

63. **Staffing, accommodation and learning resources**

41. The school has a good number of well-qualified experienced teachers who are effectively supported by a good number of efficient support assistants. A recent improvement has taken place in the allocation of staff time to the provision for pupil's with special educational needs. This has included freeing the special needs co-ordinator from class responsibilities for one day each week. The school also benefits from the good work of, caretaking, catering and cleaning staff. A strength of the school is the way it attracts voluntary helpers, mainly parents but others from the local community. The school also welcomes a substantial number of students who are training to teach in schools or nurseries. They are well supported in their practical training and also involved constructively in supporting the work of the school.

42. There are good arrangements for ongoing training of teaching, support and other staff. Mid-day supervisors have had training which helps them to play a very effective part in supporting the management of behaviour. Training is soundly based on whole-school needs identified in the school's development plan, and on regular appraisal of individuals' needs. Training has effectively addressed a concern at the last inspection by improving teachers' knowledge of information and communication technology to provide more consistent provision between classes. There are good and effective arrangements for the induction of newcomers to the profession and school. Close teamwork amongst school staff makes a good contribution to their professional development through sharing of expertise.

43. The school's accommodation is good. It provides adequately, and sometimes very well, for teaching of all subjects of the curriculum. The attractive library includes a valuable special space for information technology and there is a large central area for art, design and technology and other practical work. The central courtyard garden, the "Jubilee Garden", and the many good quality displays make for a stimulating and attractive environment. The hall, though a little small for physical education, is adequate for most purposes. There are many small bays adjoining class bases which are useful as reading corners or places for role-play. The nursery accommodation is also spacious and includes a very attractive and safe outdoor play area and garden with features to stimulate pupils' interest and play. The accommodation is bright, very well displayed, well cared for and clean.

44. The school's resources of books, equipment and materials to support teaching are adequate in all areas, including education of children under five, and good in art and design and technology. Resources of computers are fairly typical though some in classrooms are old. The information and communication technology area of the library is a valuable new development and has helped to raise standards. However, the number of computers there is not really sufficient to maximise

pupils' progress when taught in whole classes. Shortcomings at the last inspection in resources for some subjects and in the library have been overcome.

67. **The efficiency of the school**

45. Financial planning is good. The head teacher is very clear about the need to manage the short and long term financial situation of the school well. Governors are dedicated to the prudent financial management of the school, and although relying heavily on the briefings and advice of the headteacher, they are able to take effective financial decisions which effect the school. They now monitor the budget, and following recent audit advice are beginning to look carefully at value for money in financial decision making, which is a slight improvement on the previous inspection findings. The school development plan is linked to the budget and the senior management team sets out clear priorities and targets in detail for the current year, and the next two years in less detail, for the finance committee to consider.

46. The expertise of teachers and support staff is used satisfactorily and sometimes well. However, there is inconsistency in how support staff are used in lengthy plenary sessions. In group activities in numeracy and literacy, teachers occasionally do not have an extra adult deployed to them, when the need is greatest. There were however, several very good examples of support staff being used well, as in swimming and history, the school has not yet achieved complete consistency in this area.

47. The use of appropriate resources is good and visible across the whole range of the curriculum. The school accommodation is also used well by staff and pupils, with almost all areas a constant hive of activity, including the outside areas, particularly the enchanting Jubilee Garden.

48. The day to day administration of the school is satisfactorily managed by the head teacher with the assistance of the school secretary and clerical assistant. School routines and procedures are well known and understood by staff, pupils and parents, and as a result teachers are able to concentrate on their teaching. The most recent audit, in October 1998, identified a number of items for the school to address. Other than two or three minor requests, the school has successfully dealt with the recommendations.

49. Pupils' attainment on entry to the school is low. When they leave at the end of Year 2, pupils have enjoyed a broad and often enriched education and have made steady, and in some subjects good progress. In addition, their attitudes to learning, and their behaviour, are good. However their standards in the key areas of English and Mathematics are below national average and the school receives above average income per pupil. As a result the school is judged to give satisfactory value for money. Whilst the last report described value for money as good, the increased data base on lower standards in English and Mathematics is the main influence in the change in judgement.

72. **PART B: CURRICULUM AREAS AND SUBJECTS**

72. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

50. Children are admitted to the nursery when they are three years old. Currently 54 children attend on a part-time basis. Children move into Key Stage 1 in the term of which they become five. There

are 19 children under five in the reception classes. Attainment on entry is varied but for many it is well below average especially in language development and in personal and social skills. It is also well below in mathematics. Children make satisfactory progress overall and by the time they leave the nursery they reach the desirable learning outcomes in knowledge and understanding of the world, creative and physical development but are still below average in their personal and social development, language and literacy and mathematics. Standards are below those indicated in the previous inspection but are explained by the greater proportion of children entering the nursery with well below average skills in mathematics, language and in their personal and social development.

