

INSPECTION REPORT

BRAMCOTE C of E PRIMARY SCHOOL

Bramcote, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122788

Headteacher: Mrs E Wright

Reporting inspector: Mrs S Saunders-Singer
23050

Dates of inspection: 6th – 10th March 2000

Inspection number: 190988

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: Voluntary aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Hanley Avenue
Bramcote
Nottingham

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Telephone number: 0115 9258548

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Appropriate authority: Governing Body

Name of chair of governors: Rev D Edinborough

Date of previous inspection: July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
S Saunders-Singer Registered inspector	Mathematics Science Information technology Geography History Equal opportunities	Characteristics of the school Overall effectiveness of the school Interpretation of the school's results Teaching and learning Leadership and management of the school, including staffing, accommodation & resources
R Barnard Lay Inspector		Pupils' attitudes, values and personal development The care the school gives to pupils The school's partnership with parents
M Ashby Team Inspector	English Art Design and technology Music Physical education Under-fives Special educational needs	Learning opportunities and pupils' spiritual, moral, social and cultural development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary aided primary and as such is the subject of a separate diocesan report for religious education and collective worship. The school is smaller than average with 118 pupils on roll. There are four classes of average size for pupils aged four to 11. There is more than one year group in every class. Children enter the school in the term in which they are five. At the time of the inspection there were two children under five and one Year 7 pupil. The gender balance in the year groups is generally even, except in Year 6, where there are twice as many girls as boys. There are 16 pupils on the register of special educational needs, none of whom has a Statement of Special Educational Need. This is below the national average. There is a small number of pupils from a variety of ethnic backgrounds, none of whom receives funding for support for English as an additional language. Eligibility for free school meals is below the national average at 2.5 per cent. The school serves the surrounding area and also has a number of pupils from outside its catchment. It is regularly over-subscribed. There is a range of housing, including older style council and estate housing, but the majority is privately owned.

Attainment on entry is average and above overall. The range of attainment includes some pupils with below average attainment. The school population is stable and 92 per cent of the pupils in Year 6 have attended since Reception.

HOW GOOD THE SCHOOL IS

Standards in English and mathematics at the end of Key Stage 1 are above average. At the end of Key Stage 2 standards in English are well above average and in mathematics, they are above average. Standards in science are in line with average at the end of Key Stages 1 and 2. Standards have been maintained in line with expectations in information technology, history, geography, physical education and art and have improved in design and technology and significantly in music. Children under five make good progress overall as do the pupils with special educational needs. Progress is good in the school because of the consistently good teaching. The school is well managed; it is self critical and well governed. The headteacher provides a very strong lead to the school. Resources are efficiently deployed; the support staff are very well deployed and their contributions are significant. Although unit costs are high, the school gives good value for money. It has set challenging targets and is well placed to meet them.

What the school does well

- Standards in English and mathematics are high and improving.
- The quality of teaching is high.
- Pupils' attitudes to learning are very good.
- The school is effectively and efficiently led and governed.
- Behaviour in classes and around the school is very good.
- The pupils' care, welfare and safety are well addressed.
- Information to parents is very good.
- The partnership with parents is productive in the main and very well promoted by the school.
- Provision for pupils with special educational needs is very good.

What could be improved

- Implementation of the planned information and communications technology developments.
- Further development of good assessment procedures in order to use assessments in individual pupils' profiles more effectively.
- Raising pupils' awareness of the multi-cultural society.
- Improve provision in physical education including the outdoor resources for the under-fives.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in July 1996. The school has addressed the key issues of the last inspection report well and improvement has been good. Standards in English, mathematics and science have improved since 1999. Improvements overall have been swifter than the national trend. The appointment of the permanent headteacher has improved stability and ensured most effective leadership. The good assessment policy is an integral element of planning. Progression of learning between year groups is assured by the updating or introduction of new schemes of work. There are good role models for the development of the co-ordinator's role in science, literacy and numeracy. The governors are now active in supporting teaching and curriculum development, particularly through the effective strategic development committee. The school security issue has been well addressed.

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	A	C	A	A
Mathematics	B	C	B	C
Science	C	C	C	D

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

It should be noted that where cohorts are small statistical information is not always reliable and there may be considerable variation in yearly results. Throughout the school pupils achieve high standards in English and mathematics. Standards in reading, writing and mathematics achieved by pupils aged seven are well above average. Eleven year olds attain high standards in English and mathematics and are in line with the national average in science. Standards are similar for boys and girls. The trend for improvement has been consistently higher than the national rate and is continuing. This is particularly evident in science and mathematics seen during the inspection at the end of Key Stage 2. The recent emphasis on literacy and numeracy has helped raise standards. Children under five make good progress and the majority achieve expected standards at the beginning of their reception year. Standards at the end of Key Stages 1 and 2 in information technology, history, geography and physical education are in line with those expected nationally. Standards in art, design and technology and music are above those expected. The school is capable of achieving the challenging targets set for 2000.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good, pupils are eager to learn, and are very interested and involved in activities. They are happy to come to school and take pride in their environment.
Behaviour, in and out of classrooms	Behaviour is very good in classes and around the school.
Personal development and relationships	Pupils develop personal initiative and responsibility very well. They respect each other and are tolerant and caring. Relationships are very good.
Attendance	Attendance rates are good and pupils are punctual. There have been no exclusions.

The high quality of the relationships between the pupils and the high expectations of behaviour has a very significant impact on the pupils' positive attitudes to learning. The school's ethos is very strong.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	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 quality of teaching is good overall; 100 per cent of teaching is satisfactory or better, 67 per cent is good and 18 per cent is very good. The high quality of the teaching makes a significant impact on pupils' learning and consistently rising standards. Where teaching is good and very good, teachers are confident and knowledgeable and engage pupils through their own interest and enthusiasm. They use a good range of teaching styles and their questioning is skilful in extending pupils' thinking. Basic skills in literacy and numeracy are consistently well taught. Teachers' planning is well informed by day to day assessment, including for pupils with special educational needs. There are very few weaknesses, but these include lack of pace in some lessons. In physical education, the range of abilities in the mixed age classes present teachers with some difficulties in providing a suitable range of activities to meet all pupils' capabilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curriculum provision is good. The majority of subjects are taught effectively over time resulting in a generally broad and balanced curriculum, although the physical education curriculum does not provide sufficient outdoor and adventure activities. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	This is a strength of the school. Early screening and the provision of high quality support results in pupils often catching up with their peers and reaching average standards at the end of Key Stage 1.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual and social development provision is good and there are very good opportunities for pupils to develop very good moral standards. Opportunities for pupils to learn about their own cultural traditions are satisfactory but plans to provide opportunities to learn more about the rich cultural diversity of modern society have not been implemented.
How well the school cares for its pupils	All staff know the pupils very well and provide a high standard of care. Child protection procedures are very thorough. Policies for the promotion of good behaviour are effective.

The school promotes a very productive partnership with parents. Levels of information for parents are very good. The response by the vast majority of parents is positive and supportive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher is very effective in the lead she gives the school and is well supported by the commitment of the staff. Teamwork is very effective. The role of the co-ordinators is being developed and there are good role models in the management of science, literacy and numeracy.
How well the governors fulfil their responsibilities	Governors are knowledgeable about the school's strengths and weaknesses and are effective in shaping the direction of the school. Their statutory duties are fulfilled.
The school's evaluation of its performance	Monitoring and evaluation of results are good and inform long term planning. Where monitoring has taken place, for example in literacy, observations have been well used to improve practice.
The strategic use of resources	Financial planning is effective and supports the school's appropriate development plans well. Principles of best value are well addressed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> School's expectations of hard work and the progress children make. The quality of behaviour and how well the school helps pupils mature. How much the pupils like school. The quality of leadership and management. Close partnership with parents and the approachability of the school. 	<ul style="list-style-type: none"> Amounts of work the pupils are given to do at home. Extra-curricular activities. Levels of information about pupils' targets, progress and lack of links with parents. The consistent implementation of the behaviour policy.

The team endorses the largely positive comments about the school. No evidence to support comments about the inconsistency of implementation of the behaviour policy was found and praise and target setting were seen to be appropriate and communicated well to pupils and parents. The homework policy is effective and the work the pupils are expected to do at home is appropriate. The team feels that competitive games at times during the year do provide a starting point in developing skills and team spirit, however, the provision of more stimulating resources outside would enhance pupils' physical development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the National Curriculum tests in 1999 the percentage of pupils achieving expected standards at the end of Key Stage 1 was well above the national average in reading, writing and mathematics and the percentage of pupils achieving higher levels in these subjects was also above the national average. When compared with schools with similar intakes, the percentage of pupils achieving the expected levels was well above average in reading, above average in writing and well above average in mathematics. At the end of Key Stage 2 the percentage of pupils achieving the expected levels was well above the national average in English above average in mathematics and in line with the national average in science. The proportion of pupils achieving higher levels was well above the national average in English, above the national average in mathematics and in line in science. In comparison with schools in similar contexts, pupils' performance in English is well above average, in mathematics it is close to the average and in science it is below average. It should be noted that where there are small cohorts, statistical information is not always reliable and there may be considerable variation in yearly results.
2. Overall, the trend for improvement has been above the national rate in Key Stage 1, and in Key Stage 2 the trend has been slightly above the national rate. Standards are steadily rising in both key stages. Evidence from the inspection shows this particularly in the proportion of pupils achieving higher levels in science and mathematics at the end of Key Stage 2 and in the use of pupils' increasing knowledge of the basic skills in literacy and numeracy. They use their skills in both literacy and numeracy with increasing accuracy and confidence in subjects across the curriculum. Good examples are seen in the use of literacy skills in report writing in science, design and technology as well as in history and geography at both key stages. Numeracy skills and knowledge are well used in design and technology, geography and in science. The school is capable of achieving the challenging targets set for 2000. There is no significant difference in the attainment of pupils of different gender or ethnic background.
3. On entry to school, children's attainment is above average expectations for this age, although there is a full range of attainment. In the 1998/9 cohort, baseline assessments showed attainment to be in line with or above expected levels. In the profile of the children who have entered school in the present year group, attainment is similar. Children under five in the Reception/Year 1 class make good progress. On entry to school, or soon after the age of five, the majority are achieving the targets of the Desirable Learning Objectives in language and literacy, mathematical, personal and social, knowledge of the world, creative and physical areas of learning.
4. Standards in speaking and listening are good throughout the school. Pupils enjoy talking and listening and taking part in discussions. By the end of Key Stage 2 they ask sensible questions to find out more information. Their development of a wide vocabulary is good and is used well. Pupils across the school are confident to talk in small groups or to the whole school for example in the hall during assemblies. Standards in reading are above average at both key stages. Beginner readers recognise commonly used words, describe well known stories in detail and are beginning to use their skills to work out unknown text. Pupils in Key Stage 2 enjoy challenging texts in shared reading sessions and in their reading books. However, some pupils' knowledge of styles and authors beyond those read in literacy sessions is limited. Pupils in Key Stage 2 use the library well to research and gather information. They are beginning to scan text to gather facts. Standards in writing are good. Throughout the school there are good opportunities, well used, to write for a variety of purposes and use skills learned in literacy. Pupils in Key Stage 1 write poems, reports, letters and design notes with increasing use of accurate spelling and grammar. By the end of Key Stage 2, pupils punctuate their written work accurately and write extended pieces of work in creative writing, history and reports in science showing their good range of vocabulary and their understanding that different styles of writing are appropriate for

