

INSPECTION REPORT

**BESTWOOD VILLAGE HAWTHORNE PRIMARY
AND NURSERY SCHOOL**

Bestwood Village, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122617

Headteacher: Mr A Parr

Reporting inspector: Mrs D Wilkinson
23048

Dates of inspection: 20-23 March 2000

Inspection number: 190919

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 category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Hawthorne Primary and Nursery School School Walk Bestwood Village Nottingham Notts
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Guest
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Di Wilkinson	Registered Inspector	Equal opportunities English History Music Religious education	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development How well are pupils taught?
Brian Jones	Lay Inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
George Simpson	Team Inspector	Special educational needs Mathematics Information technology Art Physical education	How well is the school led and managed?
Mary Kelsey	Team inspector	Under fives Science Design and technology Geography	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bestwood Village Hawthorne Primary and Nursery is a smaller than average school with 144 full time pupils. The nursery has 33 part time children. It comprises the original modernised building and a new building, including a multi-purpose hall, a few minutes walk away. There are seven classes including the nursery. Two classes at Key Stage 2 have more than one year group. Attainment on entry to the nursery is below average, being in the lowest twenty per cent of the local education authority. Twenty-five per cent of pupils have special educational needs, which is slightly above the national average. No pupil has a statement of special educational need which is below average. Pupils come from a range of backgrounds and from a wider area than around the school, including social housing and a local authority housing estate nearer to Nottingham. Few pupils come from advantaged backgrounds. Only four pupils come from non-European families and none has English as an additional language.

HOW GOOD THE SCHOOL IS

It provides a satisfactory education overall. High quality provision for children under five means they make good progress to achieve average standards. Attainment is below average at the end of both key stages, but the good quality provision means pupils make at least satisfactory progress in their learning and standards are rising. Personal and social development is good and most pupils develop good attitudes towards school. However, systems to support good behaviour are not effective for all those pupils with emotional and behavioural needs. The governing body is increasing its effectiveness and staff work hard to ensure the success of school development. The school gives satisfactory value for money.

What the school does well

- The teaching was never less than satisfactory and over 40% was very good or excellent.
- The good quality and range of activities in lessons, especially for literacy.
- The high quality provision for the under-fives.
- Nearly all pupils have very good attitudes to their work.
- The provision for pupils' personal development is good
- The procedures for ensuring pupils' welfare are very good.
- The school's partnership with its parents is good and they support learning very well.

What could be improved

- Attainment in English, mathematics and science is below average.
- The teaching, curriculum and learning resources in information technology are unsatisfactory and attainment is below average.
- The school's organisation of teaching English, mathematics and science in the mixed age classes means the needs of the younger less able pupils are not always met.
- The procedures for managing and promoting good behaviour are unsatisfactory and are still allowing a small number of pupils to interrupt learning on a few occasions.
- The standard of presentation and recording of work is unsatisfactory.
- The headteacher directs the school in response to current concerns rather than setting out a vision for the future.
- Subject co-ordinators give good leadership, but have little opportunity to monitor or evaluate developments.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in November 1996 is satisfactory. Health and safety concerns were dealt with immediately. The curriculum framework, subject policies and schemes of work are effective. They help teachers to plan and ensure pupils make satisfactory progress. Policies and planning for religious education and the collective act of worship are very good and very good progress has been made in these areas. Satisfactory progress has been made in monitoring the curriculum although the majority of subject co-ordinators do not have sufficient opportunity to monitor teaching. Financial planning and monitoring have improved and now identify staff development needs. Higher attaining pupils are now given suitably challenging work matched to their needs. The school has recognised the need to improve the presentation and recording of work, but progress in this aspect is unsatisfactory. Standards of attainment rose at the same rate as that seen in schools nationally, but are now rising faster due to improvements in teaching and the curriculum.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	E	E*	D	C
Mathematics	E	E	E	E
Science	E	E*	E	E

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E
very low	E*

In 1999, 11 year old pupils performed below the national average in English, but close to the average of similar schools. Performance in mathematics and science was well below the average of all, and similar schools. Over the past four years standards rose at the same rate as nationally. On entry to the nursery children's attainment is below that expected. They make good progress to attain the standards expected by the time they are five. In the 1999 tests Key Stage 1 pupils performed below the national average in mathematics and well below in reading and writing, but compared with similar schools performance was average in mathematics and below average in reading and writing. Over the last four years standards rose in mathematics and reading, but fell in writing. Teacher assessment also showed standards were below average in science. In English, mathematics and science, at both key stages, current pupils make at least satisfactory progress to achieve appropriately for their abilities. Where teaching is good or very good, better progress is made and standards are improving, but at the end of both key stages they are still below average. At both key stages standards are below average in information technology, but in religious education pupils attain the standards set out in the locally agreed syllabus. The fact that higher standards are seen for children under-five than in the main school is due to the high number of pupils joining the school in other year groups, many of whom have special educational needs, differences between year groups and improvements in educational provision.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good and this helps pupils to make good progress in most lessons.
Behaviour, in and out of classrooms	Satisfactory overall, but a few pupils interrupt learning in a small number of lessons.
Personal development and relationships	Most pupils develop responsibility, concentrate, work hard and work well co-operatively.
Attendance	Satisfactory

A few pupils with emotional and behavioural difficulties find it difficult to relate to others and do not consider the effect of their behaviour on others.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall: 42	Very good	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.

The majority of teaching seen was good or better (79%) and a high proportion (43%) was very good. No unsatisfactory teaching was seen. This maintains the standards seen at the last inspection and is helping to raise attainment. The teaching of children under five is at least good and eighty-eight per cent is very good. Effective teamwork, good activities and assessment help children to make good progress. At Key Stage 1, the majority of teaching (75%) is good or better and nineteen per cent is very good. At Key Stage 2, the majority of teaching (72%) is good or better and forty-three per cent is very good. Teaching is good in English where two excellent lessons were seen and also in science and religious education. In good or very good lessons pupils make good progress in their learning. No specific lessons in information technology were observed, but teaching is judged to be unsatisfactory because the lack of resources means pupils do not have sufficient opportunity to make satisfactory progress in building on their skills, knowledge and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for children under five. For Key Stages 1 and 2 it is broad and rich, but the curriculum for information technology is unsatisfactory.
Provision for pupils with special educational needs	Satisfactory overall. Pupils have full access to the curriculum and make satisfactory progress towards academic targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The good programme for pupils' personal development supports them well. Good provision is made for pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	High standards in its care for pupils' welfare. Pupils' learning is now effectively supported through target setting.

The school has a successful partnership with its parents and they support their children's learning very well. The curriculum for information technology does not meet statutory requirements nor does it make a strong enough contribution to learning in other subjects. The strategies to manage the behaviour of most pupils are satisfactory, but not for all pupils with emotional and behavioural needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides satisfactory leadership overall. He is very well supported by the deputy headteacher and all staff, although few subject co-ordinators have the opportunity to monitor teaching.
How well the governors fulfil their responsibilities	The enthusiastic governing body is committed to raising standards and fulfils its role soundly through well organised working parties.
The school's evaluation of its performance	Satisfactory. Both senior staff and governors are now monitoring test data and setting targets to improve.
The strategic use of resources	Staff, finance and resources are soundly used to support learning although the organisation of teaching in the mixed age classes is less efficient than it could be. The school gives satisfactory value for money.

The headteacher provides good pastoral care, but his educational direction for the school is more reactive than visionary. Governors keep fully informed, understand the strengths and weaknesses of the school and are developing their role in shaping its educational direction. The number of teachers and the adequacy of accommodation are satisfactory. Most subjects are satisfactorily resourced, but the resources for information technology are inadequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The positive ethos and strong community links. • The high quality nursery provision. • The high standard of teaching in lessons not spoilt by poor behaviour. • The hard work by staff to help the children learn. • The broad and balanced curriculum. • The encouragement of attendance and punctuality. • The school's responsiveness where staff are always available to talk to parents. • Parents feel welcome to help in class and with fund-raising. 	<ul style="list-style-type: none"> • The behaviour policy which they say is ineffective, allowing a minority of pupils to behave badly, bully others and interfere with the learning of others. They feel the rewards system favours badly behaved pupils at the expense of pupils who behave well. • Some parents are concerned about the leadership and management of the school. • Several parents feel that the setting of homework is not consistent. • Some parents are unhappy that the need for staff to train for new initiatives has meant pupils are often taught by supply teachers. • Some parents would like more after school clubs.

Inspectors agree with nearly all parents' views. The school creates a positive ethos for learning and has strong links with the local community. Teaching is good, as is nursery provision which is a strength of the school. The curriculum is broad and rich, but it is unsatisfactory for information technology. Attendance has improved slightly. The school welcomes a close partnership with parents and provides them with good information about their children. Most pupils behave well, although small number of pupils occasionally disrupt lessons and prevent others from learning. This is mainly because the school's procedures for managing the behaviour of these pupils are not always effective. No bullying was seen during the inspection. Leadership and management is satisfactory although subject co-ordinators do not have sufficient opportunities to observe teaching. The setting of homework is consistent, but parents' do not have enough written information about it and often children do not tell their parents what they have to do. The school has responded correctly in releasing staff for training, but has not given sufficient thought to using staff who do not have a full time class responsibility to cover classes for teachers who are absent. There are a good number and range of after school clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When they enter the nursery the majority of children do not have the same levels of knowledge and skills as most children of their age and their language skills are particularly limited. Overall the school is in the bottom quarter of schools in the local authority in terms of the children's attainment on entry. The curriculum and the teaching in the nursery are both very good with the result that the children make very good progress. By the time they are five their attainment matches that of most children of their age Their physical development is better than that of most children.
2. In the Key Stage 1 tests most children are expected to reach at least level 2. The school's results last year at level 2 were well below the national average in reading, writing and mathematics. The number of children reaching the higher levels (level 3) was above average in writing, close to average in mathematics and below average in reading. Overall this means that the school is performing below the national average in mathematics and well below average in reading and writing. However, when these results are compared with those of similar schools they are average in mathematics and below average in reading and writing. Teacher assessments matched the tests in all except level 3 in writing where teachers underestimated the number of pupils attaining the higher levels. This is largely as the result of insecure assessment systems which have now been improved.
3. In the 1999 teacher assessments the number of pupils reaching the expected levels (level 2 or above) in science was below the national average and the number reaching the higher levels was well below. Pupils perform better in their experimental and investigative science than in other aspects. This is because activities in lessons promote investigation skills.
4. Over the last four years attainment in writing has been below the national average and in reading and mathematics it has been well below. Boys and girls do equally well except in mathematics where girls do better. The differences in attainment both between year groups and gender groups are explained by the wide variation in the overall ability of different year groups. Results vary considerably from year to year although overall, levels have risen in mathematics and risen slightly in reading. The rise in reading matches the national trend, but is better than the average in mathematics. Standards have fallen in writing.
5. At the end of Key Stage 2 most pupils are expected to reach level 4. The school's results in 1999 were close to the national average in English, but well below average in mathematics and science. The proportion reaching the higher levels (level 5 or better) was below average in mathematics and well below in English and science. These results show that overall, the school is performing below the national average in English, and well below in mathematics and science. Compared with similar schools results are close to the average in English and well below average in mathematics and science. Teacher assessments matched the tests in mathematics and for the higher levels in English, but underestimated elsewhere. This is mainly because assessment systems were not accurate enough. There have now been good improvements in English and this is also planned in science.
6. Over the last four years, results have been well below average in English and mathematics and very low in science. Boys have been doing better than girls, particularly in English and

science which is against the national trend. There is a wide variety in the overall attainment levels between both year and gender groups. Over the four years results have improved at the same rate as they have done nationally though the rise has not been steady. Standards fell in all three subjects in 1998 before rising again last year. Standards in English are rising at a higher rate than that seen nationally. This is partly explained by the differences in the ability of the year group, but also because the school has implemented the literacy strategy well and the quality of teaching in English is good. The rise in standards is slower in mathematics than in English and science.

