

INSPECTION REPORT

Croft Primary School

Sutton in Ashfield

LEA area: Nottinghamshire

Unique reference number: 122463

Headteacher: Mr S Tompkin

Reporting inspector: Mr B Allsop
1245

Dates of inspection: 14th February – 18th February 2000

Inspection number: 191189

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Station Road
Sutton in Ashfield
Nottinghamshire

Postcode: NG17 5FJ

Telephone number: 01623 455255

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Appropriate authority: The governing body

Name of chair of governors: Mr I Roberts

Date of previous inspection: 20th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|---------------|----------------------|---|--|
| Mr B Allsop | Registered inspector | Mathematics | The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management |
| Ms M Davie | Lay inspector | | Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers |
| Ms G Carter | Team inspector | English Special educational needs Equality of opportunity | |
| Ms A Bowyer | Team inspector | Physical education Religious education Under fives | |
| Mr P Stevens | Team inspector | Science Information technology Music | Quality and range of opportunities for learning |
| Mr R Greenall | Team inspector | Art Design and technology Geography History | |

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The Registrar
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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 11 |
| The school's results and achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT? | 14 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 16 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 17 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 18 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 19 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 21 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 23 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 27 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Croft Primary School has 364 pupils on roll. They come from a mixture of owner-occupied and council owned properties. The number of pupils eligible for free school meals is 32 and this is below average. However, the school is in an area of high unemployment with the last local coal mine closing just prior to the inspection. None of the pupils in the school speaks English as an additional language. The school has an average number of pupils with special educational needs. The attainment of the children on entry to the school is broadly average although there is generally a high proportion of average to slightly below average pupils in the intake. The children start the school in the term after their fifth birthday.

HOW GOOD THE SCHOOL IS

Croft Primary School is overall a sound school but is marked by contrasts. The overall quality of teaching is good. The teaching ranges, however, from excellent to unsatisfactory. The standards are average or above in most subjects but below average in science and in writing in English and data handling in mathematics. The school is well ordered and the pupils enjoy school life. The headteacher, staff and governors work well together. The school offers sound value for money.

What the school does well

- The quality of teaching is good.
- Standards in music, religious education and physical education are above average.
- Behaviour is good.
- The cultural, moral and social development of the pupils are good.
- Pupils' attitudes to work are good.
- Personal, social and health education are good.
- The links with the community are good.
- The school is bright, very clean and well maintained with attractive well resourced classrooms.

What could be improved

- Standards in English, particularly writing; science; and data handling in mathematics are lower than they should be.
- Systems for assessing the pupils' progress are not in place for all the core subjects and not consistently applied.
- The provision and quantity of support for the pupils with special educational needs is limited.
- The provision for the children under five is unsatisfactory.
- The monitoring and evaluation of the curriculum and the quality of teaching is limited.
- The use of the finances has been heavily weighted to improving the school environment and resources and less focused upon raising standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The 1997 inspection found a secure, happy school which was popular with parents. Standards were average in all subjects apart from art. The monitoring of teaching and the assessment systems required improvements and some classrooms were noisy.

Since 1997 the standards in art, religious education and music have improved. There has been some improvement in the core subjects. There has been some improvement in the monitoring of teaching for example in mathematics. Overall, however, there is still insufficient formal and rigorous monitoring of the teaching by the headteacher and subject co-ordinators.

The assessment systems although still limited have improved. There is a very thorough assessment of pupils on entry to the school and thorough analysis of the whole school's standards of attainment. The regular recording of assessment information for the core subjects for individual children however, is still limited. The vast majority of classrooms are quiet and orderly. However, there are a few lessons where pupils fail to concentrate upon their work. The improvement since the last inspection is satisfactory and the school is in a strong position to accelerate the rate of improvement. Two recently appointed deputy headteachers, who together with a very experienced competent senior teacher, have set their sights firmly on raising attainment.

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 | D | E | D | C |
| mathematics | C | D | E | D |
| science | C | E | D | C |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The most recent National Curriculum test results show that at the end of Key Stage 2 standards in English and science were below average when compared to all schools and well below in mathematics. When compared to schools in similar backgrounds they were average in science and English but below average in mathematics. The findings from the inspection found better standards. Standards in English are average overall but below average in writing. Standards in mathematics were average but below average in data handling. Standards in science were still judged as below average. The rate of progress for the lower attaining pupils in science is at times slow. The standards in music, religious and physical education are above average. The standards found in information and communications technology, history, geography, art and design and technology are average.

In the 1999 National Curriculum tests results at Key Stage 1 were average for English and science but below average for mathematics. The inspection findings, however, show average standards for all subjects apart from music and religious education where the standards are above average.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | The pupils are enthusiastic about school life and work. |
| Behaviour, in and out of classrooms | The behaviour is usually good in the classrooms and playground. |
| Personal development and relationships | The personal development of the pupils is good. The pupils have good opportunities to help with routine jobs. Relationships are good. |
| Attendance | Satisfactory. |

The pupils listen attentively, respond enthusiastically to questions and share resources and equipment sensibly. When set work as individuals or pairs they concentrate and persevere at the tasks. They mix well in and outside the classroom.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5 – 7 years | aged 7 – 11 years |
|----------------------|--------------------|------------------|-------------------|
| Lessons seen overall | satisfactory | 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 overall good. The teaching was satisfactory or better in 88 per cent of the lessons, of which 22 per cent was very good or better. Teaching was unsatisfactory in 12 per cent. The teaching of English is overall sound. The teaching of mathematics is good. The National Numeracy Strategy is being rigorously and effectively applied and is raising the standards in mathematics. The National Literacy Strategy is followed well but the teachers give insufficient attention to writing. Evidence in pupils' books shows that the teaching in science is overall unsatisfactory despite evidence of some very good teaching during the inspection.

There is some excellent teaching in the school with: the highest of expectations, careful planning, good match of tasks and a great deal of praise and encouragement. In the few unsatisfactory lessons there is a lack of control of the pupils, acceptance of too much talking and low expectations. Pupils with special educational needs generally make sound progress but too often there is a lack of available support for these pupils in class.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Overall a broad and relatively balanced curriculum. However, the curriculum offered for those part time children who are under five is unsatisfactory. A good personal and social education curriculum is offered. There is a wide range of extra curricular activities. |

| | |
|---|--|
| Provision for pupils with special educational needs | The overall system is well managed but the available support in the Key Stage 2 classrooms is limited. The pupils with special educational needs, at times, make insufficient progress. |
| Provision for pupils' spiritual, moral, social and cultural development | Good overall. The pupils' moral, social and cultural development is good. Spiritual development is sound. |
| How well the school cares for its pupils | Arrangements for pupils' health, safety and well being are sound. The staff know the pupils well. There is inconsistency in the way in which the individual pupils' academic performance is monitored. |

The parents attend regular interviews with the teachers and the curriculum is effectively explained to them through meetings and helpful booklets. The children under five do not have sufficient experience in some of the required areas of the curriculum. The lack of space, equipment and time all contribute to this.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The leadership of the school is effective in establishing a positive ethos. The focus upon raising standards, formally monitoring the quality of teaching, ensuring high quality classroom support and good staff development has been less sharp. |
| How well the governors fulfil their responsibilities | The governors are active, interested and well trained. They are taking an increasing role in monitoring the curriculum. However, they do not fulfil their responsibilities for the children under five. |
| The school's evaluation of its performance | Evaluations of national test results are very thorough and the information used to set appropriate targets for improvement. These targets are not yet carefully translated into action needed to raise standards for individuals. |
| The strategic use of resources | The school is very effective at searching for best value for money in purchases and contracts. However, it spends a low proportion of money on teaching and support staff. |

The headteacher and governors have worked hard to provide a bright, attractive, welcoming well resourced environment. The resources in the school are good. The finances are carefully and correctly controlled. Efficient administrative support ensures the school runs smoothly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none">▪ The good quality of the teaching.▪ That their children make good progress.▪ That the children like the school.▪ The children are expected to work hard.▪ The school is helping the children to be sensible and mature.▪ That the school is well led and managed. | <ul style="list-style-type: none">▪ The parents are not given sufficient information about how well their children are progressing.▪ That the children do not seem to get the right amount of homework.▪ That the school does not provide a range of interesting activities.▪ That the school does not work closely with parents. |

