

# INSPECTION REPORT

## **CROPWELL BISHOP PRIMARY SCHOOL**

Cropwell Bishop

LEA area: Nottinghamshire

Unique reference number: 122635

Headteacher: Mrs Mollie Parker

Reporting inspector: Mr Dennis Maxwell  
8798

Dates of inspection: 27 – 31 March 2000

Inspection number: 189542

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 Junior School
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Stockwell Lane Cropwell Bishop Nottingham
Postcode:	NG12 3BX
Telephone number:	0115 9892250
Fax number:	0115 9890471
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Steve Gelsthorpe
Date of previous inspection:	19/09/1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dennis Maxwell	Registered inspector	Science	What sort of school is it?
		Design and technology	How high are standards? a) The school's results and achievements
		Music	How well is the school led and managed
		Physical education	
Christopher Farris	Lay inspector	Equal opportunities	How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Raminder Arora	Team inspector	English	How well are pupils or students taught?
		Art	
		Geography	
Peter Thrussell	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils or students?
		Information technology	
		History	
		Religious education	
		Special educational needs	

The inspection contractor was:

Cambridge Education Associates Limited  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cropwell Bishop Primary school is an average sized one-form entry school for pupils aged 5 to 11 years. It is situated centrally in the village of Cropwell and provides education for children from Cropwell and nearby villages. Pupils are admitted the beginning of the half term after their fifth birthday, and there are no pupils under the age of five. The very close cooperation between the school and nearby nurseries and playgroups supports these arrangements for pupils to enter the school. There are 177 pupils on roll, of whom very small numbers are from ethnic minority backgrounds and none has English as an additional language. The percentage of pupils entitled to free school meals at nine per cent, is below the national average. Pupils' attainment on entry is close to the national average for language and mathematical elements, although their personal and social development is above average.

### **HOW GOOD THE SCHOOL IS**

This is a successful school that promotes and achieves good standards. The high quality leadership of the headteacher and governing body has resulted in continuing improvements over many years. The quality of teaching is a strength of the school, where well chosen tasks challenge pupils to think and reason. The school is successful in providing a rich and varied education that reflects its aims, where pupils' achievements are at least as high as would be expected and they are all helped to feel secure. The good school ethos reflects the professional dedication of all staff. Standards in the school are good, helped by the good interest and behaviour of the pupils. There is a good, busy atmosphere, speckled with the delight and enjoyment of the staff and pupils as they work together. The school provides good value for money.

#### **What the school does well**

- Standards in English, mathematics, science, history and geography are above average by the end of Key Stage 2, promoted by the good teaching and provision.
- Teaching is a strength of the school overall, particularly in Key Stage 1 and the upper years of Key Stage 2, encouraging very good attitudes and behaviour by the pupils.
- Curriculum planning and assessment in the core subjects are good. The contribution of the community to the pupils' education is very good. Relationships with the local nurseries and play groups, and the secondary school are very good.
- The school provides good support and guidance for the pupils. Provision for pupils with special educational needs is good, with sensitive handling and thorough procedures.
- Older pupils demonstrate a sense of responsibility and maturity ahead of their years through the very good support for the pupils' personal development.
- School administration and financial management are excellent and enable the whole school to run smoothly.

#### **What could be improved**

- The structure of a few lessons, by identifying and sharing the good practice found elsewhere.
- Procedures to assess pupils' progress in lessons that extend the good work for English and mathematics to all subjects.
- The consistency of on-going assessments across subjects.
- Multi-cultural education, and the contribution of religious education to pupils' understanding of the diversity in to-day's society in this country.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1996. Since that time standards have improved overall by the end of Key Stage 2. The school has made satisfactory improvements in the key issues identified during the previous inspection so that structured curriculum plans support a good choice of task and the provision. Pupils now have good involvement in the learning process, although their awareness of cultural diversity of society in this country remains a weakness. The school has also made good improvements to lesson planning, to formal assessment procedures and to the contribution of the governing body. The headteacher and deputy make lesson observations to monitor provision. This good arrangement is being extended to all staff to improve planning and

support. The school has maintained a high quality education for its pupils, with challenging and worthwhile tasks that are developed consistently across the school. Plans are under way to improve the information technology provision.

## STANDARDS

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

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

Standards in English are well above both the national average and the average for similar schools. This reflects the strong emphasis given to writing during the past two years. Standards in mathematics are above the national average, and in line with the average for similar schools. Standards in science are in line with both the national average and the average for similar schools. Inspection findings indicate that the pupils' achievements in English, mathematics and science are above average in the work seen in school by the end of both Key Stages 1 and 2. Standards are above average by the end of Key Stage 2 in history, where pupils have good enquiry skills, and in design and technology, and geography. The school's results in mathematics in 1998 were in the highest 5 per cent nationally, and the same applied to science in 1997.

There has been a downward trend in results at Key Stage 1 over the past two years that relates to the pattern of abilities of the year groups. The trend in the school's results at Key Stage 2 was broadly in line with the national average over the past four years. The school has set challenging targets for pupils in Year 6 for the national tests in 2000, of 77 per cent gaining Level 4 or above in English, and 80 per cent gaining level 4 or above in mathematics. The school is on course to meet these targets for this cohort, having already reached them in 1999.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils throughout the school have very positive attitudes to their work and a pride in their school that is well justified.
Behaviour, in and out of classrooms	The behaviour of all pupils is very good, both in lessons and around the school. Pupils have a well-developed sense of right and wrong.
Personal development and relationships	The very good relationships between staff and the pupils are a strength of the school. Pupils show a strong sense of responsibility. Older pupils care for both younger and less able friends.
Attendance	Attendance is well above average, and has improved since the last inspection.

Pupils are interested in their tasks and enjoy their learning. They settle down to work quickly, and work well together. Pupils help each other in many ways, and all members of staff provide a high level of affectionate support. Pupils take on duties in class and around the school willingly and have a good sense of responsibility. The pupils' very good attitudes, behaviour, attendance and positive response contribute to the effectiveness of their learning and to standards.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable	Good	Good

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

Teaching has several strengths and is particularly good in the core subjects of English, mathematics and science. There have been good improvements since the last inspection, for example in the opportunities for pupils in Key Stage 2 to be more actively involved in their learning. The school has worked hard on this issue through careful monitoring and evaluation of teaching and learning, especially in the core subjects.

Strengths, which promote pupils' progress, are the skilful use of a range of suitable methods of teaching and the very effective management of pupils. Teachers throughout the school use their skills of questioning to very good effect to elicit fuller answers. There is a good focus on the skills of literacy and numeracy. Planning and teaching lead to good support and challenge for all pupils on most occasions, but in a few lessons the higher attaining pupils are not challenged enough. The percentage of satisfactory or better teaching for the lessons seen was 95, and for very good or better was 25 per cent. The teaching in 5 per cent of lessons was unsatisfactory. In the majority of lessons, teachers are well-organised and promote pupils' learning through a good choice of tasks and resources. Teachers achieve a good balance between whole-class, small group and individual teaching, although the structure of a few lessons requires review. A purposeful atmosphere is set.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The appropriate statutory curriculum is fully in place. The quality of learning opportunities is good.
Provision for pupils with special educational needs	The school makes good provision. Pupils' learning needs are assessed carefully and handled sensitively.
Provision for pupils' personal, including spiritual, moral, social and cultural, development.	The school promotes pupils' personal development very well. Provision for moral and social development is very good. Provision for spiritual development is satisfactory but the cultural is unsatisfactory overall since insufficient attention is given to developing pupils' multi-cultural understanding.
How well the school cares for its pupils	The school provides a high level of care for all its pupils, for both academic and pastoral needs.

Appropriate emphasis is given to English and mathematics, with daily sessions for numeracy and literacy. The organisation of the school curriculum also ensures that pupils have good learning opportunities and experiences in other subjects. Since the last inspection significant developments have resulted in good planning systems and schemes of work, that ensure equality of access for all pupils, and good opportunities to learn and make progress. The school has very good relationships with parents and works closely with them. The school cares for the pupils well and there are appropriate procedures in place to ensure their safety and well-being.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has very good qualities of leadership and interpersonal skills that she uses to good effect for the benefit of the pupils. The senior management team gives a strong lead in school management, although the role of subject coordinators has scope to have greater influence.
How well the governors fulfil their responsibilities	Very well. The governing body has many good procedures to oversee aspects of the school's work. They take a full and active part in shaping strategic direction.
The school's evaluation of its performance	The school uses several good procedures to monitor provision, including the quality of teaching and standards. The information is used to support decisions.
The strategic use of resources	The resources available to the school are used effectively for the benefit of the pupils in providing good learning opportunities.

The headteacher promotes a purposeful atmosphere and high standards. Since the previous inspection most members are new to the governing body and they have redefined with the headteacher their vision of a high quality education for the pupils. The school has prepared a teaching and learning policy that encourages teachers to plan for pupils to be actively involved in their learning. The head teacher, with the senior staff, provides very good leadership for the educational direction of the school. The head teacher has a detailed understanding of all aspects of the school and analyses the strengths and weaknesses. The level of staffing is sufficient for the needs of the school. Accommodation is satisfactory, and there is a suitable range of resources that support pupils' learning well.