7. Good procedures in the nursery have already improved the rate of progress and helped to achieve higher standards. The school has recently put in place a number of strategies to improve the quality of education and to the raise to rate of progress and standards in the main school. During the last term a new system for tracking the attainment and progress of year groups and individual pupils has been put in place. This is also used to set group and individual targets for improvement. The good assessment procedures introduced in English are already beginning to be effective and, as a result, pupils now make good progress in their learning. There are plans to set up similar systems in mathematics and science. The headteacher regularly monitors the quality of teaching and this is satisfactory at present. Subject co-ordinators also monitor teaching when a subject is an area of focus, which means monitoring in these areas is good. Good expertise and knowledge ensures that teachers are given good advice on how to improve the quality of teaching and learning. The subject co-ordinators and all teachers have worked hard to implement the literacy strategy well and this is helping to raise standards. The introduction of the numeracy strategy is satisfactory at present, but staff are working hard to ensure its success.
8. By the end of both key stages, the majority of current pupils do not reach standards which match the national average in the core subjects of English, mathematics and science. Standards are also below average in information and communications technology where pupils' progress in their learning is unsatisfactory. This is because both teaching and curriculum are unsatisfactory and pupils do not have sufficient access to computers.
9. Across the school the range of ability varies widely between different year groups. At Key Stage 1 there is a wide range of ability within this year's Year 2 cohort and the number of pupils with special educational needs is fairly high. At Key Stage 2 the significant number of pupils leaving or joining the school also affects the differences in ability levels. A high proportion of those who join have special educational needs. These factors partly explain why the attainment of the current children is average at the end of the nursery, yet below average at the end of both key stages. However, in the school as a whole, the educational provision is improving and most pupils now make better progress in their learning. This is due to improvements to the quality of teaching and curriculum provision over the last three years. Reception and Year 1 pupils are now taught in separate classes and overall standards in these year groups now match those of pupils of a similar age. In addition, good teaching means that Year 3 pupils whose attainment was below average at the end of Key Stage 1 are now making good progress towards achieving average standards.
10. Attainment in all aspects of English is below average at the end of both key stages. However due to the introduction of the National Literacy Strategy and good teaching, pupils at both key stages are now making good progress in their learning. Standards are better in the reception, Year 1 and Year 3 classes where the attainment of pupils now matches that of pupils of a similar age. In speaking and listening low attainment is partly because pupils' ability in oral language is below average. Most Year 2 pupils listen carefully and express their ideas well

although their style and vocabulary is below average. Year 6 pupils confidently exchange ideas and points of view although vocabulary and the development of ideas are still below average.

11. In reading, the standards attained by Year 2 pupils are below average, particularly in their sight vocabulary and ability to use sounds to build up words. Reading is not fully fluent. Due to good provision in the literacy hour, most pupils' skills in using non-fiction books match average standards. Year 6 pupils are now making good progress due to the high quality provision including the introduction of booster classes. However, their standards in reading are still below average, although not greatly so. The majority of pupils read fairly confidently, discuss and compare what they read and make simple predictions. They have good understanding of different genres and styles, but do not apply this so well to their individual reading. The skills of acquiring information from non-fiction books are secure although restricted resources limits the use of these.
12. At both key stages the progress made in writing in a range of formats and styles is good, but in improving handwriting and presentation it is slow. This is because teachers do not ensure that pupils apply the skills they have learnt. In this aspect the school has not made sufficient improvement since the last inspection where it was a key issue for improvement.
13. Although the quality of teaching in mathematics is good, the implementation of the National Numeracy Strategy has not yet had time to have a significant effect. At the end of both key stages standards in mathematics are below average. Number work is given a high priority which limited greater attainment in other aspects. Through a systematic and thorough approach pupils gain a secure knowledge and understanding of their number work. By the end of Key Stage 1 pupils count in fives and tens, and read and order 3 digit numbers They recognise, but do not always explain number sequences. Pupils name some 2 and 3-dimensional shapes and their properties. Year 6 pupils are familiar with the four rules of number, although not yet confident at long division. They know about most aspects of the mathematics curriculum, but not yet at a sufficient depth of understanding. Pupils translate simple fractions into decimals and percentages, but not yet securely. They accurately describe shapes and their properties, using the correct vocabulary. Pupils calculate area, but not volume. Very little use is made of information technology. The below average presentation of recorded work, especially at Key Stage 2 adversely affects a systematic development of mathematical processes.
14. Although, by the end of both key stages standards of attainment are below average in science, there is evidence of improvement and younger pupils in both key stages are now achieving higher standards. Year 1 pupils are building up their investigational skills well and, together with their knowledge and understanding, reach standards similar to pupils of their age. Year 2 pupils have a basic understanding of forces and living things, but due to their weak scientific vocabulary, many find it difficult to explain these. By the end of Key Stage 1, about half the pupils are likely to reach average standards although there is little evidence of any achievement at the higher levels. At Key Stage 2, standards in the lower age groups are better than for Years 5 and 6 although scientific vocabulary is still under-developed. Recording of scientific work is below average, largely due to the fact that the school has not given sufficient attention to organisation and presentation of work. There is a high percentage of pupils with special educational needs in Year 6. In addition, about two thirds of the class still have difficulty in using scientific terminology and do not always explain things clearly. They are developing their observational skills, but do not fully understand scientific processes nor are they secure in designing and planning their own investigations. This ability is also affected by their below average attainment in data handling in mathematics.

15. The school has not made sufficient improvements in information technology in order to meet current developments in the subject. Therefore provision is unsatisfactory and standards are below average at the end of each key stage. This means that, although standards were deemed to be average when the school was last inspected, they are below average for current pupils. Opportunities are limited mainly to basic word processing and occasional work with art programs or data handling packages and in these aspects the higher attaining pupils reach average standards. By the end of Key Stage 2 most pupils load, save and print their work and the higher attaining pupils reach average standards. Pupils do not have experience of control technology or of simulations nor do they apply their skills satisfactorily in other subjects.
16. The very good improvement in the quality of teaching and the curriculum in religious education mean that most pupils at both key stages now make good progress. They achieve the standards set out in the locally agreed syllabus for religious education. From having limited prior knowledge pupils gain a secure understanding and knowledge of Christianity and other world religions and the subject makes a very good contribution to their personal development.
17. In other subjects pupils make satisfactory progress overall in building up their skills, knowledge and understanding to reach the standards expected for their age. Progress in history is good at Key Stage 2 where the enthusiasm and expertise of teachers encourages pupils to learn.

Pupils' attitudes, values and personal development

18. At the time of the previous inspection pupils were judged to have good attitudes to their work and to behave well. They accepted responsibility and worked well collaboratively although they had limited opportunities for personal study. Attendance was satisfactory. For most, but not all pupils, these standards have been maintained. Since the last inspection pupils now come from a wider area than that close to the school and from a greater range of social backgrounds. A higher number of pupils have special educational needs, in particular, there is a small, but significant number of pupils with emotional and behavioural needs.
19. Behaviour is satisfactory overall. Pupils behave well in the majority of lessons, at lunch and playtimes and around the school. Most pupils have a clear understanding of right and wrong and are courteous and polite to visitors. The school is an orderly and tidy community, which is free from vandalism and litter. Pupils handle resources carefully and clear up at the end of lessons. Although boisterous play was observed at playtimes, there was no evidence of harassment and oppressive behaviour. At the pre-inspection meeting parents reported that there was bullying in the school although the inspection team did not find any evidence of this.
20. The majority of pupils work well together. A very good example of this was seen in the group activities in a Key Stage 1 literacy lesson. Even when their concentration was disturbed pupils showed good maturity in eventually ignoring the unsatisfactory behaviour and continuing with their work. The school has correctly identified the need to review its procedures for managing and promoting good behaviour. These procedures have been successful in ensuring that most, though not all, pupils behave well.
21. Since the last inspection a higher number of pupils with emotional and behavioural difficulties now attend the school and a small number of pupils still do not behave in a satisfactory way, particularly in two classes, one in each key stage. These pupils are often reluctant to conform to the expected behaviour of the rest of the class and the school's procedures do not encourage them to do so. The present systems do not prevent their unsatisfactory behaviour

from affecting the quality of teaching and learning in these classes. Often they become frustrated, noisy and angry, and though this was not directed at other pupils, it distracted other members of the class who were trying to work and impeded their progress. Learning support assistants are not always present to assist in dealing with problems. This concern about behaviour was raised by all parents at the pre-inspection meeting. During the past year one pupil was excluded for a fixed term.

22. A significant minority of immature pupils tend to promote their own needs, sometimes at the expense of others. Pupils with emotional and behavioural difficulties find it difficult to control their emotions, and show no concern about interrupting the work of the class. Their lack of self-control has a significant impact on the progress in some lessons.
23. Relationships are satisfactory. Teachers show very good respect to pupils even when they misbehave. They work hard to ensure that pupils learn to respect others. Due to good provision and teaching in religious education most pupils develop a good awareness of and respect for other people's feelings, values and beliefs. A small number of pupils find it difficult to maintain good relationships with other pupils in some lessons. Most pupils develop independence and self-confidence through day and residential visits and participating in adventurous activities. They also develop a sense of community through contributing to the school council, entertaining the residents of a nearby nursing home and contributing to charities.
24. The pupils' ability to learn to use initiative and take responsibility is satisfactory overall rather than good. This is mainly because of the significant minority of immature pupils. However in a very good Key Stage 1 lesson pupils organised a group activity very well, delegating work and taking turns to make decisions. At Key Stage 2 pupils show effective independent learning skills by organising a variety of resources to help find information for their topics. By the end of the key stage the majority of pupils adopt a very responsible attitude to learning, particularly in their commitment to improve their standards of attainment by attending the booster classes.

HOW WELL ARE PUPILS TAUGHT?

25. Teaching throughout the school is good and a high proportion is very good. No unsatisfactory teaching was seen. This maintains the standards seen at the last inspection. A significant factor in the high quality of teaching seen in the school is the commitment of staff to improving standards. This is also the view of most parents. In the lessons observed forty-three per cent of the teaching was very good or excellent and thirty-six per cent was good. Two excellent English lessons were seen. The impact of the quality of teaching is that the progress pupils make in their learning is now good. As a result, although the attainment of pupils at the end of both key stages is below average, pupils' attainment at the end of the nursery and in the reception year and Years 1 and 3 now matches the standards expected for pupils of their age. Although unsatisfactory behaviour was observed in a small number of lessons, this resulted in the standard of teaching being limited to satisfactory rather than the good levels seen in these classes on the occasions when unsatisfactory behaviour did not occur.
26. All teaching of children under five in both the nursery and reception classes is always at least good and eighty-eight per cent is very good. Effective assessment systems identify children's strengths and weaknesses and the information is well to plan future work. There is a good mix between purposeful activities which the teacher organises and those the children choose for themselves. Literacy, mathematical skills, and personal and social skills are given a high priority. The good teamwork and expertise of nursery staff support children's progress well.

27. In both key stages, the majority of teaching is good. At Key Stage 1, the majority of teaching (75%) is good or better and nineteen per cent is very good, with 1 excellent lesson in English being seen. The good teaching was seen mainly in the core subjects of English, mathematics and science and the majority of mathematics teaching is very good. At Key Stage 2, the majority of teaching (72%) is good or better and forty-three per cent is very good, with one excellent lesson in English being seen. Teaching is good in the core subjects of English and science and also in history and geography. At both key stages teaching is good in religious education. In the subjects where teaching is at least good pupils make good progress in their learning in the lessons seen. No specific lessons were observed in information technology although teachers attempt to teach some skills in whole class sessions and pupils respond enthusiastically. However, teaching is judged to be unsatisfactory overall because pupils do not have sufficient opportunity to reinforce and practise what is learned. The number and quality of computers are below those seen in most schools and their use is not fully integrated into everyday classroom teaching. This means that pupils do not make satisfactory progress in building on their skills, knowledge and understanding. Therefore they do not achieve the standards expected by the end of each key stage.
28. At both key stages teachers' subject knowledge and understanding is good in the majority of subjects. This allows them to explain new concepts clearly and answer pupil's questions effectively. For example, in a very good religious education lesson at Key Stage 2 pupils made good gains in their understanding of Judaism through very clear explanations about Kosher food. Teachers know where to move pupils on in their learning. This is seen particularly in literacy lessons. Subject knowledge is at least satisfactory in all subjects except information technology where teachers lack the knowledge and understanding of all aspects of the subject particularly control and modelling. Teachers have good knowledge in mathematics at Key Stage 1 and this is satisfactory at Key Stage 2 mainly due to the previous over-emphasis on number work. In both key stages teachers' show good competence in the teaching of basic phonic skills and in number work. This led to good learning taking place in these aspects in most English and mathematics lessons.
29. Teachers' planning is generally good in the core subjects of English and science at both key stages and mathematics at Key Stage 1. As a result pupils are given good quality learning experiences which help them re-inforce and then build on their skills and knowledge. For example; in a very good mathematics lesson in Key Stage 1, very good attention of the needs of pupils matched to the demands of the National Numeracy strategy ensured that good learning took place. As a result, pupils reached average standards in both their number work and their ability to apply their skills. Planning in mathematics is satisfactory overall at Key Stage 2. Two out of the three classes contain more than one year group and, in addition, a wide ability range of pupils. Pupils are grouped according to ability rather than year group and this sometimes means that tasks do not always meet the needs of the younger, below average pupils. In other subjects planning is satisfactory overall. It is good in religious education at both key stages, largely as a result of the good scheme of work provided. Planning is good in physical education at Key Stage 2 due to good support from the co-ordinator. Planning is unsatisfactory in information technology at Key Stage 2 where the lack of control and modelling resources means that these aspects are not provided for.
30. Teachers' expectations of what pupils can achieve is satisfactory overall, although in the good and very good lessons seen it was better than this. It was particularly good in the excellent English lessons seen, one in each key stage. Here, the very high expectations of what pupils could achieve ensured that learning was very good and pupils achieved average standards of

attainment in their work. Teachers also set challenging work in religious education at both key stages, in music at Key Stage 1 and history and physical education at Key Stage 2. When required, the majority of pupils respond to the challenge and better progress is made in their learning. For example, in a very good physical education lesson seen, pupils were very well challenged to attain standards above pupils of their age. Expectations are lower, but satisfactory in the majority of English lessons at both key stages and in mathematics and science at Key Stage 2. This is largely because, although teachers have high expectations of what pupils can learn, they do not have similar expectations for how pupils record their work. This is linked to the below average standards of presentation seen. Expectations in information technology are low and this is linked to the lack of expertise and resources available.