The inspection team agrees that overall the teaching in the school is good. The team agrees leadership is strong and enthusiastic but needs to do more to raise standards. The school could, however, do more to give parents information about progress and work more closely with them. The reports are often without clear targets for improvement. However, the team found that homework is satisfactory and the school does offer a wide variety of interesting activities both within and outside the taught curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. The pupils leaving the school are achieving standards which are close to average in English and mathematics but below average in science.
2. The 1999 results of the Key Stage 2 National Curriculum tests found the proportion of pupils attaining Level 4 in English close to the national average. However, the proportion attaining the higher level, Level 5, was below average. The proportion of pupils attaining Level 4 in mathematics was below the national average and those attaining the higher Level 5 well below average. Whereas in science the proportion attaining the higher level was close to average but well below average for those attaining Level 4. Overall standards were below average.
3. When compared with schools in similar circumstances the results are broadly average in English and science but below in mathematics. The school has provided an official detailed analysis of the social and economic background by postal code for all of the pupils in the school undertaken by the local authority. These statistics show that in comparison with other similar schools standards are closer to average.
4. The annual test results have fluctuated considerably over time. They have varied in line with the number of pupils with special educational needs in the final year group. However, despite these wild fluctuations the standards have gradually improved at a rate broadly in line with the national trend of improvement.
5. The 1999 annual test results at Key Stage 1 were average for English but below average for mathematics. The teachers' assessments found science to be average. When compared to similar schools results in English were average but below average for mathematics.
6. The inspection findings generally confirm these results. Standards in English and mathematics are average by the time the pupils leave the school but are below average in science. Standards in mathematics are improving. The National Numeracy Strategy is having a strong impact in the school and improving attainment. The findings do not, however illustrate any significant improvement in standards since the last inspection. The school has established targets for improvement which were, until recently, set too low. The revised targets are now appropriate for the school. Progress towards those targets is good in mathematics and satisfactory in English.
7. In English standards are average at both key stages in speaking and listening. By the time they leave the school the pupils speak confidently and explain ideas and use language appropriately for a range of purposes. Standards in reading are average throughout the school. The pupils at Key Stage 1 read with intonation and expression and develop views about plot and character. At Key Stage 2 the pupils enjoy reading and read regularly and know how to use a library to find information. The higher attaining pupils readily identify key themes in the texts. The low attaining pupils at Key Stage 2 are still not confident in tackling unfamiliar words and have few strategies to help them in this. Standards in writing are below expectations at both key stages. By the time the pupils leave the school they are below average in spelling and in using sentence structures. Handwriting is not sufficiently developed by the time the pupils are eleven. Overall the pupils with special educational needs (SEN) are not making sufficient progress in their English skills at Key Stage 2. There is a lack of classroom support to ensure they focus on tasks and understand what to do. The increased provision recently made available to support the pupils' skills in English is having a

positive effect for the pupils in Years 3 and 4.

8. In mathematics standards are average at both key stages. The teaching methods and content encouraged by the National Numeracy Strategy are starting to have an effect in the school. The pupils are more confident with number and by the time they leave the school the majority competently use the four rules of number. The pupils rehearse their tables and knowledge of handling numbers daily and this is accelerating their learning. However, they do not have sufficient experience in handling data and drawing effective line or pie graphs. The pupils know the names of the major 3D and 2D shapes, draw in lines of symmetry; name angles and successfully use a protractor. At Key Stage 1 pupils use numbers up to twenty with confidence and effectively add and subtract tens and units. They are starting to use the easy number tables well and recognise the major shapes. The standards here are also average. The pupils make sound use of their numeracy skills in geography, science and design and technology. At Key Stage 2 the pupils with special educational needs make slow progress as they are often within large classes and little additional support is available from classroom assistants
9. In science standards are average at the end of Key Stage 1 and below average at the end of Key Stage 2. At Key Stage 1 the pupils have a basic understanding of plants and animals. They can also compare and contrast different types of materials and make simple electrical circuits. They are beginning to make predictions about the outcomes of tests. By the end of Key Stage 2 the pupils show only limited ability to analyse what is happening in simple scientific experiments. Their recording of activities and giving reasons for outcomes in books and folders is often poorly done or incomplete. The pupils understand that materials can be solids liquids or gases but cannot fully explain condensation. The low attaining pupils fail to make expected gains in knowledge and skills.
10. In information and communications technology (ICT) standards are in line with national expectations at both key stages. The standards are similar to those found in the last inspection. The pupils at Key Stage 1 competently use the keyboard and mouse and control a small floor robot. They successfully word process diaries, produce drawings and confidently send emails. At Key Stage 2, pupils make good use of word processing skills to produce books and enhance their work with borders, pictures and titles. The work in ICT successfully supports those pupils with special educational needs to extend their understanding of number and language.
11. In religious education standards have improved since the last inspection and are now above the expectations of the Locally Agreed Syllabus. The pupils know about Christianity and other major world faiths, their customs, symbols and religious artefacts.
12. Standards in design and technology meet with those expected for pupils of similar age at both key stages. Pupils at the end of Key Stage 2 use good making skills to produce bridges based on effectively sketched designs. They competently select and use a wide range of materials. They do not however, record their ideas in sufficient detail or effectively evaluate the quality of their artefacts. Pupils at Key Stage 1 develop sound making skills and use a variety of materials including construction kits. They show a growing awareness of how things combine and function.
13. Standards in history are in line with those found at the last inspection where standards met expectations. By the end of Key Stage 2 pupils understand life in the past and make good use of writing and illustration to show their knowledge of life in Ancient Greece. Their factual knowledge however, outweighs their ability to interpret, select, organise and record their understanding. Too much copying of information and a lack of

match of work for higher attaining pupils impedes the development of these skills of historical enquiry. At Key Stage 1 the pupils develop a sense of chronology and can sequence events. They show an increasing ability to use a variety of historical information.

14. Standards in music are above those expected and have risen since the last inspection. The pupils at Key Stage 1 listen carefully to a wide range of music. They competently recognise changes in tempo and dynamics. By the end of Key Stage 2 they recognise the characteristics of a variety of styles of music and record their own compositions using graphic techniques.
15. Standards in physical education by the end of Key Stage 1 are similar to those expected. By the end of Key Stage 2 standards are above expectations. Here the pupils enthusiastically practise their games' skills and achieve well in swimming.
16. The majority of the children under five are in line to attain the desirable learning outcomes in language and literacy, personal and social education and mathematics. In creative and aesthetic, and physical development, and knowledge and understanding of the world the range and quality of the provision offered does not enable them to reach appropriate standards.

Pupils' attitudes, values and personal development

17. Pupils' attitudes to the school are good and this contributes positively to the quality of learning. Pupils are eager to come to school and enthusiastically become involved in the range of activities on offer. Attendance is broadly in line with the national average and this also contributes positively to the quality of learning.
18. The youngest children who attend part-time show good attitudes to learning. They are making good progress in personal development and acquiring the necessary skills, which will help them when they start full time education. They settle quickly and quietly when they arrive and are able to take part in activities for an appropriate length of time. They behave and share resources well and listen to each other attentively.
19. In both key stages most pupils demonstrate good attitudes to their work. They are enthusiastic about their lessons and eager to contribute and take part. They respond particularly well when encouraged to take up challenges, for example in very active numeracy lessons or when they are totally involved in stimulating music and art lessons. They listen well and respond positively to suggestions to improve their performance, as well as appreciating the efforts of others.
20. Behaviour in lessons and around the school is generally good, however there are isolated incidents of disruptive behaviour in some lessons. This is usually in response to unsatisfactory teaching. Where teachers' expectations are too low, pupils don't listen to instructions, behave poorly and the amount of learning taking place is unsatisfactory. Behaviour in the playground is lively. Since the last inspection the school has increased the amount of playground supervision to ensure good discipline. Pupils' behaviour when leaving assemblies has improved, and this is now conducted in an orderly and sensible manner. There was one fixed term exclusion in the last school year for inappropriate behaviour.
21. Pupils are considerate to each other, and polite and confident when speaking to visitors. They work and play together happily and are encouraged to look after the youngest children in the playground through the school's buddy system. Pupils are generally sensible about looking after property. Nevertheless the very small cloakrooms

are occasionally untidy, with coats and bags on the floor. Relationships are very supportive, pupils often helping each other without recourse to adults, taking part in group activities, such as reading, with enthusiasm. Bullying is very rare, and pupils feel secure and confident about what to do if they experience it. They respond well to opportunities for personal development, willingly undertaking duties such as classroom and lunchroom helpers as well as enthusiastically taking part in activities to raise money for charities.

22. Rates of attendance are satisfactory as they were during the last inspection. There are very few instances of unauthorised absence. The pupils generally arrive at school on time, thereby making a good start to their day.

HOW WELL ARE PUPILS TAUGHT?

23. The overall quality of teaching is good. The staff are an enthusiastic, well trained highly committed team.
24. The quality of teaching is satisfactory or better in 88 per cent of the lessons and is very good or better in 22 per cent. Teaching is unsatisfactory in 12 per cent of the lessons. The proportion of very good teaching in the school has increased significantly since the last inspection. The proportion of unsatisfactory teaching remains similar to the last inspection. The introduction of the National Literacy and Numeracy Strategies has assisted in this improvement in teaching. The training for the Numeracy Strategy has been particularly influential in helping teachers to plan lessons and engage in direct teaching which challenges the pupils to think and become fully involved in the lesson.
25. Good teaching was seen on occasions in all subjects. Excellent teaching was seen at times in mathematics, music and art. The teaching in **English** is consistently satisfactory across the school and at times is very good. The effects of the training for the National Literacy Strategy have been positive and are now beginning to improve standards in English but have not fully impacted on the teaching of writing. Many teachers have high expectations and set appropriate tasks. The teachers make appropriate use of day-to-day assessment information to match work carefully to the needs of the pupils. Stimulating and varied activities are used at times to motivate pupils. For example, the teacher gave an enlivened reading of 'Great Expectations' to capture the pupils' interest. However, elements of weakness are found in the teaching of English. At times objectives are not clear and pupils with special educational needs are not given sufficient adult support.
26. The teaching of **mathematics** is good at both key stages but varies from excellent to unsatisfactory. The well planned learning intentions are successfully shared with the pupils; brisk pace; varied activities and consistency of organisation of mathematics lessons through the school supports the pupils' progress. High expectations encourage the pupils to be independent in their work whilst teachers focus time and attention on teaching a particular ability group in the class. The classroom assistants and parent helpers are well briefed to provide support to groups and individuals. The pupils respond well to this good teaching and make good gains in skills and knowledge. The increased proportion of good quality teaching is beginning to improve the standards. The unsatisfactory teaching is characterised by poor class control and slow pace; the work set for pupils with special educational needs is too difficult and classroom helpers are not carefully briefed. Pupils in unsatisfactory lessons rapidly lose interest, chatter and gain little new understanding.
27. In **science**, whilst the teaching seen during the inspection was overall satisfactory

there is evidence that over time the expectations in the subject are not high enough. Overall the teaching is unsatisfactory. The quality and quantity of work is low. The teachers generally show good understanding of the curriculum; plan well, encourage pupils to use scientific vocabulary and carefully pitch questions. Overall however, the teachers have not received the same effective staff training in this subject due to the recent necessary focus on literacy and numeracy. In the unsatisfactory lessons the management of pupils was unsatisfactory. Noisy off task chatter hindered learning.