The school considers carefully how the resources of the school will be used to the best advantage for the pupils' education. The school development plan is focused on high achievement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Easy to approach</li> <li>• Strong work ethic</li> <li>• Teaching is good</li> <li>• The children like school and make good progress</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The inspectors agree with parents' positive views. They consider that there is good provision for extra-curricular activities, but that they are mostly arranged for the junior children. There are suitable arrangements for homework to be given.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Standards in the end of Key Stage 1 national tests for summer 1999 in reading were average and in writing were well above the national average. The good standards in writing follow upon the work and focus for improvement over the past two years. In mathematics standards were average. The percentage of pupils gaining the higher level 3 was below average in reading, well above the national average in writing and close to average in mathematics. The performance of boys in reading has been well above the national average taking the past four years together, while that of girls was above. In writing the performance of boys was very high, while for girls it was well above average. The performance of boys in mathematics was well above the national average over the past four years, while for girls performance was close to the national average. In comparison with schools in similar contexts, having between 8 and 20 per cent of pupils eligible for free school meals, performance in reading was above average; in writing was well above average; and in mathematics was average. Using teachers' assessment scores for science at Key Stage 1, pupils' attainment is very high in comparison with national averages, indicating good improvement since the previous inspection. There has been a declining trend in reading and writing since the previous inspection. In mathematics the trend shows an increase in 1997 then a decrease that relates to expectations for the cohort. The average attainment in all three tests over the past four years shows at least good standards compared with the national averages.
2. Standards in the end of Key Stage 2 national tests of summer 1999 in English and mathematics were well above the national average, while for science they were close to the average. The percentage reaching the higher Level 5 was well above the national average in English, and close to the average in mathematics and science. Since the last inspection, test results for these subjects have improved at a rate that is broadly in line with the national trend. Results for English indicate good improvement ahead of the national trend. In comparison with schools drawing pupils from a similar background attainment in the 1999 national tests at age 11 was well above average in English, and average in mathematics and science. The high results for English are the outcome of very focused attention to language and writing over the past two years.
3. The school sets carefully considered targets related to the ability profile of the pupils. The target percentage of pupils expected to achieve Level 4 or above in English is 77, and in mathematics is 80 for the summer 2000 national tests. These targets are challenging, although the school exceeded similar targets in 1999. The findings of this report are that attainment in English, mathematics and science is above average by the end of Key Stage 2.
4. Pupils of different attainment make appropriate progress. Girls performed better than boys in 1999, although there is less variation in mathematics and science over the past four years taken together. The requirements of pupils with special educational needs are identified early and accurately. They receive well-focused support, which enables them to make good progress towards the targets on their Individual Education Plans.
5. The previous inspection reported that attainment in art, music and physical education in both key stages and in design and technology at Key Stage 1 was above average. Attainment in design and technology in Key Stage 2, and in geography and history in both key stages were average. Where it is appropriate to make a judgement on standards, the inspection findings are that by the end of Key Stage 1 present standards in design and technology, geography, history and physical education are above expectations, and standards in art and information technology meet expectations. By the end of Key Stage 2, standards meet expectations in art, information technology, music and physical education, while for design and technology, geography and history standards are above expectations.

6. Most pupils, including those with special educational needs, make satisfactory progress across both key stages in the basic skills of drawing and painting, and are gaining some aesthetic understanding. There is a lack of three-dimensional work of pupils devising and making artefacts and images. The youngest pupils have acquired many fitting and joining skills, and pupils make good gains in design skills through the school. During the inspection week groups of infant pupils made a pizza base, then chose toppings to taste with an attractive finish, helped very perceptively by a willing parent. Pupils in Years 5 and 6 had good ideas that were researched and resulted in working designs to support the making of a machine to lift and shift. Pupils' cutting, shaping and joining skills are good, helped by the motivation of producing a working model. The pupils are beginning to bring problem-solving skills to the tasks, and to improve the constructions using their evaluations.
7. Pupils in Key Stage 1 know about different shops in the area and record features such as cliff, bridge, river, valley and a quarry. Pupils in Key Stage 2 have learnt about the rivers of the British Isles and acquired good information about mountains of the world. Year 5 and 6 pupils are given excellent opportunities to research independently using books, atlases, the Internet and CD-ROMs. In history, Key Stage 1 pupils begin to understand that the world changes over time. They have a good knowledge and understanding of some of the important events and characters from British history, for example the Great Fire of London and the life of Florence Nightingale. In Key Stage 2 pupils start to build up a picture of different life-styles and the lives of rich and poor people throughout history, for example in Tudor times. By the end of the key stage, pupils are developing good skills of historical investigation.
8. Pupils make satisfactory progress through Key Stage 1 in their development and understanding of information technology. By the end of Key Stage 2 pupils are able to produce simple multi-media presentations well on chosen subjects, using sound, digital photographs and text. They are able to send e-mails and use this skill to communicate with people in connection with topic work. Within Key Stage 1 pupils sing with lively animation and style. They know many of the words, enjoy the repeating phrases and many sing in tune. By Key Stage 2, pupils demonstrate an appreciation for the colour and emotion of music. The pupils understand musical elements such as pitch, dynamics and duration.
9. Pupils in Key Stage 1 plan and perform simple skills safely in gymnastics. By Year 2 pupils have good skill in producing well-designed and controlled sequences with partners making mirror symmetry, resulting from the teacher's very good preparation and skilled teaching. Dance is given good emphasis by the school, and pupils in Year 3 show strengths in producing expressive actions for a dance routine that conveyed the message 'Hello; Goodbye' clearly. By the end of Key Stage 1, pupils understand concepts such as caring, sharing and giving. They have a sound knowledge of stories from the Bible and of the lives of special people, both those close to them and well known people such as Mother Teresa and Gladys Aylward. They have some knowledge of other faiths through looking at festivals. In Key Stage 2, pupils develop a greater understanding of religion through making links with their own experiences. They gain a satisfactory knowledge of world faiths, including Christianity by studying different themes such as journeys, for example the Haj, the Muslim pilgrimage to Mecca.

### **Pupils' attitudes, values and personal development**

10. Pupils throughout the school have very positive attitudes to their work and a pride in their school that is well justified. They enjoy their school life and settle down to work quickly and without fuss. They continue working even when not directly supervised. Pupils are responsive and enjoy their learning, particularly when the lesson is challenging. They work well both individually and collaboratively in pairs. When in groups, they give willing support to friends who find the work more difficult. Pupils with special educational needs are set realistic and manageable targets which they are able to achieve. The register of special educational needs shows that several pupils move off the register as they make progress.
11. The behaviour of all the pupils is very good. They have a well-developed sense of right and wrong. They are friendly and polite and offer their help willingly whenever the occasion arises. Pupils meet the teachers' high expectations for behaviour and lessons are uninterrupted and productive. Behaviour on the playground is also good, and pupils taking part in more active pursuits such as playing football have due regard for those wishing merely to chat. Lunchtime is a pleasant and civilised occasion. Pupils care for the school and its environment and show an appropriate respect for property. No incidents of oppressive behaviour were seen during the

inspection and bullying is said to be rare. There have been no exclusions during the last year.

12. The very good relationships between the staff and the pupils are a strength of the school, with staff providing a very high level of affectionate support. The pupils help each other, with the older ones supporting the younger ones and the more able helping the less able. Pupils in Year 6 assist the infants at lunch and playtime and the 'buddy' system benefits both helper and helped alike. Pupils are genuinely pleased for the successes of their friends and are quick to comfort a friend in distress.
13. Pupils respond very well to the provision for their personal development. They willingly undertake a range of duties in the classroom and around school and this enables them to develop a sense of responsibility and helps the school to run smoothly. Duties include daily activities such as arranging dining room chairs and collecting and sorting materials for recycling, and less frequent activities such as running stalls at the summer fair and serving refreshments at school functions. Older pupils have shown considerable initiative in organising fund-raising for charities through a bring-and-buy sale and other sponsored events. Pupils in upper Key Stage 2 undertake increasing amounts of independent research and pupils in Year 6 are responsible for setting and monitoring targets for their own learning. They showed a maturity ahead of their years in debating issues effecting the environment in a geography lesson.
14. Attendance during the last reporting year was 96.0 per cent, which is well above the national average. Registration is carried out quickly and without fuss and registers are maintained correctly. Registration is used occasionally as an additional learning exercise, as for example, in Year 1 when pupils had to recognise their initials instead of their names. Punctuality at the start of the day is good and lessons begin on time.
15. Overall, the pupils' very good attitudes, behaviour, relationships, attendance and positive response to the opportunities provided for their personal development all contribute to the effectiveness of their learning and the standards they attain.

## **HOW WELL ARE PUPILS TAUGHT?**

16. The quality of teaching is a strength of the school overall, and is particularly good in Key Stage 1 and upper Key Stage 2. Teaching is good in most subjects. In the lessons observed during the inspection, 95 per cent of the teaching was satisfactory or better. Teaching was good or better in 75 per cent of these lessons and in 25 per cent, it was very good or excellent. Teaching was unsatisfactory in 5 per cent of lessons, at lower Key Stage 2. Teaching is particularly good overall in the core subjects of English, mathematics and science, although the teaching method and balance of activities were unsatisfactory features in two mathematics lessons. Teaching has several strengths, and there have been good improvements since the last inspection in 1996. This relates especially in the provision of opportunities for pupils in Key Stage 2 to be more actively involved in the learning process. The school has worked hard in this issue through their monitoring and evaluation of teaching and learning, especially in the core curriculum.
17. Strengths, which promote pupils' progress, are the skilful use of suitable methods of teaching and the very effective management of pupils. Teachers throughout the school use their skills of questioning to very good effect to elicit fuller answers. This is particularly apparent in discussion sessions that are common features at the beginning and end of lessons. For example, in a geography lessons one of the questions asked was, 'Why do roads always follow rivers?', provoking good discussion. Other teaching methods include brainstorming, demonstration and clear exposition. Teachers' informative, lively and well-structured explanations contribute well to good quality learning. The activities are purposeful and pupils are encouraged to think about what they are doing, what they have learnt from an activity and how they can improve their work. The very effective use of plenary sessions to recap what has been learnt and what needs to be done next was evident in most lessons. In some excellent lessons, the opportunities for investigations and problem-solving activities are successful in helping pupils to apply and extend their learning in new contexts. For example, in a Year 1 literacy session on the story of 'The Owl Babies', pupils readily suggested a number of words that rhyme and have 'ow' sounds. In a geography lesson in Year 6, pupils engaged themselves

in a very intelligent debate on environmental issues. The teachers provide a high level of challenge and use excellent strategies that bring out pupils' knowledge and extend their understanding.

18. Teachers have very good relationships with their pupils. They know them well and praise them effectively. Consequently pupils enjoy school and work hard. In most lessons pupils know what they are expected to do and the amount of time they have to do it in. In most lessons teachers give very precise instructions and remind pupils at intervals how long they have left. Teachers have good knowledge of the subjects and the way in which pupils learn on most occasions. As a result they plan work that is effective in meeting the requirements of the curriculum and ensuring that all pupils make progress. They make good day to day assessments of pupils' learning. The marking of pupils' work is mostly consistent and purposeful, and of a high standard in Year 6. Teachers use their knowledge of pupils' abilities to set work that is generally matched well to their attainments. This ensures that pupils are making appropriate progress in lessons. However, teachers' assessments of pupils' work are inconsistent and are not recorded systematically in a way that helps further planning and teaching.
19. The occasional unsatisfactory features found in lessons related mainly to planning for teachers' own expositions which were too long, leaving little time for the main task to be completed. It also limited the opportunity for the plenary to be used effectively to reinforce learning. The identified good practice in teaching is not shared sufficiently to provide rigour and to support the structure of all lessons. Neither is it used to ensure consistent challenge at all times for higher attaining pupils with appropriate expectations of work, notably when the same task is given to all pupils.
20. In general teachers prepare pupils well for lessons by sharing what they are expected to learn. Teachers use a good range of organisation matched to requirements of the lessons and have well chosen resources to promote learning. The teachers use a lively, interactive style in many lessons that is successful in promoting understanding. In the majority of lessons, teachers are well-organised. They stimulate and promote pupils' learning through good use of resources. Teachers achieve a good balance between whole-class, small group and individual teaching. There is a purposeful atmosphere and time is set aside especially in literacy and numeracy sessions to share the learning objectives and encourage pupils to reflect on what they have learnt.
21. Teachers are gaining expertise through carefully selected in-service training. This is especially evident in the teaching of literacy and numeracy. Homework is set regularly and is used effectively to enhance pupils' learning in both key stages. A good feature of teaching in both key stages is the effective teamwork between all those involved. The support staff, where they are deployed effectively, play an important role in promoting pupils' learning. Teachers provide parent helpers with clear guidelines of what pupils will be learning and important teaching points. Both teachers and support staff use strategies well that help pupils with special educational needs.
22. The good teaching throughout the school is a significant factor in pupils making good progress. An example of very good teaching was observed in Year 2 that provided a very good stimulus and a very positive approach to consolidating pupils' learning of the Victorian Times.
23. Lessons are generally planned with pupils of different levels of ability in mind, including those with special educational needs. When pupils in Key Stage 2 with special educational needs are withdrawn for additional literacy support or to work on their targets, lessons are well planned by the learning support assistant in conjunction with class teachers. In Key Stage 1, the organisation of pupils by ability and maturity for literacy and numeracy provides good support

for pupils with special educational needs. The school has followed advice that the learning support assistants should be present in literacy and numeracy lessons to work alongside pupils in classes, although for some of the time they are passive.