51. The quality of teaching for children under five is satisfactory overall. It has some good features. All the staff have a good knowledge and understanding of the needs of young children and how they learn. They manage the children effectively and with great consideration. Routines are well established for children and adults. Many parents come in to work with the children. Teachers plan satisfactorily activities which enable children to work towards the Desirable Learning Outcomes and they also use the Highscope approach where children “ plan, do and review their work”. This encourages children to become independent. However, some children are very immature and have difficulty deciding on a plan and keeping to it. The support staff are effective, they make a positive contribution to childrens’ attainment and progress. They share the responsibilities of teaching the children, with the teaching staff. All the adults in the nursery work together well as a team, and they liaise effectively with the reception teachers. Resources are adequate for all areas of learning and they are good for physical development particularly gross motor skills. There is an attractive and interesting outdoor area. Staff assess children through much ongoing observation which they record in note form and then transfer to childrens’ records. However, the balance between observation and intervention to develop literacy skills is not always appropriate, when the adults do intervene much valuable learning takes place.
52. The curriculum for children under five is satisfactory, it is based on the desirable learning outcomes and covers the six areas of learning. Under fives in the reception classes are also taught religious education and participate in collective worship. Appropriate emphasis is placed on personal and social development, language and literacy and mathematics, childrens’ areas of greatest need. There are detailed and helpful planning folders.
53. Children make satisfactory progress in their **personal and social development**. The quality of teaching in this area is satisfactory. Children become familiar with the nursery routines over a period of time. They begin to feel confident about being left, although some of the very youngest children still need a great deal of attention and reassurance. Many listen to their teachers attentively although most have very short concentration spans. They respond well to the praise and encouragement that they receive from the adults. Many play co-operatively in a variety of situations, some are still happy to stand and watch. Relationships are good between staff and children and children are beginning to learn how to relate to one another. Children are learning to take turns, but many still need reminding. Some find it very difficult to share appropriately.
54. Children make satisfactory progress in their **language and literacy development**. The quality of teaching is satisfactory. The level of skills with which the children enter the nursery are often low. Speaking and listening skills are underdeveloped and the nursery places appropriate emphasis on developing these skills, although more adult intervention for individuals or small groups would promote greater progress. This was observed when a teacher was working with a group of children describing materials, the children’s language skills were being effectively developed and extended. Many children are reluctant to talk to and few ask questions of the adults. Children enjoy listening to stories and they learn about books and how to use them. Children learn that books tell a story and they correctly manage the book following from left to right, turning pages appropriately. They enjoy responding to the story, however when asked about the story they often reply in short

utterances, often of one word. Children are encouraged to write their names and a few do so well while others are still at the mark making stage. Many will not achieve the desirable learning outcomes by the age of five.

55. Children make satisfactory progress in their **mathematical development**. The quality of teaching is satisfactory. Children are given many opportunities and equipment to explore number, shape and measurement, however, many of the children are happy to explore the objects and without adult intervention, little progress is made. Children begin to learn mathematical language through practical activities, working in the sand and water, using full and empty. Children create patterns using beads and shapes. Role play provides them with opportunities to think about money, they enjoy playing in the shop, buying and selling fruit and snacks. Some children make regular use of simple language to describe objects and their relationships. They sing songs and rhymes, hear number stories and play counting games but many will not achieve the desirable learning outcomes by the age of five.
56. Children make good progress in the development of **knowledge and understanding of the world**. The quality of teaching is good. When they start school many children have a limited awareness of the world around them, however, they are beginning to develop a sound understanding in their learning in this area. For example using the Haywain as a starting point and some materials that are in the painting, they described the qualities of stone, feather and leather, many were hesitant speakers and replied in single words but their understanding of the different qualities of materials was being extended and good progress was made. Another small group made biscuits and they could see clearly how ingredients when combined changed. However, they were very reluctant to talk about what they had done. Children have many opportunities to gain knowledge about what goes on in the world about them. They learn about animals and plants. They have visits out of school and visitors come to speak to them. Activities requiring the selection of materials, cutting, folding and joining effectively extend their practical skills. They gain their first limited experiences using a computer for a range of appropriate activities. Many will achieve the desirable learning outcomes by the age of five.
57. Children make good progress in **creative development**. The quality of teaching is good. Good opportunities are provided for imaginative play and children respond well to the stimulating areas created for them, reacting in a variety of ways to what they see, feel, hear and touch. The children join adults in singing familiar lines from favourite songs. They play untuned percussion instruments well. Children draw, paint, and make models with growing control. Their work is carefully displayed and they are always praised and encouraged to do their best. Many will achieve the desirable learning outcomes by the age of five.
58. Children make good progress in **physical development**. The quality of teaching is good. They are given good opportunities to use and exercise their whole bodies. For example, they enthusiastically run, hop, skip, balance and throw. They are learning to move confidently and imaginatively developing increasing body control and co-ordination. There is a very good, safe, well resourced and interesting outdoor play area, which they use well. Children are also given plenty of opportunity to develop fine skills of drawing, cutting and manipulation of tools. There is a good balance between indoor and outdoor activities. Many will achieve the desirable learning outcomes by the age of five.