28. The teaching of **information technology** is satisfactory at both key stages. . The teachers overall have sound knowledge, make good use of information technology to support their work and systematically teach new skills to the pupils. The quality of teaching in the subject has improved since the last inspection. There is now a lot more direct teaching of skills to a group or whole class.
29. The teaching of **religious education** is good and at times very good at Key Stage 2. Lesson planning is very good and varied use made of stimulating activities. Religious artefacts are used to good effect to strengthen the pupils' understanding. The teaching of **art** is good. The teachers have good subject knowledge. This has improved since the last inspection. They capably offer advice and support to pupils as they develop a wide range of artistic techniques. There was little teaching seen in **design and technology** but from perusing the planning and talking to teachers is sound throughout the school. The teachers provide a variety of interesting resources and encourage pupils to search for their own solutions to design problems
30. Good teaching was also seen in **physical education** where teachers set high expectations for behaviour and safety and warm the pupils up in readiness for dance or to develop their games' skills. In **geography** the teaching is good at both key stages. The staff have good subject knowledge and successfully develop the pupils' skills in geography. They encourage a variety of fieldwork techniques such as observational sketches and land use surveys. Well planned fieldtrips are carefully integrated into the curriculum.
31. The teaching of **history** is good. The teachers make good use of imaginative role play to bring the subject alive. The teaching of **music** is very good. The pupils benefit from the wide knowledge and understanding of the specialist teacher. The teaching is brisk and stimulating and the teacher joins in the lessons with great energy.
32. Overall there are considerable strengths in the teaching. The teachers generally have good subject knowledge; work is well matched to the pupils' needs and the high attaining pupils are, at times very appropriately challenged with tasks which involve them in applying their knowledge to new problems. Class control is generally good and high quality resources gathered to interest and motivate the pupils. The lessons progress at a brisk pace and stimulating activities are interspersed with good questioning by the teacher. The pupils are expected to show responsibility and independence. The relationships with the pupils and the management of behaviour are both very good
33. There are however, some weaknesses in the teaching. The teaching of writing at both key stages is given insufficient time. There is not a consistent approach in teaching writing across the curriculum. Literacy is not sufficiently stressed in subjects such as history and geography.
34. The teachers make good use of informal assessment data to plan work for groups and individuals. The long term recording of progress and attainment through the National

Curriculum for each pupil is less regular and consistent. The results in national and other tests are however, carefully analysed and information effectively used to identify weaknesses.

35. Homework is generally set to sound effect mainly in literacy and number but also at times in wider aspects of the curriculum.
36. The pupils with special educational needs (SEN) are often offered work well matched to their needs. However, the lack of additional support staff makes it difficult to ensure the plans are effectively put into action and appropriate progress made, particularly at Key Stage 2. The pupils are sensitively supported by the special educational needs co-ordinator and the part-time support assistant, teachers and classroom assistants. They know the pupils very well. All pupils are generally provided with sound opportunities to have equal access to all the curriculum areas on offer. However, the withdrawal of SEN pupils from such lessons as mathematics to receive support for reading does limit their learning opportunities. The Individual Education Plans are regularly reviewed but some targets for these pupils are, however, too general and broad. This lack of precision makes tracking of progress difficult.

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

37. The school generally provides a broad and balanced curriculum which meets statutory requirements. The curriculum is based on good long-term and medium-term planning documents. However, the range of the curriculum offered to the children under five, who attend for two mornings each week is unsatisfactory. There is a lack of provision for physical development, knowledge and understanding of the world and imaginative play. The majority of teachers effectively prepare lessons which cater for all their pupils.
38. The curriculum for those pupils with special educational needs is often effectively modified to meet their needs. Nevertheless, at times, there is a lack of careful match of work and this together with a limited number of support assistants hampers progress. There are a few occasions when pupils with special educational needs are withdrawn from subjects such as mathematics to receive additional support with reading and at those times they are not receiving their full curriculum entitlement.
39. The school has satisfactory strategies for teaching literacy and good strategies for teaching numeracy. The school arranges helpful 'booster' classes to promote skills in literacy and numeracy. These have particularly benefited pupils in Years 3, 4 and 6. The teachers successfully promote numeracy in geography and science. The use of literacy across the curriculum is less successful, the pupils do not extend their writing skills appropriately in history, geography or science.
40. There is a good range of extra curricular activities. Pupils participate in football, netball and rounders. There are groups learning to play the violin and brass instruments. The pupils sing in a choir which performs in the local homes for the elderly. Pupils have the opportunity to attend two residential courses in Edale and Shropshire, where they can engage in a variety of interesting and challenging outdoor activities as well as learning about different environments.
41. Provision for personal, social and health education is good. The curriculum includes many opportunities to discuss such matters as self-organisation and improvement, responsibility for one's own learning, and people's feelings. Pupils in Key Stage 2 have access to advice concerning healthy living and Year 6 pupils are given appropriate drugs and sex education.

42. The school makes good external links and these successfully support the curriculum. It is part of a local 'family' including several other primary schools, a special school and the local secondary school. It also has an association with a local supermarket. The pupils have been involved in surveys of the flow of customers and learned the principles which govern the placing of shelves and food. The company is assisting the school in an exciting environmental project for the grounds.
43. Overall, provision for pupils' spiritual, moral, social and cultural development is good. In assemblies pupils undertake reflection on such matters as making considered choices. In religious education, as well as personal, social and health education, pupils consider what is worthwhile in human relationships. Assemblies have a calm atmosphere where pupils stop to think as well as having the opportunity to pray. Provision for spiritual development is satisfactory. Time is given, for example, in assemblies where pupils are shown beautiful pieces of art such as very large crucifixes and listen to poetry written by pupils in appreciation of nature.
44. Provision for moral development is good. There is a good behaviour policy, which is adhered to and which helps teach pupils the difference between right and wrong. Religious education includes appropriate consideration of caring for others, values and the importance of rules and self-control.
45. Provision for social education is good. Pupils are encouraged to collaborate in many subjects. In physical education, for example, they often develop skills in pairs or groups, as well as developing teamwork in games. Pupils in Year 6 undertake a variety of duties, one of which is to be a friend of a very young pupil under what is known as the 'Buddy System'. The school has involved pupils in making plans for improving the quality of provision in the playground. In religious education many opportunities are provided for pupils to consider how people live together successfully. The residential courses provide a practical way of developing the skills of living and working together.
46. Provision for cultural development is good. Some of the literature studied uses stories from different cultures. The religious education curriculum gives very good access to a number of faiths, and teachers enrich pupils' understanding with displays of artefacts from a range of religions. Pupils listen to a variety of music including classical pieces, reggae and calypso, and learn to use instruments with a flavour of different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. There is a high degree of care for pupils. Staff know the pupils very well and are conscientious about creating a safe and secure environment where pupils are well supervised at work and play. Monitoring of individual academic performance however is unsatisfactory. There is no whole school assessment procedure in place which clearly focuses on helping pupils to do better.
48. The school takes a responsible attitude to matters of health, safety and welfare. The headteacher is responsible for child protection and staff are aware of the procedures to be followed. Well established links with outside agencies ensure that pupils receive any necessary individual support. Regular risk assessments are carried out to identify and deal with any potential hazards. The site manager effectively deals with day-to-day issues that arise ensuring the school is a safe environment. Fire fighting and electrical equipment is checked regularly to ensure it is in good working order, and fire evacuation procedures are practised routinely. Teachers also ensure that pupils learn about safe working practices in classrooms. The pupils participate in a programme, which covers issues about substance abuse run by Nottinghamshire Police. Arrangements for dealing with accidents, emergencies and sickness are good and the

school liaises with parents as necessary. Children attending Early-Birds sessions are well supervised but the area they work in is not secure and there is no separate secure area for them to play outside.