different tasks.

5. In mathematics, pupils in Year 2 are achieving standards that are commensurate with their capabilities. Higher attaining pupils record their work increasingly well and use their skills to investigate, for example, what happens when two odd or two even numbers are added. They use number operations confidently with numbers up to a thousand and measure length accurately in standard measures. Lower attaining pupils and those with special educational needs, calculate accurately with numbers to 20 and read, write and are beginning to order two-digit numbers. In Key Stage 2 pupils use good reasoning and logical thinking and are confident to describe the processes they have used to reach an answer. Their mental recall is quick and at the end of the key stage pupils are responding rapidly to addition, subtraction, division and multiplication problems. They use decimals and fractions confidently up to and beyond a thousand. They understand measures, angles and the properties of complex shapes and use their knowledge confidently. Higher attaining pupils are well challenged by the good pace and challenging expectations of learning at upper Key Stage 2.
6. Pupils in Year 1 know that there are different forces at work when they push and pull a good range of toys. Year 2 pupils understand the scientific process and are beginning to hypothesise and predict confidently, using their prior learning to inform their predictions, for example when experimenting with elastic bands. They know that some materials will change shape and that some will revert to their original shape when working with a variety of materials in experiments to investigate forces. They are beginning to use their growing science vocabulary effectively. Pupils in Key Stage 2 make good progress overall, particularly in upper Key Stage 2. They show good understanding of scientific processes and record method, results and conclusions of experiments fully. However, opportunities to use their information and technology skills in using control technology, data handling and research skills are not well developed in science. They are eager to share their knowledge and they explain their understanding clearly using a good range of technical vocabulary. They understand the circulation of blood, identify elements of the human skeleton and have good understanding of materials and their properties.
7. Standards at the end of Key Stages 1 and 2 in information technology are in line with those expected nationally. Standards in music are well above those expected and in art and design and technology are above those expected. In history, geography and physical education, they are in line with expectations.
8. Pupils throughout Key Stages 1 and 2 generally achieve standards which are commensurate with their abilities and they make good progress. Higher attaining pupils in each year group make good progress because their work is well matched to their abilities. The school makes considerable effort and commitment to identifying learning needs and providing support or challenging group work, for example in Years 2 and 5. Consistently high expectations of pupils throughout the school ensures challenges that extend their thinking and learning very well. Pupils with special educational needs make good progress in targets set for them in individual education plans. They work well towards these targets and are very well supported by teachers, support and specialist staff to the extent that pupils in Key Stage 1, whose learning needs are identified early, reach average standards in the National Curriculum tests at the end of the key stage.

Pupils' attitudes, values and personal development

9. Pupils have very good attitudes to the school. The values that they hold and their levels of personal development have a very positive impact on their achievements throughout the school. Standards in each of these aspects have been maintained at the high level reported in the last inspection.
10. All pupils clearly love school and this was particularly evident in their response shown in lessons. In almost 50 per cent of lessons observed attitudes were very good or excellent. Attitudes were never less than satisfactory and were good in 40 per cent of lessons. For the youngest children,

attitudes are always good and for the oldest pupils in almost all lessons are very good or excellent. Pupils listen well to instructions and follow them conscientiously. Their concentration is very good and they are very keen to improve their work. For example, pupils' excellent response in English in Year 6, where they were totally immersed in writing an exciting and descriptive end to a story, had a very positive impact on their standards of writing.

11. Behaviour of pupils in lessons, in assemblies, around the school and in the playground is very good. No incidents of aggressive behaviour or bullying were observed during the inspection. There is no evidence to support the views of a few parents that the boys' behaviour is poor. Pupils from an early age know the school rules and how to behave. They have very good manners and show very good respect for each other's feelings and to all adults. They are most polite, helpful and courteous. Relationships throughout the school are very good. Older and younger pupils play together very well. Pupils of all ages work together extremely well in pairs and groups. There have been no permanent or temporary exclusions from the school.
12. Pupils appreciate the work and care of their peers. For example, in a 'rewards' assembly older pupils listen intently to and show great appreciation of the contributions of the younger pupils.
13. Pupils' personal development is very good. They undertake a wide range of tasks in an increasingly mature and responsible way. The youngest pupils carefully return registers to the office and hold doors open for others. By Year 6, pupils undertake a wide range of responsibilities as monitors, ranging from setting out resources for assembly, helping with office duties or sorting out the tokens collected for the school. They respond thoughtfully and maturely to opportunities to reflect on issues. In an assembly they produced a very good list of attributes of a good teacher. The youngest pupils exhibited a wide range of emotions in a drama session ranging from surprise to anger or happiness. Many pupils of all ages are very confident in performing either musically or speaking to an audience in assemblies. They write very good articles for school newsletters.
14. Attendance levels are good, being higher than the national average for primary schools. Rates of unauthorised absences are very low and few pupils take holidays in term time. Very few pupils are late and a prompt start is made to the school day.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall; 100 per cent of teaching is satisfactory and better and, of this, 67 per cent is good and 18 per cent, very good. This high quality teaching is having significant impact on pupils' learning and is evident in the rise in standards, for example in English and science at the end of Key Stage 2 and in music through the school. Where the teaching is good and very good, teachers are confident and knowledgeable about the standards expected of their pupils. They are clearly focused by good day-to-day assessments towards pupils' learning needs and enthusiastic about their subject. They engage the pupils in their enthusiasm. This is particularly true in the good and often very good literacy teaching where basic skills are taught skilfully and tasks are sufficiently interesting to encourage pupils to enjoy their work. Teachers extend pupils' thinking skills and present challenging tasks well informed by the useful analysis of assessments and end of key stage test results, although the collation of individual profiles of pupils' work to identify gaps in learning or persistent difficulties is not fully developed. The school acknowledges this and plans to address this element of assessment. Good teaching in the numeracy sessions is shown where basic skills are clearly explained and teachers take every opportunity to extend pupils' mathematical language by skilful modelling of vocabulary and tasks. The very good teaching in mathematics for the youngest and oldest pupils is having significant effect on the progress these pupils make. Teaching in science is successful and there are improved opportunities since the last inspection for pupils to use and apply their skills and knowledge through challenges and experiments. This is particularly so for the oldest pupils in Key Stage 2, where skilful questioning and the process of science are very well developed. Overall, teachers are knowledgeable and confident although there is some lack of subject knowledge, for example in physical education. In this subject, this means that warm up

activities are not always appropriate and that activities to develop specific skills like ball skills or use of large apparatus are not always sufficiently matched to the wide range of needs in mixed age classes. Teachers manage the pupils very well; in spite of the difficulties presented by the mixed-age classes, the school is an orderly, purposeful environment for learning. Classroom management is effective in the main. However, in the small number of lessons that have minor weaknesses, the pace in parts of lessons is too slow and the organisation of tables inhibits ease of movement in small classrooms. Pupils have to squeeze past each other and this is distracting.

16. Teachers encourage pupils to take responsibility for setting targets for improvement and for organising their work. Teachers create meaningful opportunities for pupils to work co-operatively. Pupils in Key Stage 1 are beginning to collaborate in shared working, for example, in using and applying their knowledge in design and technology, or in Key Stage 2 working together in groups to produce narrative poems. This is a significant improvement since the last inspection. Skilful questioning enables pupils to revise, consider and extend their learning and careful use of praise is effective in reinforcing pupils' efforts. In very good and good lessons the pace of work is brisk and the pupils are effectively challenged to think and extend their knowledge. Teachers work very well with support staff and the consistent valuing of their contributions impacts significantly on the positive atmosphere for learning evident throughout the school. This is supported by the strong ethos and the care with which the school meets individual pupils' needs. Throughout the school, teachers use the agreed discipline policy and strategies to very good effect. This consistency supports pupils' learning very well.
17. Teachers' planning is good overall; it is detailed and includes well-matched provision for individual and specific group needs and is very effective for the pupils with special educational needs. The well-organised system for identifying what pupils with special educational needs will learn is a strength of the teaching. Targets are specifically prioritised according to pupils' needs and all adults who work with them have a clear focus for their work. Teaching of pupils with special educational needs is good. Support staff are particularly skilled in supporting small groups to develop specific skills in literacy and numeracy. Teachers ensure that all pupils are included in the full range of curricular activities and regularly review their work to identify achievement and effort. Both teachers and support staff know their pupils well, and work co-operatively to prepare tasks that cater for the wide range of needs. There is some withdrawal by the learning support assistants and the quality of the work and relationships within these groups has a beneficial impact on the pupils' self esteem and learning. They make good progress, in some cases they catch up in their learning significantly well and achieve satisfactory levels of attainment by the time their statutory assessments take place. However, the pupils withdrawn for this high quality support during literacy activity and reading sessions are not able to benefit from the quality of debate and discussion in the whole class sessions. This is being addressed by the school.
18. The quality of pupils' learning is closely linked to the quality of the teaching they receive. It is good overall; because the teaching is of a high standard, children gain knowledge and understanding very quickly. For example in numeracy and history, the youngest children are often captivated by the richness of the provision and sustain interest and concentration for long periods of time. They work with a will and put a very great deal of effort into producing the best work that they can.
19. In Key Stage 1, pupils learn at a good rate, particularly the higher attaining pupils in Year 2. Overall, pupils make very good, sustained efforts in work, gaining the required skills, knowledge and understanding well. The older and higher attaining pupils in Year 2 show considerable enthusiasm for, and commitment to, their work; this helps them to achieve good standards. In Key Stage 2, for example, in very good teaching of literacy and numeracy, pupils are enabled to develop their speaking and listening skills through discussion and debate. In science they are developing secure knowledge of the scientific process supported by growing vocabulary to explain their thinking clearly.
20. Throughout the school, pupils set their own targets for improvement each term in English, mathematics and in one other area. When they feel they have achieved these, they consult their