31. The methods teachers use are good in English, science and religious education, and in mathematics at Key Stage 1. This bears a close relation to both teacher's subject knowledge and their planning. For example, in a very good literacy lesson seen at Key Stage 2 a very interesting activity solving the clues from text to enter the Pharaoh's tomb fully engaged the interest of pupils and they made good progress in learning and using reading skills. Good methods are also used in music at Key Stage 1 where the support from a pianist and other teaching and ancillary staff allows good explanations and demonstration to take place. The methods Key Stage 2 teachers use are also good in history and physical education where there is a good mixture of teacher talk and pupil activity. Because of weaknesses in subject expertise and provision the methods used to teach information technology at Key Stage 2 are unsatisfactory. There is no evidence to make judgements about this for Key Stage 1.
32. Teachers' management of pupils in lessons is satisfactory overall and no unsatisfactory teaching was seen during the inspection. However, it varies from year group to year group. The differences are due to the behaviour management procedures adopted by the school rather than differences in teachers' skills. In some year groups in both key stages there are a small, but significant number of pupils with emotional and behavioural difficulties. Although all classes have adopted an agreed code of behaviour, the school has different expectations of pupils who have behavioural difficulties. As a result, in these year groups, a considerable amount of teacher time has to be spent on managing the behaviour problems of one or two pupils. When this happens the pace of work slows and other pupils in the class are distracted and lose concentration. In the lessons observed during the inspection teachers' skills allowed the situation to be resolved satisfactorily and fairly promptly. However, it also affected the pace of working and the progress of most pupils in the class slowed. This meant that the pace of these lessons which was otherwise good was only satisfactory overall. This issue was also a concern of all the parents who attended the pre-inspection meeting.
33. Where there are no potential behaviour concerns in a class, the pace of learning is usually good, particularly in literacy and numeracy lessons where it is helped by the tight structure advised in the National Strategies. When learning support staff are available, teachers deploy them well to help pupils, particularly those with emotional and behavioural problems and in literacy and numeracy lessons. Resources are always used well in the core subjects and in most other subjects at Key Stage 2. A good example of this was seen in the reception classes where pupils could handle letters and shapes when learning to spell words and make patterns.
34. Good assessment takes place during lessons in all the core subjects where teachers sensitively correct errors and set targets to improve. Teachers are now beginning to use this information to help plan the next steps in learning well.
35. Homework is set in all year groups and promotes learning effectively, particularly in English

and mathematics. Parents are concerned that it appears to be inconsistent, but inspection evidence found that it is systematically set. However, the school is over-reliant on pupils giving information about homework to parents.

36. All teaching staff are fully conversant with the procedures for special educational needs. Teachers work closely with the co-ordinator and produce individual educational plans which are effective for academic progress, but not always for pupils with emotional and behavioural needs. In particular, the school's procedures for the management and promotion of good behaviour are not effective for all these pupils and this means that their behaviour is sometimes unsatisfactory and affects the learning of other pupils in their class. The individual education plans are monitored regularly by the co-ordinator and the information is recorded to plot progress. As a result, most pupils make satisfactory progress.

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

37. The school provides a broad and rich curriculum for its pupils, including those with special educational needs. Children in the nursery and reception class are given a very high quality range of learning opportunities. These are planned thoroughly to help them progress in the areas of learning for children under five, with a strong emphasis on personal development, language and mathematics. The curriculum for children under five builds on children's developing knowledge and skills and takes account of their developing intellectual, physical, emotional and social abilities. Very good opportunities are provided, for example, for purposeful play, talk and practical activities. It prepares them well for the National Curriculum.
38. The curriculum for pupils at Key Stages 1 and 2 is broad and rich, but not sufficiently balanced. This is because the provision for information and communication technology (IT) does not meet statutory requirements, and is not making a strong enough contribution to other subjects. The overall planning of the curriculum is good for pupils at both key stages. Teachers use interesting and motivating activities to deliver the planned programmes of study.
39. The last inspection report identified three key issues where improvements were needed to the curriculum. These have all been addressed. Firstly, the school has made good progress in developing and implementing a policy and scheme of work for religious education (RE), and this now meets the requirements of the locally agreed syllabus. Secondly, the school has developed a curriculum framework for Key Stage 2 and thirdly there are now schemes of work in place for all subjects.
40. The National Strategy for Literacy has been successfully introduced and a satisfactory start has been made in implementing the National Numeracy Strategy. Personal, social and health education are taught throughout the school and include sex education and attention to drug misuse. Environmental education is incorporated into many of the topics and makes a particularly strong contribution to science and geography. Overall, pupils have satisfactory equality of access to the curriculum. For example the school makes every effort to ensure that all children participate in the residential visits. However the needs of all the pupils in the mixed age class are not currently being met in numeracy lessons, and the learning of pupils in those classes where unsatisfactory behaviour occurs is interrupted on a minority of occasions.
41. The curriculum is enriched by the residential visits available for Year 5 and 6 pupils, by regular field trips to support work in science, history and geography, and by the opportunities for pupils throughout the school to have swimming lessons. Good use is also made of the school grounds

and of the local environment, for teaching and learning. The school also makes good use of a number of visitors who come into school to share their expertise with the children. A good example of this was noted during the inspection week, when the vicar from the local church led an assembly. Her teaching made a very good contribution to the teaching and learning in RE. Other visitors include nursing students and pupils from the local secondary school on work experience. The school provides a good range of extra-curricular activities, including chess and dance, particularly for the Key Stage 2 pupils. There are many sporting activities, and the netball and football teams participate in inter-school matches. In addition to the recorder club, some children have individual instrumental music lessons. There are constructive relationships with partner institutions, and a toddler group uses the school hall once a week. Links with the community, including the local church and Bestwood Country Park, have also been established which contribute to the children's learning.

42. Curricular planning and management for pupils with special educational needs is satisfactory and they have access to the full curriculum. In most lessons pupils are taught alongside their classmates and are effectively supported by classroom assistants in a number of English and mathematics lessons. Effective individual education plans ensure pupils make satisfactory progress towards their academic targets.

HOW GOOD ARE CURRICULAR AND OTHER OPPORTUNITIES? PERSONAL DEVELOPMENT

43. The school makes good provision for the personal development of its pupils. Provision for social development is good. The caring community life of the school, in which the staff encourage pupils to take their full part, leads to the widening of their personal and social interests and experiences. From an early age, pupils are encouraged to work collaboratively in pairs and in groups. Whole class discussions are often used effectively to promote social awareness, in listening to others and taking one's turn patiently. However a small minority of pupils do not respond positively to these social proprieties. This is partly due to the fact that the behavioural targets set in their individual education plans do not encourage them to do so.
44. Pupils are given responsibility within their classrooms and around the school. There is also a school's council, which helps the children develop initiative. Social development is encouraged through the school's programme of personal and social education and also through involvement with the community. A good example of this is the school's relationship with a nearby nursing home, where children entertain the residents by singing and playing instruments. Many day visits and the residential school journey play an important part in developing social skills. The opportunity to take part in adventurous activities also helps children to develop independence and self-confidence.
45. The school has worked hard to extend its provision for spiritual development since the last inspection, and this is now good. Collective acts of worship are well planned by key stage teams working together at the beginning of each term. They work towards a very commendable and appropriate set of aims, and all staff are involved in leading these services. Many assemblies now provide opportunities for pupils to reflect, as seen in the Key Stage 2 assembly on the theme of Lent. Teaching and learning in religious education lessons make a strong contribution to pupils' spiritual development. Opportunities are taken in some other lessons to challenge and extend intellectual curiosity, to give time for reflection and create a spiritual awareness. For example, the children in Year 1 had expressed some sincere ideas, which were very moving, on their "Tree of Promises". Pupils are also aware of the wider community and are involved in raising money for specified charities, such as Shelter and

Children in Need.

46. The provision for pupils' moral development is good. Pupils are taught the difference between right and wrong through assemblies, personal and social education lessons and on-going work in the classroom. Good work and effort are rewarded at the weekly celebration service. Other assemblies maximise on opportunities to teach moral principles such as the importance of helping one another and working together, as was seen in one of the Key Stage 1 assemblies. The staff set good examples as role models and each class has an agreed code of conduct.
47. Provision for pupils' cultural development is good. The school encourages involvement in the local community and extends pupils' awareness through visits to places of interest. Regular residential visits provide an opportunity to experience the life of a different community and locality. Through art and literature, pupils have some experience of the richness and diversity of other cultures. Events such as World Book Day help to foster children's interest in literature from a wide variety of cultures. In art, they have opportunities to study the work of famous artists, such as Paul Klee. The school has a good stock of books which have been carefully selected to reflect different world cultures. From their work in Geography, the pupils are acquiring an understanding of life in other countries, such as St Lucia. In religious education and through the themes for collective worship, they learn about other world faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The previous report said that the school provided a caring and supportive environment for its pupils. It monitored pupils' learning at both key stages. The school continues to achieve very high standards in its care for pupils' welfare. It has extended support for pupils' learning, and has recently introduced a system of target setting. However, a small number of pupils who show challenging behaviour have joined the school since the time of the previous inspection. The school has not developed strategies to manage their behaviour successfully.
49. The school has very good procedures for child protection, health and safety and pupils' welfare. The headteacher is the designated teacher for child protection and has received appropriate training. He holds regular meetings to inform all teaching and non-teaching staff about the current requirements and the need for vigilance. The school works in close liaison with local child protection agencies. It has three qualified first aiders. As two are in the lower part of the school and the other is in the upper building, there is full coverage of the split site. The first aiders keep a record of any accidental injury. Pupils are very quick to help if a child falls over.
50. Two governors inspect formally for health and safety every term. The local authority carries out a safety audit every two years, and its last report said the school provided a good standard of care. The caretaker checks for defects and makes minor repairs as needed. She keeps the buildings very clean, and the local authority inspects for cleanliness twice a term. However, there are health and safety concerns. Brickwork of the upper playground is in poor condition in parts, as is some tarmac in the lower playground.
51. The school has satisfactory procedures to monitor attendance. It checks the figures term by term and sends a return to the local education authority. Parents reliably notify the reasons when a child is away, and there are no unexplained absences.