49. Reception pupils are assessed within the first six to eight weeks of their entry to school. The results are analysed and used well to identify and address their individual needs. Assessment of children attending the Early-Bird sessions is unsatisfactory as it is not conducted regularly nor used to inform future teaching.
50. There is strong monitoring of whole year groups of pupils and whole school achievement. However, as during the last inspection, assessment of individual progress particularly in the core subjects is inconsistent and not regularly used to set short term learning targets. There are some examples of moderated work to guide teachers in their assessment, but these are not up-to-date.
51. Annual reports on pupils' progress, whilst satisfactory, do not always set individual targets for learning. Where this is done targets generally relate to personal development and do not clearly focus on what pupils need to do to improve their academic achievements. Teachers use day-to-day assessment well to group pupils to provide them with work that is appropriately challenging, however there are instances when the most able are not given enough sufficiently challenging work to maintain their concentration and interest.
52. Procedures for monitoring and supporting pupils' personal development are good. Pupil profiles are regularly updated and contain information about academic and personal achievement such as reading, swimming, thoughtful behaviour and good work certificates. Pupils in Year 6 also complete a personal evaluation chart. Good behaviour and attendance are well promoted through agreed school policies. Assemblies are used well to remind pupils about good attendance and punctuality and stress the importance of personal safety, for example reminding them to be careful in the playground because of the recent snowfall.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents' views of the school are generally positive, expressing satisfaction with the support their children receive. A significant number however, feel they would like to become more involved in the life of the school, for example through fund-raising activities.
54. The school has effective links with parents to extend pupils' learning. Home school agreements are in place and parents are welcomed to discuss their children's progress whenever practical. Home visits are conducted for children new to the reception class so that the school can take account of what parents know about their children. This is then effectively followed up by a meeting for parents to explain school routines. In the autumn term parents are invited to meet their child's teacher and are given good information about the year's curriculum so that they can support their children's learning. There have also been very well attended literacy and numeracy meetings for parents, to gain confidence in supporting their children's education. Formal opportunities to discuss children's progress take place each term. Parents are also invited to activities such as class assemblies and concerts throughout the year. These are very well attended showing strong parental support for their children's activities.
55. Information provided to parents about the school in newsletters, notices and the brochure is good and helps keep them informed about school life. The school provides

parents with very useful booklets about helping their children when they start Early-Birds, and with literacy and numeracy. Parents of pupils with individual education plans are invited to regular reviews as required. The school always informs parents of major developments and is happy to consider any comments they may wish to make. Information provided to parents in annual reports on progress meets legal requirements, but is variable in quality. Reports do not all give parents a clear view about their child's attainment and target setting is not focused on how parents can help their children improve. This was also found in the last inspection.

56. Homework requirements are clearly outlined in the school's new policy, however some parents feel that there is inconsistency in setting and it is sometimes too easy. The home/school reading diaries are generally used as a means of keeping records of books that have been read, but not always as a two-way communication between parents and the school. They are not used effectively to help improve their children's attainment in reading. Parents are supportive of helping in school, listening to readers and assisting at swimming. There is however, no parents' association to help draw parents into the life of the school. A small number of parents are taking part in basic training for classroom assistants, which they say has been very useful in giving them a clearer idea of how to help their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The last inspection report found the management of the school by the headteacher and the governing body characterised by strengths and weaknesses. This remains the case, although overall the management of the school is sound.
58. At the time of the last inspection there were the beginnings of strategies for monitoring planning and teaching. The planning is now seen regularly and the co-ordinators check coverage of the required elements. The senior teaching staff monitor the overall work of each key stage. The teaching of mathematics has been monitored and the recently appointed science co-ordinator has commenced closer scrutiny of the subject. However, the introduction of the National Literacy Strategy has received limited formal monitoring by the English co-ordinators. The headteacher has visited classrooms to monitor general aspects of the school such as behaviour and presentation but still undertakes insufficient regular formal monitoring of each teacher's work in the classrooms. Some of the deficiencies in accommodation have been successfully addressed by the school from within its own budget. The unsatisfactory office accommodation has been imaginatively replaced. These good facilities enable the administrative staff to function efficiently and to make good use of new information technology equipment to support their work. The appointment of a site manager has improved the general maintenance and ensures high levels of cleanliness. The school development plan has improved and now includes effective success criteria for developments. The improvements in the management of the school have been satisfactory.
59. The headteacher continues to provide confident leadership for the school and effectively involves senior staff in making decisions and assuming responsibility. He is particularly successful at: building a team spirit; promoting relationships with the wider community; enhancing the school's image and gathering resources from wide ranging sources to equip and improve the school's facilities. He has increased the range of monitoring and evaluation of the school's test data to analyse standards and to set appropriate whole school targets to raise attainment. However, these targets are not then rigorously pursued through to the classroom by frequent robust monitoring of the quality of teaching and progress made by groups and individual pupils.

60. The partnership between the headteacher and the governing body is very good. The governors are generally providing effective educational direction for the school. They are well informed about the standards through a detailed analysis of annual test results and are fully involved in setting targets. They have established governors with curriculum oversight and receive reports from subject co-ordinators. They are very supportive of the school, well trained and regularly visit to see the school in action. They are however, not fully aware of all the strengths and weaknesses in the school. For example, despite the well meaning provision of a pre-school group to introduce the pupils to the school, it does not offer a curriculum which complies with the desirable learning outcomes. Apart from this governors fulfil statutory requirements.
61. The subject co-ordinators are overall enthusiastic and effectively support colleagues. The quality of subject and other management is, however, variable. The management of mathematics, science, religious education, music and information communications technology is good. However, the management of the English curriculum has some weaknesses. Here the curriculum has not been sufficiently monitored and areas of weakness, for example writing, systematically and effectively eliminated. The management of the special educational needs systems and the pupils' individual education plans is currently conscientiously, but temporarily, undertaken by one of the senior managers. The school's long serving special educational need's co-ordinator has recently retired. The temporary co-ordinator has no time allocated in which to monitor the effectiveness of the pupils' individual education plans, provision in classes or in withdrawal groups. The management of the assessment systems within the school is improving rapidly but it is unclear as to who has whole-school management responsibility for this aspect. The subject managers and key stage co-ordinators all have legitimate interests but no one person ensures records are regularly completed. As a result there is inconsistency in use and application of the pupils' records. Whilst the day-to-day management of the provision for the children under five is sound. The overall management of the equipment, resources and curriculum is unsatisfactory. The curriculum does not meet the requirements of the desirable learning outcomes.
62. The strategic planning and use of resources has many strengths but also some weaknesses. The headteacher and governors have successfully provided an attractive, well maintained and well resourced learning environment for the pupils. They constantly and effectively research best value for money in their contracts and purchases. The large carefully accumulated surplus of funds has been used to successfully enhance the physical provision of the school. The school is bright, very clean, well maintained and the classrooms provide stimulating learning environments.
63. There is a less clear vision as to how to focus financial resources on raising standards. The number of pupils per teacher is higher than in other similar schools. And spending on staff development is low. The proportion of classroom support assistants is low compared to similar schools and this has an impact on the progress of the SEN pupils. The finances have recently been focused upon some of the physical inadequacies highlighted in the last inspection report in particular the school offices and less so upon raising standards. The headteacher and governors are clearly committed to improving the school. The school has appropriate targets for improvement in standards but the commitment to using resources to raise those standards is not sufficiently evident.
64. The school is well resourced and those resources are generally efficiently used. The small building is put to good use and the staff make effective use of the small hall for physical education and other activities. The limited space within the classrooms inevitably impinges upon work in practical subjects such as science for the Key Stage 2 pupils. A corridor is used for the children under five who attend school for two mornings. This space is limited and cannot offer enough room to meet curriculum

requirements and house appropriate equipment for the age group. It is also not secure. This is unsatisfactory.

65. Resources are generally good apart from a lack of equipment for the pupils who are under five. Resources are good for information technology and religious education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Raise the standards in science, writing in English and data handling in mathematics by;
 - establishing precise short term targets for individual pupils in those subjects;
 - tracking the progress of individuals over each half term;
 - continuing to improve the quality of teaching through staff training especially in writing;
 - offering greater support to the low attaining pupils through the use of classroom assistants;
 - the co-ordinators regularly monitoring the quality of teaching and pupils' attainment;
 - regularly reporting to the governing body about progress made by pupils.

(Paragraphs: 7, 8, 9, 25, 26, 27, 47, 50, 82, 84, 91, 94, 98)

- Improve systems for assessing and recording the progress of individual pupils by:
 - identifying a co-ordinator for assessment to track progress;
 - establishing consistent and manageable records in the core subjects;
 - ensuring the completion and use of the records to plan the teaching and learning;
 - the whole staff regularly moderating work in the core subjects.

(Paragraphs: 34, 50, 61, 67, 75, 91)

- Improve the learning opportunities for pupils with special educational needs (SEN) by:
 - increasing the number of support assistants for SEN;
 - appointing a person as the permanent special educational needs' co-ordinator;
 - monitoring the outcomes through the attainment of SEN pupils.

(Paragraphs: 8, 36, 38, 63, 83, 91)

- Review the provision for children under five by:
 - considering whether to continue to offer the facility and if the provision is to offered ensure that:
 - the curriculum meets the requirements of the desirable learning outcomes;
 - the planning and assessment systems are effective;
 - the equipment and resources are available to meet the curriculum requirements;
 - the teaching area is secure.

(Paragraphs: 16, 37, 48, 49, 64)

- Improve the monitoring and evaluation of teaching by:

- the headteacher regularly monitoring teaching and providing feedback to staff;
- the subject co-ordinators being given opportunity to monitor teaching;
- the headteacher regularly reporting to the governors about the quality of teaching in the school and highlighting strengths and areas for improvement.