teacher and, if appropriate, set new targets. This process is good because it helps pupils to understand what it is they are doing, why they are doing it and how well they have done.

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

21. The curriculum provision is good. The school meets its aims for the curriculum and all statutory requirements are met. The areas identified for development in this aspect at the last inspection have been improved. The school offers a broad, balanced and relevant range of opportunities for all pupils, including their personal and social development. Pupils learn about health and sex education as appropriate for their age both through topic lessons and in separate lessons through the school health service. An effective curriculum framework sets out when all subjects are scheduled to be taught over time to ensure balance. This is planned on two-year rolling programmes for topics and ensures that work is not repeated unnecessarily and is usefully reviewed annually. The national literacy and numeracy strategies are securely in place in both key stages and are well-planned and matched to pupils' needs. This is having a significant impact on the progress the pupils are making in these areas.
22. The curriculum for children under five is satisfactory in its links to the Desirable Learning Outcomes intended for this age group. Much of the planning is based on the National Curriculum. Sound opportunities are provided to promote children's aesthetic and creative development, to extend their knowledge of the world around them, and for their physical development. However there are few opportunities for the children to use their initiative and concentrate on self-chosen tasks. Curriculum planning is satisfactory and provides an appropriate contribution to the development of basic skills and positive attitudes.
23. There are good extra-curricular opportunities organised and run by parents, outside agencies and staff. The community works well together to enhance curriculum provision. Clubs to learn the recorder and a wide range of other instruments, French, football, sports and computer skills meet either regularly or periodically over time. These are valuable additions to the personal and social development of the pupils. However, the concerns of a number of parents regarding the lack of competitive games throughout the year are well founded.
24. Equality of access for all pupils is well addressed. The school is vigilant about organising opportunities fairly in mixed age classes and manages a potentially difficult situation well. Provision for pupils with special needs is good in terms of the identification of their needs by the special needs co-ordinator and the writing of individual education plans. They have good access to the curriculum with some good quality in-class support.
25. The school makes very good provision for the pupils' moral development good provision for their spiritual and social development and satisfactory provision for their cultural development. This is effective in raising pupils' awareness of themselves as individuals and their place in the school community. The school has clear aims to ensure that there are good opportunities in all aspects of school life to extend pupils' knowledge and give them insight into values and beliefs. Pupils of all ages are given some time to reflect quietly and to come to understand themselves, the wider world and their place in it. They are taught right from wrong and form very good relationships with each other. There are good opportunities for pupils to develop a sense of belonging to their community and to value their own culture and traditions.
26. Pupils demonstrate curiosity, awe and wonder in their science, art and literacy lessons. Pupils are given time to express their feelings in their personal and social development lessons and this is effective in raising their awareness of their own and others' feelings and opinions.
27. The school teaches the principles of honesty, truth and justice, being fair and caring for others. There is a good range of procedures, which ensures that all pupils' moral development is very good. For example, pupils are aware of their own targets and have some responsibility towards reaching them. Pupils are involved in formulating rules for their classes and school. The

suitability of the rules show that pupils of all ages and abilities clearly understand what factors contribute to acceptable behaviour and the difference between right and wrong. The school has good guidelines for behaviour and teachers have a consistent, fair approach. These systems, together with a good equal opportunities policy and a drugs education policy, are effectively promoting moral standards.

28. All staff, including non-teaching staff, make a strong contribution to the pupils' good social development. The school develops the self-esteem and confidence of all groups in the community. Adults act as good role models in their behaviour and by how they treat each other and the pupils. The school consistently reinforces positive attitudes through the Christian ethos, the curriculum and adults' personal example. Older pupils undertake many tasks, which help the school to run smoothly.
29. The school provides good opportunities to celebrate and extend pupils' knowledge and to give them experience of their cultural traditions. This is enriched through the strong links with the Christian church. The school organises a good range of outside visits to places of interest to support their topic work. Pupils also attend 'master classes' where they are taught by professionals for example in football and cricket. Visitors, such as artists and musicians come into school and the regular input by parents with specific expertise, for example in music enriches the experiences enjoyed by the pupils. There are strong links with the community and the local church. The parent community and the governors give valuable time and expertise to the school, which effectively enhances curriculum provision. However, there are limited opportunities to raise pupils' awareness of the richness and diversity of other cultures and to equip them for growing up in a multi-ethnic society. There are good links with the transfer school, which encourage good relationships to develop. Pupils are well prepared for their next stage of education and settle in well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school provides a caring and safe environment that enables pupils to be confident and secure. This has a positive impact on attitudes and standards of attainment for all pupils. Staff, with the headteacher, provide an exemplary lead and know the pupils and their needs, both personal and educational, very well. The care shown to the youngest children enables them to settle quickly into school and make good progress. Staff take good care to ensure they are collected by a responsible person at the end of the day. Procedures for child protection are very good.
31. The school has good procedures to promote and monitor behaviour. Staff follow these consistently. The use of praise and rewards by all staff has a positive impact on standards of behaviour. Lunchtime supervision is effective in ensuring high standards of behaviour and relationships. No evidence was found to support the concerns of a few parents about playground supervision, although there is a lack of space for playground activities. Staff have very good awareness of issues in relation to bullying and any potential problems are dealt with promptly and effectively. Procedures for monitoring and promoting good attendance are effective and followed well by staff and parents.
32. The school has a very good health and safety policy. Issues are clearly and regularly identified and dealt with effectively. The school is very clean, tidy and secure. First aid, fire precautions and personal safety arrangements are dealt with effectively. The school deals very well with health education, drugs awareness and sex education with sensitive and effective support from the police and school nurse.
33. The school has satisfactorily met the assessment key issue of the last inspection report. There is now a good policy statement and an effectively improved range of procedures for assessment and evaluating pupils' attainment and progress. On entry to school children's attainment is assessed and, together with baseline assessment results at entry to statutory schooling, these form the basis of a good range of assessment data. Records of achievement are passed to the

school from pre-school settings and form useful additions to the baseline findings. This information is used well to set individual targets and inform future teaching plans for the under fives which supports their learning well.

34. Good assessments are used well to support pupils with special educational needs. Those who are underachieving are carefully identified and supported and in most cases these pupils reach average standards by the end of Key Stage 2. Information about individual pupils' progress is effectively used to set targets for further work. This is a well-established strategy that focuses the pupils on areas for development. Parents are routinely involved in the process.
35. Assessment procedures overall are good and the school has developed a wide range of strategies to inform teachers' planning and identify pupils' progress. This has been a significant development since the last inspection. There are useful composite sheets recording the levels pupils have attained in English, mathematics and science that give teachers an effective overview of progress for each pupil. These are particularly effective in the recording of mathematics and science knowledge, although do not include development of reading skills in English. These pupil profiles do not include examples of current work to identify persistent problems or gaps in learning or to facilitate rigorous analysis of rates of progress over time. This has an impact on the identification of specific learning issues for some pupils, for example, in the development of reading skills or in physical development. The school has sensibly identified this as the next stage of development in assessment. In addition, plans to monitor achievement by the higher attaining pupils to ensure their needs are met, are recently in place.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The school has a very productive partnership with parents, which has a very positive impact on pupils' attitudes to school and their achievements. This partnership is very well promoted by the school and has been enhanced since the last inspection when it was an outstanding strength of the school. Parents' views on the school are generally very positive although approximately one fifth of parents in the questionnaire responses expressed concerns regarding consistency of implementation of the behaviour policy, amounts of homework and extra-curricular activities. These comments and those arising from the parents' meeting are dealt with in the appropriate sections of the report. Parents support their children's learning very well and the feeling among the majority of parents at the parents' meeting and spoken with during the inspection were positive and well informed.
37. Parents receive very good information about the school and their children's achievements. Newsletters, the governors' annual report and the school prospectus are very informative and well presented. Pupils' own contributions to newsletters describing their own experiences are an outstanding feature. Parents are given very good information on topics to be covered, and developments such as literacy and numeracy both in newsletters and through well attended information sessions. Parents are encouraged to raise issues and these are dealt with quickly and effectively. The Home/School agreement is a well-prepared document on which parents were consulted fully and which is proving successful in involving the majority of parents in their children's learning.
38. The induction programme for new children includes full parental involvement and encourages parents to be part of the school very effectively. The school provides very good information in pupils' annual reports. They give honest, succinct and evaluative comments on all subjects and pupils' personal development, and indicate key areas for development. The inspection findings show an effective consultation process in which parents are effectively involved in the appropriate targets set for their children. The vast majority of parents make comment on individual target sheets.
39. Parents are very involved in their children's education and the work of the school. They encourage the good and prompt attendance of their children, who come to school very eager to learn. They provide very good support in the school in a range of areas; this has a positive impact

on pupils' learning, for example in swimming, music and art. Their commitment is warmly acknowledged by the school and the 'thank you' given in newsletters is a typical feature of the school's appreciation of parents' involvement.