81. **English**

59. The school entered pupils aged seven for standard National Curriculum tests in reading and writing for the first time in 1998. Their results were well below the national average. Results were also well below average when compared with similar schools. In similar tests in the summer of 1999 more pupils achieved the expected attainment (Level 2) in reading, but fewer did so in writing. In the 1999 tests there was a significant difference in the performance of boys and girls. The great majority of girls (four in every five) achieved the expected level in both reading and writing but only between a half and two-thirds of boys did so. However, this reflects the fact that one third of the pupils had special educational needs and that almost all of these were boys. This is the case this year also. The school is addressing the problem of boys' poorer achievements.
60. Observations during the inspection support the view that the standards in English are currently below the national average. This is evident in pupils' speaking, listening, reading and writing across the curriculum, with writing, and especially handwriting, the weakest aspect. The proportion of pupils reaching the level of National Curriculum attainment expected for their age is significantly lower than the national average. About a quarter of pupils exceed the expected level in reading but hardly any do so in writing. The proportion of current Year 2 pupils with special educational needs reflecting difficulty with literacy skills is also high.
61. There is satisfactory progress in speaking and listening. Pupils gain in their capacity to sustain concentration in listening to teachers in lessons across the curriculum. By the end of the key stage, many are willing to answer teachers' questions in ways that show they have understood what has been said or read to them. Most pupils make satisfactory progress in the confidence with which they speak, but in their replies, rarely put more than a very few words together. Speech is often hesitant and the vocabulary used is limited.
62. Progress in reading is satisfactory with older pupils becoming increasingly able to read simple text without adult help. Most younger pupils progress soundly in recognising familiar simple words by sight and in relating sounds to letters or combinations of letters. A significant minority find real difficulty here and make slow progress. Although phonic skills are taught to all pupils those having difficulty need a level of intensive, structured repetition and reinforcement in their learning which is not always met. As a result, these pupils have considerable difficulty tackling unfamiliar words. By the time they leave the school, the majority can read simple text by themselves but the proportion is lower than in the average school or in most schools of similar type. Overall, the standards of fluency, accuracy and expression in pupils' reading are below average.
63. Many pupils start at the school with poor skills of controlling pencils and copying letter shapes. Satisfactory progress is made by most pupils in forming letters correctly, legibly and with consistent size. However, too many pupils are still making some errors in letter formations, and hardly any are producing consistently joined handwriting, by the time they leave the school. Standards of legibility and neatness are generally low. There is steady progress in attempts to write simple, sentences with short, common words properly spelt but the vocabulary and forms used remains very limited. Punctuation shows some satisfactory progress in knowledge about using capital letters and full stops although the habit of using them regularly is slow to develop.
64. Pupils generally respond well to their lessons in English. They enjoy listening to and discussing stories with teachers and are generally attentive at these times. Most are not enthusiastic, though, about reading or writing by themselves and the concentration of a good number soon lapses if they are not closely supervised. Attitudes to books are generally sound, though, as is seen at the beginning of the day when many choose to come into the classroom and look at books while waiting for school to start. Behaviour in lessons is almost always good and sometimes very good. Most pupils co-operate well with each other, with teachers, with support staff and with many other

adults who volunteer their help in the classroom.

65. The quality of teaching is satisfactory overall. The good response of pupils to lessons and the generally satisfactory progress made are reflections of teaching that is judged to be satisfactory overall. Teaching of individual “literacy hour” lessons within the National Literacy Strategy is almost always good, and sometimes very good. However, teaching of literacy across the curriculum as a whole has the weakness that it fails to give enough time and attention to development of pupils’ speaking and writing skills. Teachers do not always have high expectations of pupils writing. Pupils use of literacy skills across the curriculum are unsatisfactory.
66. Taken as a whole, the programme of “literacy hour” lessons pays too little attention to developing speaking skills. Teachers have good knowledge of the subject and of their pupils. They plan their lessons well and have appropriate intentions for all pupils learning, and generally match tasks to pupils’ wide-ranging levels of attainment effectively. Planning is often imaginative in the ways it tries to capture pupils’ interest, for example through use of puppets, costumes or role-play to enliven work on stories. However, the end-result is often that the teacher talks too much and the pupils too little. Although teachers ask many questions they are sometimes content to receive very brief answers and sometimes are too quick to finish pupils’ sentences for them when the pupils need time to think and translate their thoughts into words. Too few opportunities are given, in both whole-class and small-group situations, for pupils to practise and extend speaking skills. Although there is a sound policy statement on teaching handwriting, in practice too little time is given to teaching handwriting in a structured way, a concern also expressed at the school’s previous inspection.
67. The strongest feature of the teaching is the effective management of pupils which leads to calm, orderly and purposeful lessons. These qualities also reflect sound skills of organisation and provision of resources to support learning. Teachers generally have a very good rapport with pupils while very effective use of rewards, and stimulating presentation of tasks, encourages good attitudes and behaviour. However, sometimes a low standard of work achieved, especially in handwriting, is too readily accepted and pupils are not challenged enough to do better. Teachers generally keep a sound check on the progress individual pupils are making in lessons.
68. Lowering attaining pupils, including those with special educational needs, are generally given appropriate work and extra help. This is most effectively done when support teachers or assistants take a small group for intensive, well-focused tasks using special resources. At other times, despite the hard work of the class teacher, some pupils make slow progress because of an acute difficulty mastering very basic skills and a need for frequent adult support that cannot be fully met by the teacher.
69. The school exploits soundly its very good partnership with parents by involving them through attractive reading diaries, in hearing their children read. Other appropriate homework tasks are also set. A valuable recent development has been the practical workshop where, over a number of weeks, parents receive guidance on ways to support their children with reading and practise their skills by hearing other pupils read. Resources are adequate overall, parents have made some attractive story sacks for the library.
70. Unusually, the school has implemented the National Literacy Strategy in gradual stages, in line with the advice of its local education authority. The new approach to teaching reading has been established first and has been accompanied by an improvement in standards. The strategy has only recently begun to be implemented in relation to writing and the impact on pupils’ attainment has yet to have a measurable effect.