(Paragraphs: 58, 84, 98)

- Improve the strategic planning to ensure that:
 - finances and resources are carefully focused upon raising the standards of attainment
 - regularly reviewing the effect of spending decisions upon standards.

(Paragraphs: 59, 62, 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 81 |
| Number of discussions with staff, governors, other adults and pupils | 18 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 5 | 17 | 36 | 30 | 12 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | - | 345 |
| Number of full-time pupils eligible for free school meals | - | 32 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | - | 0 |
| Number of pupils on the school's special educational needs register | - | 72 |

English as an additional language

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

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 23 |
| Pupils who left the school other than at the usual time of leaving | 19 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 6.2 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 23 | 36 | 59 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 16 | 17 |
| | Girls | 33 | 34 | 31 |
| | Total | 48 | 50 | 48 |
| at NC level 2 or above | School | 81 | 85 | 81 |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 17 | 18 | 18 |
| | Girls | 35 | 32 | 35 |
| | Total | 52 | 50 | 53 |
| Percentage of pupils at NC level 4 or above | School | 88 | 85 | 90 |
| | National | 82 (81) | 86 (85) | 87 (86) |

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 22 | 32 | 54 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 15 | 15 | 15 |
| | Girls | 26 | 21 | 23 |
| | Total | 41 | 36 | 38 |
| Percentage of pupils at NC level 4 or above | School | 76 | 67 | 70 |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 12 | 13 |
| | Girls | 18 | 15 | 18 |
| | Total | 29 | 27 | 31 |
| Percentage of pupils at NC level 4 or above | School | 54 | 50 | 57 |
| | National | 68 (65) | 69 (65) | 75 (72) |

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | |
| Black – African heritage | |
| Black – other | 3 |
| Indian | |
| Pakistani | |
| Bangladeshi | |
| Chinese | |
| White | 329 |
| Any other minority ethnic group | |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 13 |
| Number of pupils per qualified teacher | 28.8 |
| Average class size | 28.8 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 73 |

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | 1 | |
| Other minority ethnic groups | | |

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

Financial information

| | |
|--|---------|
| Financial year | 1998/99 |
| | £ |
| Total income | 552,683 |
| Total expenditure | 525,820 |
| Expenditure per pupil | 1,516 |
| Balance brought forward from previous year | 76,436 |
| Balance carried forward to next year | 103,299 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 364 |
| Number of questionnaires returned | 118 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 58 | 39 | 3 | 0 | 0 |
| My child is making good progress in school. | 40 | 57 | 3 | 0 | 0 |
| Behaviour in the school is good. | 36 | 53 | 3 | 4 | 3 |
| My child gets the right amount of work to do at home. | 16 | 58 | 18 | 5 | 3 |
| The teaching is good. | 47 | 52 | 1 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 19 | 52 | 25 | 4 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 47 | 42 | 7 | 2 | 3 |
| The school expects my child to work hard and achieve his or her best. | 47 | 47 | 3 | 2 | 1 |
| The school works closely with parents. | 22 | 47 | 26 | 3 | 2 |
| The school is well led and managed. | 44 | 48 | 3 | 2 | 3 |
| The school is helping my child become mature and responsible. | 42 | 51 | 4 | 1 | 3 |
| The school provides an interesting range of activities outside lessons. | 12 | 40 | 25 | 9 | 14 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. Children under five attend the 'Early-Birds' group two mornings each week during the term in which they become five. The majority of the children attend other nurseries and playgroups on other days. The children who attend the group transfer successfully into the school. They know the teachers and other children well before they start in the reception class. There is good collaboration between the part-time nursery nurse, who takes the under fives, and the reception class teacher. The baseline assessment procedures applied in the first few weeks of the reception class, when the pupils are five, shows their attainment is broadly average on entry to school. This does however, vary from year to year and at times there is a high number of average to below average pupils.
67. Despite the school's good intentions in offering provision for the children under five and the enthusiasm of the nursery nurse who takes the group, the provision is overall unsatisfactory. The group meets in a corridor with limited facilities and space. The full requirements set by the desirable learning outcomes are not met because appropriate equipment is not available. Planning to meet the full curriculum requirements is not possible due to the very short period of time the group operates each week. There is no formal assessment and recording of each individual child's progress. The limited provision restricts progress and few children attain the targets set by the desirable learning outcomes.
68. Observation of the group in session was limited to one morning. Evidence was also drawn from discussion with the nursery nurse, the deputy head and scrutiny of planning.

Personal and Social Development

69. The children show a positive attitude to school and learning. They arrive happily for each of the sessions and settle well to the routines of the day. Their social skills are good. The children get on with each other and respond well to the adult in charge. They display a good degree of confidence and self worth and the friendly and caring environment supports this. They listen carefully to the nursery nurse and are eager to talk about what they are doing and what they know. Opportunity for the children to take the initiative in their own learning is given by enabling them to make choices at the beginning of the session.

Language and Literacy

70. Children enter the school with very broadly average attainment in language and literacy. They enjoy sharing books with adults and each other and talk confidently about the story using pictures to help them. For example, after listening to the story, 'Can't You Sleep Little Bear', they were able to retell the story and draw a follow-up picture. Almost all children follow simple instructions and most are able to write their name. Due to the lack of space, and the multi-purpose use of the corridor, little of the children's work is displayed, creating little opportunity to support the children in their writing through well labelled displays.

Mathematics

71. When children reach the age of five attainment in mathematics is broadly in line with that which could be expected. Pupils can count to 10 from zero. Some can recognise and order numbers to 10 and above. They are able to recognise, name and find shapes of circles and squares. Number songs and rhymes are used wherever possible.

Knowledge and understanding of the world

72. There was little evidence of this aspect of the curriculum being taught during inspection week. The children are given the opportunity to talk about where they live and how they make the journey to school. Provision overall is very limited for this area, for example there is no provision for the children to make observations and investigations using such simple equipment as magnifying glasses.

Physical Development

73. Children use a wide range of materials and tools to improve their fine motor skills. Many are able to use scissors and staplers with confidence and skill. They assemble small construction toys to make models. There is little opportunity for the children to develop their large motor skills and co-ordination. They have limited opportunity to respond energetically to the moods of music or make good use of a large space in a physical education lesson. There is no outside area designated for physical play. Space is severely restricted and this limits the opportunity for the provision of large play and construction equipment making this area of the curriculum unsatisfactory. The provision does not support the children meeting the desirable learning outcomes for physical education.

Creative development

74. There are sufficient opportunities for children to express their ideas in painting. They learn to mix their own colours in order to explore colours and texture. There is little opportunity for dramatic role play. There is no home corner in which the children can use their imaginations to enact stories. However, they sing with enthusiasm, listen well and know when to join in. Overall however, the curriculum provided does not support the pupils meeting the desirable learning outcomes for this area.
75. The very limited amount of teaching seen during the inspection was overall sound. The part-time nursery nurse provides a warm and welcoming ethos in the group. She successfully builds self-esteem and confidence. However, the planning for the group is unsatisfactory. There is little identification of specific learning objectives for each session or for each child. The recording and assessment systems are also limited in scope. There is currently no systematic way of ensuring that all the children have experienced the range of activities available. There is currently no formal assessment made linking the attainment of the children to the desirable learning outcomes. The limited time for which the group operates, the cramped space and shortage of appropriate equipment all combine to make the provision unsatisfactory. The school needs to assess the security of this group based in the corridor because of the open access to the outside environment.

ENGLISH

76. Standards in English in the 1999 Key Stage 2 National Curriculum tests were close to the national average for the pupils attaining the expected level, 4, but below average for pupils attaining the higher level 5. The 1999 national test results for Key Stage 1 were broadly in line with the national average. However, in comparison with similar schools standards at both key stages are broadly average, but low in the number of pupils reaching the higher levels. These results were confirmed by observations made during the inspection, standards are broadly average in speaking and listening and reading but below average in writing.
77. At the end of Key Stage 1, the majority of pupils speak confidently, beginning to show that they understand how to vary the way they talk to match the audience they are addressing. Nearly all make a sound start in reading: the more fluent readers use expression and intonation well; show that they appreciate the humour in a story; that they are already capable of having likes and dislikes in their choice of books and they are developing views about plot and character. Many pupils read with increasing confidence, enjoy their stories and use picture, phonic and contextual cues to help them tackle new words. Low attaining pupils are gradually becoming familiar with common words and starting to break words into sounds to get to the meaning.
78. Attainment in writing is below national expectations. Very few pupils join up their letters, and many still form letters incorrectly, space them inaccurately and produce untidy work. Spelling of high frequency words is not well developed and pupils do not often make logical phonic approximations when trying to spell independently. Sentence structure is sometimes inaccurate, and although pupils attempt to use simple punctuation and know the rules, they do not always remember these when they are writing.
79. At the end of Key Stage 2, pupils speak confidently, explain ideas clearly, take part in role-play in which they use language effectively for a variety of purposes and present reasoned arguments. A few read extremely well, reading and using fiction and non-fiction books for pleasure and information, and identifying key themes and ideas by selecting support from the text. The majority read at the level expected for pupils in Year 6, enjoy their stories, read at home and know how to use the library to find the information they need. Weaker readers lack strategies for working out unknown words, for example by breaking words up into syllables or by trying to guess by reading ahead or going back to the beginning of the sentence.
80. The standards attained in writing at the end of the key stage are below average. Although the best writers present their work neatly, spell and punctuate accurately, only a minority are successful in varying their style to suit a variety of audiences and purposes and in choosing words for imaginative effect. The majority write more simply, with an increasing, but still below average level of accuracy in spelling and sentence structure. Some pupils do not join their letters or make their written work look attractive unless they are producing a final draft for a wall display. There is a minority of pupils who continue to produce work which is badly spelled, incorrectly punctuated and contains grammatical inaccuracies. Pupils with special educational needs (SEN) at Key Stage 2 are currently not receiving enough additional support in classrooms.
81. Teaching is satisfactory and is sometimes good. This was evident when a teacher in Key Stage 2 gave a lively rendering of a passage from 'Great Expectations'. This was very successful in helping pupils to analyse the stylistic features that helped to build up tension. A successful lesson in Key Stage 1 helped children to produce delightful alternative versions of 'Little Red Riding Hood'. Many teachers have high expectations

of what pupils can achieve and pupils respond by behaving well and working in a mature and sensible way. In a Year 4 class, a teacher set her pupils high standards of independence by expecting them to use a sound-guide card and an alphabetical list of high frequency words. There is however, some weak teaching, particularly when teachers do not set themselves clear objectives. Here the lesson becomes a string of relatively undirected activities with no real learning focus. In one or two lessons, the pace of teachers' delivery was too slow, pupils were kept for too long on one task, lost concentration and behaved badly.