40. The Friends of the School provide very good financial support and also a range of social activities which successfully brings parents, staff and the local community together. The great majority of parents encourage their children to read at home and complete their homework. They give very good support to consultation sessions, the governors' annual meeting and information sessions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. This is an effective school, it is well managed overall and its aims and values are very well reflected in the positive, orderly and happy environment. The headteacher provides a very clear, firm educational direction to the school. Her management of the school and pupils is calm, consistent and effective, her approach is sensitive but determined. She has been most successful in meeting the requirements of the previous inspection report and in establishing stability of management; this is a significant improvement since the last inspection. This is illustrated by the very strong team of staff, which includes key teaching staff and all members of the support staff. Their contributions are valued and valuable in the work of the whole school and make a significant impact on the progress of the pupils. Reflection of the school's aims and values is a feature of the headteacher and staff's commitment to improvement and this has a significant effect on standards, which are rising, and on challenging targets identified in the school's development plan. The headteacher has ensured that initiatives towards achieving the school's development goals have been successfully implemented, for example in assessment, improving schemes of work and the establishing of the teaching and learning policy; all of which represent improvements since the last inspection. The latter initiative has been very effective in identifying aims and objectives for learning and standards are rising, for example in English, mathematics and in science. A further example of this is in the school's commitment to raising standards in design and technology and particularly in music. Here there is a commendable commitment to shared learning as teachers and pupils learn to play musical instruments together. This is a most successful improvement and the success of this initiative is apparent in the size and developing skill shown in the 52-strong orchestra and in the advanced recorder ensemble and in the warmly inclusive atmosphere in the school where learning is a shared enterprise. The headteacher's commitment to providing a warm, welcoming and stimulating environment for all pupils is clearly communicated.
42. Staff are generally well informed about their subjects and national initiatives, suitably trained and experienced for the phase. Communication between the whole staff is well developed. Induction of new staff is effective and supportive. There are comprehensive policies and systems for monitoring and evaluation of teachers and through these, the headteacher skilfully manages the ongoing development of individual members of staff's expertise and aptitudes. Training is well managed to support the school's development programme but, in accordance with a local authority directive, formal appraisal systems are not in place. The numbers and quality of the support staff are very good. Support both for pupils with special educational needs and in meeting the demands of mixed-year group classes is particularly successful.
43. Teaching is good overall; teachers' planning and individual performance is monitored regularly and effectively. The headteacher and co-ordinators of literacy, numeracy and science know the strengths and weaknesses of the school accurately. The monitoring of plans provides sufficient information for these co-ordinators to manage their subjects and to ensure that planning is appropriate and that all pupils' needs are being met. Monitoring in classes by the science and literacy co-ordinators has been effective in developing and improving teaching in both areas. This is a good model for further development. There is a shared commitment to improvement and the school is well placed to continue its development. Responsibilities are effectively delegated and are particularly well developed for science, assessment, literacy, numeracy and music. The management of these areas provide good role models for the development of other subjects in the school which are identified in the school development plan. The literacy strategy is well

organised and the school is responding to the needs of the pupils in extending the opportunities for writing, which has been identified as a focus for development. The numeracy strategy has been well co-ordinated and staff are positive and well informed about the demands of the strategy.

44. Management of the provision for the special educational needs is good. The targets on the individual education plans are appropriate and clear. In several there is a clear role for parents as well as the school. The co-ordinator monitors the effect of the provision for the pupils on the register at least half-termly. This system ensures clearly focused opportunities for learning which build upon previously established skills and set relevant steps of challenge. The governors have good levels of expertise and knowledge of special educational needs and they review the policy and register regularly, noting where pupils have been successful in achieving the targets set for them. The named governor regularly visits the school to meet with the co-ordinator and pupils and provides feedback to the governing body.
45. The governing body is knowledgeable about the school's strengths and weaknesses. It meets its statutory responsibilities well. All the governors are active and informed about the work of the school and are aware of the standards the school is achieving and the targets for which it is aiming. The committee structures are proving successful in sharing the workload and in enabling the governors to develop their contribution to the strategic development of the school. There has been an effective response to the key issues of the last report and the governing body, through the strategic development committee, is well informed about curriculum issues, standards and national initiatives.
46. Some areas of the accommodation are unsatisfactory for the number of pupils on roll. Classrooms are small, as is the hall, particularly for the teaching of physical education to mixed-age group classes. The staff are effective in overcoming the problems created by the limited accommodation. There is no curtailing of the more practical elements of the National Curriculum, for example investigation in science or making activities in design and technology. However, the provision of activities for the under fives curriculum, particularly in mathematical and physical areas of experience, are limited by space and resources. All corridors, small study areas and the library are in constant use.
47. Resources for learning are good in the majority of subjects. Good use is made of them to support pupils' learning. However, there are areas that are underdeveloped, including the resources for information and communication technology. These are acknowledged by the school and they await the National Grid for Learning funding to implement planned development. Resources outdoors for the under fives and for adventure activities in physical education are not sufficiently developed. Stimulating resources for the development of capacity and volume are not sufficiently developed for the under fives.
48. Financial planning is good, educational priorities are well supported and the effective school development plan is suitably costed to identify spending towards raising standards. Action towards meeting the key issues of the last inspection report has been well supported by the budget share allocated to the improvements. Specific grants are well used and monitored. Teaching staff are deployed efficiently and the support staff time is used very well. Financial planning takes account of future shortfalls or specific circumstances and contingencies are prudently managed. The school has made a commitment to relatively high support staff numbers and their training and has implemented effective monitoring of pupils' progress to evaluate the effectiveness of this budget commitment. Principles of best value are well addressed in financial planning and day-to-day running of the school. Resources are appropriate, staff are suitably trained and experienced. While the accommodation is unsatisfactory, it is used well and learning resources are efficiently and effectively used. Overall the school gives good value for money, an improvement since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve and raise standards further the school should now:

- ❑ Implement the planned training and resource development of information and communication technology in order to:

- raise standards further
- raise staff knowledge and awareness of the subject's potential;
- increase resources to support pupils' learning.

(Paragraphs: 78, 118, 123, 127, 128)

- ❑ Extend the good assessment procedures and develop the school system to collate assessments into a coherent and manageable system.

(Paragraph: 31)

- ❑ Implement plans in order to provide opportunities for pupils to learn more about the rich multi-cultural diversity of modern society.

(Paragraphs: 27, 74)

- ❑ Improve provision for physical education by:

- providing training to raise teachers' subject knowledge;
- reviewing the teaching of the subject in mixed-year group classes;
- improving resources for the physical development of the youngest pupils and for the physical education at Key Stage 2.

(Paragraphs: 12, 43, 60, 141, 143)

Minor issues

Improve the quality, quantity and use of stimulating mathematical and practical resources for the under fives.

(Paragraphs: 53, 54,58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	210

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	67	15	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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	-	118
Number of full-time pupils eligible for free school meals	-	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.04
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		99(98)	12(8)	8(7)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12(8)	12(8)	12(8)
	Girls	8(7)	8(7)	8(7)
	Total	20(15)	20(15)	20(15)
Percentage of pupils at NC level 2 or above	School	100(100)	100(100)	100(100)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12(8)	12(8)	12(8)
	Girls	8(7)	8(7)	8(7)
	Total	20(15)	20(15)	20(15)
Percentage of pupils at NC level 2 or above	School	100(100)	100(100)	100(100)
	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
		99(98)	4(10)	10(16)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2(7)	1(6)	2(7)
	Girls	10(5)	10(5)	10(5)
	Total	20(15)	20(15)	20(15)
Percentage of pupils at NC level 4 or above	School	86(75)	79(69)	86(75)
	National	65(64)	59(57)	69(68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2(7)	1(6)	2(7)
	Girls	10(5)	10(5)	10(5)
	Total	12(13)	13(13)	12(13)
Percentage of pupils at NC level 4 or above	School	86(75)	93(68)	86(75)
	National	65(64)	65(64)	71(70)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	4
Bangladeshi	0
Chinese	2
White	99
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	23.6
Average class size	29.5

Education support staff: YR – Y7

Total number of education support staff	5
Total aggregate hours worked per week	84

Financial information

Financial year	1999
	£
Total income	217,521
Total expenditure	223,399
Expenditure per pupil	2,050
Balance brought forward from previous year	24,030
Balance carried forward to next year	18,152

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	121
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	44	6	0	0
My child is making good progress in school.	44	52	2	0	2
Behaviour in the school is good.	43	52	3	2	0
My child gets the right amount of work to do at home.	27	56	17	0	0
The teaching is good.	49	41	5	0	5
I am kept well informed about how my child is getting on.	25	44	25	3	2
I would feel comfortable about approaching the school with questions or a problem.	59	32	6	3	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	38	41	19	2	0
The school is well led and managed.	62	35	0	0	3
The school is helping my child become mature and responsible.	52	46	2	0	0
The school provides an interesting range of activities outside lessons.	22	51	22	2	3

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

49. The provision for the children under five is satisfactory. The curriculum is broad and balanced and makes satisfactory links to the Desirable Learning Objectives. However tasks are planned largely to the National Curriculum and are initiated by the teacher. There are few opportunities for the children to experience the purposeful play and child initiated activities that are a part of the early-years curriculum. Provision is also limited in the more practical areas of learning in mathematics and knowledge and understanding of the world by the restrictions of accommodation and resources. In spite of these factors the quality of teaching is never less than satisfactory and is consistently good in language and literacy and mathematics areas of learning. This teaching has a positive impact on children's learning and they make good progress particularly in language and literacy and in numeracy and mathematics. The majority of children attain the Desirable Learning Objectives in all areas of learning by the time they are five and are well prepared for the next stage of education. The school admits children into the mixed reception and year one class in the term in which they are five. They attend full-time. On entry to school children's attainment is above average overall. Inspection findings confirm above average overall levels of attainment. Children with special educational needs are carefully assessed to establish their future learning needs. The teacher and support staff work effectively together to ensure that all children have equality of opportunity.