71. The co-ordinator for literacy has carried out valuable monitoring of pupils work, she has identified the need to pay more attention to writing and formulated plans for improvement over the coming year. However, processes for monitoring and assessing pupils progress and the setting of targets are not yet rigorous enough. Since the last inspection (in 1996) planning of the curriculum has improved with implementation of the National Literacy Strategy, but there is little evidence of raised standards except for the improved national test results in reading in 1999.
94. **Mathematics**
72. In the 1998 Key Stage 1 National Curriculum tests, the percentage of pupils, reaching the expected Level 2 was well below the national average in mathematics. When compared with similar schools the percentage reaching Level 2 in mathematics was well below average. At the higher Level 3 mathematics was also well below national average and well below in comparison to similar schools.
73. Trends over time are difficult to interpret because the school only began to take the tests in 1998. However from the evidence of the 1999 tests and inspection evidence, the judgement is that results although still below national average will be closer to the average this year. A large percentage of pupils, over a third, are on the schools special educational needs register and this will effect overall percentages. There is no significant difference in performance between boys and girls in mathematics.
74. At Key Stage 1 pupils make satisfactory progress. Many pupils count and order numbers to 100 accurately. Pupils recognise and name some shapes confidently. They work with money to £1. In classes pupils effectively increased their mental calculations with warm up work in year groups counting on and back in tens. Pupils find and use a range of strategies for adding and subtracting mentally. Pupils are beginning to explain to each other how they arrive at an answer. A task which some pupils find difficult because of their speaking skills. Lower attaining pupils work with smaller numbers and sometimes have extra support from assistants or volunteers. In one class pupils extended their number vocabulary well using the terms more than, less than, difference between, odd and even. Pupils effectively use the Jubilee Garden for measuring and shape work.
75. Pupils response to mathematics is good. They behave well in their lessons and co-operate effectively when working in pairs or groups. Some pupils sustain their concentration for long periods, and they are keen to participate especially, in introductory and plenary sessions. They persevere well with tasks. Pupils respond enthusiastically to the challenging tasks set and join in discussions with enthusiasm. Most pupils enjoy their work in mathematics and relationships are good especially during whole class sessions. Pupils with emotional and behaviour problems respond well to the support they receive.
76. The quality of teaching is satisfactory overall. Sometimes it is good. Teachers establish good relationships with their pupils and maintain good discipline. Lessons are planned and prepared well, providing a balance of suitable activities, that have appropriate pace. Teachers have good subject knowledge and question their pupils sensitively and well both to ascertain their understanding and to extend their learning. Lessons are well matched to pupils' levels of attainment. However not all pupils always have the support that they need. Teachers provide good information to guide support assistants, especially for those pupils with special educational needs. Teachers set consistently high expectations of behaviour, but not always of mathematical skills. Pupils with special educational needs, are generally given appropriate work and when possible extra support.

77. The curriculum is broad and balanced and meets statutory requirements. The school has recently introduced the National Numeracy Strategy. The school places particular emphasis on providing the pupils with relevant first hand experience and makes good use of cross curriculum links. Satisfactory links are made with pupils cultural development. Assessment is beginning to be used well to track and set targets for pupils. A new record keeping system is to be introduced shortly, this will accurately plot what pupils know. The co-ordinator will monitor teaching and learning from January 2000, she has a good grasp of the subject requirements and is well placed to take maximum advantage of the National Numeracy Strategy.
78. There is a satisfactory range of resources and they are used well. The accommodation is good and it is used effectively. The teaching areas are enhanced by good displays of number lines, and work with mathematical vocabulary, and pupils have clear access to equipment. Little Information and communication technology was observed to support teaching and learning in the subject.
79. Since the last inspection, planning of the curriculum has improved with the implementation of the National Numeracy Strategy. Standards were reported in the last inspection as being average, however, with the use of more accurate data inspection evidence confirms that standards are below average overall.