82. The teaching of literacy across the curriculum is not strong in the school. Literacy skills are not used to good effect in such subjects as geography and history. The skills of note-taking and research are not fully developed by the time the pupils leave the school. The skills of writing do not receive sufficient time and attention.
83. There is a limited amount of support for pupils with special educational needs. There is a substantial group who are not on the special needs register but are nevertheless underachieving in reading and writing. The introduction of the Additional Literacy Strategy is benefiting pupils in Years 3 and 4, but there are many pupils in other year groups who need more support to raise their achievement to the level that is expected for their age and stage. When support is available, it is not always well enough focused to enable pupils to move forward quickly and expectations of what this group of pupils might be able to achieve are too low.
84. The co-ordinators have been successful in implementing the Literacy Strategy, training and supporting colleagues and in ordering and assembling a very good range of attractive and useful resources. However, there has been no monitoring of teaching in the subject, so no opportunity to produce a more consistent standard of teaching. Although test results are analysed and curricular changes are made as a result, attention to how individual pupils might improve their standards in English is not specific enough. Insufficient attention has been paid to the issue of addressing literacy across the curriculum and deciding what features of the English curriculum might be addressed in other subjects, for example developing research and study skills through history or extending factual account writing through science.

MATHEMATICS

85. The 1999 National Curriculum tests results were below the national average. The results have shown gradual improvement over time but vary considerably according to the number of pupils with special educational needs in each year. Standards in Croft Primary School are low when compared to schools in similar circumstances. However, the inspection evidence shows that the current pupils' levels of attainment are in line with the average. A new deputy head with responsibility for mathematics, the rigorous introduction of the National Numeracy Strategy and improved resources are having a beneficial effect upon the pupils' attainment. The number of pupils attaining the expected level at Key Stage 2 rose from 40 per cent in 1998, to 67 per cent in 1999. This trend looks set to continue. The last inspection also found attainment to be broadly average. The quality of teaching in mathematics has however, improved since the last inspection although there are still some weaknesses.
86. The teachers have benefited from recent training and follow the Numeracy Strategy closely. By the end of Key Stage 2 pupils are confident in working with numbers. They can successfully find the equivalent decimal numbers for fractions and percentages and provide answers to simple algebra problems. The regular oral practice at the start of lessons is helping them to boost pupils' confidence in using their knowledge of tables. Pupils also know the major 2D and 3D shapes and make nets of octahedrons

and square based pyramids. They make good application of their number skills to solve everyday mathematical problems but have limited experience in handling data. They do not show evidence of being able to produce effective pie graphs. Standards are below average in this aspect of the subject.

87. Standards of the pupils at the end of Key Stage 1 are broadly in line with expectations although few pupils reach higher levels of attainment. The pupils competently add and subtract tens and units, know their two and ten times tables, recognise the major shapes and draw in lines of symmetry. They capably produce simple block graphs. They show quick recall of number bonds in the oral part of lessons.
88. The quality of teaching is overall good at both key stages but does range from sometimes excellent to occasionally unsatisfactory. Most teachers are becoming increasingly competent in giving well-planned lessons containing a variety of types of activity. They start lessons with quick fire questions to check the pupils' understanding of how to perform calculations. In one excellent lesson at Key Stage 2 the brisk pace injected through quick questioning on number bonds up to twenty and the expectation of equally rapid response captured the pupils' interests. There were high expectations for behaviour and concentration. A clear explanation was given about the use of a compass. This was followed by the whole class rapidly turning to face the appropriate compass direction. All pupils thoroughly enjoyed the activity and gained a good level of understanding of terms such as two right angles, clockwise and anti-clockwise turns. The teacher's high expectations encouraged good behaviour and concentration. Good resources had been prepared, lots of praise given and constant checking for understanding, all helped to ensure learning was productive. The good relationships and targeted support helped pupils with special educational needs (SEN) to understand and remain on task.
89. Where the teaching is unsatisfactory lessons have a slow pace, do not meet the needs of the pupils, but above all, lack good control and classroom management skills. The poor behaviour hinders pupils in their learning. The support assistants, when available, are not used productively to help SEN pupils to progress.
90. In an unsatisfactory lesson at Key Stage 2 the pace was slow; the explanation and questioning of pupils failed to get them involved. The pupils chattered constantly throughout the introduction. The work set for the pupils with special educational needs was inappropriate; a number could not cope with accurately recording the points of a compass. They became restless and noisy. The trainee classroom support assistant had no briefing from the teacher to guide her work. The pupils made few gains in the lesson.
91. The co-ordination of the subject has improved since the last inspection. The teachers' plans are scrutinised, lessons observed, feedback given and assessment information from tests is carefully analysed. This increased management of the subject is starting to improve teaching and standards. There is good analysis of annual test results and appropriate targets set to eliminate areas of weakness in the curriculum. This information is not used effectively to set short term targets for groups and individuals to raise their standards. The overall assessment systems are still limited in consistent use and application. The resources to support mathematics are good. However, the amount of classroom support available to aid pupils with SEN is limited at Key Stage 2. This slows their progress. A few pupils are at times withdrawn for SEN support with literacy during their mathematics lessons. This further hinders their progress in mathematics.

SCIENCE

92. The most recent National Curriculum Test results indicate that the percentage of pupils attaining the level expected for their age at the end of Key Stage 2 is well below average in comparison with all schools. The percentage attaining above that level is close to the average. Put together, the school's performance is below the national average. In comparison with schools with a similar intake of pupils, the percentage attaining the expected level is below average, but average for those attaining above it. There have been significant differences between cohorts of pupils over the past four years where the number of pupils with special educational needs has at times been higher than usual. The inspection findings confirm that standards are below average at the end of Key Stage 2.
93. Most recent National Curriculum assessments of pupils' at the end of Key Stage 1 are in line with the national average. The percentage placed higher than would be expected is also average. In comparison with schools with a similar intake of pupils standards are also average. Inspection findings confirm that pupils are meeting expectations. At the end of Key Stage 1, pupils clearly understand what plants and humans need. They realise that animals are classified into families and give several examples of cats. Pupils confidently compare the properties of different materials such as wood, plastic, carpeting and metal. They can make an electric circuit and compare vehicles for the speed they can attain. Pupils understand that they are trying to balance forces when they set up a cardboard box 'bus' to be dragged over the edge of a table by a weight. The higher attaining pupils begin to understand friction and suggest polishing the table. Pupils sensibly predict which object will roll furthest after coming down a ramp. However, the quality of teaching very much influences their attainment and understanding in lessons. In one class inappropriate resources and unsatisfactory management of pupils prevented them from understanding what others were learning in the parallel class.
94. By the end of Key Stage 2, attainment is below the national average. Pupils' main weakness lies in their lack of ability to explain the outcomes of experiments. This is seen in their written accounts of experiments. Many of these are either incomplete or are not carefully thought out. Often all pupils in a class undertake the same work, with the result that the lower attaining pupils sometimes struggle to understand, and therefore produce little writing. Their knowledge of the functions of parts of plants and organs of the human body is inadequate and they have limited understanding of the interdependence of living things. Some pupils are aware that materials can be classified as solids, liquids and gases and can explain the water cycle, they are unsure about condensation. Some pupils understand electrical conduction and how to separate solids from liquids.
95. Teachers have improved their written planning since the previous inspection, so that what pupils are expected to learn is more clearly expressed. Assessment of their understanding has also improved whereby it is more regular and rigorous, which enables teachers to prepare work which will meet pupils' needs. The recording of assessment information is, however, inconsistent across the school.
96. The quality of teaching seen in lessons was satisfactory overall with some examples of both very good and unsatisfactory teaching. However, scrutiny of pupils' work shows, that over time there have been low expectations for the quantity and quality of work done. Standards are below average and overall the teaching of science is unsatisfactory. The subject has not received the same degree of staff development and resources as English and mathematics due to the required focus on literacy and numeracy.