Personal and social development

50. Children are eager to come to school. They play well together and respond to instructions and questions. They are confident and friendly. Most children sustain concentration appropriate for their age. However they do not have many opportunities to make independent choices about which area of learning they would like to experience. Most of the day they are expected to engage in teacher directed activities. This is not satisfactory in developing their independence or initiative in learning. They tidy up their activities at the end of sessions when requested. They take pride in what they achieve. The children use the toilet facilities appropriately and are learning to change into physical education kit, fasten their coats, hats and shoes to give them more personal independence. They have enough confidence to take part in assemblies and physical education lessons in the hall and join Key Stages 1 and 2 at play in the playground.
51. The quality of teaching of personal and social skills is sound. The staff encourages the children to be independent and to take initiative. There are also some good opportunities planned for children to learn to concentrate and persevere with a teacher directed activity. However, in some cases more opportunities to work at a self-chosen task are not always sufficient to enhance children's emotional and social development.

Language and literacy

52. Children's attainment in language and literacy is above expectations on entry to school. They listen with enthusiasm and give appropriate responses to questions. For example they demonstrate a good understanding of rhyme and make up their own words to 'Twinkle twinkle little star.' They show a growing appreciation of the rhyme and meaning of language in stories and poetry. They enjoy drama and enthusiastically mime expressions of surprise, anger and happiness. The children have a satisfactory repertoire of action songs and number rhymes. When given the opportunity, they play in their role play area eagerly. The children speak with fluency, offer ideas and opinions and talk about their preferences.
53. Children know that pictures can tell a story and words have meanings. Teachers encourage all children to take their books home to share with and read to their families and the majority do this regularly. As a result children are making good progress in early reading skills. Children are developing skills in writing which are good for their age and ability. They can produce a sentence

with some support for spelling. Most write and recognise their own name. By the time they are five the majority of the children know the names and sounds of most letters of the alphabet.

54. Teaching is good. The use of large picture books is successful and gives good opportunities for language development. The teacher matches activities to the abilities of the children very well. Fun strategies such as puppets are used to help children feel secure and happy. There are good opportunities to extend learning and improve children's attainment in speaking, listening and literacy. However, there is no comfortable area set aside to give opportunities for the children to choose to look at and browse through books or to listen to tapes of stories or rhymes to extend their language development.

Mathematics

55. The majority of children under five make good progress in their skills, knowledge and understanding in this area of learning. They know the correct mathematical language to describe shape and position, size and quantity they demonstrate a good level of understanding orally and in practical ways. By the time they are five the majority of children count accurately matching numbers to 10 and above. They match, sort, sequence and order accurately.
56. The quality of teaching is good. Numeracy lessons give opportunities for mental mathematics and a structured time where children learn to focus on a teacher led activity or to use practical resources specifically designed to promote mathematics skills. There is a satisfactory range of mathematical equipment although these resources are of appropriate quality the range, quantity and regular use are not sufficient to enable children to reinforce their learning in capacity and volume through, for example, sand and water play.

Knowledge and understanding of the world

57. Children are developing a good knowledge of the purpose of their senses through their topic work. Many children control the mouse and press the space bar and directional arrows to operate a computer program with support. They use a word processing program and print off their own work with support. The majority of children talk about themselves, name their family members and also say where they live confidently.
58. The quality of teaching is sound. The topic approach is well planned and helps to stimulate the children to learn more about the world. There are good planned play experiences to develop children's knowledge and understanding about the world, in particular the imaginative play area, which is a stimulating time, travel space station. It is well equipped with suitable dressing up clothes and artefacts to extend pupils' ideas for role-play, for example through the attractive space station. However, opportunities to use this good resource are limited. The children have limited opportunities to use sand and water to develop science concepts and the equipment available to teach these concepts is not sufficient or stimulating. There is an adequate range of equipment to build small designs with construction kits although these were not used during the inspection. The school makes satisfactory use of the local environment or the school grounds to stimulate learning about the world and to extend language development. For example, the children recently went for a walk around the village and have recorded their observations.

Aesthetic and creative development

59. Children are attaining in line with expectations at this age in this area. Many children paint, cut, stick and fold paper and card with growing skill and dexterity. They experience many opportunities to develop creative ideas often with cross-curricular links and this is successful in raising their awareness and developing creative skills. For example, children made two-dimensional shapes using dough to represent food, which they then painted and arranged on a plate to represent a favourite meal. The children explore the properties of texture; shape and form using play dough, clay and using a variety of everyday substances to create a texture. Displays of observational drawing skills show that pupils' development in drawings of themselves is good for their age.

60. The quality of teaching is sound. There is a good range of creative materials available. All activities give children good experiences and there are enough activities including food preparation to enable children to respond to what they feel smell and touch.

Physical development

61. There are a good number of time-tabled opportunities for the children to develop their physical skills. They use the hall and the playground regularly. There is enough space for a range of physical activities to be developed as they use the small range of outside equipment, such as balls and bats. The majority of children move confidently in the playground. All children improve their co-ordination as they play and begin to use space safely when they move round together in small and large spaces. In addition to this, children take part in games, dance and gymnastics lessons. They listen carefully and follow instructions.
62. The quality of teaching is satisfactory. Organisation of children for outside activities is satisfactory. However, provision outside for the under fives children is unsatisfactory as there is no area for those who feel the need to have space to play separately from the older children and no suitable outside equipment or different play surfaces to ensure the children's gross motor skills development.

ENGLISH

63. By the end of Key Stage 1 and Key Stage 2 standards in all aspects of English are above the national average. This is an improvement since the last inspection.
64. In the 1999 statutory tests for seven-year-olds the percentage of pupils attaining the national standard level 2 in reading and writing was very high compared with the national average. The percentage of pupils achieving the higher level 3 was well above the national average in reading and close to the national average in writing. Performance for both boys and girls is broadly similar. The trend of improvement in comparison with similar schools was well above the average national rate over the last four years in reading and writing.
65. In the 1999 statutory tests for 11-year-olds, the percentage of pupils attaining the national standards in English was well above national expectations. The percentage of pupils attaining the higher level 5 was well above the national average when compared to all schools and when compared to similar schools.
66. Inspection findings confirm good overall levels of attainment. Pupils in Years 2 and 6 are working well within the age-appropriate levels of the English curriculum and are on course to achieve the national expectation. The percentage of pupils likely to achieve higher levels is similar to the previous year.
67. Standards in speaking are good and pupils listen effectively. They enjoy listening to and taking part in the shared reading stories. They listen to their teachers' explanations and to the contributions of other pupils in their class. They sometimes ask questions to find out more and enjoy assignments involving discussions in pairs or small groups. The majority of pupils are confident to speak in class and when speaking to a larger audience, for example in the hall. They have frequent experience of talking for a range of different purposes in varied contexts, for example in drama or role-play. The majority of pupils use the correct vocabulary to explain their ideas.
68. Standards in reading at the end of both key stages are above average. Beginner readers learn to read using a variety of schemes by learning to recognise commonly used words. They are able to explain in simple terms the plot and their favourite part of the story. They are secure in using some skills to work out unknown text. For example, they use context clues to work out

meanings and they often accurately blend letter sounds to build up words. Pupils enjoy their reading books but some do not understand about types of books or styles of writing nor do they have preferences or knowledge about a range of authors beyond those encountered in the literacy lessons. Pupils also take home reading scheme books to share with parents. This practice is well established at the school. Older pupils use the classification system to find non-fiction books and are developing the skills needed to use a library effectively. Most pupils demonstrate skill in finding information from non-fiction books and have some experience of scanning text to find information for their topics.

69. Standards in writing are good. Throughout the school there is a good range of opportunities for writing, for example, pupils write narrative, instructional accounts and poetry and make good cross curricular links in the use of their literacy skills when writing in science, design and technology, history and geography. This is more evident from Year 2 onwards where pupils produce a wider range of writing for different purposes. Pupils are learning about grammar and understand and know how to use adjectives, nouns and verbs for example. They apply new knowledge to their writing very quickly. For example, Year 2 pupils produced the correct lay out for a letter after being shown once. This is an improvement since the last inspection as is the improvement in the awareness of poetry and the development of opportunities for pupils to write poems. Pupils punctuate their work increasingly effectively, using speech, exclamation and question marks accurately by the end of Key Stage 2. Pupils show confidence in how to apply their own knowledge of letters and their place in the alphabet. Pupils in Key Stage 1 use a 'try it' book to work out new words and pupils of all ages check their spelling in dictionaries regularly.
70. Standards of handwriting are good overall, most pupils produce a good cursive style appropriate for their age. Pupils understand the difference between best work and draft work but there are some examples of untidy presentation in some books in Key Stage 2, from pupils of all abilities.
71. Pupils' progress overall is good. There is good use of challenging texts for example in Years 5 and 6 pupils' reading and comprehension skills were well extended through reading "Bilbo Baggins" as their shared text. However, in their individual choices fluent readers do not have wide experience of reading different styles and authors in order to accelerate progress and further improve attainment in reading. There is no school strategy to monitor the pupils' development of reading skills. This is an area for development acknowledged by the school. This year there is good progress in improving extended and creative writing. This is having favourable impact on pupils' attainment. Pupils with special needs make good progress towards the targets set for them in their individual education plans. Teachers have made appropriate adjustments to the timetable to allow enough time for older pupils to enjoy creative writing and have organised the group guided reading opportunities to suit their overall timetables. This is having a good impact on standards. Pupils are motivated to learn about grammar and spelling conventions and the structure of stories and poems because they enjoy the books so much. Pupils' are making good progress in their literacy skills in response to effective teaching in the literacy hours.
72. Pupils' attitudes and behaviour are very good. Most pupils show an interest in their tasks. Older pupils become completely immersed in their creative writing. All pupils enjoy stories and are attentive and interested when listening; a good example of this was seen in Years 3, 4 and 5 when pupils listened closely to their teacher reading 'Bubble and Squeak' by Phillipa Pearce. The majority of pupils of all abilities are responsive and contribute interesting ideas in their planned speaking and listening times. Pupils take care of their resources and use them sensibly.
73. The quality of teaching is good and sometimes very good. All teachers plan clear learning objectives which results in some good focused teaching which has positive impact on pupils' learning. Teachers are particularly skilled in matching tasks to the wide ability range they teach in their mixed-age classes. In all lessons teachers adopt a supportive approach and tasks and activities are clearly explained. The national literacy strategy is having a positive impact on the English curriculum. The governors, senior staff and teachers have effectively implemented the literacy hour. Teachers agree that the additional training they have received has enhanced their performance in all curriculum areas. Teachers throughout the school follow the recommended structure of literacy lessons and use the framework as their scheme of work, for example the