102. **Science**

80. Teacher assessments of pupils aged seven in 1998 show that the proportion who reached the expected levels was well below the national average. These assessments also indicate standards below that of schools of similar backgrounds. The preliminary study of the 1999 assessments, and the evidence during the inspection, indicate that good progress has been made in science and that standards are now in line with those expected nationally. In particular, the number of pupils achieving Level 3 (above the national average) was a third of the cohort in 1999, a significant improvement on the previous year.
81. Pupils make good progress throughout Key Stage 1. Reception pupils study autumn leaves, trees and their seeds, and look at changes in the environment during different seasons, especially in the school grounds and the Jubilee gardens. In Year 1 pupils can talk about and record different sources of light - man made, candles and light bulbs and compare with natural light, the sun. These pupils also learn about animals by study of the school rabbit, Claude, they have studied the seashore at Anderby Creek, and investigated flight through using a paper dart. Year 2 pupils have a good knowledge of electricity including safety aspects, and can compare power sources such as electricity and batteries. Most pupils are also able to set up simple circuits using batteries, bulbs and buzzers. Some are able to record correctly circuits diagrammatically, although not all recording is accurate or well presented. In cross-curricular work, pupils are able to identify correctly materials in artefacts - 'copper', 'cow horn', 'plastic' and 'glass'. Pupils, including those with special needs, gain much in their learning by continued reference to scientific facts and the links with other curricular areas, as for instance, using numeracy skills in sorting and classifying. A feature of their learning is the many opportunities they have for 'hands on' and observation, for instance, when a Key Stage 3 teacher visited the school and conducted a science workshop for all the pupils.
82. Pupils enjoy science and are keen to learn. They are always interested and most of them concentrate well, work happily together in experiments and begin to develop scientific questions in their plenaries. They respond particularly enthusiastically to practical activities, have good relationships with each other and their teachers and behave well.
83. The quality of teaching in science is good. The teaching of science, which is characterised throughout the school by good subject knowledge, is always good and sometimes very good. Teachers have good questioning skills and develop pupils literacy skills well, by encouraging for example, correct scientific language 'positive and negative', 'voltage' and 'current'. This helps pupils to develop their scientific ideas. Effective planning ensures good investigation activities and appropriate use of resources. In most lessons time is also used effectively, with for example, not too long being spent outside examining leaves and plants, allowing a reasonable time to record findings. Teachers use their final plenaries well ensuring that pupils understand and explain what they have done, and conclusions they have made. Teachers are very encouraging to their pupils, always trying to boost their self-esteem, and they make effective use of opportunities to link the subject with curriculum areas such as history and art. They are less successful in their use of writing, where there is evidence of limited skills in description and unsatisfactory presentation. Teaching has improved since the last inspection report.

84. The science curriculum is suitably broad and balanced and meets statutory requirements. The sound policy and scheme of work support the teaching of each aspect of the science programme, the curriculum is well managed by the experienced co-ordinator. The co-ordinator has been given time for monitoring and evaluating, and subsequently increasing, science provision, and the school is planning to offer workshops to parents next year to increase their knowledge of the science curriculum. The school has a number of methods of assessment, which give a satisfactory overview of pupil attainment and progress. However it intends to develop a more specific system of assessing these areas using target setting and more precise recording, in order to maintain the recent improvement. Resources, which are now plentiful, are accessible, of good quality and used well. Although standards remain the same, there has been improvement in all areas highlighted as needing attention by the last inspection report.

Information technology

85. Pupils make satisfactory progress in information technology and by the time they leave the school their attainment is consistent with the level expected for their age. Pupils with special educational needs make satisfactory progress. This represents a significant improvement since the previous inspection of the school when pupils' attainment was judged to be below the level expected.
86. From their first days in the reception classes younger pupils are developing their awareness of computers and other apparatus such as listening centres. They soon learn how to use the cursor keys on the computer keyboard to control events on the screen. These basic skills are put to good use in supporting work on basic number and language skills. Later, pupils learn to make fuller use of the keyboard and a word processing program to enter text that they copy or, in the case of older pupils, text they compose for themselves at the keyboard.
87. By the time they leave the school most pupils know how to carry out simple editing of text that they have already stored, altering the appearance and layout of the text, for example to display the lines of a poem. They also make confident use of the mouse to make selections and move elements displayed on the screen and can activate a variety of processes including saving text or data and controlling a printer. Good use is made of these skills to support work in other subjects, for example, when using graphics programs to select, size and move shapes and colours to construct pictures or patterns in art or graphs and plans in geography.
88. Most pupils also make satisfactory progress in understanding how to control the movements of a small wheeled robot by programming distances and degrees of turn in a series of commands that make the robot follow a chosen course. Occasionally older higher attaining pupils use the internet with adult supervision to find information in connection with other subjects.
89. Pupils show interest and enthusiasm in the subject and take pride in their developing skills. Their enthusiasm means they occasionally become restless as they await their turn at the keyboard in class lessons. Behaviour is generally good, though, and pupils sharing equipment usually co-operate well. The equipment is used responsibly.
90. The quality of teaching is satisfactory overall. The satisfactory progress made and the positive response of pupils reflects the generally satisfactory and sometimes good or very good quality of the teaching. Teachers generally have sound, and sometimes good, knowledge of the subject which helps them to join in good collaborative planning of the work and to give pupils clear instruction. Class lessons are generally used well to teach pupils new skills. Good use of information technology was observed in a literacy lesson.

91. Work at different levels is offered using a combination of the computers in the library for more advanced work and those in class bases for small groups tackling simpler tasks which are supervised by support staff or helpers. In addition pairs of pupils sometimes take turns in using classroom computers in work supporting other subjects. Teachers organise use of the available resources efficiently but there are not enough up-to-date computers to allow pupils to make maximum progress. Teachers know the pupils well but do not assess pupils' progress systematically enough to ensure all pupils are provided with tasks which are sufficiently challenging.