97. There is some strong teaching in both key stages. Here teachers have a very good rapport with pupils, which increases their effort and enjoyment so that they learn faster and behave well. In Key Stage 1, for example, pupils learned in one class that different sized plastic teddies can be balanced according to where they are placed on a ruler see-sawing on a pencil. In another class this same learning was not successful because of unsatisfactory management of pupils and noisy off task chatter. In Key Stage 2, teachers in Year 6 introduce their lessons with very well paced discussions about the dynamics of flight, for example, and, by targeting questions, they probe the thinking and reasoning of individual pupils. The tasks they set pupils are challenging. Consequently pupils move on from explaining how different masses can balance on a seesaw to using measurements to back up their ideas. Where teaching is weak, pupils and resources are inadequately prepared. Lessons are unstructured and not well organised which leads to frustration and unsatisfactory behaviour that is not adequately controlled. On a few occasions the teachers use too complex vocabulary and the pupils do not understand. The lack of classroom support in some of the large classes at Key Stage 2 means pupils can be left too long without help and guidance. This is reflected in the quality and accuracy of the recorded work.
98. The co-ordinator has been very recently appointed and has begun to take very positive measures aimed at developing the subject. She has reviewed the policy and is working on a new scheme of work that will be complemented by a document that sequences scientific skills. Teachers' planning is now monitored so that useful feedback can be given. There is however, very limited monitoring of the quality of teaching. A governor with special responsibility for science is providing helpful support to the school.

ART

99. The standards achieved by the end of Key Stage 2 are broadly similar to those found in most schools, although pupils in one Year 6 class have better skills and understandings than those in the other class. Most pupils draw well-observed pencil sketches of local architectural subjects. They make effective use of line, tone and perspective in their compositions, but the under use of sketchbooks reduces the emphasis on preliminary work. All pupils, including those who have special educational needs, make satisfactory progress through the key stage in a range of media and techniques, such as printing and collage. Good progress is evident in their drawing with pencil and pastels, especially in accurate observational studies of natural and man-made objects, such as flowers, faces, shoes and lanterns. Progress in three-dimensional work is uneven because pupils' opportunities to work with clay are infrequent. Through work on topics, such as Ancient Greece and Rome, pupils develop a good knowledge of the arts and crafts of major civilisations that have influenced our own.
100. At Key Stage 1, work in art makes a significant contribution to the study of broad topics such as 'transport'. Pupils experience a wide range of media and produce inventive and original sculptures, prints, collages and drawings based on the different forms of transport. Across Year 2, pupils show increasing understanding and skill in their handling of pattern, line, tone, colour and texture. Their work in paint and pastel sometimes catches the distinctive style of artists they have studied, such as Van Gogh or Monet.
101. The quality of teaching is good overall. Two-thirds of the lessons seen were good, one was outstanding, and none were unsatisfactory. Teachers plan and prepare lessons carefully and maintain a very clear focus on the specific techniques to be practised. Good knowledge of the subject enables them to build new skills in clear steps, and to support pupils' independent creative ideas with clear guidance and well chosen

examples. Each lesson fits into the structure of work over time, so that earlier learning is reinforced and extended. In one excellent lesson, the learning of a new printing technique was managed with great skill, urgent pace and driving enthusiasm, so that maximum interest and progress were promoted in the limited time available and every pupil achieved success.

102. A very positive response to the key issue in the previous inspection report has led to significant improvements in the subject. The chief causes of low standards in art were identified and tackled by the whole staff, and a new scheme of work was agreed and introduced. This gives clear and comprehensive guidance to teachers in planning a coherent programme which develops skills systematically across a broad and balanced range of media and visual elements. Pupils show interest and pride in their work in art, which is celebrated in displays that support learning and set good standards of presentation throughout the school. Links with other subjects are well planned and effective. Through careful studies of shape and space, the landscape and weather, natural forms, local buildings, and the arts and stories of the past, work in art makes a good contribution to learning in mathematics, science, history, geography and English. It also contributes well to pupils' spiritual, cultural and personal development.

DESIGN AND TECHNOLOGY

103. At the end of both key stages, attainment is as expected for pupils their ages. Most pupils, including those who have special educational needs, sustain satisfactory progress. Standards have been maintained at this level since the previous inspection.
104. Pupils in Key Stage 2 have a clear understanding of the processes for designing and making. For example, they study photographs of the different structures and contexts of bridges, before designing one for a specific function. They sketch their ideas, and consider the materials they require and the order in which they will proceed. They make good use of skills learned in mathematics and science to select and measure materials, and to achieve right-angled joints in a frame. Their products often reflect good making skills. However, they do not consistently record the entire process in sufficient detail, and they are not accustomed to evaluating and improving their plans in writing. Opportunities are not always taken to write a full account of the making procedure, or to consider factors such as scale and weight. Links with art and history are often well planned, for example in making Greek theatrical masks.
105. At Key Stage 1, pupils develop sound skills in design and construction and have good experience of different materials, processes and purposes. They make effective use of construction kits to explore specific features of moving toys, such as wheels and axles. Recent work has linked well with art, and involved them in making large three-dimensional sculptures out of plastic cartons to suggest forms of transport. By the end of the key stage, they design and make their own moving vehicles, and show a sound and growing awareness of how things combine and function. They show a ready ability to discuss and tackle the problems they encounter.
106. As only two lessons could be observed, both at Key Stage 1, it is not possible to make an overall judgement on the quality of teaching, although the quality of pupils' work, progress and enthusiasm indicates that it is at least satisfactory. In a particularly good lesson the teacher skilfully encouraged pupils to explore ideas and find their own solutions to problems. She effectively promoted the evaluation process as pupils shared and discussed their work at the end of the lesson.
107. The curriculum and its resources are effectively managed. Medium-term plans give good guidance to teachers and ensure a balanced and coherent coverage of all the

strands of the subject. The co-ordinator is trying to enhance the curriculum to promote better progress for both lower and higher attaining pupils. The quality of teaching and the standards of pupils' work are not consistently monitored, and assessment procedures are unsatisfactory, even at the level of marking pupils' designs.

GEOGRAPHY

108. Standards at the end of Key Stage 2 are similar to those expected for pupils of their age. However, as in other subjects, they are higher in one Year 6 class than the other. The achievement of pupils, including those with special educational needs, is satisfactory across the range of skills, themes and places studied. Pupils in Year 6 show sound and growing understandings of the relationships between places and human activities. Recent fieldwork in the school's neighbourhood has, for example, enabled them to investigate and understand the relationship between the layout of a supermarket, or its car park, and the needs and shopping patterns of its customers. Pupils are also beginning to understand processes of change in their local environment. For example, they explain why certain urban sites have become derelict, and make sensible proposals for how these could be redeveloped to extend local amenities. Pupils enjoy fieldwork. They behave and work very responsibly in the town-centre setting, and respond well to opportunities for independent thought and decision-making.
109. The quality of teaching is good overall. It was good in two-thirds of the lessons observed, and satisfactory in the rest. Common strengths of the good lessons were: the detailed planning and preparation; the good management and organisation of pupils when gathering first-hand data in the local environment; the clear recall and reinforcement of earlier learning; the use of searching questions to prompt and guide further enquiry and the good support provided by parents. On occasions, all pupils carried out exactly the same activity. This meant that higher attaining pupils were not well used to gather, interpret and record information at the higher level of which they were capable.
110. The subject is carefully managed and the quality of planning, and of the organisation and use of good resources, has a positive impact on the quality of pupils' progress. Opportunities for the use and development of literacy are often neglected, but the subject makes useful contributions to pupils' progress in numeracy, and to their social, cultural and personal development. The recent extension of environmental studies has strengthened the school's links with the community and its partnership with parents. The quality and standards in geography have been maintained, but not significantly improved, since the previous inspection report.

HISTORY

111. Overall, standards are similar to national expectations at the end of Key Stage 2. Pupils' understanding of life in the past, for example in Ancient Greece, is well developed through coherent and interesting programmes of study. It is also well presented through a variety of writing and illustration, and through striking displays which both exemplify and support secure learning. Well informed teaching and good resources enable pupils to develop good knowledge of all the chief aspects of an ancient civilisation, and of their influence on our own culture and language. Most pupils can readily explain Greek mythology and architecture, or the main differences between Athens and Sparta. However, their factual knowledge is better than their ability to interpret, select, organise and record evidence independently. The development of the skills of enquiry and interpretation through the key stage is impeded by the overuse of copying and illustrating strategies, especially for higher attaining pupils.

112. By the end of Key Stage 1, pupils, including those with special needs, develop a secure understanding of chronology by sequencing events, pictures and manufactured articles in past to present order. They study history within broad topics such as 'transport', or 'light', and show an increasing ability to derive historical information from the evidence of old pictures, film-clips and artefacts. Many can explain their reasoning, for example, when placing pictures of aircraft in chronological order.
113. The overall quality of teaching is good. In most of the lessons observed it was good or very good, but one lesson was unsatisfactory because pupils did not make worthwhile progress. The lesson lacked coherence of structure, clarity of focus and direction, urgency, interest and the rigorous management of learning activity. Whereas in the good lessons the very effective management of an imaginative role-play activity enables pupils to experience directly and to understand the main differences between the political systems of Athens and Sparta, and to compare them with our own. In such lessons, skills are promoted as effectively as knowledge. Teachers generally manage their pupils well and have good subject expertise and enthusiasm.
114. The study of historical topics is planned in clear detail at both key stages, and learning is effectively promoted by well structured programmes and well resourced approaches. Links with other subjects, such as art, technology and geography are very well developed, and pupils read a wide variety of texts, although opportunities to develop their research and note-taking skills are not consistently used. The co-ordinator is keenly aware of the problem of discontinuity in the development of enquiry skills and is taking steps to improve provision in this respect by rewriting the policy and developing the progression of skills.