group parts of literacy lessons in all classes are used effectively by all teachers to improve pupils' literacy skills. There are well-planned activities to develop reading, writing, spelling and handwriting skills. Support staff target their support of pupils with special needs and this works well. The school has explained the national literacy strategy to the parents, the majority of whom fully support the spelling and reading homework that is regularly sent home.

74. Pupils are both challenged and encouraged by their teachers or support staff as they work. Teachers use well timed questions to focus pupils' attention. In the very good lessons teachers ask pupils to explain their ideas and opinions or use questions to assess what pupils have learned. Class management is good and expectations of pupils to work hard and behave well are generally high. In most lessons pupils are given firm deadlines for completing a task. Teachers ensure that they work at a brisk pace when appropriate. The classroom support staff make a good contribution to learning in particular for those pupils who are underachieving or for those who have special needs. In Key Stage 2 however the time that pupils spend in withdrawal situations means that the whole class plenary or question and answer times are regularly missed. Although the quality of input during withdrawal is high, this practice does mean that these pupils do not share in the debate and discussion that forms part of these sessions. The school acknowledges this as an area for review.
75. The curriculum is satisfactory and meets statutory requirements. The subject is well managed; the co-ordinator monitors literacy provision and as a result the timetable has been modified to give time for guided reading and there is time set aside separately for creative and extended writing. This is an effective use of the co-ordinator time and expertise. The English subject policy is now out of date and is identified as a priority for review. There is a useful whole-school agreement of the skills to be taught in each year group. The school has analysed the statutory test results and there is a commitment to raise attainment overall enhanced by target setting for individual pupils.
76. The school provides a small classified non-fiction library. The school has established a well-organised central storage system for reading scheme books although there is no system in place to monitor the book choices pupils make or to ensure that progressively and sufficiently challenging reading book levels commensurate with National Curriculum levels are selected. Resources to support the teaching of English for younger pupils are satisfactory. There is a satisfactory range of fiction books available for them in classrooms and in the library which pupils borrow to read in their quiet reading time. Overall, there is an adequate supply of resources to support the teaching of English. These are well stored and are accessible. Displays of books used for topic with pupils' writing and artwork are displayed in classrooms to promote literacy. There is a satisfactory supply of books covering a good range of topics for pupils to enjoy. This includes a limited variety of stories and information from a range of cultures but which is insufficient to celebrate fully the diversity of modern society.

MATHEMATICS

77. In the end of key stage tests in 1999, standards in Key Stage 1 are well above average and at Key Stage 2 are above average. The percentage of pupils achieving the nationally expected standards and the higher level at the end of Key Stage 1 is well above the national average. When compared with schools with similar intakes the percentage of pupils achieving the expected levels is well above average in mathematics. At the end of Key Stage 2, in comparison with national average scores, the percentage of pupils achieving the expected and higher levels is above the national average and in comparison with schools in similar contexts, pupils' performance in mathematics is close to the average.
78. Overall, the trend for improvement has been higher than the national rate in Key Stage 1 and in Key Stage 2 has been slightly above the national rate. It should be noted however, that in schools with relatively small year group cohorts there is considerable yearly variation in average results. Evidence from the inspection shows that this trend of improvement is continuing, particularly in the proportion of pupils achieving the higher level 5 in mathematics at the end of

Key Stage 2. The school is capable of achieving the challenging targets set for 2000. There is no current evidence of significant differences in the attainment of pupils of different gender or ethnic background.

79. Pupils in Year 2 attain standards that are commensurate with their capabilities. Higher attaining pupils make good progress and record their work in increasingly well organised ways, for example, when investigating what happens when two odd or two even numbers are totalled. They use number operations confidently with numbers up to a thousand and measure length accurately in standard measures. Lower attaining pupils and those with special educational needs, calculate accurately with numbers to 20, sometimes larger in the context of money, and read, write and order two-digit numbers, with help. The higher attaining pupils in Year 1 make good progress because they are set work of the correct level to build on what they already know. The challenges they encounter help them to make appropriate progress for their capabilities. Teachers' weekly planning is effective, detailed and informed by assessments and evaluations of pupils' progress and tasks are identified to match the varied needs and capabilities of the pupils in each class. The progress made by higher attaining pupils in Year 2 builds on the good progress in Year 1. In Key Stage 2 pupils make good progress in all aspects of mathematics. They show good reasoning and logical thinking and are often articulate in describing the process they have used to reach an answer. Their mental recall is quick and at the end of the key stage pupils are responding rapidly to addition, subtraction, division and multiplication problems, using decimals and fractions confidently up to and beyond a thousand. They have good understanding of measures, angles and the properties of complex shapes. Higher attaining pupils are well challenged by the good pace and challenging expectations of learning at upper Key Stage 2.
80. Overall, pupils' attitudes to mathematics are good; they are positive and eager to participate and enjoy solving problems and using their new knowledge. They respond well to the consistently good and better teaching. Teaching in mathematics is very good for the youngest and oldest pupils in the school. Higher attaining pupils are making good progress. Pupils are engaged in purposeful learning, they work willingly, concentrating on the tasks set them. Behaviour is consistently very good and the very positive relationships between pupils and teachers support the very positive learning in mathematics. Pupils in Year 2 and 6, who attain average standards, show good levels of concentration and perseverance and, with the help of high quality teaching and support, make good gains in their learning over time. Lower attaining pupils' attention spans are shorter than their higher attaining peers but their learning is generally well organised and managed, particularly when there is further support in both key stages. There is a particularly effective system in Year 2 and 5 where pupils whose attainment is below average work together in groups. This additional support is having a positive effect on their learning and their confidence and progress is evident. Lessons are notable for their focus and purpose and pupils respond well to teachers' clear expectations of their application and behaviour. Pupils listen attentively and are interested in the work set. Good use of numeracy skills are made in design and technology and science though recording, measuring and estimating but opportunities in information and communication technology are not well developed.
81. The school has recently implemented the national numeracy strategy and is supporting mathematics learning. Published schemes are used to supplement the strategy and are well used to enhance learning further. This is raising pupils' familiarity with number and improving their speed of mental recall of number facts. The numeracy strategy has been well implemented and is fully effective. Planning is good and focuses on the mathematical needs and capabilities of the pupils in their class. This has a positive effect on the progress made by all pupils, including higher attaining pupils and those with special educational needs. Assessments are well planned and carried out. Throughout the school pupils' progress is monitored and tracked well and suitable targets are set for individuals to improve. Pupils themselves take a leading role in this process, which makes a good contribution to their understanding of how well they have done and what still remains to be learned. The co-ordinator is very well aware of the outcomes of the developments in the subject through effective monitoring and evaluation.

SCIENCE

82. Standards in science at the end of both key stages are broadly in line with national averages. In Key Stage 1, standards in science in the teacher assessed tasks in 1999 show attainment overall is broadly in line with the national average. At the higher level 3 the percentage of pupils attaining the national average is in line with the national average. There is an improvement in using and applying the pupils' growing science knowledge since the last inspection. This improvement is evident also at the end of Key Stage 2 and in the National Curriculum tests in 1999 when the percentage of pupils achieving both the average level 4 and the higher level 5 were in line with the national average. Although in comparison with schools in similar settings, the results in science are below the national average, the trend for improvement has been consistently slightly above the national average in the four years from 1996. Evidence from the inspection shows continued improvement in standards and the proportions of pupils at the end of Key Stage 2 likely to achieve the national average and above are at least in line with those of the previous year, although a good number are working confidently at level 5.
83. Pupils make sound progress overall. Progress in some areas of their work and in lessons seen, is good. Pupils in Year 2 make good progress in understanding the scientific process and are beginning to hypothesise and predict confidently, using their prior learning to inform their predictions; they are encouraged by knowledgeable teachers who use skilful questioning to extend pupils' thinking. Pupils' range of vocabulary is well extended by teachers' good modelling of the language of science. Pupils in Key Stage 2 make good progress overall, particularly in upper Key Stage 2. They show good understanding of scientific processes and record method, results and conclusions of experiments fully although opportunities to use their information and technology skills in control technology, data handling and research skills are not well developed. They are eager to share their knowledge and they explain their understanding clearly using a good range of technical vocabulary. They understand the circulation of blood, identify elements of the human skeleton and have good understanding of materials and their properties.
84. Teaching is good overall with some examples of very good teaching, particularly in upper Key Stage 2 where lessons are well planned with clear learning objectives; the pace of lessons retains pupils' interest and enthusiasm. This has a positive impact on learning and pupils' attitudes to science are good. Teachers and support staff have consistently high expectations of pupils' behaviour. Behaviour and management of pupils are very good and this ensures that attitudes to learning in science are consistently positive. All pupils, including those with special educational needs, are enabled to take part in the experimental and investigative elements of science and this is having a significant impact on their understanding and enjoyment of science. They concentrate and relate well to each other in co-operative tasks so, for example, finish observing materials and record their findings successfully.
85. Classroom organisation is effective and ensures that pupils are challenged and make suitable gains. Planning is good and teachers are well supported by the scheme of work. Regular assessments at the beginning and end of units of work provide teachers with useful information. This is used to build a profile of pupils' attainment in science and to plot their progress effectively.
86. The co-ordinator monitors plans and has a realistic overview of provision and ensures that continuity and progression of learning are addressed. Teachers evaluate the success of the units of work and share the outcomes usefully with the co-ordinator. These evaluations are used to inform subject planning and development, future needs for in-service training and resource needs and have a positive impact on the development of the subject.