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

24. The curriculum for Key Stages 1 and 2 is planned well to provide pupils with opportunities to study the subjects of the National Curriculum and religious education. There is also a comprehensive programme of personal, social and health education issues. Appropriate emphasis is given to English and mathematics, with daily sessions for numeracy and literacy. The organisation of the school curriculum also ensures that pupils have good learning opportunities and experiences in other subjects. Since the last inspection significant developments have resulted in good planning systems and schemes of work for all subjects. These ensure equality of access for all pupils, and good opportunities for them to learn and make progress. However, opportunities for the higher attaining pupils to make maximum progress are not always secure. The school's good personal, social and health education enables pupils to discuss sensitive issues in a supportive environment.
25. Provision for extra-curricular activities is good, particularly for pupils in Key Stage 2. There are lunchtime music groups for both key stages and after school clubs for pupils in Key Stage 2 covering netball, lacrosse, drama, needlework, cookery, aerobics, badminton and a school band. All members of staff help with these activities.
26. The contribution of the community to pupils' learning is very good. The school takes part in village events and uses the village as a valuable learning resource. Pupils take part in many local competitions such as road safety, orienteering and musician of the year. Representatives from local churches take school assemblies, and the police organise a drugs' awareness programme. The school has links with local firms who supply some materials and are being approached for support in information technology.
27. The school has very good relationships with partner institutions. There are close links with nurseries and playgroups about the approach to learning for children under five, such that the school only receives them at the beginning of the half term after their fifth birthday. The close links extend to the family of local schools, and very close ties with the local secondary school. Staff from the secondary school visit Year 6, prior to secondary transfer. Some training days are shared and resources, can be borrowed. There are good links with teacher training institutions. The school has a partnership with Trent University which provides some in-service training and uses the school for teaching practice.
28. The overall provision for the spiritual, moral, social and cultural development of pupils is good. The school makes very good provision for pupils' moral and social development, and so provides a positive contribution to the quality of education and pupils' good attitudes to learning. Provision for pupils' spiritual development is satisfactory whilst provision for cultural development, despite several worthwhile activities, remains unsatisfactory since an understanding of today's multi-cultural society is under-developed.
29. Provision for pupils' spiritual development is satisfactory. It is promoted mostly through the school's daily assemblies, which provide a quiet time of reflection and prayer. Pupils come into assemblies quietly, and quickly settle to listen to the music being played. Assemblies are well planned with a variety of religious and moral themes. Achievements in and out of school are celebrated. In religious education lessons, pupils learn about Christianity and other world religions and elements of their religious beliefs and celebrations; they reflect on their own experiences and other people's lives and beliefs. The school recognises the range of opportunities for spiritual development across the curriculum, and in some lessons those 'magic moments' occur when pupils sense a feeling of wonder. There are insufficient planned opportunities for pupils to experience the awe and wonder of the natural and man-made world through their learning.
30. Provision for moral development is very good. All members of staff promote a strong ethos of care and respect, of knowing right from wrong, throughout the school. Codes of behaviour are very evident, with rules about classroom, playtime and lunchtime behaviour being displayed. These rules are referred to when necessary. The school emphasises a positive approach of encouragement and praise which is evident in lessons.
31. The school makes very good provision for pupils' social development. An issue of the last inspection was for pupils to be more actively involved in the learning process, particularly in Key Stage 2, and so become more independent learners. Pupils are now taught library skills and can also access information from CD ROMs and the Internet. Pupils are encouraged to

work collaboratively. Older pupils have responsibilities around the school, and Year 6 pupils offer good support to younger pupils. There is a school council with representatives from each class who raise and discuss issues about school life. They have the opportunity to take part in a range of extra curricular and community activities. Pupils become more aware of the wider world through the visits they make and the visitors to school. A good range of trips is arranged for the pupils and they have the opportunity to take part in residential visits, including Key Stage 1 pupils who camp overnight on the school field. Pupils are aware of the needs of others and raise money for charities throughout the year.

32. Provision for pupils' cultural development is unsatisfactory overall. An awareness of pupils' own culture is satisfactory, developed for example through geography, history, art, religious education, music and many worthwhile visits. In geography they begin to study life in other countries and in history they look at different times and cultures from the past. In religious education they begin to look at world faiths and the impact these have on lives and culture. There are, however, few multi-cultural resources in school, and the library contains few multi-cultural books that portray positive images of people from other races and cultures, and show the nature of society today. An understanding of the cultural diversity in this country is under-developed, and shows little improvement since the last inspection.
33. Pupils with special educational needs are offered the full range of curriculum and other opportunities. In a few instances, which are difficult to avoid, parts of lessons are missed when pupils are withdrawn for support.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

34. Overall, the school cares for the pupils well and appropriate procedures are in place to ensure pupils' safety and well being. The support provided is good overall and particularly strong in provision for the pupils' personal development. At a practical level, the school is a warm and friendly place in which pupils are happy and secure and able to learn without fear in a caring environment. They enjoy their school life. This was emphasised by the parents at the pre-inspection meeting, in the questionnaires and during discussions with pupils. The pastoral support provided by all staff is very good and pupils feel able to talk to them about any worries or problems they may have. The relationship between adults and pupils is relaxed but there is still an air of purpose about the school, with teachers having high expectations of the pupils. Teachers, particularly in upper Key Stage 2, expect pupils to work independently and they are given increasing responsibility for their own learning. This approach enables pupils to gain rapidly in confidence and maturity.
35. Child protection procedures are good. Members of staff have regular updates to their training and the headteacher keeps them briefed on any concerns. Where necessary, the school involves social services and other outside agencies. Class teachers are well aware of pupils' needs and give very good support to them all in class, including those with special educational needs. Appropriate teaching of sex education and drugs awareness takes place and the DARE programme provides pupils with valuable lifetime skills.
36. The school promotes and monitors attendance well, involving the education welfare service where necessary. This has led to an improvement in attendance since the time of the last inspection. The importance of regular attendance is emphasised by the headteacher in newsletters and registers are properly monitored.
37. The school's management of behaviour is very good and this leads to high standards of behaviour both in and out of class. Members of staff set a good example and have high expectations of pupils' behaviour at all times. Pupils meet these expectations. This leads to an environment that is calm and orderly and conducive to effective learning. No aggressive behaviour was seen during the inspection and according to parents and pupils, this is largely absent. Midday supervisory staff help maintain good order and provide watchful support during lunchtime on the playgrounds and this has a positive effect on behaviour and safety. Governors, along with parents, teaching and other staff, are continuing to shape a happy and caring community where everyone is encouraged and expected to perform well. Adults offer a courteous and effective role model for pupils.
38. Procedures to assess and monitor pupils' attainment and progress are good. The use of



assessment information to guide curricular planning is satisfactory, although there are good procedures for the core subjects. Pupils' work is usually marked carefully, and is particularly good in Year 6 where very clear information is given on attainments and aspects to work on. Procedures for assessment are less systematic in the foundation subjects. The baseline assessments for pupils as they enter school are thorough and used carefully to plan activities. Procedures for assessing attainment in English and mathematics using national tests provide data that are used well to set both individual and school targets. The national tests in Years 2 and 6 provide detailed information about attainment in English, mathematics and science. The information is shared between staff to help with the planning of work appropriate for pupils of all abilities and it guides teachers when grouping pupils. In the foundation subjects such as design and technology or history, the school is beginning to prepare assessments for the end of units of work using key statements, and these are good initiatives. At present there is no consistency in the approach or recording procedures for these subjects, although the marking of pupils' work supports them in understanding how to improve.

39. Procedures for monitoring the attainment and progress of pupils with special educational needs are thorough. Reviews of the very good individual education plans take place regularly as required and pupils are placed at the appropriate stage on the special needs register.
40. Arrangements for monitoring pupils' academic progress are good overall, and they are very good in monitoring pupils' personal development. All members of staff encourage pupils to try hard, giving positive feedback that helps to create a purposeful atmosphere. The teachers group pupils carefully to give extra support for more able pupils and those with special educational needs to help individual pupils to progress appropriately. Recently introduced target setting is negotiated with pupils and discussed with parents. Teachers are perceptive in their observations of the pupils and mostly use these well to guide progress.
41. There is an effective policy for health and safety and the management of this on a day to day basis is good. Governors carry out annual safety checks, and risk assessments are regularly completed and reviewed. Fire drills are carried out twice per term and weekly tests of the alarm take place. Testing of portable electrical appliances is up to date. First aid procedures are good. Accidents are properly logged and parents are notified in writing in the event of a bump to the head or more serious accident.
42. Pupils with special educational needs are identified as early as possible, using results from baseline assessments. Specific targets are set for their first term in school and pupils are carefully observed and assessed. If they do not respond they are entered onto the register of special educational needs and appropriate support is given. Class teachers write individual education programmes that set realistic and manageable targets. There are good procedures to review these regularly. There are good links with outside agencies for specialist help and support. Pupils with statements receive the support to which they are entitled. Pupils in Year 6 are 'buddies' to younger pupils with learning difficulties, and give them help with spellings, reading and other planned activities.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