52. Despite some good features, procedures for promoting good behaviour are unsatisfactory overall. Current procedures do not enable the school to manage the small number of pupils who show challenging behaviour. This is partly due to the fact that advice obtained from different outside agencies has been conflicting. As a result, in some classes, teachers have to spend more time than they should in dealing with disruptive behaviour. While this does not mean that the teaching is unsatisfactory it nonetheless limits progress. Due to parental concerns about behaviour a working party of staff and parents has been set up. However, parents do not feel that the school has responded effectively to this issue.
53. The school has improved some behaviour procedures since the previous inspection. At break times teachers or assistants are on duty in both playgrounds. A total of five midday supervisors look after pupils as they eat their lunch in the hall, and accompany them to the playgrounds. This helps to ensure that pupils behave satisfactorily and play harmoniously together. The school's positive policy is encouraging the large majority of pupils to work hard and behave well.
54. The school's good procedures to eliminate bullying and oppressive behaviour include good strategies for prevention within the behaviour policy. Parents differ in their views on the extent to which bullying is a problem. The majority say it is rare. No evidence of bullying or unkind behaviour was seen during the inspection.
55. The school has satisfactory procedures for assessing pupils' attainment and progress. It has recently introduced a new system which is proving useful and manageable. In addition to the statutory assessment tests for pupils aged seven and 11, the school carries out optional tests for pupils in English and mathematics in Years 3, 4 and 5. Teachers use continuous records of pupils' achievement to enable pupils to make progress. The school sets individual targets for all pupils which are beginning to help promote greater progress.
56. The school has improved its use of assessment to plan future learning, and this is now at a satisfactory level. Teachers use day-to-day assessment to adjust short term planning. They also use it effectively to ask accurately targeted questions, and to check whether pupils are achieving the learning objectives specified for the lessons.
57. Procedures for monitoring and supporting pupils' academic progress are satisfactory. The school provides booster classes in English and mathematics, both before and after school. The classes are optional and high numbers of pupils choose to attend. Teachers and learning support assistants effectively support the academic progress of pupils with special educational needs.
58. The school has good procedures for pupils' personal development because the teachers know their pupils and their families very well. More than nine out of ten parents answering the questionnaire say they are comfortable to approach the school with any problem, and that the school helps their children become mature and responsible. From an early age, pupils take on classroom responsibilities such as taking the register to the office. Throughout the school, the older pupils accept responsibility for looking after the younger ones. Pupils gain from a wide range of clubs and extra-curricular activities, which include music, dancing and sports. Parents and older pupils value greatly the annual residential visits. This year they will extend their personal experience and responsibility with a visit to the Isle of Wight.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The previous report said that parents were very supportive of the school and its ethos. The school communicated well with them, and they helped the school in many ways. Parents continue to think well of the school. In response to their concerns about unsatisfactory behaviour the school has set up a working party with senior staff and parents to help to resolve the issue. However, parents are concerned that little progress has been made. At the pre-inspection meeting and in response to the questionnaires, parents' worries about the challenging behaviour of some pupils is reducing their confidence in the quality of their children's learning. One parent summed up the feelings of the meeting: "Bad behaviour and discipline are spoiling all the good things in the school."
60. The school has many successful links with its parents. They say it is an open school. They come in for a celebration service every week, and see their children receive awards and certificates. Parents organise their own coffee morning in school once a week, and some parents attend a lively toddlers' group on another morning. An active parent teacher association raises funds to supply extra facilities for their children's learning.
61. The school provides good information for parents. It has a very good introductory booklet for parents and children joining the nursery. The annual report of governors to parents and the prospectus are short and satisfactory. Annual reports to parents on their children make very specific comments about pupils as individuals, which are helpful. The school runs discussion evenings with parents at the start of the autumn and the end of the summer terms. Parents welcome the fact that teachers are ready to discuss their children's progress at any time. Parents attend the school's curricular evenings enthusiastically. About 30 parents came to the recent meeting on mathematics and the numeracy hour.
62. Parents give very good support to their children's learning at school and at home. They help in lessons, homework and on visits. Parents come into the Key Stage 1 classes regularly to help with reading, and this support continues in Year 3. Parents with expertise in information technology and design and technology help the older pupils in Key Stage 2. Parents provide much support for extra-curricular activities such as the sports clubs. They accompany their children on the wide range of visits out of school. These visits range all the way from pond dipping and investigation in local woodlands to the Millennium Dome in London. They greatly extend pupils' learning.
63. Parents of pupils with special educational needs are included in the decision making process at the earliest opportunity and before pupils are placed on the special educational needs register. They are invited to reviews of progress, where targets are set. They know who the designated teacher is.
64. The school introduced the home-school agreement at the start of the present school year. The agreement is already helping parents to participate more effectively in their children's homework. Parents of Key Stage 1 pupils hear them read at home regularly in the evenings. Some parents of pupils in Key Stage 2 still feel that the setting of homework for their children is variable, although this is largely due to lack of information about when and how much homework is set. However, pupils are handing in homework and teachers are marking it consistently so that it provides a satisfactory support for learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The headteacher provides satisfactory leadership overall. His pastoral care is good. However his educational direction for the school relies very heavily on responding to national initiatives and is therefore reactive rather than visionary. He is very well supported by the deputy headteacher, who carries a heavy workload, but has insufficient non-teaching time in which to carry out her responsibilities. Subject co-ordinators also provide strong support and collectively they provide the drive and commitment to improve the quality of teaching, learning and, consequently, standards. All staff are hardworking and very strongly committed to the school. They support senior management well. The aims of the school are satisfactorily reflected in its work.
66. The role of co-ordinators is not efficiently managed and there is a lack of a strategic view about how they can move the school forward. Only the English, mathematics and religious education co-ordinators have had time to monitor teaching and learning in the classroom and to feed back to staff. Although there is some monitoring carried out by the headteacher, it is impossible for some subject co-ordinators to be fully aware of the quality of teaching and learning in their subjects, which reduces their impact on standards. Nevertheless, co-ordinators work hard and subject management is better than was seen at the last inspection.
67. Special educational needs are satisfactorily managed by the co-ordinator. All staff are aware of procedures and complete individual educational plans, which are monitored by the co-ordinator, so that progress towards targets is recorded. Outside agencies are generally used to positive effect. However, the adoption of effective behaviour management strategies for pupils with emotional and behavioural needs has been limited by the fact that the advice obtained from different outside agencies has been conflicting. The co-ordinator is not allocated time to monitor the work of support assistants or of pupils in the classroom situation. This is a weakness which impedes further development.
68. The organisation of teaching groups, especially at Key Stage 2 is unsatisfactory. Too many pupils are taught in unnecessarily large, mixed age groups. This has a negative impact on standards, especially in mathematics. Standards are also directly affected by the misbehaviour of a minority of pupils who continue to disrupt some lessons as was observed for example, in science in a Key Stage 2 class. Although the school has a procedures for managing and promoting good behaviour and progress has been made, this strategy is not consistent for all pupils, nor has it been managed rigorously enough to be fully effective.
69. The headteacher has co-ordinated peer appraisal of teachers. This has met with some success although a more effective system is being developed. Staff training needs are now effectively linked to the school's financial planning. The professional development of staff while relating effectively to curriculum needs does not always focus sufficiently on the management needs of individual staff. For example, the deputy headteacher has not yet received the training needed to allow her to effectively carry out the role of headteacher when it is necessary to do so. Suitable arrangements are in place for the induction of teachers new to the school.
70. The school is supported by an enthusiastic governing body, a number of whom have been recently appointed. They are well organised into working parties and have a shared commitment to improve standards in the school. There are designated governors for literacy, numeracy and special educational needs and these governors are increasingly involved in their areas of responsibility. Governors for literacy and numeracy received training during the introduction of the national initiatives. Governors have a satisfactory understanding of the

strengths and weaknesses of the school, informed by data from national tests. Their role in shaping the educational direction of the school is currently underdeveloped, because of a hitherto reliance on being directed by the senior staff of the school. Governors are now becoming more proactive in managing government priorities. Statutory duties are met except in the information technology curriculum which is unsatisfactory and the omission of a clear statement on special educational needs in their annual report to parents. However the governors' management and involvement in special educational needs is satisfactory. The Code of Practice meets requirements.

71. The school has identified appropriate priorities for development through its school development plan, especially the development of information technology. It has applied for a number of grants in order to fund the development of information technology and an area has been designated for the creation of a computer suite. Good progress, therefore, has been made towards meeting this target. Progress towards some other targets, such as developing the role of governors, is also good. The plan is formulated after appropriate consultation with staff and governors. It includes costings and success indicators, which is an improvement on its predecessor. Progress towards curriculum targets is delegated to the responsible co-ordinators, overseen by the headteacher. There is a shared commitment to succeed and the capacity to do so is strengthened by the good quality of the teaching staff.
72. Educational priorities are supported by sound financial planning. The budget is formulated following an appropriate cycle. Specific grants are used well for their designated purposes, for example in allocations for special educational needs. Spending decisions are appropriately linked to educational priorities, for example the literacy and numeracy strategies.
73. Governors look for the best value when making spending decisions. They are aware of the performance of similar schools and kept informed by a supply of relevant data. Expenditure is monitored regularly by the governing body. Value for money judgements are made in an informal way, for example in identifying improvements in attitudes towards mathematics. However, the lack of more formalised and regular procedures means this is less effective than it could be. Expenditure is monitored regularly and adjustments made as and when necessary.
74. The school secretary makes good use of new technology in order to facilitate the smooth running of the school. She provides governors with all the information necessary to carry out budget monitoring. Day to day administration is effective in allowing teachers to carry out their responsibilities. She is successful in making visitors to the school feel welcome and she relates well to pupils.
75. There is a satisfactory match of teachers and support staff to the demands of the curriculum. The organisation of teaching groups at Key Stage 2 stretches the capacity of teachers to match the curriculum to all levels of ability, especially in mathematics, which has an adverse effect on standards. Staff need further training in information technology, which the school has identified. Professional development opportunities are given in line with the school's priorities and their own curriculum needs, which is a positive development on the findings of the previous report. This has been especially effective in literacy, numeracy and physical education and has had a positive effect on standards. Support staff work well and make a useful contribution to standards, especially of pupils with special educational needs, for example in a geography lesson in Year 2.
76. The accommodation is adequate to deliver the curriculum. Problems exist when there is little space caused by overcrowding of the oldest pupils. The split site also creates difficulties, but

these, certainly in the fine weather seen during the inspection week, are overcome by the careful management of pupils. The library is small and the room in which it is housed is used for a number of purposes, which affects access. Teachers work hard and successfully to create a stimulating environment. The school is well maintained by the caretaker and governors play an active role in this capacity, by carrying out regular checks. Outdoor facilities are good and the school makes good use of the wider environment. Resources are adequate to support the curriculum, except in the case of information technology, which are inadequate. Improvements have been made in religious education and physical education and resources in these subjects are now good.

77. The school's resources are satisfactorily used to support learning although the organisation of teaching in the mixed age classes is less efficient than it could be. Given attainment on entry, the quality of education experienced, the standards achieved and the progress made, together with the average cost per pupil, the school currently gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to improve standards of attainment in improve the quality of provision, the headteacher, governors and staff should:

- Further raise standards in the core subjects of English, mathematics and science by:-
 - ensuring that pupils record and present all their written their work carefully;
 - improving the use of data handling and subject vocabulary in science;
 - reviewing the organisation of the teaching in mixed age classes in order that teachers do not have to plan for such a wide range of prior knowledge and ability and to ensure that appropriately challenging activities are set for all pupils, particularly in mathematics;

(See paragraphs 12-14, 29, 30, 40, 68, 75, 90-92, 94, 95, 98, 99, 101, 105, 108, 110, 115, 117, 118)

- ensure that pupils' progress in learning is not adversely affected through teachers' time being taken up with managing pupils' behaviour by:-
 - adopting more effective procedures for managing and promoting good behaviour, which have the same expectations for all pupils;
 - ensuring disruptive behaviour does not affect the work in some classes;

(See paragraphs 18, 20-25, 32, 36, 40, 43, 48, 52, 68, 102, 117, 128)

- improving the quality of the provision and raising standards of attainment in information technology by:-
 - increasing the number of computers;
 - developing a scheme of work which covers all aspects of the subject;
 - providing resources which support learning across all aspects of the subjects;
 - improving the quality of teaching by increasing teachers' expertise and confidence;

(See paragraphs 8, 13, 15, 27-31, 38, 70, 75, 76, 125, 129, 134-135)

The school has already identified this as a priority and planned to address these issues in the current school development plan.

- improve the oversight, management and monitoring of the academic progress of the school by:-
 - adopting a pro-active approach to developing the curriculum and teaching;
 - giving consideration to the heavy workload carried by the deputy headteacher;
 - giving curriculum managers the opportunity to fully monitor and manage their subject;
 - introducing a system to support the professional development of staff in increasing their expertise in management roles.