Religious education

92. Pupils make satisfactory progress throughout the school and pupils' attainment meets the requirements of the locally Agreed Syllabus. Pupils with special educational needs make satisfactory progress.
93. Pupils progress well in reflecting on their own and others' thoughts, feelings and beliefs. This happens effectively not only in religious education but also in school and class assemblies and within the programme of personal and social education. The whole life of the school supports the process of helping pupils to reflect on, value and respect their own and others' feelings and beliefs.
94. When learning about fundamental Christian beliefs very young pupils progress effectively in thinking about the meaning of creation, growth and life. Closing their eyes and thinking about the idea of darkness, they develop their sensitivity to the significance of light and day. This helps them to understand a child-friendly re-telling of the story of the creation from the Bible.
95. Older pupils learning about Judaism show sound knowledge of some key features of Jewish celebration of the Sabbath. They show respect for unfamiliar beliefs and begin to appreciate the role of symbols such as candles and celebrations such as "special meals" within a range of faiths.
96. Pupils show a good level of interest in the work, listening well to teachers and joining in class discussion thoughtfully. Behaviour in lessons is very good. Pupils' satisfactory progress and positive attitudes are the result of good, and sometimes very good, teaching. Sensitive promotion of pupils' willingness to reflect on personal thoughts and feelings is a strength of the teaching both within religious education lessons and at other times. Good subject knowledge, imaginative planning and thoughtful use of resources leads to effective engagement of pupil interest. In one lesson seen, for example, the idea of creation and the significance of light was very effectively supported by focusing on an apple, its seed, and a tree in the nursery garden. Work on the Jewish "shabat" meal, in another lesson, was made effective by re-enactment of the meal rites using candles, cloth, knife and a miniature "tora", and referring to them by their Jewish names. This was then imaginatively followed up in the subsequent music lesson which focused on some Jewish music. Teaching also shows effective questioning which is developing pupils' literacy skills satisfactorily.
97. The quality of teaching is satisfactory. Teaching about a range of world faiths is well supported by good use of visits, for example to churches, cathedrals and a Hindu temple, acknowledgement of celebrations like Diwali, participation in a harvest festival and supper, visits by local clergy and contributions from a Japanese visitor. There are no formal assessment procedures, however, the very good relationships and teachers knowledge of their pupils ensures a good match of work to pupils attainment.

98. The quality of religious education provided and the standards achieved have been maintained since the previous inspection.

OTHER SUBJECTS OR COURSES

Art

99. The majority of pupils make good progress and attain standards which are above those expected of pupils of the same age. Pupils with special educational needs make good progress. Pupils have a very worthwhile art experience while at the school. This is similar to that found during the previous inspection. Pupils experiment with a range of media and are given a good foundation in the development of the creative, imaginative and practical skills needed to express ideas and to record their observations. Pupils have sound opportunities to use and select from a range of materials for pattern making, printing and drawing. They develop appropriate terminology to express ideas extending their literacy skills, for example, when they described the different textures of man-made and natural objects. Pupils develop skills in painting and observational drawing, they use clay, fabrics and plastic materials to experiment with visual colour, shape and form.
100. The school is committed to providing relevant first hand experience and following last terms successful National Gallery project, decided to continue with a broad curriculum plan based this time on the Haywain by J Constable. This work permeates all areas of the curriculum and pupils have become knowledgeable and informed about paintings and artists. No lessons were observed but by the evidence available it is clear that the quality of teaching is good. Pupils response to art is good and they enjoy their work and are proud to talk about what they have done.
101. Teachers are well supported by the hard working co-ordinator who has developed a skills activity pack to support the policy and scheme of work. Resources for art are good and they are used well. The curriculum is planned effectively and good links are established with other subjects. Assessment is informal teachers know their pupils well and ensure that the work matches the pupils attainment. Art is given a high priority in school and is used as a vehicle to raise self esteem and bring together families and the community. The school has been very successful in this aspect of its work.

Design and technology

102. The majority of pupils make good progress and attain standards which are above average compared to other pupils of their age. Pupils with special educational needs make good progress. Standards have been maintained since the last inspection.
103. Pupils in Years 1 and 2 designed an interesting, attractive, windmill connected to work on Harvest. They apply their knowledge of products and materials effectively and use a range of materials to make interesting models, such as the castles linked to their work in history. They make good use of re-cycled materials such as boxes, card, fabrics and rolls to make models. Pupils experiment confidently with construction kits and are effectively learning to hypothesise, however, their making skills are much better than their planning skills.
104. Pupils have good attitudes to their work, and display enthusiasm for the subject and for the

projects they have undertaken. Pupils behave well and listen attentively to their teachers. They answer questions thoughtfully. Pupils work shows some imagination, and they describe what they have done with interest. Pupils work effectively at the tasks set and they collaborate well in groups.

105. The quality of teaching is good. Teachers have good subject knowledge and lessons maintain an appropriate pace. Teachers have good relationships with pupils and maintain a hard working atmosphere. They organise their classes effectively and manage pupils well. Good support is given by classroom assistants. The curriculum is planned effectively and good links are established with other subjects. Assessment is informal teachers know their pupils well and ensure that the work matches the pupils attainment. Resources are good and they are used effectively.