43. The school has a very good relationship with parents and works closely with them on the education of their children. This has a beneficial impact on the attainment and progress of the pupils. The views of the parents, expressed at the pre-inspection meeting, in the questionnaires and during interviews in the inspection week were strongly supportive of the school. As at the last inspection, most parents see the school as very welcoming and easy to approach. They like the work ethic that the school promotes and they see their children happy at school and making good progress. The inspection findings support all the positive views of the parents. A few negative views were expressed concerning the provision of extra-curricular activities. The inspection team has looked at this and judges the range of extra-curricular activities to be good overall, but that few activities are available to younger children. This is a situation similar to that found in many schools.
44. The school provides parents with good quality information. A regular newsletter and letters from the headteacher provide parents with general information of diary details and other events within the school. Topic details are given each year at the autumn parents' meeting and some teachers send updates during the year. Pupils' annual reports are generally informative and provide appropriate detail of attainment and progress made, together with targets for improvement. However, reports do not separately comment on design technology and information technology, and this contravenes statutory requirements and is unsatisfactory. There is an informative prospectus and governors' annual report, but the annual report omits a few items statutorily required, and the headteacher is aware of these. Each term there are consultation evenings to discuss pupils' progress and attendance at these is good. Teachers are happy to talk to parents about their child's progress at any time. A parents' forum meets each term and provides parents with the opportunity to discuss issues or concerns that they may have.
45. Parents make a very good contribution to the learning of their children and to the life of the school. A significant number of parents help in the classroom and on outside visits, and provide valuable help that the school itself could not afford. Good procedures exist to ensure that parents helping are appropriately briefed on their duties. Parents provide good help to their children at home with their reading, homework and topic investigations. Reading diaries are used well. The school provides useful information to parents on how to help support their child's learning. The friends association is active and well supported and raises significant funds that are put to good use purchasing resources and improving the school environment. The association also mobilises parents to provide support of a practical nature, for example in decorating the staff room or fitting cupboards and shelving.
46. Parents are fully involved with the procedures for assessing pupils with special educational needs. They are involved in the reviews, and if there is no input from them this is recorded. The school provides useful booklets for parents whose children may have learning difficulties.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

47. The headteacher has very good qualities of leadership and inter-personal skills that she uses to good effect in promoting a purposeful atmosphere and high standards. The previous report judged that the headteacher and governing body held a clear vision for the development of the school. Since that time most members are new to the governing body and they have redefined with the headteacher their vision of a high quality education for the pupils.
48. The school has addressed all the issues of the previous inspection thoroughly, making the satisfactory improvements expected, apart from consideration of multi-cultural understanding. All subjects are now supported by schemes of work except art. Subject coordinators monitor the planning for their subjects, and have time arranged from September 2000 to observe lessons. The assessment policy is well established through formal procedures that provide good

information, but the noting of on-going assessments requires further development. The school

has prepared a teaching and learning policy that encourages teachers to plan for pupils to be actively involved in their learning. The school has extended the range of cultural experiences for the pupils, although attention to multi-cultural diversity in this country is less developed.

49. The headteacher, with the senior staff, provides very good leadership for the educational direction of the school. The headteacher has a detailed understanding of all aspects of the school and analyses the strengths and weaknesses. Through her perceptive interpersonal skills and positive style she has helped motivate staff in their roles. Appraisal is well established and helps direct further improvements. Subject co-ordinators are given non-contact time in order to monitor and evaluate their subjects in line with the priorities expressed in the school development plan. This enables them to advise on identified targets within their subjects and promote continuity and progression. The governing body has good links with several, but not all, subject co-ordinators that enable members to monitor the curriculum and developments, although the foundation subjects do not yet have the same attention. The curriculum is managed and developed well by the co-ordinators, in co-operation with the senior management team.
50. The headteacher has strengthened procedures for the support and monitoring of teaching recently by making classroom observations of all teachers, in co-operation with the deputy head. The discussions following these observations indicate good staff management by raising expectations and identifying aspects to improve. The key stage co-ordinators have now been included in these procedures. There are good procedures to monitor medium-term curriculum plans, although checking teachers' daily lesson plans is less consistent. Members of the senior management team are very focused on current school needs and developments and are effective in supporting improvements, for example by using assessment data. Work sampling to monitor the quality of pupils' work helps to set high standards and expectations. The whole staff forms a strong team that works together well under the head teacher's leadership, and disagreements are handled professionally. Staff professional development is carefully planned, and matched to school priorities. The head teacher has prepared the teachers well for subject management responsibilities so that subject provision is supported and monitored.
51. The process of development planning is very good. The staff and governing body evaluate the progress through the previous year thoroughly and agree new priorities for planned improvements. The headteacher and governing body work together well and have a firm handle on the strategic management of the school.
52. The governing body is very effective in its work, is strongly committed to the school and bases its decisions clearly on raising standards within the context of the school's aims. The implementation of the school's aims, values and policies is very good. They are shown through the very good behaviour of the pupils and in their high levels of interest in the work. Many members of the governing body gain a good understanding of strengths and weaknesses of the school through their focused visits. They report back to their committees and have a clear view of priorities that will improve provision. They analyse test results to monitor attainment and have set appropriately challenging targets that the school is on course to meet. Members of the governing body are quick to recognise their responsibilities, having a good committee structure to support their work. They fulfil their statutory duties very well.
53. The school has several good procedures to monitor and evaluate performance, including an audit of progress. The head teacher has good procedures that support the management of planned developments and understands the need to include all staff and governors in focused discussions to prepare a new development plan. The school Office Manager prepares alternative budgets so that the governing body may consider the effects of spending decisions carefully and obtain best value. These decisions are based on clear educational priorities to improve the quality of learning and raise standards. The school developments and initiatives are supported carefully to ensure members of staff are confident and prepared.
54. All members of staff are committed to high standards, following the lead and expectations of the head teacher, resulting in a rich learning environment and a good ethos. The school's usual good practice reflects a concern that all pupils, including those with special educational needs, should have equal access to all activities. There are a few occasions when pupils are withdrawn from class lessons for alternative activities so that they miss class teaching, and this practice should be reviewed.

55. The school meets statutory requirements in all respects, other than minor details. The school provides daily assemblies and opportunities for pupils to pray or reflect on their beliefs and experiences.
56. There are sufficient qualified and experienced teachers in the school. Most teachers have additional responsibilities over and above their classroom duties and have appropriate job descriptions. Procedures are in place to ensure that newly qualified teachers get support from a colleague acting as a 'mentor' and teachers and other staff new to the school are properly briefed and supported. Learning support assistants are well informed by the teachers and make a very positive contribution to pupils' learning. The school Office Manager provides an excellent, efficient service and has high levels of skill for financial management. The site manager and all support staff contribute to the good community ethos of the school and the smooth running of daily routines and procedures. Appraisal of teaching staff takes place, and training needs are identified through this and the priorities of the development plan. The school ensures that staff attend regular training sessions both in school, within the family of schools and externally.
57. The accommodation provided by the school is satisfactory overall. The classrooms vary in size, and range from generous for the smaller classes of infant pupils to undersized for the older junior pupils. The shape of several of the classrooms means that the total space cannot be used effectively since there are areas out of sight of the chalk-board. Each key stage has useful common areas for art or technology activities. The school building is in good condition internally and the decoration is significantly enhanced by attractive displays of pupils' work. The hall is of a good size and is multi-functional, being used as a serving area and for physical education as well. It has one drawback in that people have to walk through it to gain access to the junior classes and this can cause disruption. Externally, the building is in need of repainting and the paving slabs in front of the building need to be re-laid. The school's external facilities are good. There are two good playgrounds, for the infants and juniors. Each has a robust climbing frame, with suitable resilient surface underneath, and these are popular with the pupils. There is a good-sized football pitch and grassed area. Adjoining this is an interesting wildlife area that enables pupils to take part in science and environmental activities. A pond near to the school is used for pond-dipping.
58. Learning resources are judged to be good overall in range, quality and quantity and are used effectively by teachers to support the pupils' learning. The school undertakes a range of outside visits and arranges visitors into school to support topics and the curriculum. The school has developed a good range of resources to support topic themes. With the governing body, the headteacher has improved resources, especially provision for English, mathematics, science and information technology, though with a very limited budget. Pupils' learning and research skills are supported well by the recently improved and well-stocked library. The computer suite is beginning to make a helpful contribution to the teaching of information technology, although further up-to-date equipment is required.
59. Special educational needs' provision is managed efficiently and organised by the co-ordinator. The work of the learning support assistants are carefully monitored.
60. The school adds value educationally from when pupils enter at age 5 to when they leave in Year 6, with good progress, and provides a good range of activities. The school shows several strengths in the way it plans the pupils' work and ensures that pupils have high quality experiences. Formal assessment procedures are effective, although simple procedures that track progress in lessons through the year are just beginning. The money the school receives to fund its work is at an average level for a school of this size. Planning for the efficient expenditure of that money is good, and budgets reflect the teaching and learning priorities of the school development plan. Improvements are carefully costed and are planned to ensure financially prudent spending. Internal spending and invoicing procedures are carried out in accordance with county guidelines. Financial procedures ensure that there is an appropriate hierarchy of signatories for placing orders. All the areas, which were of a minor nature, outlined for development in a recent local authority audit have been acted upon. The school is effective and efficient, and provides good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER.**

The headteacher, governing body and staff should give attention to the following issues.

1 Improve the structure of lessons by:

- a) Identifying and sharing good practice.
- b) Planning for a balance in the use of time for different activities and tasks.
- c) Ensuring all pupils are challenged in their learning, particularly the higher attaining pupils.

Paragraphs 19, 24, 70

2 Improve the effectiveness of assessment procedures by:

- a) Reviewing the place of assessment within the present arrangements for planning, teaching and evaluation.
- b) Clarifying the purposes of on-going assessment.
- c) Developing manageable strategies for recording on-going assessments, giving attention to the timing of planned units of work and key learning outcomes.
- d) Ensuring that assessment is used to shape further planning and teaching through sensible monitoring procedures.

Paragraphs 18, 38, 48, 109, 115, 120 and 135

3 Develop the cultural aspect of the curriculum to help pupils recognise and understand the multi-cultural diversity of society in this country.

In addition to these issues, the governing body should address the following minor issue: to take full account of the statutory reporting requirements for pupils' annual reports to parents.