(See paragraphs 65-67, 69, 75, 103)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Ensure the health and safety giving attention to improving the brickwork and surface in the playgrounds. (Paragraph 50)

Continue to develop governors' skills in shaping the educational direction of the school and implement more formalised and regular procedures to help them make judgements about the effectiveness of their decisions. (Paragraphs 70, 73)

Due to the small size of the classroom for the oldest pupils give further consideration as to how it can be effectively organised. (Paragraphs 76, 102)

Give careful thought to the access needed to the library, particularly when it will also be used as a computer suite. (Paragraph 76)

Improve the range and quantity of books in the library in order to promote the use of non-fiction books for independent learning. (Paragraph 97)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	63

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	38	36	21	0	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	17	140
Number of full-time pupils eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	38

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	14
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	7	18	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	5
	Girls	14	13	15
	Total	18	17	20
Percentage of pupils at NC level 2 or above	School	72 (59)	68 (76)	80 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	7
	Girls	14	15	14
	Total	18	20	21
Percentage of pupils at NC level 2 or above	School	72 (71)	80 (88)	84 (88)
	National	82 (81)	86 (85)	87 (86)

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	5	12	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	4
	Girls	11	5	7
	Total	13	7	11
Percentage of pupils at NC level 4 or above	School	76 (41)	41 (36)	65 (27)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	5	5	5
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	41 (32)	41 (32)	41 (32)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	3
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	130
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	1	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 – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	23
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	34

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	8.25
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	327408
Total expenditure	320744
Expenditure per pupil	2228
Balance brought forward from previous year	-2781
Balance carried forward to next year	3883

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	183
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	2	2	0
My child is making good progress in school.	48	38	14	0	0
Behaviour in the school is good.	22	43	17	17	0
My child gets the right amount of work to do at home.	33	50	14	2	0
The teaching is good.	47	47	3	2	0
I am kept well informed about how my child is getting on.	33	41	21	3	0
I would feel comfortable about approaching the school with questions or a problem.	59	33	3	5	0
The school expects my child to work hard and achieve his or her best.	45	47	5	0	2
The school works closely with parents.	28	50	16	3	2
The school is well led and managed.	36	31	16	17	0
The school is helping my child become mature and responsible.	33	55	10	2	0
The school provides an interesting range of activities outside lessons.	38	26	24	10	2

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. Provision for children under five is one of the strengths of the school. The children enter the nursery in the year in which they are four, and attend part time for either a morning or an afternoon session. They transfer to the reception class, full time in the term in which they become five. At the time of the inspection, there were just two four year olds in the reception class, and 32 part time children in the nursery. Attainment on entry to the nursery is below average. Many children have low language and social development. The school provides the children with a secure and very caring environment with the daily routines firmly established. The well-planned nursery curriculum is based on the recommended areas of learning for this age. Children make good progress, and in some areas it is very good, in the rich environment and positive ethos of the nursery. The reception class timetable reflects the arrangements for Key Stage 1, but planning is based on the areas of learning and provides very good continuity. The present cohort of children in the reception class is benefiting from the small class size, which together with good teaching and a broad and balanced curriculum, is further increasing their progress. The majority of children reach the national standard by the time they are five, and this is reflected in the scores obtained in tests taken shortly after a child's entry into reception.
80. The accommodation is very good. Both the reception and the nursery classrooms, which are located on a separate site to the main school, are large and airy. There is easy access to the large school hall, and the nursery has its own secure outdoor play area. Staff work hard to ensure admission to both the nursery and reception class is as smooth as possible. Parents are provided with a welcome pack to help prepare their children in good time, and visits are arranged before entry. Before the children start full time in the reception class they have opportunities to stay for school lunch with a parent or carer.
81. Teaching in the nursery is consistently very good, across all areas of learning. Effective assessment systems have been established which give a clear picture of children's strengths and weaknesses. The information is well used for planning, and for identifying children who may have particular needs. Work is planned thoroughly, There is a good mix between purposeful activities which the teacher organises and those the children choose for themselves. Staff take every opportunity to develop literacy and mathematical skills, and personal and social skills are given a high priority. Effective use is made of books, which are read enthusiastically. Teaching is very well supported by an experienced and well-qualified nursery nurse whose work contributes strongly to the children's attainment and progress. The teaching team, and the many parents who come in to help, work extremely well together. The programme of nursery activities is designed to stimulate, interest and accelerate the acquisition of skills, knowledge and understanding.
82. Children's personal and social development is given a good emphasis in the nursery and promoted further in the reception class. Children make very good progress. Nursery children respond well to the teacher and other adults, and they are generally relaxed in their company. Some children who are particularly shy or diffident when they first start in the nursery learn to speak in turn within a familiar small group, for instance by responding to sensitive encouragement to talk to Herman the puppet. When working in pairs or small groups, most children take turns and concentrate on the given task. Very few children are still acutely self

centred, and most play and work with a reasonable degree of co-operation. Staff intervene quickly when problems arise and spend considerable time talking through the causes of anti-social behaviour with individuals. Problems are always resolved, and children are encouraged to be kind to each other and respect other peoples' feelings. Children demonstrate developing independence skills when packing away, choosing books, and resources and in their personal hygiene. They are learning to take part in the life of the school by attending a weekly Key Stage 1 assembly, where they respond well to religious and cultural events and stories. Children settle well to the more formal routines of the reception class, and most are now confident, responding positively to the class teacher's encouragement. Almost all sit and listen well in whole class sessions, such as in literacy and numeracy lessons. They respond well to the different adults they meet. In both classes, all staff act as good role models for children, helping them to form positive relationships, to care about others and to develop self esteem. Almost all the under-fives are likely to meet the desirable outcomes for their personal and social development by statutory school age.

83. Many children enter the nursery with limited language skills, and a few have speech-related difficulties. From the start of their school life, they begin to develop their language and literacy skills. Knowledge and understanding of language are very effectively promoted through daily speaking, listening and writing activities, and the small group-time sessions are particularly effective in focusing on speaking and listening skills. Children are learning to listen to each other and to adults. They are developing confidence in speaking, expressing opinions, asking and answering questions or requesting help, although a few of the youngest children still tend to use a limited range of vocabulary, and express themselves in one word answers.
84. Children thoroughly enjoy story time and make good progress with reading. When handling books, they are developing the conventional skills of holding books the right way up, turning the pages from right to left and many re-tell the story from the illustrations. Some of the older, more able children in the nursery are beginning to identify some frequently featured words and say the sounds of some letters, such as those in their names. They enjoy looking at books and have already developed the habit of taking books home in their book bag, to share at home with a parent who can enter a comment into the reading diary. Children have good opportunities for practising their writing skills, for example as they make labels for seed packets which they are going to sell from the garden centre they are setting up outside the classroom. They often choose to sit in the Busy Bee corner where they write letters or send greetings cards to friends.
85. The literacy work in the reception class is generally based on the format of the literacy hour and is well taught. Children's early reading skills are developing well. Many recognise familiar words in simple texts and a few are confident early readers. Their writing skills are also developing well, and most children write their names using appropriate upper and lower case letters. They listen attentively to stories, rhymes and poems and in class discussions demonstrate their interest by their keen desire to answer questions, as was seen when they discussed the story of the Gingerbread Boy. By the time they are five, the majority of this cohort of children will have met the nationally agreed standards for this area.
86. Nursery children develop mathematics through a variety of activities. For example they learn about numbers through games, stories and rhymes. They practise counting up to five, using a variety of contexts, for example as they count seeds into the packets which they have made and decorated. They sort the seeds, noticing similarities and differences in size shape and colour, and take great care to ensure that they do not get mixed up. They know that only four

children may play in the home corner, and they understand how to check this by counting the arm bands. They have regular access to the sand and water trays and these experiences help them to form the foundations of many mathematical concepts. They develop their understanding of the value of money by making price labels for all the items in their garden centre. They learn to continue a pattern, using a sequence of shapes and colours and as they join in with number rhymes and counting songs, they gain an understanding of simple addition and subtraction. Staff use every opportunity to extend children's experiences in mathematics, for example, at registration time they become familiar with larger numbers in their everyday life. Reception children have formal mathematics lessons, and these are taught well. Children continue and recreate patterns accurately, and use their knowledge to print a repeating pattern using two colours and a selection of different shapes. They use mathematical language such as circle, in front of, and more, to describe shape, position and quantity. They increase their understanding of size through their current story of Jack and the Beanstalk, as they lay the table with a gigantic bowl and sit in the giant's large chair. Most are on target to meet the national expectations by the time they are five.

87. Children in the nursery gain an understanding of the world in which they live, through many first hand experiences. Through learning about themselves, their families and past events, their homes and the local environment, and from carefully planned visits, for example to the nearby building site, the foundations for later work in history and geography are well laid. Each day they discuss the changes in the weather and gain an understanding of the seasons, as they update the weather chart. Their early scientific learning is developed well. They learn about life cycles through growing plants such as cress and during the inspection week there was a special moment of awe and wonder when they observed that their frog spawn had hatched. Early scientific learning is also extended by the many opportunities for cooking. Children enjoy using construction kits, and also make models from re-usable materials to develop their early technological learning. They are introduced to information and communication technology through the classroom computer, and learn to use the mouse and space bar to change information on the screen. Children in the reception class continue to build on these early experiences and by the time they are five are meeting the nationally recognised learning outcomes.
88. Children make very good progress, and often achieve high standards in their creative development as staff provide a good range of stimulating activities, especially in art related experiences. Children in the nursery have painted some delightful sunflowers, and are imaginative in creating collage pictures, selecting from a wide range of materials to produce the effect they want. They have made colourful model flowers for their garden centre project, and in their role-play they extend their imaginative development by taking on roles of characters other than themselves. In music they use a range of percussion instruments, and increase their ability to play in time. They sing and respond to the mood of the music in dance and with actions. In reception, children continue to develop their imagination through role play, as they dress up as Jack and pretend to climb the classroom beanstalk. They use pastels sensitively to illustrate the theme from their religious education lessons – Our Beautiful World.
89. Due to very good teaching, children in the nursery develop a high level of physical skills, handling appropriate tools such as brushes, pencils and scissors. They manipulate constructional materials well, and handle musical instruments with care. Staff plan carefully to allow the development of these skills, for example, providing regular opportunities each day to play outside. Children practise their skills of co-ordination with balls and skittles, and manoeuvre the wheeled toys and “ride-on” vehicles confidently. Using large wooden blocks

they construct towers, playing together well, and helping each other to position the blocks accurately. Children involved in a cookery activity in the reception class used their fingers well to rub the fat into the other ingredients as they made gingerbread people. It is not possible to implement a full outdoor curriculum for the reception class, because this classroom does not have its own secure play area. However, the teacher takes the children outside to the large playground, and they use some of the nursery equipment, from time to time. They also have regular time-tabled physical education lessons in the hall. In addition, both classes have regular, weekly swimming lessons. By the time they reach statutory school age, nearly all children will have met the recognised outcomes for physical development, and the majority will have exceeded them.

ENGLISH

90. It is difficult to make comparisons with standards at the time of the last inspection because the inspection report found pupils' attainment at the end of Key Stage 1 to be average, but this differs from the results in the national tests. In the 1996 tests, the year of the inspection, pupils' attainment in both reading and writing was below the national average. Attainment in the subsequent year matched the national average in writing, but was still below average in reading. It is also difficult to make comparisons from year to year because as, inspection evidence shows, there is a wide variation in the overall ability levels of different year groups. There is further evidence that both the curriculum and teaching have improved since the last inspection and data shows that standards at Key Stage 2 are rising in line with national trends. In addition, inspection evidence shows that greater improvement is now being made in most aspects of the subject. The school has not yet made satisfactory progress in improving handwriting and the presentation of work, which is below that expected. This weakness has been identified and the school has begun to implement strategies to help standards improve.
91. The results of the national tests in the summer term of 1999 show that the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 1 (level 2 or above) were well below the national average in both reading and writing. The school is performing well below most schools nationally and below similar schools. Teacher assessments matched the tests except in level 3 in writing where they under-estimated the number of pupils attaining the higher levels. This is largely as the result of a number of pupils who had been judged to be high level 2 exceeding expectations. In response, the school has introducing more regular and focussed assessments which are beginning to be carefully monitored to track progress. Taken over the last 4 years, pupils' performance is below the national average in writing and well below in reading. There is no difference between the performance of boys and girls. Pupils' performance has improved in line with national trends in reading, although it varies considerably from year to year. The fall in standards in writing is mainly due to the wide range in ability between different cohorts. This was also evident during the inspection.
92. Statutory test results in the summer term of 1999 show that the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 2 (level 4 or above) was close to the national average although overall, results show the school is performing below the national average and around average when compared to similar schools. Teacher assessments underestimated the proportion of pupils reaching average levels. This is for similar reasons to the differences at Key Stage 1 and the school has introduced procedures to prevent it in future years. Taken over the last 4 years, pupils' performance is well below average. Boys perform better than girls which is against the national trend. This is largely due to differences in ability. Pupils' performance is improving at a greater rate than that seen nationally although it fell in 1998 before rising again last year. The differences in results are caused by differences in the

ability of year groups. In addition, a high number of pupils have both left and entered the school in Key Stage 2. A high number of pupils who have joined the school have special educational needs. This means it has been difficult for the school to plan for the support in each year group as there are significant differences from year to year.