Geography

106. No geography lessons were seen during the inspection. However, there was sufficient evidence in photographs of pupils at work, substantial displays, pupils' Records of Achievement, teacher's planning and thorough discussions with teachers and pupils to make a judgement. Pupils make satisfactory progress. By the time they leave school pupils attainment in geography is similar to that of other seven year olds.
107. Pupils make satisfactory progress in geography. Much of their learning is through links with other curricular areas, and also through practical activities, visits to the locality and further afield and visitors to the school. Year 1 pupils visit Ankerby Creek near to Skegness and have good opportunities to recognise and record the physical features of another locality and compare it with their own. They also study the United Kingdom by the use of weather maps, using symbols and information control technology to indicate forecasts for different areas of the country. Their studies of Ollerton, Newark, the River Trent and Bridlington, are closely linked to history and art.
108. Year 2 pupils learn about other countries of the world often through cultural links with foreign schools; links established with a school near Stockholm in Sweden, a partnership established with a school in Germany and letters exchanged with other pupils at a school in Poland following a visit to Maun by a Polish teacher. The whole school has also benefited from having a Japanese class assistant for nine months, which has given the pupils a substantial insight into the life and customs of an Eastern country. Two toy bears, Barnaby and Basil are also regularly sending reports to the pupils from other countries they visit with pupils or friends of the school. An assembly has also given pupils the opportunity, via their connection to the Internet, to learn about aspects of Australia. Although their learning in the subject is enriched by the diversity of the cross-curricular aspects, there remains a weakness in the use of writing in geography, which is sparse and not always well presented. Pupils' skills are better developed in speaking and listening. In conversation pupils respond eagerly to questions about their geographical studies.
109. The quality of teaching is satisfactory overall. Pupils with special educational needs are well provided for and make satisfactory progress. The geography curriculum is managed effectively. In their planning teachers show sound subject knowledge, and use an appropriate scheme of work and resources, which are well organised and accessible. A feature of their planning is the widespread recording through videos and cameras of pupils learning. However consistent recording and assessment of pupils progress is generally informal and less well developed. Provision and progress in geography remain the same as that reported in the last inspection.

History

110. Pupils, including those with special educational needs, make satisfactory progress and attain standards which are consistent with those expected for pupils of a similar age.
111. Pupils throughout Key Stage 1 are provided with many opportunities to learn history through 'hands on' experience. Through the school's 'one picture' theme, they learn about life in the nineteenth century by studying the picture of 'The Haywain'. They recognise the differences between life then and now and are able to enhance their learning through drama, art and science. Through working regularly with a visiting history expert they are able to experience a Victorian 'wash day' and identify different artefacts, dolly tubs, mangles, kettles and flat irons, distinguishing the differences between life in the past and the present day. Many of them have an enriched curriculum through their opportunities to sketch, role-play and identify the different materials in their artefacts. Pupils can also identify historical aspects in their own lives by the use of time lines, and a number of them bring old items into school to discuss and place in their class 'museums'. Through last years' national success in the 'one picture' competition, pupils have used the picture of 'The Arrival of the Queen of Sheba' to learn about harbours in the past, Egyptian and Viking ships and latterly the 'Titanic'. As a result pupils are able to both ask and answer questions about the past and are developing an increasing sense of chronology. Although there are some opportunities for pupils to enhance their learning in history through extended writing and recording, these are at present too few and outcomes are often unsatisfactory.
112. Pupils' response is always satisfactory and frequently good and very good. They enjoy their work, particularly in practical sessions, and co-operate with each other and adults enthusiastically and almost always with good concentration and respect for each other's opinions and explanations. A feature is how well behaved pupils are when involved in exciting activities involving the use of artefacts or role-play.
113. The quality of teaching is satisfactory overall. Sometimes it is good and on occasion very good. Teachers organise their lessons well, and with their frequent visitors make the past interesting and stimulating for pupils. In addition to the wide variety of artefacts teachers and parents often provide themselves, teachers give many opportunities for pupils to visit places of historical interest – their own village, several castles such as Lincoln and Bolsover and local museums – in their attempt to give pupils a good start to their historical education.
114. There is a satisfactory policy statement and scheme of work which emphasises the broadness of the study of history through other areas of the curriculum. Assessment is informal, however teachers know their pupils well and work is effectively matched to prior attainment. The accommodation is used well to provide interesting displays and small areas of historical evidence. No judgement on standards in history was made in the last inspection report.

Music

115. Pupils make good progress in music, and attainment is above that expected for pupils of this age. Pupils display better levels of knowledge, understanding and skills than usual for their age.
116. When listening to recorded music pupils do so attentively and with appreciation of tempo, rhythm

and dynamics and the ways these create moods and pictures. Pupils listening to a piece of Jewish folk music, some of them spontaneously moving to its rhythm, clearly appreciate its character. “It makes me want to dance” or “it makes me feel happy” are typical pupil comments which they then explain by reference to the rhythm or tempo of the music. Having listened to Beethoven’s musical portrayal of a thunderstorm in his 6th. symphony, many pupils offer comments on how it feels and on the pictures in their minds. Some identify the storm saying “its stormy because there are loud bangs” or “it's thundery because of the loud bits”. Pupils are able to apply this appreciation of musical effects to the task of composing a sequence of percussion performances to accompany a poem about weather. Many pupils make thoughtful selections of instrumental sounds to represent different kinds of weather and show good knowledge of the names of the various instruments. Having collaborated in their composition pupils then perform it in groups showing good skills of controlling the instruments and timing their contributions to the performance very accurately. Pupils also sing well and when asked to make clapped rhythmic accompaniments to the singing do so with a good level of accuracy.