Paragraphs 32 and 48

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5.4	19.6	50	19.6	5.4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	177
Number of full-time pupils eligible for free school meals	0	18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	36

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	9

### Attendance

Authorised absence	%
School data	4.0
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	19	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	18	18	17
	Total	28	28	27
Percentage of pupils at NC level 2 or above	School	97	97	93
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	18	18	19
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	97	97	100
	National	82	86	87

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	22	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	13
	Girls	21	21	20
	Total	33	32	33
Percentage of pupils at NC level 4 or above	School	85	84	85
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	12
	Girls	21	21	21
	Total	34	33	33
Percentage of pupils at NC level 4 or above	School	87	85	85
	National	68	69	75

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	176
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22.62
Average class size	25.85

#### **Education support staff: YR – Y7**

Total number of education support staff	2
Total aggregate hours worked per week	20

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	98/99
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	£
Total income	326358
Total expenditure	331809
Expenditure per pupil	1701.58
Balance brought forward from previous year	18065
Balance carried forward to next year	12614



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	82

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	6	1	0
My child is making good progress in school.	49	45	4	0	2
Behaviour in the school is good.	51	40	7	0	1
My child gets the right amount of work to do at home.	39	44	13	1	2
The teaching is good.	62	30	4	0	4
I am kept well informed about how my child is getting on.	46	40	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	68	29	1	1	0
The school expects my child to work hard and achieve his or her best.	68	29	1	1	0
The school works closely with parents.	49	45	5	0	1
The school is well led and managed.	43	48	5	0	5
The school is helping my child become mature and responsible.	57	32	10	0	1
The school provides an interesting range of activities outside lessons.	28	37	23	5	7

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

### **ENGLISH**

61. By the end of Key Stage 2, pupils' attainment in speaking and listening, reading and writing is above the national average. The standards shown in the 1999 National Curriculum test were also above the national average. It is a good improvement over the previous inspection when pupils were attaining mainly in line with the national averages. Attainment by the end of Key Stage 1 is above the national average and reflects the results of the 1999 national tests and the judgements of the previous inspection. As a direct result of the school's well-focused efforts, pupils' attainment in writing shows a considerable improvement over the past years. The overall attainment shows no significant variations between boys and girls. When the test results are compared to those with similar schools, they are above average in reading and well above average in writing for seven year olds. For the 11 year olds standards are well above average in English in comparison with similar schools. The proportion of pupils who reach standards higher than those expected is above the national average overall for seven year-olds, and well above the national average for 11 year olds. The inspection findings confirm that pupils' attainments in speaking and listening, reading and writing are above the national average by the end of both key stages.
62. When pupils enter school, their attainment in literacy is average compared with other children. Most pupils make good progress throughout the school in all aspects of the subject. Pupils with special educational needs are well supported on the targets set in their individual educational plans, and make good progress in relation to their prior attainment.
63. By the end of Key Stage 1, pupils across the school use an increasing range of vocabulary and gain confidence in putting forward a point of view. They respond readily to questions and listen carefully when explanations are made. This was evident in most lessons and particularly in a history lesson in Year 2, for example. Pupils use a good variety of vocabulary in the sharing of ideas, insights and opinions. There are good well-planned opportunities to speak at length, in both key stages. In Key Stage 2, pupils respond to questions with more detailed answers and substantiate opinions with examples or reasons. An excellent example of this was noted in a Year 6 geography lesson, where pupils debated the environmental issues of the Himalayas as part of their study of mountains of the world. This lesson made a very good contribution to the development of pupils' speaking and listening skills. Pupils spoke with clear diction and appropriate intonation. They used a variety of expression and vocabulary, and engaged the interest of the listeners.
64. In reading, the majority of pupils in Key Stage 1 demonstrate a wide sight vocabulary, which is built up gradually in their daily literacy lessons, ensuring good progress. They practise regularly and reinforce the necessary blends of letters and sounds and common spelling patterns. The majority reads to a good standard, with fluency and good expression. Pupils have a good understanding of the use of contents, indexes and glossaries in non-fiction books. By the end of Key Stage 1, most pupils learn that reading offers both enjoyment and information and they are beginning to appreciate the qualities of different texts. Pupils make independent choices from a range of fiction available. They can locate books for information and have familiarity with the range of popular authors or series of books. Pupils read from a range of books and develop strategies to read unknown words. The lower attaining pupils in the key stage are supported well in their reading in small focus groups and therefore make good progress.
65. By the time pupils are 11 years they read accurately and to a high standard. They are good at reading for the deeper messages in the text. Their reference and information skills are well developed. Most pupils are able to use non-fiction books to locate and retrieve information within the classroom. The independent research and study skills of the majority are fully developed. The regular use of dictionary and thesaurus to develop independence is encouraged well. Most pupils make good use of their reading skills in cross-curricular work. Pupils make frequent references to reading at home. The process of home-school reading is well established and has a positive effect on pupils' interest and attainment. Additionally, a well organised and efficiently run book shop promotes pupils' love and enjoyment of books and enhances their progress in reading. Teachers keep good ongoing reading records to identify weaknesses and target pupils' learning.

66. By the end of Key Stage 1, most pupils produce a good amount of well presented and neat work covering a very good range of types of writing, such as imaginative, news, instructions, accounts, diaries and retelling stories in their own words. Some wrote interesting accounts of their visit to the city of Nottingham and good quality stories on the idea of 'forgiveness'. The main strength is the pupils' use of vocabulary appropriate to the task. Most pupils show good progress in basic skills of writing, spellings, grammar and punctuation, which greatly enhances the standards of attainment in writing. Pupils are learning to write in an increasing number of styles across the school, although some have an awkward pencil grip that adversely affects their style.
67. By the end of Key Stage 2, many pupils produce interesting writing for different readers in a range of forms, for example letters, stories, poems, reports, book-reviews and descriptions. Their writing is well-organised, imaginative and clear with appropriate attention to sentence structure, punctuation and spelling. The majority demonstrates fluency in their writing with a good grasp of punctuation skills. Their spelling strategies of a range of words, the proof-reading skills and choice of vocabulary in writing are sufficiently developed. The use of information technology to word process, re-draft and edit is also encouraged. Handwriting lessons are structured systematically and pupils' presentation of written work and standards of handwriting are generally good.
68. The implementation of the National Literacy Strategy has ensured that all members of staff have a consistent approach to the planning and the teaching of English. The school has adopted realistic literacy targets. The literacy hour has been thoughtfully planned and is contributing to the good progress. Activities are well designed to promote the development of literacy across the curriculum. In many subjects, due to the emphasis placed on discussions, pupils listen attentively and speak with growing confidence and fluency. The effective questioning techniques used by many teachers encourage pupils to think clearly and develop their language. Extended writing opportunities are provided in history and geography, where a formal reporting style predominates. Opportunities are provided in science and information technology to enhance literacy skills.
69. Pupils have positive attitudes to learning. They are well motivated and hard working. They show interest in a range of language activities and enjoy reading and writing. Pupils are attentive and conscientious in lessons and complete the work to the best of their abilities. They respond positively to teachers' instructions and exposition, and apply their language skills appropriately across the curriculum.
70. The quality of teaching is good overall, in both key stages. Over two-thirds of the lessons seen were good or very good, with one being excellent. Teachers prepare work with care and use questions skilfully to develop understanding and knowledge. Most teachers plan effectively with clear learning intentions for the full range of ability and appropriate levels of challenge. In these lessons teachers use a range of teaching strategies and approaches, and develop lessons in well managed stages at a suitable pace. Lessons have a clear introduction that reinforces previous knowledge through careful questioning and makes the learning objectives clear to pupils. Pupils are well organised and managed with good control. Teachers are aware of pupils' needs and use praise and encouragement to good effect. The learning targets for individuals and groups are based on very thorough assessments informing teachers' planning. In an unsatisfactory lesson in Key Stage 2, although the lesson had clearly outlined learning outcomes, these were not realised due to lack of focused teaching and inappropriate use of available time, resulting in limited gains by the majority of pupils in the lesson. In general teachers make good on-going assessments in lessons through active interaction with the pupils and careful monitoring. The marking of written work is regular and encouraging, and diagnoses pupils' difficulties well. The range of assessment in place is used effectively to inform planning. Pupils are sufficiently encouraged to appraise their own work, recognise and identify errors and seek ways of correcting them.

71. The English curriculum is taught both as a separate subject and as a component of other activities. The policy and the medium term planning, based on the guidance in the National Literacy Strategy, are comprehensive in all aspects of the subject. The school is well resourced for the subject. The school's central library is currently being re-organised and shows potential for good use. The class libraries are sufficiently stocked with fiction and non-fiction. Most classes have suitably equipped listening stations with a collection of story tapes. There is a satisfactory collection of books covering all subjects.

## **MATHEMATICS**

72. In the previous report, a substantial majority of pupils in both key stages achieved levels of attainment in line with national expectations. In Key Stage 1, many pupils achieved standards that were above average.
73. In the 1999 national tests at Key Stage 1, pupils' overall performance in mathematics was close to the national average, with 24 per cent achieving the higher level 3. When considering the years 1996-1999 together, pupils' attainment overall has been above the national average. There has been a dip in Key Stage 1 test results since 1997, which relates to the differing nature and relatively small size of cohorts, making any analysis of trends less reliable.
74. In the 1999 national tests at Key Stage 2, the proportion of pupils achieving the expected level was above the national average, with 24 per cent reaching the higher level 5. When considering the years 1996-1999 together, pupils' overall attainment has been well above the national average. Again, the year-on-year results are not consistent, although staying above the national average.
75. At both key stages, the results are broadly in line with those for similar schools. There is no significant difference in the attainment of boys and girls. Levels have been maintained since the previous inspection, with an improvement in the numbers achieving the higher levels at Key Stage 2.
76. Pupils in Year 2 have a good understanding of number and place value. Many can work in numbers beyond 100 and are able to order large numbers. They have a sound knowledge of 2, 5 and 10 times tables. Their knowledge of time and linear measure is satisfactory. They display information well in a bar chart and answer questions about their results. Orally, many have good strategies for working out answers. The higher attainers are able to work out problems, for example when working with money, and to record their methods, although this type of challenge is not strongly evident in their previously recorded work.
77. By Year 6, pupils have a very good understanding of number and place value, knowing decimal notation and dividing numbers by 10 and 100 correctly. Most pupils know their tables fluently. They have a good knowledge of percentages and fractions, and most know equivalent decimals, percentages and fractions. Their understanding of probability is sound, knowing whether outcomes are certain, likely or impossible. They are able to construct simple line graphs, interpret their results and draw conclusions. Their knowledge of measures is good. They understand area and volume and measure angles accurately when constructing two-dimensional shapes. Their previously recorded work shows that they are given clear challenges in their work, particularly those of higher attainment, and that they have strategies for finding solutions to quite complex problems.
78. Overall, teachers are providing good learning opportunities for pupils in mathematics. In Key Stage 1, lessons are well planned and introduced, with a range of activities, including songs and practical activities, to help pupils develop their knowledge and understanding of number. In a Year 2 lesson, for example, pupils had in front of them many priced items and a supply of coins, and were working out what they could buy with a given sum of money. Work is prepared for different ability groups, to enable them all to make good progress. In Year 2, the higher attainers were challenged with money problems, for which they had to find solutions, showing their working out. Further provision is made for different levels of attainment through the effective organisation across the key stage. Pupils with lower attainment in Year 2 work with a smaller Year 1 class for numeracy, to help boost their confidence. Twice a week the whole of Key Stage 1 is regrouped, providing good opportunities for pupils to work at an appropriate

level that takes account of their prior attainment and maturity.