93. The school has recently introduced a number of good strategies which have the potential to help staff raise standards. There is now a much more effective system for assessing pupils' work. Pupils complete two pieces of work which are assessed each half term, one of which is aided and one which is set under test conditions. This has begun to give teachers a very clear picture of pupils' strengths and weaknesses. In addition, these assessments have begun to be used well to track pupils' progress and set targets for improvement. The impact of the literacy strategy is also having a positive effect on improving the rate of progress. Last year's Year 2 pupils have already made greater progress in Year 3 and their standards of attainment are now higher. The appointment of a teacher to take the reception class has allowed the good progress made in the nursery class to be built on and these pupils now attain the standards expected for their age. Further evidence shows that the very high quality teaching seen at Year 1 is also having an effect on standards and pupils in this year group attain the standards expected for their age. In other year groups, although standards are still below average there is a high level of good and very good teaching and pupils are now making good progress in their learning. All these developments are due to the good quality management of the subject and the commitment of all staff to raise standards further.
94. Although children in the current reception class reach the standards expected by the time they are five there is a wide range of ability between different year groups in the school. In the main school current pupils make satisfactory progress over time and, at the end of both key stages, attainment is below the national average in all aspects of the subject. However, from the evidence seen in lessons it is apparent that pupils are now making better progress in their learning and therefore standards are likely to rise. This is due to the hard work and commitment of teachers and the good teaching and curriculum provision, including the effective implementation of the National Literacy Strategy. In the work seen during the inspection good progress is made at both key stages. As a result, pupils in the reception and Year 1 classes now achieve average standards of attainment. Standards have also risen in the Year 3 class, the cohort which in Year 2 was judged to be well below average by national standards and below average in comparison with similar schools. The work of these pupils is judged to now reach standards which match those of pupils of a similar age.
95. Attainment in speaking and listening is below average at the end of both key stages. However, pupils are now making good progress in their learning. This is because all teachers are skilled at asking effective questions and organising good discussion activities. Progress is impeded by the language pupils use outside the classroom including a restricted vocabulary. In all subjects teachers ensure that close attention is paid to using correct sentences and subject vocabulary and this gives good support to pupils' oral language development. By the end of Key Stage 1 most pupils listen carefully which allows them to make an appropriate response. They speak confidently and clearly, expressing their ideas well, but using a style and vocabulary below that expected for their age. There are few higher attaining pupils. Pupils with special educational needs are well supported and encouraged to contribute to discussions although the language they use is still considerably below national standards. By the end of Key Stage 2 very good discussion sessions show that, although vocabulary and the development of ideas is still below average, pupils confidently exchange ideas and explore differences in views. Higher attaining pupils speak confidently, using interesting and effective language. Due to the good provision,

the attainment of pupils with special educational needs is better than in other aspects of the subject and closer to that of the majority of pupils in the year group.

96. Attainment in reading is below average at the end of both key stages, but pupils are now making good progress, largely due to the commitment of all staff in using the literacy strategies. The attainment of pupils in the reception and Year 1 and 3 classes now matches that of pupils of a similar age. By the end of Key Stage 1 attainment of the majority of Year 2 pupils is below average. There is a very wide range of ability in this year group ranging from above average to well below and a high proportion of pupils have special educational needs. Average pupils recognise most of the words expected for their age although their sight vocabulary is still below average. Skills in building up words from sounds is still below average, reading is not yet fluent and they do not always respond appropriately to sentence vocabulary. Higher attaining pupils read confidently and fluently at a standard above the national average. Pupils with special educational needs recognise only the most common words and their skill in using sounds to build up words is well below average. Due to good provision in the literacy hour, average and higher attaining pupils' skills in using non-fiction books match average standards.
97. Year 6 pupils are now making good progress due to the high quality provision including the introduction of booster classes which all Year 6 pupils can attend. However, their standards in reading are still below average although not greatly so. The majority of pupils read fairly confidently, using all strategies. They discuss the plot and characters, making simple predictions from the text and making comparisons with other books. They gain a good understanding of different genres and styles from the literacy hour, but are not so competent in relating this in their individual reading. Higher attaining pupils read very confidently and expressively. They have a secure understanding of genre and are beginning to compare different styles effectively. They express great interest in books, reading widely and with enjoyment. Pupils with special educational needs read most words, but find it more difficult to discuss the plot and predict what will happen next. Pupils are gaining a clear understanding of how to acquire information from non-fiction books through their work in the classroom in different subjects. However, the fact that the library is not well resourced restricts their progress in using these skills independently.
98. At both key stages pupils make satisfactory progress in developing their writing skills although by the ages of 7 and 11 attainment is below the national average. Good provision in all year groups in both English and other subjects ensures that pupils write in a range of formats and styles and for different purposes and the progress they make in these aspects is good. Although the school is now giving more attention to handwriting and presentation and pupils practise this in specific lessons, these skills are not effectively applied in other writing tasks. In this aspect of the subject progress is slow and standards well below average. This was a weakness identified at the time of the last inspection and the school has made insufficient progress in improving this. By the end of Key Stage 1 the majority of pupils write book reviews, directions, advertisements and poetry as well as soundly constructed stories. When required work is redrafted to a standard where spelling, handwriting and presentation is satisfactory although in other writing this is below average. There is a wide range of ability and high level of special educational needs in this year group. Higher attaining pupils reach average standards in all aspects of the subject. A good use of style was seen in the re-telling of the story of "Goldilocks". Pupils with special education needs link together ideas so that they make sense, but do not write more than a few sentences and their handwriting, grammar, punctuation and spelling is well below average.

99. By the end of Key Stage 2 pupils write for a wide range of purposes. Although overall attainment is still below average, very high expectations and very good quality provision in the literacy hour means that pupils make good and sometimes very good progress in lessons. In a lesson seen during the inspection pupils gained a secure understanding of Haiku poetry and wrote their own poems to a high standard. Pupils write both descriptively and persuasively, for example in producing a public notice. They improve their style, but prior vocabulary weakness prevents higher standards. The handwriting, presentation and spelling are below average for all pupils and insufficient attention has been given to these aspects although this is improving. Higher attaining pupils use more complex sentences and organise direct speech well. In the organisation and style of their work they attain average standards. Due to very good teaching and high quality literacy lessons, pupils with special educational needs have made very good progress in organising their writing, using an appropriate style for different purposes and audience.
100. A feature of the teaching is the hard work and commitment of all staff to implement the literacy strategy well, in order to improve the rate of progress of all pupils and to raise standards. As a result teaching is never less than satisfactory, the majority is good and a high proportion is very good. Two excellent lessons were seen, one in each key stage. The good teaching means that the majority of learning is good and is never less than satisfactory. This is an improvement since the last inspection At Key Stage 1 all teaching is good or better and twenty per cent is very good. At Key Stage 2 the majority of teaching (60 %) is very good. At both key stages all teachers have a good knowledge and understanding of the subject, particularly the basic skills and they teach confidently, explaining these well and using good methods to help pupils learn easily. As a result, pupils now make good progress in their skills development and the ability to use these in a range of contexts including in other subjects. The enthusiasm and commitment of teachers is clearly evident in all lessons and this means that the majority of pupils work with interest and try hard. In the excellent lesson seen at Key Stage 1 pupils worked very well together in groups to produce Sunflower books of a high standard. Their skills at working together and discussing the effectiveness of different approaches were very high. At Key Stage 2 an excellent poetry lesson ensured all pupils gained a very good understanding of different types of poetry and the higher attaining pupils then wrote their own very good Haikus.
101. Teachers have high expectations of pupils' achievement in most aspects of their work and set challenging activities which means that all ability groups make good progress overall. However, teachers do not have high enough expectations of pupils' presentational skills and in their written work overall standards are lower than other aspects. At both key stages the pace of lessons is generally good which means pupils cover a good range of skills in their lessons. Teachers carefully monitor the work of all pupils assessing what they do and giving them targets to achieve. This ensures they make good progress and improve their work. Homework including reading, spelling and some written work is used well to support the work in the classroom, particularly by giving Key Stage 1 pupils more opportunities to read aloud.
102. All teachers manage pupils at least satisfactorily and mostly well. However, in some classes there are a small number of pupils with emotional and behavioural difficulties. The school has not yet adopted procedures which effectively manage their behaviour without this impacting on the work of the class. In particular in some lessons pupils are not supported by a classroom assistant. This means that the teacher's time is often given up to managing these pupils rather than supporting the majority of the class. When this happens the work of the class is interrupted, pupils are distracted and learning slows. Due to the good expertise of teachers this means that the rate at which pupils work is never less than satisfactory, but it could be better

than this and match the good or very good learning which went on in the classes where all pupils behaved and remained on task well.

103. The curriculum is good and the school has implemented the literacy strategy well. Good monitoring over the last year by senior staff including the co-ordinator has ensured this has been refined and improved. However, less opportunity for monitoring this year limits further improvement. Good assessment and tracking systems have been recently introduced. Together with the school's new emphasis on target setting for both year groups and individuals they have to the potential to further raise standards. Resources for teaching in the literacy hour are good and used well to promote good learning. Both book resources and the area for display in the library are small and this limits its use as a resource to promote progress in using non-fiction books. Most classrooms have a good area for displaying fiction although the classroom for the oldest pupils is very small and limits pupils' access. The co-ordinator manages the subject well and is very effectively supported by all class teachers.

MATHEMATICS

104. In the national tests in the summer term of 1999 the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 1 (level 2 or above) was well below the national average. These results show that the school is performing below the national average, but when compared with similar schools they are average. Teacher assessments matched the tests. Over the last 4 years, pupils' performance is well below the national average. Girls perform better than boys. Pupils' performance has improved better than most schools nationally although it varies considerably from year to year. This variation can be explained by the differences in ability between year groups taking the tests.
105. The results of the national tests in the summer term of 1999 show that the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 2 (level 4 or above) was well below average and the proportion reaching the higher levels was below average. The school is judged to be performing well below average in comparison with both similar schools and schools nationally. Teacher assessments matched the tests. Over the last four years, pupils' performance is well below average. Boys perform better than girls which is against the national trend. Overall performance is improving at the same rate as seen nationally. However, the rise in standards is slower in mathematics than other subjects. This is mainly due to difficulties encountered in teaching mathematics to mixed age classes with a broad ability range and also to pupils' lack of quick and accurate recall of multiplication tables when carrying out number operations or solving problems.
106. The implementation of the National Numeracy Strategy is having an immediate impact on standards. Training for teaching staff and a designated governor has facilitated an effective introduction of the strategy. The improvement in whole school planning has resulted in lessons with a good structure and pace, and a good sense of purpose. Assessment procedures have improved and more detailed record keeping enables more precise tracking of pupil performance. Teachers match completed work to National Curriculum levels with greater accuracy by using the school's collated information banks. Target setting using this information is at an early stage of development. Monitoring of teaching and learning by the headteacher and subject co-ordinator is also providing the school with information it can use to improve standards. Amongst this information is a perceived improvement in pupils' attitudes towards mathematics. Pupils express an enthusiasm for the subject. 'Booster' lessons provided for Year 6 pupils before and after school are also making a positive impact.