117. Pupils including those with special educational needs, show interest and enthusiasm for their work in music. They listen well to the music and concentrate hard when performing. Very good behaviour is evident in the sensible way they handle instruments. An ability to think for themselves is evident in pupils’ thoughtful responses to the music. At the end of their lesson spent listening to Beethoven and then composing and performing their own weather music, a number of pupils spontaneously said how enjoyable it had been.
118. The quality of teaching is good. The good progress and positive attitudes and behaviour of pupils reflect good and sometimes very good teaching. Teaching benefits from the fact that the expertise of the music co-ordinator is effectively exploited by fortnightly contributions to the teaching in each class. These show good knowledge of the subject and very good planning which successfully integrates all elements of the subject. The teaching also shows very good management of pupils, good relationships with them and effective use of resources. Assessment is informal, however teachers know their pupils well and work is effectively matched to prior attainment. The close involvement of the co-ordinator in planning and teaching throughout the school results in a well-planned programme which is comprehensive and promotes progress effectively.
119. The quality pupils achieve in their work in music has improved since the previous inspection of the school.

Physical education

120. Pupils make satisfactory progress and attain standards which are consistent with those expected for pupils of their age. Pupils with special educational needs also make satisfactory progress.
121. Pupils created a short sequence of simple balance movements on different parts of the body, and mirrored a partner’s movements. Some pupils also achieved balance movements on large apparatus, and they discussed their movements with each other. In the swimming lesson observed, both Year 1 and Year 2 pupils showed confidence in the water, although for some it was only their second lesson. They were able, with floats, to get their feet off the bottom and in a very short space of time move short distances on their front and back.
122. Pupils’ response is satisfactory and sometimes very good. They are enthusiastic and take great pleasure in their activities. They work well in pairs and individually and show an understanding of safety in their activities. A small number become over excited on occasion, and are unable to

sustain their concentration through a whole lesson. A large majority listen very quietly and follow instructions carefully.

123. The quality of teaching is satisfactory overall. Sometimes it is very good. The best teaching is characterised by good control and management of pupils, clear aims, excellent organisation of a large number of voluntary and school helpers, as in swimming, and good knowledge of physical education. There is satisfactory balance in the curriculum which covers (termly) gymnastics, dance and games, and also offers, although not statutory, swimming to all the infant pupils, which is greatly valued by both parents and staff. However time allocated to physical education overall is below average.
 124. There is a satisfactory policy and scheme of work drawn up by the whole staff under the effective leadership of the co-ordinator. Assessment, which is mainly informal, is recorded on observation sheets with particular reference to health and safety issues. Pupils with special educational needs are often supported individually by classroom assistants. In addition the co-ordinator has been able to effectively monitor teaching and learning.
 125. Resources are adequate and in a satisfactory condition. The hall, although on the small side, is a good resource and the large inappropriate apparatus noted during the last inspection has been removed and replaced. Other new equipment has also been bought. The very pleasant grounds and playground are sometimes used to develop games skills mostly in the summer. Pupils have also learned Japanese dancing during the last year, with a Japanese class assistant, and some pupils are participating in preparing a community Millennium Dance relating to body rhythms.
 126. No overall judgement on standards was made in the previous inspection report.
- 149.

149. **PART C: INSPECTION DATA**

149. **SUMMARY OF INSPECTION EVIDENCE**

The inspection was carried out by a total of four inspectors who, over a period of four days, completed a total of twelve days in the school.

For the majority of the time the inspectors visited classes, talked to individuals and groups of pupils and evaluated their work. A total of 96 hours approximately was spent on these activities. A total of 50 lessons observations were made. In addition interviews were held with the headteacher, her co-ordinators, non-teaching staff, several governors and parents.

In addition:

- a range of work from a representative sample of pupils from each year group was examined, together with their records;
- 24 pupils were formally heard to read, and many others informally;
- many pupils were interviewed to establish a view of life in the school and to gain an understanding of relative levels of academic progress and attainment;
- informal discussions took place with many pupils as part of lesson observations;
- the documentation provided by the school, including teachers' planning was carefully analysed and this helped to inform the inspection process;
- attendance registers were examined;
- a parents meeting was attended by two parents and 58 completed questionnaires were received from parents. The issues raised at the meeting and in the questionnaires helped to inform the inspection .

- **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR- Y2	190	0	41	35
Nursery Unit/School	54	0	3	0

- **Teachers and classes**

- **Qualified teachers (YR - Y2)**

Total number of qualified teachers (full-time equivalent): 7

Number of pupils per qualified teacher: 0

- **Education support staff (YR – Y2)**

Total number of education support staff: 3

Total aggregate hours worked each week: 61

- **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent): 2

Number of pupils per qualified teacher: 27

- **Education support staff (Nursery school, classes or unit)**

Total number of education support staff: 3

Total aggregate hours worked each week: 85

Average class size: 32

· **Financial data**

Financial year:	1998/9
	£
Total Income	£403,440
Total Expenditure	£395,799
Expenditure per pupil	£1876
Balance brought forward from previous year	£13394
Balance carried forward to next year	£21035

PARENTAL SURVEY

Number of questionnaires sent out: 190

Number of questionnaires returned: 58

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	53	47	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	50	7	0	0
The school handles complaints from parents well	26	59	10	2	0
The school gives me a clear understanding of what is taught	45	53	2	0	0
The school keeps me well informed about my child(ren)'s progress	48	45	7	0	0
The school enables my child(ren) to achieve a good standard of work	47	52	2	0	0
The school encourages children to get involved in more than just their daily lessons	45	50	3	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	38	57	2	2	0
The school's values and attitudes have a positive effect on my child(ren)	45	55	0	0	0
The school achieves high standards of good behaviour	50	47	3	0	0
My child(ren) like(s) school	71	26	0	2	0