79. At the lower end of Key Stage 2, in spite of a few examples of good teaching, learning opportunities are unsatisfactory overall and follow from the unsatisfactory teaching. The work produced by pupils shows an over-use of commercial work sheets, which are often undated, giving no clear indication of progress being made. They are marked, but few comments are made to aid learning. When work is marked wrong, there is no indication of how work could be corrected. There is often a lack of challenge for the higher attainers who spend time completing a common task before moving on to harder work, instead of starting with tasks more suited to their ability. The pace of lessons observed was rather slow. In one lesson pupils did not have a quick-fire mental session, and spent far too long going over two examples of simple division, with some pupils becoming unmotivated. Insufficient time is left for plenary sessions, and they are not used effectively to summarise the lesson and to determine whether learning objectives have been met.
80. At the upper end of Key Stage 2, learning opportunities are good and enable all pupils to progress and for high levels of attainment to be achieved. The work produced shows that pupils are challenged well and that tasks are set for all ability levels. It is thoroughly marked, clearly showing pupils' achievements and their targets for improvement. Teaching overall is good. Lessons are well planned and prepared, and clearly introduced. In one lesson on percentages the teacher made very good use of products with special offers which had extra content. In another lesson, data from the school's weather station were used as the focus for a lesson on line graphs. Lessons have good pace and hold pupils' attention throughout. Teachers make good use of questioning to challenge pupils in order to develop their clearer understanding of mathematical processes.
81. Throughout both key stages, pupils' attitudes to learning are very good. They concentrate well and settle quickly to lessons and tasks set. They work well together in pairs and in groups, discussing what they are doing and sensibly helping each other when unsure. Good support is given to pupils with special educational needs by class teachers and learning support assistants, and pupils are able to meet any numeracy targets set on their individual education plans, for example by being given a more practical task to complete. In a few lessons the learning support assistant observes the teacher during a class session, and the school is following local advice in relation to their use of time.
82. The school introduced the National Numeracy Strategy at the start of the current school year, and lessons now follow the numeracy hour structure. This implementation forms a major part of the current school development plan and is being carefully monitored. Using and applying mathematics is stressed appropriately in mathematics lessons, and is used fairly extensively in other areas of the curriculum. Good use is made of information technology, for example with data handling. Mathematics contributes well to pupils' speaking and listening skills through questions and discussions during the introductions to lessons and plenary sessions.
83. The coordinators for mathematics give sound support throughout the school. The policy has been recently reviewed and the scheme of work is based on the National Numeracy Strategy. Teachers are evaluating their short term planning, and make their own assessments of pupils' strengths and weaknesses against the learning objectives of the strategy. In Key Stage 2, end-of-year assessments are made using a range of standardised testing. Similar testing is being trialled in Key Stage 1. Results are analysed for strengths and weaknesses and target groups formed for the following year. Pupils are now being carefully tracked as they progress through the school. In Year 6, booster classes are provided for those pupils who are close to achieving national standards. Teaching and learning are monitored by the head and deputy head teacher, with plans for the coordinator to become more involved. The coordinator reviews the subject area twice a year; writing reports, with the findings feeding into the school's development planning process. Resources for mathematics are good; materials from a suitable commercially produced scheme are being introduced carefully.

## SCIENCE

84. In the 1999 end of Key Stage 1 national tests pupils' attainment was very high in comparison with national averages. At Level 3 and above, attainment was well above the national average. Compared with similar schools, standards were very high at Level 2 and above, and were above average at Level 3 and above. Inspection evidence shows that pupils' overall performance by the end of Key Stage 1 is above average. This finding is similar to that of the last inspection when attainment was 'at least satisfactory and often good' and standards have been broadly maintained. The pupils' attainment is very high in all the elements of science, including experimental and investigative work which has received increased attention recently.
85. By the age of seven, pupils have good experiences and understanding of investigating and testing. In Year 2, for example, pupils were very keen to offer ideas and make predictions when discussing the likely behaviour of cars moving down a ramp. They understood the need to control the conditions, to give a fair test. Many pupils anticipated, or interpreted, the cars' motion correctly when they hit the foot of the ramp and went off course. The pupils had a good understanding of how forces work, and how changing the conditions might affect the speed or distance travelled. Previous work and the subject planning show that pupils have a good understanding by the end of Key Stage 1 of work that covers the living conditions of animals, how they grow and characteristics of different animals. They know simple properties of materials, and how some may be changed. They have made simple electrical circuits and compared the movements of objects under controlled conditions. They notice the effects of their own bodies in physical education when they try to speed up and slow down, and know that their hearts beat faster.
86. In the 1999 Key Stage 2 national tests the percentage of pupils reaching the expected Level 4 and above was close to the national average. At the higher Level 5 attainment was also close to the national average. When compared with schools in similar circumstances, pupils' results were average. Attainment at age 11 shows a mixed trend over the past four years, with an improvement in 1997 but then a decline to average. There were no significant differences between the performances of boys and girls. Taking the past four years together performance has been well above average. The findings of the inspection are that overall standards by the end of Key Stage 2 are above average, and have been maintained since the previous inspection.
87. Within Year 3, pupils demonstrated secure understanding that soil has sand, clay and peat or humus in differing proportions, and they learn that compost enriches the soil. Within Year 4 pupils estimate, order then measure the capacities of a range of vessels with coloured water in them. No pupils recognised beforehand that the amounts were all the same. Following the measurements many pupils explained their reasoning well as to how the differing shapes can give the same amount, and that the liquid follows the shape of the containers. Within Year 5 the pupils showed good reasoning and understanding, that was drawn out very well by the teacher, about how some materials, such as salt, will dissolve in a liquid. The higher attaining pupils gained a good understanding that the liquid level was raised when salt was added when making a saturated solution. By Year 6 the pupils have acquired a good range of investigative skills, and used these to good effect in attempting to separate a range of materials that included sand and coffee from water. The pupils recognise the need for fair tests and most understand the importance of controlling variables. They know about the effects of separating substances and use terms such as evaporation and condensation confidently. Previous work and subject planning show that the pupils have studied all aspects of the programme of study, and that attainment is above average overall.
88. The quality of teaching and of learning are good at both key stages and have a positive effect on standards. The good teaching in Key Stage 1 challenges pupils well so that they make rapid gains in their understanding and interpretation of the observations. There is a very good focus on the skills of simple experiments that encourage prediction and reasoning through the teachers' skilled questioning. In both key stages, teachers' good subject understanding is shown through clear explanations, well-chosen activities, and good emphasis on basic experimental skills. The teachers and pupils enjoy positive relationships, and interesting tasks hold pupils' attention well. The teachers use perceptive on-going assessments to check on pupils' understanding. In Years 5 and 6 particularly, the teachers' questioning style, very good methods and high levels of challenge are very effective. Throughout the lessons there is careful attention to health and safety aspects. In all classes teachers make their expectations

clear for behaviour, attitudes and work, which helps keep pupils focused. Most teachers mark pupils' work thoroughly, and marking is exemplary in Year 6 where clear statements on what pupils have learnt are set out.

89. The pupils exercise considerable independence during practical work as they move through the school. Pupils are responsible with apparatus, usually work cooperatively together without disagreement, and work hard to complete the task. They respond well to challenge and make good gains in knowledge. Most work is presented neatly, although this is variable. The pupils are often expected to write out their own results. There are good opportunities for pupils to apply their numerical skills when making graphs of results or using apparatus.
90. The science curriculum is broad and balanced and meets the requirements of the National Curriculum. The work on investigative and experimental science is very good, is well focused and underpins all the areas of the subject. The school is beginning to use information technology in the teaching of science. The subject is managed well by the coordinators, who have a good understanding of the role. The clear lead, which is given for the development of the subject, has resulted in teachers having a secure curriculum background. Very good individual support is given to members of staff when this is needed. The quality and range of resources are satisfactory and they are readily accessible. The subject makes a positive contribution to pupils' personal development, through both their cooperative working and the gains in understanding about the world.

## **ART**

91. Most pupils including those with special educational needs show satisfactory progress across both key stages in the basic skills of drawing and painting. Pupils in both key stages are confidently developing an understanding of some of the aesthetic elements of art. They mix colours carefully and use different shades in their work. However, there is a lack of three-dimensional work of pupils' devising and making artefacts and images, using a range of modelling materials such as papier-mache, wire, and applying different approaches to art. As a result, pupils' skills and knowledge of shape, texture and form in art are limited, especially in Key Stage 2, and standards only just meet expectations.
92. The youngest pupils in Key Stage 1 have some opportunity to make imaginative models out of constructional materials. Pupils sketch and paint, often with careful attention to detail. In one lesson, pupils in Year 2 explored the use of clay for two and three-dimensional work. They successfully make little animal models and effectively join parts using appropriate tools and handling these safely. The silhouettes of faces in the Key Stage 1 shadow gallery are effective.
93. In Key Stage 2, pupils in Year 3 experiment with clay to make coil pots. They are given opportunities to explore the work of famous artists, for example Piet Mondrian, and have produced very effective line paintings using shades of colours inspired by his work. Year 4 pupils work on designs of repeating patterns. Most pupils demonstrate good powers of observation, accuracy of detail, shape, form and size in drawing and colouring. Year 5 pupils build further on their skills of collage by working on mosaic patterns made with torn paper of different types. Year 6 pupils investigate different ways of printing and drawing designs with fabric crayons. They were observed working on collage with textiles, inspired by artist Jeane Baker. They experiment and use visual elements, applying skills and knowledge gained in previous lessons. In this lesson, pupils' understanding and enjoyment of art are developed by combining the requirements of investigating and making with knowledge and understanding. In Key Stage 2, pupils are not encouraged to record their observational drawings in sketchbooks or experiment sufficiently with line and tone. The higher attaining pupils progress as well as expected, especially in lessons where the task set is open ended and the expressive use of ideas and feelings is encouraged. Pupils are encouraged appropriately to evaluate and make improvements to further develop own work.
94. Pupils' attitudes to learning are good. In the lessons observed, most pupils show enjoyment, application and involvement in all art lessons. Pupils listen intently, follow instructions well, and are considerate towards others. They are enthusiastic about artwork and show sustained concentration. Pupils show pride in their efforts and react well to praise.