INFORMATION TECHNOLOGY

115. Standards are in line with national expectations at the end of both key stages. In Key Stage 1 pupils learn basic keyboard skills and draw shapes with line and colour. They can explain 'icons' and 'toolbar'. They control a small robot well and program it to carry out several manoeuvres successfully. Pupils also make good use of word processing to present diaries and make creative drawings of different kinds of transport. Pupils save, retrieve and print their stories and send e-mails after considerable work on drafts. Pupils in Key Stage 2 successfully design book covers for their own word-processed poetry anthologies using a variety of fonts and pictures. One, more able pupil, has produced a very well presented story. Pupils in this stage learn to make their own labels for their art using different fonts. They progress to add different borders, pictures and titles to their own poems, in order to enhance their presentation.
116. Pupils in both key stages learn to extend their understanding of language and numbers by using computer programs, and this is particularly helpful to those with special needs.
117. The school has maintained its satisfactory standards since the previous inspection. Teachers have improved instruction by using whole-class lessons to teach new skills. Monitoring procedures have improved and enable the co-ordinator to support teaching and know what pupils are achieving in each year. However, systematic tracking of the progress of individual pupils is not consistent.
118. The quality of teaching is overall sound. It does, however, range from unsatisfactory to very good. All teachers have the necessary knowledge and skills but access to computers varies considerably from class to class. Overall the computers are used as an effective tool for learning. Teachers in Key Stage 2 help pupils to learn to use different fonts. Where teaching is satisfactory or better, pupils are systematically taught

new skills, so that they fully understand what they are doing before working independently. Moreover, time is given to revise skills so that they can be consolidated and extended. Robots are given personalities as they collect 'luggage' for a holiday, which adds to pupils' enjoyment of the subject. Where teaching is weaker, a good rapport with pupils is lacking. This combined with difficulty in judging the length of time and briskness of pace needed to hold pupils' attention makes pupils restless.

119. The subject benefits from good co-ordination. There is a comprehensive development plan, a good policy and a scheme of work that helps teachers to provide a progressive sequence of skills. Teachers are further supported by records being kept of their own competency and by being given access to in-service training provided within the school. Plans are in place to extend resources.

MUSIC

120. Pupils make good progress in both key stages and standards are above expectations. In the reception class they quickly learn to recognise different tempi. By the end of Key Stage 1 they have learnt to listen appreciatively to pieces of music such as Mussorgsky's 'Night on the Bare Mountain,' speaking about their feelings and moving sympathetically to it. Pupils recognise gradual changes in tempo and dynamics, and capably use body percussion to create their own music. These skills are used to very good effect in Year 4, for example, to create a 'storm' involving percussion. By Year 6, pupils have progressed to recognise the characteristics of musical styles of twentieth century music, such as blues and jazz. Learning about calypso and reggae contributes usefully to their cultural development. Pupils discuss differences associated with all the elements of music satisfactorily. They learn to record their compositions using graphic techniques. Pupils sing very well with clear diction and accurate pitch. However, their ability to create different rhythmic pieces is not well developed.
121. Music was already a strong feature of the school's curriculum at the last inspection. However, the school has made further improvements. Pupils at both key stages now develop a good appreciation of music and all of them benefit from the high expectations of their teachers. The school has successfully widened the range of instruments from different cultures.
122. The quality of teaching is very good and sometimes excellent. Pupils in Key Stage 1 and lower Key Stage 2 benefit from the strong expertise of a teacher specialising in the subject. Her lessons stimulate pupils to produce good music by her rapport with them, her well-paced stimulating presentation, and by her active participation. Each lesson is full of variety that maintains pupils' interest and has evidently been well planned and prepared with good resources.
123. A very good published scheme supports the subject and ensures that pupils cover a broad and balanced curriculum. Collaboration between the specialist teacher and the co-ordinator benefits the pupils by ensuring that their work progresses in its challenge. The co-ordinator has clear aims for the subject that reflect those of the school as a whole. Resources are good and provide pupils with many creative opportunities.

PHYSICAL EDUCATION

124. By the end of Key Stage 2 standards are above expectation. By the end of Key stage 1 attainment in gymnastics and dance meets expectations. It was not possible to observe any games lessons at Key Stage 1. However, a thorough review of teachers planning, the policy and scheme of work, and discussion with staff and pupils, indicate that the pupils follow the Programmes of Study for the National Curriculum.

125. In Year 1, pupils effectively demonstrate simple ways of travelling with their hands and feet, such as turning, jumping and balancing. By Year 2 they can put together a sequence of movements to portray a story as they did in the lesson on 'Flying Machines'. They improve their performance through practice and by listening and acting upon comments made by the teacher and other children.
126. At Key Stage 2 pupils successfully continue to develop and extend their skills. They are increasingly able to refine their performance, as, for example, in linking a series of movements together in a Year 3 dance lesson. They show increasing skills of working together in small teams playing hockey in a Year 5 games lesson. There are many opportunities for pupils to evaluate their own performance and that of others. Pupils in Year 3 evaluated and made suggestions on another group's Greek dance, pointing out that the formation of the group was symmetrical and all the dancers kept in time with the music. Pupils in Year 5 and 6 practice and polish their hockey and netball skills. They take constructive advice and develop techniques to enhance their game. By the end of a Year 5 lesson pupils had grasped the techniques of a push pass in hockey.
127. By the age of eleven, pupils successfully add athletics and outdoor pursuits to their skills. Swimming is taught throughout the school and records show that almost all the pupils learn to swim at least 25 metres, with many more gaining higher awards in the ASA Personal Challenge Scheme.
128. The quality of teaching is overall good. However, at both key stages ranges from satisfactory to very good. Where teaching is strongest, the teachers have good subject knowledge, understand clearly what they wish their pupils to learn and plan their lessons well. Teachers manage time, resources and the behaviour of the pupils well. Pupils get changed for their lessons with little fuss, and come keen to take part. They enjoy accepting responsibilities, such as tidying away equipment. They behave well and safely.
129. Where appropriate they make good use of music from other culture such as Greek music for their dance. Where teaching is less strong, the pace of the lesson is more relaxed and too tolerant of excessive noise and chatter. All teachers begin and end their lessons with appropriate warm-up and cool-down exercises.
130. Presently the school has no co-ordinator for physical education. The subject is well resourced and many extra curricular activities are offered to both boys and girls.

RELIGIOUS EDUCATION

131. Standards of attainment have been raised since the last inspection report at Key Stage 2. By the ages of seven and eleven years, pupils' attainments are above the expectations of the Locally Agreed Syllabus. Pupils show a good knowledge and understanding of the richness and diversity of religion, of the place of Christianity and other principal world religions. They are aware of the distinctive features of those different traditions, of religious language, ideas, and symbols. When responding to questions pupils often show a good understanding of the subject and develop good speaking skills.
132. High attainment was seen, for example, in work on Buddhism and the relevance of moral stories. Pupils had grasped the importance of moral stories using animal characters and were then able to apply the moral stories in their own lives. Pupils in Year 1 were able to retell the story of the Good Samaritan. They find examples of a Good Samaritan in their own lives or by looking for stories in their local paper as part of homework.

133. Pupils of all abilities make good progress throughout the school. Between the ages of five and seven they move from understanding key stories in Christianity to aspects of Judaism, and Hinduism including such festivals as Hanukkah and Diwali. Topics become more demanding, are studied in greater depth, and require higher order skills, year on year. By the age of eleven years pupils have written accounts of pilgrimage for example, that of Hajj. They are able to compare the story of Abraham and Isaac with that of Abraham and Ishmael noting similarities and differences.
134. The quality of teaching is good and sometimes very good at Key Stage 2. Where teaching is strongest, teachers have a good command of their subject, know clearly what they wish their pupils to learn, and plan their lessons effectively to achieve their learning objectives. Such planning was seen in a very well structured Year 6 lesson on Islamic Pilgrimages. The teachers use good questioning skills to extend pupils' understanding for example in a Year 4 for lesson on Buddhism. They draw on and relate work to the pupils' own experience, for example, how their behaviour can affect others and therefore, the need for rules. Classrooms are well managed and organised, and time used effectively. Tasks are well supported by appropriate resources. The teachers successfully capture the pupils' interests and expect them to listen with respect to the views and opinions of others on the importance of morals. Pupils are expected to concentrate well, whether working as a class, individually, or collaboratively. Teachers encourage collaborative working. This was seen to good effect in a Year 3 lesson on Christian and Hindu artefacts, where pupils decided what the artefact was and its use, bringing their thoughts together in a whole-class discussion. Pupils behave well towards each other and their teachers. They show respect for the learning environment treating the religious symbols and artefacts with responsibility
135. The school's provision for the subject meets the statutory requirements. The subject is well led and managed by an enthusiastic co-ordinator who is committed to further develop the scheme of work and resources as well as supporting non-specialist colleagues. The subject is well provided with resource books for teachers.