ART

87. Observation of one art lesson and a scrutiny of pupils' work through the school, show standards above those expected. Good standards have been maintained since the last inspection. Overall, pupils make good progress in the development of skills and techniques. Pupils with special needs also achieve good standards and make progress. A particular strength is the successful

cross-curricular links that enable pupils to learn about art and apply their skills in a variety of subjects such as history, geography and design and technology.

88. At Key Stage 1, pupils experiment with tools and techniques and produce paintings in the style of Monet. Pupils use clay and shape thumb pots, which have been glazed and fired. Their achievements are attractively celebrated in a 'Tremendous thumb pot' display in the dining area.
89. At Key Stage 2, pupils make good illustrations to enhance their work in different areas of the curriculum. They use colour wash to create perspective. By the time pupils leave the school they have a thorough grounding in art skills and techniques, know how to use a range of media and materials and are knowledgeable about different artists such as Constable and Turner.
90. Pupils approach their work with care and enthusiasm. The teachers and support staff ensure that the classrooms are well prepared with appropriate resources. Pupils are motivated to have a second try if the first is not as successful as they would like. Pupils concentrate on their work and demonstrate a good understanding of techniques and the work of artists, applying this knowledge to their own work and producing effective and successful results. However, although observational drawings are good, the use of individual sketch books is not well developed and opportunities to evaluate progress through this record of work are missed. In the lesson seen the teaching was good. Pupils were enabled and encouraged to reflect and discuss their opinions about art and artists' work and when considering the attributes needed to be a good artist, they reflected and discussed with enthusiasm the life and work of Constable.
91. The subject co-ordinator has just produced usefully detailed schemes of work which have the potential to support non-specialist teachers effectively. Art is taught as a discrete subject with a specific objective but it is also used to support selected topic areas. A satisfactory balance is obtained from the two approaches.
92. The quality of display throughout the school is good. Displays are well mounted and include work by many pupils as well as various visual aids and artefacts. The school uses information technology to label or explain the work. All areas of the curriculum are effectively promoted through display. This has a positive impact on standards throughout the school.

DESIGN AND TECHNOLOGY

93. By the end of both key stages attainment is above the standards expected. At the end of Key Stage 1, pupils use their designing skills with food, textiles and construction kits and a variety of materials. They achieve a good level of success. By the end of Key Stage 2 they evaluate their own work, explain what happened and describe what improvements they would make. The examples of work seen around the school demonstrate that pupils understand the requirements of a design, plan how to make it, use tools and equipment with competence and evaluate their work with mature attitudes. A good example of this was seen in the display of life-size three-dimensional shoes by Years 5 and 6. They classified footwear according to the purpose identified in the design and considered fastenings and design and making techniques. Finally they produced some excellent shoes, displaying good ideas and good designing and making skills.
94. Many of the pupils know the correct names for tools and equipment and are able to recall them. Pupils make good progress. Completed models demonstrate that the level of difficulty in designing and making increases each year and pupils' books show that their planning skills, organisation and presentation of evaluation of work improve over time.
95. The quality of teaching is good. Lessons are planned well. Teachers offer detailed helpful instructions, followed by practical examples and the pace of lessons is good. Teachers prompt with questions that focus pupils' attention to specific detail. Pupils are always expected to concentrate and be productive. They are given reassurance and confidence to deal with their mistakes. At the end of each assignment pupils evaluate their work and it is marked effectively. The school has continued to work with outside specialist. Teachers are confident and

knowledgeable.

96. Pupils' response is good. They listen attentively, answer questions eagerly and settle to tasks enthusiastically. Pupils work well together in twos or larger groups. They interact sensibly and help each other. Both boys and girls work equally in mixed or single-sex groups.
97. The co-ordinator has a clear vision for development of the subject. The school has planned weekly blocks of time over six weeks to cover the attainment targets over time. This is working well. There is a study unit for each class to follow. There are links with other subjects such as science, history and geography. There are practical areas for design and technology and satisfactory resources. However there is not an area set aside for food technology apart from the occasional use of the school kitchen. Opportunities to use literacy and numeracy skills and pupils' social and cultural development through design and technology have not been fully exploited. Several very good displays celebrate pupils' achievement in design and technology.

GEOGRAPHY

98. No teaching of the subject was seen. Scrutiny of work and discussions with pupils and the co-ordinator show that standards at the end of both key stages are in line with expectations. At the end of Key Stage 1 pupils record their views of the school environment, recognise the map of the British Isles and know the names of the constituent countries. They know the main features of different climates and features, for example deserts, jungle, rainforest and record seasonal weather. Pupils at the end of Key Stage 2 know that there are differences in ways of life in different localities, appreciate factors of location and know and use geographical vocabulary. They map journeys around the classroom and in the neighbourhood, for example in the local area study, and are beginning to understand co-ordinates, scale and map symbols. They make studies of environments for example study the local area and have made satisfactory links with Bramcote's history in comparing man's effect on the environment in the past with effects in today's society.
99. Pupils make satisfactory progress throughout the school, in the work observed in display and in their books. In the Reception/Year 1 class, pupils record weather information and observations about the school. By Year 2 pupils make plans of the classroom and use maps to locate the school and their own homes. They develop their ability to compare contrasting areas effectively through their study of life and features of Kenya and this is well developed through the Year 3 and 4 work comparing features of warm and cold climates. Younger pupils in Key Stage 2 draw conclusions about change of use of land from their study of their own local area. Older pupils use a range of secondary sources to compare and contrast two localities and use their knowledge of Mozambique to inform their thinking about climate and its effect on locality. Information and communication technology skills are beginning to be used effectively, for example the Year 5 and 6 pupils access photographs from the Internet to enhance their report writing, but this is not widely developed, nor are opportunities to use data handling programs. Control technology is used well at both key stages to begin to understand co-ordinates in relation to mapping. Pupils enjoy geography. They are keen to find places on a local map, to name continents of the world and to explain their knowledge. They listen well to the ideas of others.
100. The planned curriculum for geography is broad, incorporating a range of locality studies. Overall, planning is satisfactory. Coverage is sound and focused activities are planned through topics which relate planned work effectively to National Curriculum requirements. Planning is usefully moderated by the co-ordinator who ensures satisfactory continuity of delivery across years. However, there is not at present a developmental skills list to ensure that learning takes place in logical sequence. This is an area for development. Assessments are made by teachers regularly and inform the pupils' reports well. Useful end of topic assessments through set activities are planned and give helpful indicators of pupils' progress, These inform teachers' reports and are scrutinised by the co-ordinator. Work samples are collated to give a record of development and progress overall. Assessment overall is satisfactory.

101. There is a satisfactory educational direction for geography and a good ethos for learning. Resources are generally satisfactory and are further enhanced through the effective use of visits that enrich the pupils' experience. Geography has a small budget for the regeneration of resources as at present it is not a focus subject but the available funds are used carefully to build resources over time.

HISTORY

102. Standards in history are in line with expectations at the end of both key stages. Pupils in Year 1 understand concepts such as 'now' and 'then', 'present' and 'past' and have learned to think about themselves and others in terms of time and aging. Much sequencing work has taken place and they have a good early sense of chronology. By the end of Key Stage 1, more work has been carried out with regard to developing chronological understanding, factual knowledge has developed well and pupils are beginning to use and discuss historical information. They are starting to use basic historical evidence, especially artifacts related to daily living and make some thoughtful comparisons between life in the 1900s and the present day. By the end of Key Stage 2 pupils express sound understanding of the past and their ability to identify reasons for actions in history, for example the use of air raid shelters, is evident through their work on Britain in the 1940s. By the end of Key Stage 2 these skills of research and comparison have developed soundly overall through historical investigation, for example of the work patterns in Bramcote. Pupils in Year 6 are beginning to interrogate primary sources of information for example, newspaper and census material and make deductions from the information they glean. They use primary and secondary sources effectively and are beginning to exhibit the breadth of knowledge and make the quality of comparisons between societies that is expected at the end of Year 6. Standards in work scrutinised in pupils' books is satisfactory overall.
103. Progress is generally sound. All pupils use observation, discussion and practical skills to support their history work. They develop an increasingly sophisticated historical vocabulary and gradually make more detailed comparisons between past times and today. As they move through Key Stage 2 they develop sound reference and research skills, although the higher attaining pupils do not always have the opportunity to conduct independent research. Literacy skills are used effectively in history. Pupils with special educational needs are well supported in the subject and, through the use of knowledgeable support and teaching, are enabled to access the information well. They make good progress in history although written outcomes are sometimes inhibited by their attainment in literacy.
104. Teaching is consistently good and is characterised by challenging pace and the good use of story, artifacts and vivid imagery. Work is modified to match the needs of different groups and teachers use an effective mixture of whole-class and group discussion techniques. Effective teaching takes place in Key Stage 1, where artefacts and teachers' story telling skills are most effective in creating images of times past and to introduce new concepts. Teachers provide revision of what has been learned, set clear boundaries and targets for work and behaviour. In a good lesson with Year 5 and 6 pupils, study of the history of Bramcote using reference books and primary sources is effective in developing research skills. Information and communication technology word processing skills are used effectively when writing in history but research using CD-ROM is at an early stage of development. Teachers are confident in the techniques most suitable for developing concepts such as chronology and the best way to discuss and handle artifacts. Pupils' response to history is good throughout the school. They enjoy the stories, crafts and art connected with earlier times and become very involved in recreating, for example models of half timbered houses. All pupils demonstrate imagination and an interest in other people at other times. They are keen to work, answer and read or talk to the whole class. Significant development takes place in speaking and listening skills and confidence within history.
105. History is soundly co-ordinated and opportunities are developing for staff to add to their skills. The co-ordinator has introduced clear guidelines for staff, encouraged the development of aspects such as timelines and is beginning to develop software resources. History is taught through half-termly topics. The scheme of work is effective in ensuring progression of skills through these

topic units. This is an improvement since the last inspection. The plans are effectively monitored by the co-ordinator, although she is not enabled to work alongside colleagues. This reduces the opportunities to spread the evident good practice in the school. A wide range of visits take place to museums, houses and churches and this is successful in enriching the curriculum and raising pupils' awareness of chronology and their place in the passing of time. The use of artifacts is a particular area of strength and work carried out using a range of sources and the targeting of reference and extended writing skills are appropriate developments.