95. The quality of teaching is satisfactory overall. In good lessons, the teachers demonstrated good subject knowledge, effective planning and preparation. They give appropriate challenge to develop pupils' observational skills and ability to explore with imagination and feeling, in order to appreciate an artist's work creatively. The lessons develop at a good pace with skilful management of pupils and effective use of resources to enhance pupils' progress. All lessons are planned with clear intentions, and are successful in developing pupils' intended skills through appropriate preparation and encouragement for pupils to work independently. The teachers generally ask appropriate questions and give clear instructions. There were several examples of computer-aided art and design in both key stage.
96. Art makes good contributions to the development of literacy. Pupils are encouraged to use specialised vocabulary and develop oracy when contributing to class discussions, asking and answering questions. This effectively contributes to the development of their literacy skills. The subject offers links with numeracy when skills of measurement are applied or work on symmetrical patterns as in Year 3.
97. An art component planned into topic work successfully supports other subjects, such as history and geography. There are bright displays of work particularly in the lower school. There are resources of good range and quality especially for artwork in drawing, painting, printing, textile and collage. There is sufficient modelling clay. However, pupils in upper Key Stage 2 do not use malleable materials often enough to make artefacts using a variety of techniques to represent texture, decoration and finishes. The available resources are suitably organised for ease of access centrally and in classrooms.

## **DESIGN AND TECHNOLOGY**

98. Very little design and technology was taking place during the week of the inspection. The lesson observations and scrutiny of pupils' previous work indicate that pupils are making good gains in knowledge and skills compared to expectations in both Key Stages 1 and 2. The school has maintained standards at Key Stage 1 since the previous inspection, and improved them at Key Stage 2. Pupils, including those with special educational needs, make satisfactory progress. The youngest pupils have access to a good range of construction materials and have acquired a range of fitting and joining skills. The school gives good attention to the design and making processes so that pupils show good gains in skills through the school. In Key Stage 1 for example, pupils designed a puppet face with a moving part. The pupils made careful designs and used these as the basis for producing many attractive faces. Pupils have gained the early skills of cutting, shaping and joining to produce the faces. The pupils chose their materials and mechanism independently, fitting strips of card to hold a moving tongue or ears for a delightful effect. Many pupils were able to explain the weaknesses in how they were made and to suggest improvements for another time. Pupils use simple materials and skills well to make familiar objects. They choose materials sensibly to match the need for strength, shape or effect. Their shaping and joining skills are good.
99. The pupils also have good experience of food technology. During the inspection week, groups of pupils from the reception year were in the fitted area to measure out the ingredients for a pizza base. They applied early skills to produce the dough, rolled it out and chose toppings to taste with an attractive finish, helped very perceptively by a willing parent. The facilities are used well, and contribute effectively to the pupils' experiences. Pupils talk sensibly about different materials they can use or ways to fit things. Pupils are learning to use fabrics and materials well, for example in making bags.
100. Pupils in Key Stage 2 have the skills to design and make attractive artefacts. Pupils in Years 5 and 6 were challenged to produce a vehicle that could lift and shift a load. The good ideas that were researched resulted in working designs to support the making skills. Pupils' cutting, shaping and joining skills are good, helped by the motivation of producing a working model. Pupils applied their knowledge and skills well to design and construct simple mechanisms that included levers, a caterpillar track, pivots and wheeled vehicles. The pupils are beginning to bring problem solving skills to the tasks, and to improve the constructions using their evaluations. The pupils make good progress in Key Stage 2 to reach above average standards, and design processes are evident in the constructions.



101. In both key stages pupils have good attitudes to design and technology as a result of challenging teaching. The pupils in Key Stage 1 were seen to work with high levels of concentration and application to produce many original and attractive faces. The work by the end of Key Stage 2 indicates good application, and perseverance to overcome problems. They work with good concentration, share resources and show responsibility in handling materials. They discuss the work carefully and take pride in their finished products. Their behaviour is good and helps attainment.
102. The quality of teaching observed was very good, and the products of tasks in Years 5 and 6 suggest very good teaching. There is good attention to the design process, and to giving the pupils independence to make choices and decisions. Teachers' planning is clear, using the scheme of work to ensure coverage, progression and attention to processes. Good attention is given to the intended technological outcome and the range of skills required. Teachers use a thoughtful, questioning approach that encourages the pupils to think. Teachers give clear explanations and use their time well.
103. The subject coordinators understand the role well and give suitable support. The school has a policy document that gives appropriate direction, and a scheme of work that provides coverage and progression. Resources for technology are satisfactory for the range of making skills, with some good saws. The school currently has quite good facilities for cooking as part of food technology, by using a refurbished store area in the school hall.

## **GEOGRAPHY**

104. Due to the arrangement of the school's timetable, a limited number of lessons could be observed in Key Stage 2 only. The evidence for progress in Key Stage 1 is therefore derived from examining pupils' recorded work and teachers' planning, interviews with pupils and displays around the school. The school has improved the standards reported in the previous inspection especially in Key Stage 2, and they are higher than usual. The progress made by pupils in both key stages is good overall. Pupils with special educational needs make good progress through well-organised support with tasks well matched to their needs. The higher attaining pupils in both key stages bring a good level of general knowledge to lessons and generally achieve good standards with sufficient challenge within the tasks set.
105. Pupils in Key Stage 1 develop good understanding of their local and wider areas. The younger pupils are developing knowledge about where they live and learn about their address. They develop good understanding of different seasons and types of weather. Year 2 pupils have knowledge of different shops in the area and other features in the environment such as the library, the swimming pool and the park. They learn about the town and the country and record features such as, cliff, bridge, river, valley and a quarry.
106. Pupils continue to make good progress in Key Stage 2, and by the time they are 11, they have learnt about the rivers in the British Isles and acquired good information about mountains of the world. They have adequate knowledge of directions on a compass and sound understanding of the use of keys and symbols when using atlases and maps of different scales. Year 3 pupils investigate places and confidently respond to geographical questions when talking about rivers and settlements. Key Stage 2 pupils take part in orienteering on a regular basis and experience a range of fieldwork on their residential school journeys. Pupils confidently use a globe to find the United Kingdom and other countries in the world. Years 3 and 4 pupils know that rivers have tributaries, sources, channels and mouth. Pupils learn about a distant locality in India.

107. Year 5 and 6 pupils are given excellent opportunities to research independently using books, atlases, Internet and CD-ROM, especially those who have the facility at home. Pupils readily extract information required from different sources. Currently, however, there is inconsistent use of information technology to promote pupils' geographical skills. Most pupils have good skills in the use of sources of information, such as books, maps and plans. Opportunities for fieldwork are also limited. Overall, pupils' attitudes to learning are good where the work provides appropriate challenge. They are eager, work with enthusiasm and collaborate. They apply themselves well to practical tasks.
108. The quality of teaching is good at Key Stage 2. No lessons were observed in Key Stage 1. Teaching is excellent in Year 6, where the teacher demonstrated very good geographical knowledge and understanding of the subject, which is made accessible to pupils through good explanations and questions that probe thinking. Pupils are well guided to research work and provided with excellent opportunities to debate issues such as the effects of tourism on mountain ranges. Most teachers plan well with clear objectives. They use appropriate methods and effective questioning. Praise and encouragement are used to a good effect in lessons. Teachers' expectations of pupils are consistently high and planning takes account of clear objectives for learning at different levels. The lessons develop in well-managed stages and at a good pace with tasks that provide sufficient challenge to all pupils.
109. The teaching of geography makes sound contributions to literacy skills. Effective questioning and encouragement to use appropriate terminology, improve pupils' speaking and listening skills and extends their vocabulary. There is a long-term overview of topics and the school is currently trialling national guidance in the subject, but it is too soon to judge the effects of this on pupils' progress overall. There is no formalised assessment in the subject. The co-ordinator has clear aims for the subject, but her role is not fully developed for monitoring. The available resources are sufficient in terms of the range and quality of up-to-date maps of different scales. The school has suitable reference books and materials, including suitable atlases, globes and large maps. The local area is studied in detail and pupils are able to benefit from visits to local places, such as the city of Nottingham and a farm.

## **HISTORY**

110. The last inspection showed that pupils in both key stages achieved satisfactory standards. This inspection shows an improvement, with overall standards now being judged as good. Since the last inspection a detailed scheme of work has been completed, covering two year cycles and providing continuity and progression. In part, this accounts for better learning opportunities being provided.
111. In Key Stage 1 pupils begin to understand that the world changes over time. They compare toys that they played with as babies with toys that they play with now; they look at toys throughout recent history and draw them on time lines. They have a good knowledge and understanding of some of the important events and characters from British history, for example the Great Fire of London and the life of Florence Nightingale. When studying this nursing pioneer they develop a good understanding of the relevance of history to life today through comparing hospital conditions then and now, and how changes were brought about.
112. In Key Stage 2 pupils start to build up a picture of different life-styles and the lives of rich and poor people throughout history, for example in Tudor and Roman times. By the end of the key stage, pupils are developing good skills of historical investigation, looking at primary and secondary sources of evidence. Pupils' work in Years 5 and 6 on World War two clearly demonstrates this. They are able to bring together and compare information from different sources- books, the Internet, and questions asked by e-mail for their individual topics.
113. The quality of teaching at both key stages is good, with one lesson being very good and another excellent. Lessons are well planned with pupils making positive contributions in discussions, and maintaining interest due to the well thought out content. Pupils are given many opportunities to research their own parts of topics, and to report their findings to the rest of the class. In Year 2, pupils had found out about important Victorians, and gave very detailed reports on their lives, dressed in appropriate costume; in Year 6, pupils were able to use the library and the Internet for their research into the 'swinging sixties'. Resources are

used well. In Year 5, pupils, looking at the life of war time evacuees, saw video extracts and read copies of letters sent to parents. In Year 6, where pupils were studying the 'swinging sixties', a selection of photographs, items of clothing and music from the time, contributed towards excellent learning opportunities.

114. At times in some classes there is an overuse of commercially produced work sheets, which are frequently undated and unmarked, giving little indication of progress being made. Pupils' attitudes to history are very good. They can be light-hearted and also serious about their studies, having empathy for evacuee children and seeing the excitement of the 'swinging sixties' after years of austerity. They are well able to work cooperatively and collaboratively, taking responsibility for their own learning.
115. Since the start of the current school year, the subject has been soundly led by a new coordinator. History is now taught as a discrete subject on the timetable. The coordinator takes in medium term planning, and has a good overview of the subject throughout the school. Subject reviews are carried out twice a year, and any needs are considered as part of the school's development planning process. Teaching is not yet monitored and no formal assessments are made. However, from some of the marking and comments made on pupils' work, in some classes work is being carefully assessed and pupils informed of their progress. Resources are satisfactory and are stored in central Key Stage 1 and 2 areas. Good use is made of visits to extend the curriculum.