107. For current pupils at both key stages standards are below the national average. Through the National Numeracy Strategy, pupils now receive a thorough and progressive programme of learning, but this has not yet had a significant impact on standards over an extended period of time. Nevertheless, in discussion, pupils demonstrate a knowledge and understanding of key elements and experiences, for instance, Year 2 pupils count in fives and tens, read 3 digit numbers and place them in order of size. The higher attainers know the 2x, 5x and 10x tables. Although they recognise number sequences, they are sometimes unclear when describing the intervals. All pupils name some 2 and 3-dimensional shapes and describe some of their properties.
108. Year 6 pupils are familiar with the four rules of number, but are not yet confident at long division. They know about most aspects of the mathematics curriculum, but not yet at a sufficient depth of understanding. For example, they know about fractions do some of the basic operations such as translating simple fractions into decimals and percentages, but are not yet secure in working these out. Year 6 pupils describe the properties of shapes using appropriate terminology such as perimeter, circumference, radius and diameter. They calculate area, but not yet volume. A scrutiny of Year 6 work indicates a systematic and thorough approach. The past over-emphasis on number work has led to unsatisfactory progress in other areas. Very little use is made of information technology and the quality of recorded work, especially at Key Stage 2 is often unsatisfactory and adversely affects a systematic development of mathematical processes.
109. The quality of teaching and learning at both key stages during the inspection was good, which is an improvement on the previous report. As a result pupils develop good attitudes to their learning and enjoy lessons. Teachers use the planning format of the numeracy strategy and, as a result, lessons are of a consistently good quality and pupils make good progress in their learning. Teachers use good questioning techniques in the introductory sessions, which encompass pupils of all abilities and helps them to understand easily. Pupils respond enthusiastically and take opportunities to describe their own methods and share in each other's strategies. As a result, teachers assess ongoing progress and make adjustments to planned work and promote good progress. This was seen in a Year 1 lesson, when higher attaining pupils encountered difficulties in making, comparing and ordering 3 digit numbers. Here, pupils received assurances that difficulties would be addressed in the next lesson. All teachers increase the challenge in lessons in a systematic way. They design appropriate group activities, which successfully encourage pupils to work hard and co-operate with each other. This promotes their learning well. Higher attaining pupils are challenged by their work and make good progress to achieve at least satisfactorily for their abilities. This is an improvement on the previous report.
110. At the top of the school, the mixed age classes and the wide range of ability of pupils makes it difficult for teachers to provide suitable activities for all pupils. In one lesson observed, despite the careful preparation and dynamic performance of the teacher, learning was less effective and the progress made the younger pupils in the lower ability group was unsatisfactory. Teachers have a high expectations of behaviour and the management of pupils is good. Progress over time including that for pupils with special educational needs is satisfactory. The quality of the ongoing work indicates that this is an improving situation.
111. The subject is well led by an enthusiastic co-ordinator who is involved in the monitoring of teaching and learning and is aware of the strengths and weaknesses. This is an improvement

since the previous inspection. She has a clear sense of direction and purpose for the future and all staff shares the determination to improve standards.

SCIENCE

112. In the 1999 teacher assessments the number of pupils in Key Stage 1 reaching the expected levels (level 2 or above) was below the national average and the number reaching the higher levels was well below average. Pupils performed better in their experimental and investigative science than in other aspects due to the good opportunities provided in lessons for this aspect.
113. The results of the national tests in the summer term of 1999 show that the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 2 (level 4 or above) and also the higher levels were well below the national average. In comparison with similar schools the results are also well below average. There is a slight mismatch with the teacher assessments, which show that a small number of children achieved better scores in the tests than their work over the year had indicated. Over the last four years, pupils' performance is very low in science. Boys perform better than girls, which is against the national trend, but is based on a small cohort of children, and was not confirmed in the work seen during the inspection. Overall performance is improving at the same rate as seen nationally although standards fell in 1998, before rising again last year.
114. Standards seen in pupils' work and in lessons during the inspection are below average at both key stages. However, there is evidence of improvement, because the younger pupils in both key stages are now achieving higher standards. In Key Stage 1, Year 1 pupils use their previous experience with growing plants from seeds to make reasoned predictions about what will happen to plants grown in light or dark conditions. They are increasing their investigational skills well, and suggest appropriate places to put their experimental pots, to make their test fair. Year 2 pupils have a basic understanding of forces, and investigate the effect of changing the height of a ramp. They identify similarities and differences in a collection of seeds, and make good observations. They understand the main function of different parts of a plant, but many find it difficult to explain, and their scientific vocabulary is weak. About half the children currently nearing the end of Key Stage 1 are on target to achieve the expected level 2 in all four attainment targets, but there is little evidence of any achievement at the higher levels. Pupils with special educational needs make satisfactory progress at both key stages.
115. At Key Stage 2, standards in the lower age groups are better than for Years 5 and 6 pupils. For example there are indications that the present Year 4 is attaining standards similar to those in Year 5. The Year 3 pupils continue to make good observations. They classify rocks according to characteristics and some talk confidently about the texture and appearance of the rock samples. However, about a third of the class still experience problems with scientific vocabulary. For example they describe the strata in terms of "a rainbow of colours" rather than refer to crystals or layers of rock. In Year 4, pupils discuss and apply the basic criteria for establishing a fair test. They link the shape of a fish to ideas about streamlining and know that shape affects a boat's movement through water. They describe their observations in every day language, but many are tentative in using scientific terms such as water resistance and friction. Year 5 pupils confidently make suggestions about some of the things which should be kept the same when carrying out a fair test, but are more limited in their ability to plan their own tests. Their recording of scientific work is below average.

116. The present cohort of pupils in Year 6 has a high percentage of pupils with special educational needs. About two thirds of the class still have difficulty in using scientific terminology and do not always explain things clearly. For example, from their work in class they know the differences between solids, liquids and gases, and recall their work, but need support in explaining scientific processes. Pupils have a good understanding of controlling and measuring variables in practical experiments, but are less secure in designing and planning their own investigations. They do not allow for repeated readings and tend to get confused with technical terms. For example they do not understand the difference between a prediction and a hypothesis, and confuse mathematical terms such as estimation, when they mean prediction. Pupils' mathematical ability does not support their scientific recording at a high enough level, and they need help to complete line graphs and decide on the best format for different sets of results.
117. At both key stages teaching is good. Teachers build effectively on existing knowledge and use questions skilfully to check and extend pupils' understanding. The lesson objectives are repeated so that pupils are clear about the purpose of the task they are completing. Interesting activities involve pupils in discussion, and resources are used well to encourage good observation. Teachers have secure and often good knowledge and expertise which helps them to guide children's thinking and help them to solve problems. However, pupils' scientific vocabulary is not sufficiently emphasised. Most pupils show interest in science lessons. They enjoy the many opportunities they have for practical work and enjoy experimenting. Teachers manage the challenging behaviour of a small minority of pupils well, but from time to time this does have a negative impact on the learning.
118. Since the last inspection the co-ordinator has replaced and renewed some of the resources and these are now satisfactory. The scheme of work which has recently been adopted is providing a good structure. There is now a good balance in the work covered and the teaching of investigation skills has improved. The national initiatives in literacy and numeracy are contributing to better progress in basic skill acquisition which is also having a positive effect on science standards. This is particularly evident with the younger pupils in both key stages. Information technology is not used sufficiently to collect, store, retrieve and present scientific information. The science curriculum relates well to science in everyday life. For example good use is made of the environment, and, where appropriate, good links are made to health education. A good example of this was in the year 3 work on teeth which was linked to healthy eating. Pupils also learn about the work of famous scientists, for example, in their work on forces, children in Year 2 learnt about Isaac Newton and his work on gravity. The co-ordinator has been able to undertake some monitoring of teaching and standards. She has a clear vision of what still needs to be done for the further raising of standards and the continued development of the subject.

ART

119. The standards in art are in line with national expectations at the end of both key stages. Key Stage 1 pupils work in a variety of media. They draw with pencils, crayons, chalks, pastels and felt pens and achieve pleasing results. Painting with water colours and poster paints achieves good results, especially when Year 1 pupils paint sunflowers in the style of Van Gogh. Printing using string reaches average standards. At Key Stage 2, pupils also work at the expected levels in a variety of media. By the end of the key stage, pupils use sketch books, work in mixed media, undertake basic printing, weaving and sewing techniques and use computers to produce repeat patterns.

120. Satisfactory improvements since the previous inspection include the adoption of sketchbooks and the development of a scheme of work. The latter successfully plots coverage of the curriculum to ensure pupils receive a sufficiently wide range of experiences and this has a positive impact on standards. Assessment and monitoring techniques are still underdeveloped. Monitoring is by scrutiny of work, but no time is allocated to monitor teaching in practice.
121. The quality of teaching and learning in lessons seen was good. Teachers plan and prepare their lessons carefully, which encourages a systematic development of skills. Lessons are introduced well allowing pupils to understand the context of their work, for example Year 1 pupils talk enthusiastically about aspects of Van Gogh's life. The plentiful and well organised resources allow pupils access to a wide range of experiences and this has had a positive impact on standards. Pupils have the opportunity to experiment before committing to a course of action. Some good examples of this were seen in Years 4 and 5 when pupils produced textured pictures using chalks and pastels. Years 5 and 6 pupils also respond well to teacher input by making careful printing blocks in the style of William Morris. Art is used well as a method of communication across the whole curriculum which is evident in many carefully mounted displays. These celebrate achievement and also enhance learning by reinforcing acquired knowledge. Key Stage 1 string patterns emphasise the link with science and Key Stage 2 artwork supports personal and social education through promoting inter-cultural understanding and tolerance. 2 and 3-dimensional collages and models resulting from 'art in the woods' successfully develop pupils understanding of natural media, as well as raising environmental awareness. Progress over time is satisfactory. Although curriculum coverage is more secure, but this has not been established for long enough to ensure that pupils systematically build upon previous experiences.

DESIGN AND TECHNOLOGY

122. It was only possible to observe lessons in one class during the inspection. Judgements are based largely on examination of previous work and discussions with staff and pupils. This indicates that the pupils make satisfactory progress, particularly in their making activities although progression of the design element of the subject is less secure. Pupils are working at levels expected for their age.
123. At Key Stage 1, Year 1 pupils design watering cans as part of their work to improve the environment, by creating and caring for planted tubs outside the classroom. They generate good ideas, and use their knowledge of materials from science lessons to select materials which will be strong and waterproof. They begin to make realistic suggestions about how their ideas can be achieved. Year 2 pupils make houses from re-usable materials such as cereal boxes, as part of their houses and homes topic. They use the knowledge and understanding gained in their village study, and their close observation of houses to decorate them with individual features such as satellite dishes and drainpipes. Problems encountered in fixing the roofs, meant the finished products and the designs did not show sufficient progression from Year 1. This is because the new scheme is in its first year of implementation, and they have not had the benefit of working through the two year cycle.
124. In Key Stage 2, Year 3 pupils design a range of sandwich fillings and evaluate them through a taste test and rating the results on a chart. Satisfactory progress is made in acquiring and using these new techniques although pupils find it difficult to describe the outcomes. Their designs are not sufficiently focused to show how the frame be free standing. Year 4 and 5 pupils design and make torches for a disabled person which show a good knowledge of electric

circuitry. Pupils fulfil the specification well, thinking carefully about the solutions such as wearing the torch on a headband or shoulder sling. Their work to create books with moving parts lacks sufficient progression from work seen lower down the school, and the designs do not sufficiently support the making process. As in Key Stage 1, this is due to the recent implementation of the new scheme of work. Year 6 pupils' work in food technology is in line with national expectations. They design and make their own biscuits and compare these to bought products, by analysing the packaging, and comparing the biscuits for appearance, cost, shape, texture and flavour. They evaluate their work and suggest ideas for improvement.

125. In all aspects of the subject the teachers provide very interesting activities and there are strong links with other areas of the curriculum, particularly science. One of the strengths is the work in food technology. However, teacher direction in the work with resistant materials, where wood of specific length was provided, prevented pupils from learning these skills themselves. This reflects the differing strengths and expertise of the staff, and indicates that staff training is needed in some areas. Information and communication technology does not make a strong enough contribution to the subject

GEOGRAPHY

126. Pupils of all abilities make satisfactory progress in geography in both key stages. By the time they leave the school at the end of Year 6, their work is at a level expected for pupils of this age. During the inspection it was only possible to observe one lesson. Evidence is also taken from scrutiny of pupils' work, displays, photographs, teachers' planning and discussions with both staff and pupils.
127. By the end of Key Stage 1, pupils use a plan of the school grounds to design improvements. They practise drawing plans of their own, for example to show the layout of their bedrooms. They also use a large scale map of their village to identify landmarks such as the school, the playground and their own house. Some higher attaining pupils use directional language to describe the route taken from the building on the other site. Other pupils understand how the map works but describe their journey in more everyday language. All pupils make good suggestions for improving the immediate environment outside their classroom, and enjoy the idea of submitting their site improvement plans to the headteacher for consideration for future development. They make suggestions about what makes a place attractive or unattractive, and understand the importance of having litter bins.
128. In Key Stage 2, pupils in Year 3 identify holiday locations on a world map, and produce leaflets describing features to attract holiday makers. They show a sound understanding of climate as a factor in determining tourism. Year 5 pupils develop sound mapwork skills, which are reinforced by the opportunities to map read during orienteering activities at the nearby Bestwood Country Park. By Year 6, pupils use co-ordinates to locate places on a map, and many develop good skills in interpreting and using maps. They put forward arguments for and against environmental issues, such as extending tourism on the island of St Lucia. Pupils develop a strong environmental ethic, and their concern for wildlife in particular, enables them to put forward convincing arguments. Pupils demonstrate positive attitudes to geography when discussing their work, or enthusiastically describing their fieldwork. Occasionally, a small minority of pupils present challenging behaviour which makes high demands on the teachers time, and detracts from learning.
129. The strengths of the curriculum are the use of fieldwork, including the residential visits and the environmental elements, which also make a good contribution to pupils' personal development.