INFORMATION TECHNOLOGY

106. At the end of Key Stage 1 and 2 pupils attain standards that are in line with national expectations. There has been an improvement in standards of pupils' word processing skills that were below average.
107. Progress overall is satisfactory. Pupils in Year 1 control the screen cursor appropriately when dressing a teddy bear or building a tower using a menu of shapes. Pupils in Year 2 have slow typing and keyboard skills that hamper their word processing. Nevertheless, they use the mouse with confidence to control the screen cursor. They are beginning to use delete, cursor, shift and space keys adequately and slowly improve their keyboard skills. When using an art package, they use the previously learned skills of dragging and dropping with increasing confidence and accuracy and change the colour and shape of the 'pencil' with confidence. By the end of Key Stage 2 pupils use the Internet to access photographs, adding them to text as newspaper reports. They change font, highlight and centre text confidently and explain word processing techniques accurately. Pupils at both key stages with special educational needs use information technology to support the targets of their individual education plans. This has a positive effect on their progress both in this subject and in developing literacy and numeracy skills.
108. Little direct teaching of information technology skills was observed during the inspection. However, it is clear from the scrutiny of teachers' plans and records and from the evidence of pupils' attainment that teaching quality, particularly in word processing is satisfactory overall and sometimes good. Time to use the computers is routinely identified on class timetables and the school makes good provision for pupils to supplement and extend written work in other subjects, for example, in history. Pupils use their literacy skills effectively when using information technology to write reports and newspaper articles. However teachers' expertise is not fully developed to make best use of information and communication technology to support and enhance other curriculum areas for example in data handling in mathematics or science or in developing research skills in history and geography. The school has identified this in its plans for development in the near future. Control technology is beginning to be used effectively in geography. There are some assessment sheets that are useful in engaging pupils in evaluating their own knowledge and skills, but this is not fully developed through the school. Throughout the school, pupils enjoy using computers.
109. A satisfactory scheme of work clearly identifies in logical sequence the skills to be learned and this has been supplemented by the adaptation of national guidelines to the school's needs. The computer equipment in the school is being upgraded as old machines are phased out. The co-ordinator is well aware of the developments needed in the subject and has been active in promoting the development of the subject. A very useful audit of resources and training needs has been carried out and this, along with the school's bid for support through the National Grid for Learning funds are well directed towards development of the subject and resources. The co-ordinator has very sensibly taken a strategic view of resource upgrading and has left it until the scheduled finance becomes available through national initiatives in the near future.

MUSIC

110. Standards in music are very good compared to those normally achieved by pupils at a similar age. This is an improvement since the last inspection when attainment was broadly in line with expectations. The school has benefited from in-service training. Teachers are learning to play the

recorder and the guitar alongside the pupils. As a result their confidence to teach music has increased. The music curriculum is now more coherent and use of a published scheme of work ensures that the pupils do not repeat work unnecessarily with more challenging work being introduced each year.

111. Attainment at the end of Key Stage 1 is above levels expected. Pupils sing in tune from a growing repertoire of known songs and they play percussion instruments as part of an ensemble. By the end of Key Stage 2 pupils follow a score and have good understanding of notation. Pupils of all ages and abilities enjoy using the very wide range of un-tuned percussion instruments. Pupils work in groups or pairs to perform their own scores. This works well and pupils perform to the class with confidence. Pupils' musical appreciation is developing satisfactorily. Pupils listen to music and pick out particular aspects.
112. In both key stages pupils of all abilities throughout the school improve on prior attainment as they perform, compose or listen to music. They make good progress in performing and composing and satisfactory progress in appraising music. Throughout both key stages pupils sing well together. They have an awareness of the group and satisfactory repertoire of songs known by heart. They know a satisfactory range of tunes and have a good sense of rhythm. They sing with a good understanding of pitch and know both religious songs and songs linked to their topic work. A good example of this was demonstrated when Class 2 gave a polished performance in assembly with a song about the uniqueness of everyone.
113. The school uses the Nottingham Arts Council to provide further teaching expertise for the viola, violin, trumpet, guitar, cello, flute and clarinet. Well over half the pupils in Key Stage 2 are learning to play an instrument. Year 2 pupils learn to play the recorder as part of their lessons. Other year groups have the opportunity to choose to continue to learn as part of the extra-curricular provision. This is led, on a voluntary basis, by a parent who is also a professional recorder player. These are very successful extra opportunities when pupils and staff together practise with descant treble, tenor and bass recorders. They perform a good repertoire with growing confidence and as a result the majority of pupils have a noticeable level of confidence and higher level of attainment in music.
114. The quality of teaching is good. The teachers manage the groups well especially the pupils with special needs. Learning objectives are delivered with confidence. Teachers have the expertise to develop and assess the subject. There is a good policy in place supported by a commercial scheme. These are working well. There is good use of praise to encourage pupils to do their best and most lessons include performing, composing and appreciation. Opportunities for musical appreciation are satisfactory although insufficient detail is given to pupils about the composers that they listen to in assemblies. Resources are well organised in a central collection and are shared by the whole school. String and wind instruments are available for the pupils to borrow.
115. Overall, pupils' response to music is very good. The pupils enjoy their music lessons. The majority of pupils work well in their class groups performing or composing music together. They have very good attitudes to learning. Many pupils do several hours of practice at home each week. They are pleased when their peers succeed and often burst into spontaneous applause. Pupils perform frequently by playing their recorder or other instrument at some assemblies. A choir is formed each year to perform together with the school orchestra at the summer concert. These provide good opportunities to extend pupils' learning
116. The music co-ordinator has a good grasp of what is needed to move the school forward in the teaching and learning of music. There are plans to introduce composing, using information technology, and to introduce assessment.

PHYSICAL EDUCATION

117. By the end of both key stages attainment is in line with national expectations. Standards have been maintained since the last inspection as a result of the introduction of a scheme of work and

the teaching input provided by various sports professionals. The majority of pupils are improving their skills in this subject. Many pupils take part in physical activities outside school and as a result pupils understand the health-related benefits of exercise to improve their fitness and know the effect of vigorous exercise on their bodies. Dance, games and swimming were seen during the inspection.

118. Pupils in Key Stage 1 throw and catch a beanbag or quoit with both or one hand accurately. Some satisfactory examples of aiming sending and receiving a ball were seen in Year 3, 4 and 5 games. However, the hall is too small for the sizes of classes. The school is beginning to address this issue and is usefully considering time-tabling strategies to meet the needs of the range of age groups in each class.
119. By the end of both key stages, the majority of pupils of all abilities make satisfactory progress. Skills, knowledge and understanding are improved over time and the pupils experiences are enhanced effectively by local sports clubs and national sporting initiatives in football, athletics, mini rugby, and short tennis. During some lessons pupils make good progress when teaching points are well made to guide them in developing techniques. This is particularly true in swimming in Years 3, 4 and 5 and many pupils make good progress and win county awards. Teachers assess performance appropriately in these lessons and give effective feedback to pupils. Pupils with special needs are well integrated into the lessons and make sound progress.
120. The quality of teaching is satisfactory. Teachers have a good rapport with pupils and make clear their expectations about the standard of behaviour. However there is not always enough emphasis on the need for pupils to improve the quality of their performance nor to improve on their personal best. Teachers are aware that pupils need to warm up and cool down their muscles. However, this is not a consistent feature in all lessons. In the mixed age and mixed key stage classes the teaching does not always take account of the prior attainment of all the pupils. Activities to develop specific skills like ball skills or use of large apparatus are not always sufficiently matched to the wide range of needs in mixed age classes. Some pupils do not make sufficient progress in these lessons. Records of attainment for swimming are usefully in place but there are no other established assessment procedures in this subject to inform teachers' planning or to form the basis of reports to parents. This is a weakness acknowledged by the school.
121. In swimming pupils' very keen approach is helping their good skills development. However in other areas of physical education generally, pupils show only a satisfactory response. This has an impact on the progress they make overall although levels of achievement in physical education are in line with standards expected.
122. The physical education co-ordinator who, whilst not a specialist and having no opportunity to monitor the subject, has been successful in exploiting the local sporting clubs and national initiative to enrich the teaching. The curriculum has been modified and meets statutory requirements. There are some extra-curricular opportunities and this is an improvement since the last inspection. Athletics, dance, and gymnastics and games are scheduled over the three terms each year. Pupils in Years 3, 4 and 5 are taught to swim unaided and safely. Pupils take part in a sports day each year and Year 6 girls enter a friendly football competition, which in a previous year they won, although regular competitive games are not a feature of the school. However, the curriculum does not include sufficient opportunities for outdoor and adventure activities in Key Stage 2 and this is a weakness acknowledged by the school and which is under review.