## **INFORMATION TECHNOLOGY**

116. At the end of both Key Stages 1 and 2 pupils' attainment is in line with expectations, and for some it is above in their use of technology to communicate and handle information, showing that standards have been maintained since the last inspection.
117. Pupils make satisfactory progress through Key Stage 1 in their development and understanding of how to use simple programs to support their work in other subjects. They recognise many aspects of the keyboard and use the mouse with improving manipulative skills. By the end of the key stage, pupils produce simple drawings using an art program. They can enter text, edit and delete. They are introduced to control work through using the Roamer, a robotic toy that follows directions keyed in by the pupils.
118. By the end of Key Stage 2 pupils show a good understanding of how to present information in different ways. They are well able to produce simple multi-media presentations on chosen subjects, using sound, digital photographs and text. Data handling is soundly developed with data being collected by pupils and presented in the form of computer generated graphs and charts. Pupils in Year 5 are able to research a data base for information using appropriate skills of interrogation. For example, given stored data on cars, they can locate models which meet three criteria. Word processing skills are satisfactory overall. Pupils load, modify and save text using appropriate skills. They are very familiar with methods of searching for information stored on computer disk and can readily access information on the Internet. They are able to send e-mails and use this skill to communicate with people in connection with topic work.
119. The way lessons are organised leads to pupils cooperating well when they share computers. They have a readiness to share ideas and expertise, enabling learning to take place. This sharing is very evident in the school's recently set up information technology suite, and in the extensive use made in Key Stage 2 classes of single personal computers. Pupils are interested in their work as in a history lesson in Year 6 where pupils searched for information on the 'swinging sixties'.
120. The subject is well taught. All teaching observed was good, with one lesson judged to be very good. Lessons are well prepared. In a Year 2 lesson, nursery rhyme text, with some errors, had been typed into computers, ready for pupils to edit and extend; in a Year 5 lesson, a carefully prepared data base on cars was used as a focus for learning. Teachers are beginning to use the new information technology suite effectively, and always provide well planned, relevant activities for those not on computers. For example, pupils in Year 4, following carefully prepared instructions, designed a map ready for putting onto the computer. Good use

of questioning helps pupils consolidate and extend their knowledge. Computer use by pupils is carefully logged to ensure that all have the opportunities to develop the different strands of information technology being taught.

121. The subject is well managed. The coordinator monitors the development of information technology through observing displays, looking at record books and informal discussions with teachers. No lessons are observed or formal assessments made, however. The training needs of staff have been identified and appropriate support arranged through courses and training sessions within school, led by the coordinator. The school has a good policy for information technology and follows a nationally produced scheme of work. Resources are adequate and meet the needs of this scheme but are now largely outdated. The information technology suite has been equipped with old computers that have been passed on to the school. However, there are up-to-date personal computers in all Key Stage 2 classrooms. Budget restrictions limit the progress that can be made in installing more modern equipment, but the school, strongly supported by its governors, is investigating every avenue possible to gain extra funding and new equipment.

## **MUSIC**

122. Only a few music lessons were observed in either key stage, but the indications are that standards meet expectations by the end of each key stage. Within Key Stage 1 pupils sing with lively animation and style. They know many of the words, enjoy the repeating phrases, and many sing in tune. The pupils take a very active part in their singing, and identify the rhythms in their songs and the patterns of speech.
123. By Key Stage 2, pupils demonstrate an appreciation for the colour and emotion of music. Many pupils have a good dramatic sense, recognising the intended humour of a Victorian melodrama. By Year 6, the pupils have gained a satisfactory range of skills. They understand musical elements such as pitch, dynamics and duration, and apply these well to songs. They have a strong singing voice, without shouting, and mostly sing tunefully in pitch. The pupils adding percussion showed satisfactory skills at keeping time and rhythm. Pupils play a variety of untuned percussion instruments with reasonable control and style. They are responsive to music. Overall pupils make sound progress through the school, supported by the programme of study and the work of the subject coordinator.
124. Pupils' singing in assembly is enthusiastic although not always tuneful. They enjoy their music making, and are very keen to sing, and play the percussion instruments. Their attitudes are good in both key stages, and behaviour is also good. The pupils participate well in the activities. Pupils usually co-operate sensibly when playing instruments and are beginning to listen carefully to them. Pupils play and sing with increasing confidence through the school
125. The quality of teaching is good. The teachers' management of pupils is good, and pupils are arranged suitably for lessons to help them take an active part. The subject planning allows for opportunities to compose, perform, listen to and appraise music. The classrooms are prepared well and the teachers' evaluations of pupils' work helps improve their performance. The range of resources for the subject is good, including percussion instruments from differing cultures. The extra-curricular recorder groups make a useful contribution to pupils' social and cultural development, and their progress in music. Pupils also have opportunities to appreciate music in assemblies. A small number of pupils receives instrumental tuition, and they are making appropriate progress, including to Grade 3 for clarinet.

## **PHYSICAL EDUCATION**

126. Pupils in Key Stage 1 make good gains in skill and understanding overall to reach above average standards that have been maintained since the last inspection. In gymnastics, pupils plan and perform simple skills safely. They practise and refine a sequence of movements using space appropriately, and have begun to apply the same skills to working on mats and floor apparatus. Under the teachers' good direction pupils focus on specific skills such as jumps, rolls and landing and are beginning to make a sequence of moves. By Year 2, the

pupils produce well-designed and controlled sequences with partners making mirror symmetry, resulting from the teachers very good preparation and skilled teaching. Pupils are making good gains in body control, co-ordination and balance that support skills for gymnastics and games activities. Pupils have also gained an early understanding of dance, which is given good emphasis by the school. Pupils enter into the theme of the music well, and several pupils have good rhythm and movement, although overall gains in skills are average.

127. Pupils in Key Stage 2 make satisfactory gains in a range of activities to reach expected standards by the end of the key stage, maintaining the standards reported at the time of the previous inspection. Pupils with special educational needs make appropriate progress. Pupils in Year 3 produced expressive actions for a dance routine that conveyed the message 'Hello - Goodbye' clearly. They have well-developed warm up skills, prompted by the good lead by the teacher. By the end of the key stage, pupils have gained satisfactory coordination and control for ball skills, where pupils devised and played their own games that required throwing and catching, and travelling with a ball. Pupils found space, worked as a team, and controlled the ball with increasing skill and games awareness. Pupils have gained a good range of games skills, for example in dribbling, controlling and striking a ball. Pupils are beginning to evaluate and make sensible judgements about their performance, and recognise the need to work safely within given rules. They know the effects of exercise on their bodies, and that good exercise helps to maintain fitness and health. The subject policy and scheme support the development of skills across all aspects of physical education and, from the evidence of activities seen, pupils are making satisfactory progress in them. Pupils have good opportunities for swimming to improve and develop their skills and stamina, and all pupils are able to swim 25 metres by the time they leave school.
128. Pupils in both key stages have good attitudes, are attentive and keen to take part during lessons. They mostly work hard to produce a good effect, or to contribute to games. They work with sustained effort and are beginning to take responsibility for improving their skills. The great majority of pupils display good behaviour.
129. The quality of teaching is good in both key stages. Lessons are planned carefully using the school scheme that supports coverage and progression, with clear learning objectives, and curriculum requirements are met. The teachers have good subject knowledge that is shown in their good choice of challenging tasks. They make good use of the time and learning resources. Their methods are good, for example in giving clear instructions, using children to demonstrate good movements, and making thoughtful assessments and feedback. Tasks build well on previous experience, and promote the pupils' confidence and progress. Teachers use good behaviour management to sustain firm discipline, class management and high expectations that are clear to the children.
130. The co-ordinator has good experience in the subject and is very knowledgeable. The quality of documentation is good, and development planning is clear. Several sporting activities take place outside of school hours including team activities. The school has well established links with other schools. The subject fully supports the school aims, gives pupils confidence and enjoyment and contributes well to their development.

## **RELIGIOUS EDUCATION**

131. From a scrutiny of pupils' past work, wall displays and lesson observations, pupils reach standards at the end of both key stages which are in line with the expectations of the Locally Agreed Syllabus. The inspection shows that standards have been maintained since the previous inspection.
132. By the end of Key Stage 1, pupils have acquired appropriate knowledge of religion and of concepts such as caring, sharing and giving. They have a sound knowledge of stories from the Bible and of the lives of special people, both those close to them and well known people such as Mother Teresa and Gladys Aylward. They have some knowledge of other faiths through looking at festivals, for example Holi in Hinduism, and how Jewish people keep the memory of God close to them.
133. In Key Stage 2, pupils' knowledge and understanding increase as they continue to build on the

themes studied in Key Stage 1. They develop a greater understanding of religion through making links with their own experiences. For example, they study groups mentioned in the Bible and the responsibilities that come with belonging, and compare this with their own experiences of belonging to a group. They gain a satisfactory knowledge of world faiths other than Christianity by studying different themes such as journeys and finding out, for example, about the Haj, the Muslim pilgrimage to Mecca.

134. Overall teachers are providing satisfactory learning opportunities for pupils in Religious Education. In a good lesson in Key Stage 1, pupils heard a dramatic telling of the story of Krishna and Radha and the beginnings of Holi, a Hindu festival. The involvement of pupils and a time of quiet reflection at the end of the lesson, helped pupils to understand that stories are often the basis of religious festivals. Teachers are careful not merely to teach facts about religion but also some understanding of these facts. In a lesson about the capture, trial and death of Jesus, most pupils understood why the Jews of the day wanted Jesus dead, and how it was really very unfair. In some lessons, although learning outcomes are stated, the lessons develop in such a way that outcomes become diffused. In a lesson where pupils were studying the events of Holy Week, although pupils demonstrated good skills at finding Bible passages, the careful comparison of the different accounts detracted from their learning about the actual events and their meaning.
135. Religious education is soundly led by the coordinator. Appropriate parts of a denominational scheme of work are used and lessons are planned to the attainment targets of the Locally Agreed Syllabus. The school is looking at the new teachers' handbook linked to the Agreed Syllabus, with the intention of reviewing the scheme of work to ensure better continuity and progression. At the present some stories and themes are repeated without a clear view of progression. Pupils write about Christmas from the same perspective in different year groups and the life of Mother Teresa is studied several times over. Teachers' planning is monitored for coverage and progression, and some work is sampled. There is no formal assessment. An efficient use is made of time when themes and stories are introduced by individual teachers in a whole key stage lesson or an assembly, to be followed up in subsequent class lessons. There are good books and picture resources for religious education but few artefacts.