There are also good cross-curricular links, particularly with history, science and English. A weakness is the insufficient use of information and communication technology. Since the last inspection, the school has made many improvements to the geography curriculum. Old, outdated resources have replaced, the policy has been reviewed and updated and the national scheme of work has been adopted.

HISTORY

130. During the inspection only one lesson (at Key Stage 2) was observed. Evidence is also taken from the scrutiny of work, records, photographs and interviews with pupils and staff. The school has maintained the standards seen at the last inspection. At Key Stage 1 all pupils make satisfactory progress in their learning and reach the standards expected for pupils of their age. At Key Stage 2, due to enthusiastic and well-planned teaching, learning is good. In their written work pupils reach the standards expected for their age, but in their knowledge and understanding shown through discussion, they exceed them. At both key stages the achievements of pupils with special educational needs are satisfactory.
131. Key Stage 1 pupils draw good time lines based on the toys their parents and grandparents owned. They also compare change over time through contrasting Victorian and modern household objects. At Key Stage 2 pupils build on these skills and knowledge. Younger pupils express great interest in the life of Henry VIII, especially as to why he had six wives. They gain more knowledge about life in the past through comparing the lives of rich and poor people in Tudor times. Year 6 pupils complete a more complex timeline showing the major events in Britain since 1930. They compare the different aspects of life 60 years ago with that of today and link it with discoveries and inventions such as the computer.
132. There is insufficient evidence to make an overall judgement about teaching and learning at Key Stage 1, but from the scrutiny of work it is evident that teachers have a secure understanding of the subject and plan effectively challenging activities which help pupils to make progress. At Key Stage 2 teaching and learning are good. Staff are enthusiastic and provide very interesting activities for pupils, often well linked to other subjects. A very good Literacy lesson seen was based on pupils using texts to discover the secret of the pyramid in conjunction with work on the Egyptians. In the history lesson observed pupils gained a good knowledge of Ancient Greece through comparing the ancient and modern Olympics. Pictorial evidence was used well to support learning and very good explanations of the reasons for ancient Greek sports, followed by a very well managed discussion on the comparative merits of sport then and now helped pupils to gain a good understanding.
133. The curriculum is effectively planned to cover both knowledge and enquiry skills and helps pupils to reinforce and extend their learning. It is considerably enriched by a very good use of the local area including visits and visitors to the school. These include visitors who provide opportunities for pupils to role play life in Greek and Victorian times as well as a visit to Clifton Hall and a study of local history through following the village trail.

INFORMATION TECHNOLOGY

134. Standards in information technology are below average at the end of each key stage which is a decline in standards identified in the previous report. This is because unsatisfactory provision prevents pupils from having adequate access to computers in order to practise skills acquired in whole class sessions. The current ratio of 45 pupils to one computer is inadequate.

Opportunities for learning are limited mainly to basic word processing and occasional work with art programs or data handling packages. Key Stage 1 pupils also have some experience controlling a programmable robot. By the end of Key Stage 2 most pupils save and print completed work which they proof read and operate a spell check, but these vary between computers. Pupils load and use CDs and have some experience of adventure simulations. The higher attaining pupils reach average standards in word processing skills. Supported by a parent, pupils produce satisfactory repeat patterns, but pupils do not have experience of control technology or of simulations. Information technology is not well used across the whole curriculum.

135. Planning has improved and the school has plotted aspects of the new national guidelines into the long term plans, but these plans are made difficult to deliver by the poor quality of computer provision. The co-ordinator has carried out an audit of the school's needs in both teaching and learning and has plans to effectively address those needs. As a result, appropriate bids have been made for funding from national sources to allow for the development of a computer suite.

136. Both teaching and learning in information technology are unsatisfactory, because of the inadequate resources. Teachers attempt to teach some skills in whole class sessions and pupils respond enthusiastically. However, what is learned cannot be reinforced by regular practice, because of insufficient access. This results in unsatisfactory progress. Computers are still not fully integrated into everyday classroom teaching, and cannot be so until the number and quality of machines are improved. The enthusiastic involvement in the police force's 'Operation Robin Hood', was a useful one, which improved pupils' understanding of the use of information technology in the wider world.

137. The school has rightly identified information technology as a priority in its school development plan. The successful delivery of this plan depends on raising the necessary funds. It has identified the need for staff training once new resources have been received.

MUSIC

138. Only one lesson was seen during the inspection, at Key Stage 1. Evidence is also taken from observation of pupils' achievements in assembly. The school has maintained the provision and standards seen at the last inspection. At both key stages all pupils make satisfactory progress in their learning and their achievements are in line with their abilities.

139. Key Stage 1 pupils read from notation and respond correctly to their teacher when clapping a rhythm. They play untuned percussion instruments accurately, accompanying the piano in a correct tempo. They sing tunefully and clearly with developing dynamics. Key Stage 2 pupils sing very well together in unison and enjoy performing. They sing rounds in two parts and respond well to the mood of the music. Pupils play percussion instruments confidently and perform a variety of rhythms. A number of pupils play the recorder well and have a secure understanding of notation.

140. From the progress pupils at both key stages make in their learning it is evident that teaching is at least satisfactory. Pupils make satisfactory progress, developing secure skills in appraising,

singing and playing which match those of pupils of a similar age. In the lesson seen at Key Stage 1 confident teaching and clear explanations helped pupils to make good progress in understanding, comparing and playing 3:4 and 4:4 time.

141. The curriculum and scheme of work are satisfactory and give non-specialist staff guidance in teaching. Staff are further supported by radio workshop programmes which pupils enjoy. A good feature of the provision is the support given by an accompanist employed by the school which allows teachers more freedom to demonstrate and manage the class. Good opportunities are provided for pupils to learn a range of instruments. There is an extra-curricular club for any pupil who wishes to learn the recorder. Other pupils can learn the guitar, keyboard or a brass instrument from peripatetic teachers.
142. Pupils' learning experiences are further enhanced by performances to different audiences, for example at the Bullwell Music Festival and to the Bestwood Male Voice Choir who also sing to them. During the inspection the school was practising hard for its Millennium concert which will be performed to the whole community and for which pupils have written a special song.

PHYSICAL EDUCATION

143. During the inspection the lessons observed covered team games, balls skills, dance and swimming. In these aspects, throughout the school pupils make satisfactory progress and achieve the standards expected by the end of both key stages. Key Stage 1 pupils dodge and weave without colliding. They throw and catch bean bags over short distances and pass balls using a variety of techniques, including chest and bounce passes, catching accurately. At Key Stage 2, Year 3 pupils develop secure catch and avoidance techniques when they play the "Cat and Mouse" game. They are more secure in controlling the basketball on the spot than when running. Year 6 pupils move well, dodging and weaving safely, showing satisfactory poise and co-ordination. Control of basketballs when bouncing and dribbling is good. In small group dance lessons, pupils demonstrate a secure sense of timing and awareness of space. Standards in swimming are above average.
144. There have been improvements since the last inspection, which include the provision of a more balanced programme containing all elements of the National Curriculum. The new co-ordinator has developed provision by introducing national initiatives, improving resources and organising staff training. This has improved the quality of teaching and the knowledge and understanding of teachers. The last inspection criticised the over-emphasis on swimming. The school has satisfactorily responded to this by withdrawing pupils from swimming lessons as soon as they achieve nationally required standards in order that they can spend more time on other aspects of the subject.
145. The teaching observed was satisfactory, and very good by the end of Key Stage 2. Teachers plan, prepare deliver well structured lessons. This has the effect of providing a systematic development of skills. Pupils usually respond positively and the oldest pupils especially, work hard and sustain their practice in order to improve. In these lessons, teachers evaluate progress and intervene to provide practical demonstrations, from which pupils learn. Occasionally, some pupils get over excited and behave inappropriately. At these times the progress of the majority of pupils is adversely affected. The school employs a dance teacher

to work with small groups. Pupils respond well to these sessions, behave well and take a pride in their performance. The new scheme of work has not been in place long enough to effect a long term improvement in standards and at present progress is satisfactory.

RELIGIOUS EDUCATION

146. At the time of the last inspection a number of weaknesses were identified in religious education. At both key stages progress in learning was unsatisfactory and pupils did not reach the standards expected. The subject was under-emphasised and it did not make a sufficient contribution to the curriculum. Learning was superficial and fragmented and made little contribution to pupils' understanding. The school did not follow the locally agreed syllabus, nor did it have a policy or scheme of work. Since then the school has made very good progress through the hard work of the subject co-ordinator, well supported by all staff. Not only have all the weaknesses identified been addressed, but the curriculum and teaching are now good. All pupils make good progress in their learning. By the end of both key stages, they reach the standards set out in the locally agreed syllabus.
147. When they start school, few pupils have much knowledge of religion. Due to the good learning experiences provided, pupils at both key stages make good progress in developing their knowledge and understanding. In addition, they begin to understand what it means to be a member of a faith community and how an understanding of the beliefs and customs of different religions can guide them in their personal development.
148. Throughout Key Stage 1 well-chosen activities help pupils to gain a sense of the place of God in the world. They learn to link the celebration of Spring to the story of The Creation in Jewish and Christian traditions. Through the very good links which the school has with the local church and the Vicar, pupils visit the church to role play a baptism service and so begin to understand the importance of Rites of Passage in different religions. They link this to Jesus' temptations and his own baptism. Pupils learn about different stories from the Jewish faith and how Jewish people worship.
149. At Key Stage 2 pupils make good progress by increasing their knowledge and understanding of a range of world faiths, for example Buddhism and Islam. They reach the standards expected in their knowledge, and their understanding of how religion affects the way people live is very good. An example of this was seen in a very good lesson on Judaism where pupils learnt what it was like to follow the Kosher customs and the importance of Shabbat to family life. The range of topics pupils cover is good and they learn the importance of story and meaning in religion, for example through studying the Christian parables.
150. Only one lesson was seen at Key Stage 1, but evidence from this, together with pupils' work shows that teaching is good. Teachers have a good knowledge and understanding of the subject and well-planned activities with good resources help pupils to learn easily. In the one lesson seen the appreciation of new life in Spring, gained through a walk around the grounds, contributed well to pupils' understanding of God the Creator in Judaism and Christianity. At Key Stage 2 teaching is at least good and some very good teaching was seen. The high level of expertise helps teachers to effectively explain customs and beliefs which are new to pupils. Teachers are very skilled at holding pupils' interest and which helps pupils gain a good understanding. Resources such as videos are used very well and good intervention makes sure all pupils understand. Activities are challenging and interesting. For example in a very good lesson seen pupils were asked to write an invitation to a Shabbat meal which explained why and how this would be different from an ordinary dinner. This results in their gaining not only a

good understanding of what it means to be Jewish, but a tolerance for people who have a faith different to their own.

151. The subject makes a very good contribution to pupils' personal development. In all lessons spiritual awareness is developed very well, for example in appreciating the wonder of creation and in learning about man's response to God through moral codes and customs. Moral teaching is supported when pupils write the "Ten Commandments" for their classroom. Social development is promoted very well through helping pupils to gain a sense of community and an understanding and appreciation of people who have different beliefs. This also helps pupils' cultural development through gaining knowledge and understanding of different traditions and ways of life.
152. The school's curriculum is effectively based on the locally agreed syllabus. A good policy ensures that teachers have good guidance on the attainment targets of learning about and learning from religion. The school's own scheme of work is good and helps pupils to re-inforce and build on their knowledge and understanding as well as providing for all aspects of the subject. A particularly good feature is the planning to ensure that pupils in mixed age classes have the opportunity to follow the full curriculum through a two-year rolling programme.