

INSPECTION REPORT

**ROBERT MELLORS PRIMARY AND NURSERY
SCHOOL**

Arnold, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122521

Headteacher: Mr Robert Mellor

Reporting inspector: Miss Jane Porter
8915

Dates of inspection: 3-7 July 2000

Inspection number: 191891

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Bonington Drive Arnold Nottingham
Postcode:	NG5 7EX
Telephone number:	0115 8408068
Fax number:	0115 8408708
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Bowker
Date of previous inspection:	18 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
J Porter	Registered inspector	Mathematics Religious education	What sort of school is it? The school's results and achievements? How well are students taught? Equal opportunities
S Vincent	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
M Buck	Team inspector	English Under fives Art Design and technology Music	How good are curricular and other opportunities offered to students?
R Bristow	Team inspector	Science Information technology Geography History Physical education	Special educational needs How well is the school led and managed?

The inspection contractor was:

Staffordshire and Midlands Consortium
Mr I H Jones
Kingston Centre
Fairway
Stafford
ST16 3TW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 10
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 - 14
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24 - 28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29 - 46

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Robert Mellors Primary and Nursery School is situated in the district of Arnold, on the northern outskirts of Nottingham. The school is of average size and serves a mature residential area close to the town centre which has significant elements of social deprivation. In addition to the two hundred pupils on roll (103 boys and 97 girls aged between four and eleven) there are 40 full-time equivalent places in the Nursery. Pupils' attainment on entry to the Nursery is generally below average. Both the percentage of pupils eligible for free school meals, and also those on the register of special educational needs are broadly in line with the national average. There is one child with a statement of special educational need. The majority of pupils come from a white British background. There is considerable movement of pupils both joining and leaving the school.

HOW GOOD THE SCHOOL IS

Robert Mellors School is a harmonious and caring community. Pupils make good progress in the Nursery and by the time they are five, the majority reach the standard expected nationally. By the time they are seven most pupils reach the national standards for English, mathematics and science with a high proportion of pupils achieving the higher level. Most pupils at the end of Key Stage 2 reach standards expected nationally in English, mathematics and science. This shows improvement from 1999. Overall teaching is good. The new headteacher's leadership is effective and the governing body, headteacher and staff have a shared vision and determination to raise standards. However, there are weaknesses in management particularly in relationship to curriculum planning and the management role of curriculum co-ordinators. The school provides satisfactory value for money.

What the school does well

- The new headteacher's leadership is effective and has resulted in all staff being fully committed to raising standards. Improvements in standards have been secured in both key stages.
- The quality of teaching is good overall. Learning support staff are knowledgeable and ably support pupils' learning.
- The provision for children under five is very good and as a result they make good progress
- Pupils' very good attitudes, their good behaviour and personal development and the quality of relationships in the school contribute significantly to the progress pupils make.
- Pupils' spiritual, moral and social development is good. The school cares well for its pupils and the support and provision for special educational needs pupils is good.
- Links with the community and the partnership with parents are good and make significant contributions to pupils' learning.

What could be improved

- The standards in geography at Key Stage 2 are unsatisfactory.
- Curriculum co-ordinators are insufficiently involved in monitoring and analysing teaching quality and standards in all subjects, in order to secure continuing improvement.
- Curriculum plans do not give teachers sufficient guidance on the time to spend on each subject or on how pupils' skills in some subjects should be developed in order to achieve systematic progress throughout the school.
- The school development plan is of limited use as a planning tool beyond the current year.
- Assessment is inconsistently used by teachers to plan future work for pupils.
- The provision of homework is not consistent throughout the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in February 1997. Since then, the quality of teaching has improved. Management of challenging behaviour has improved significantly and teachers now have high expectations of all pupils. The spiritual dimension of pupils' learning is now good and is evident across the curriculum. Collective acts of worship enrich provision and meet statutory requirements. Some improvement is evident in pupils' presentation of their work, but in Key Stage 2 this is not always consistent. The school is beginning to plan all subjects of the curriculum in detail and as a result it is becoming more effective in supporting pupils' progress. However, more work remains to be done. Standards in art are now satisfactory at Key Stage 2. Overall, the school has made satisfactory improvement in the areas it was asked to address.

STANDARDS

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

Performance in:	compared with				Key	
	all schools			similar schools		
	1997	1998	1999	1999		
English	E	E	E	E*	Well above average Above average	A B
Mathematics	B	C	E	E	Average Below average	C D
Science	C	C	E*	E*	Well below average Very low	E E*

From a below average level of attainment on entry to Nursery pupils make good progress. By the time they are five many are achieving in line with the standard expected. Standards at Key Stage 1 indicate steady improvement since 1998. Inspection findings and national assessment results for the year 2000 show that the school is now achieving standards broadly in line with those expected for seven year olds. Key Stage 2 results have fluctuated in recent years. The results for pupils aged eleven in 1999 in English and mathematics were well below average and science results were within the lowest 5% in the country. Compared to similar schools, English and science results were low and mathematics results were well below average. However, the small size of the cohort and the significant amount of pupil mobility, means that such data should be viewed with caution. Inspection findings and the test results for 2000 show an improvement. Pupils' work seen shows that the majority of eleven year olds are attaining standards broadly inline with that expected for their age in all three subjects. The school came relatively close to achieving its very challenging targets for the Year 6 pupils. Pupils achieve broadly average standards in art, design and technology, information technology, music, physical education and religious education at both key stages. History standards are average at Key Stage 2. Geography standards have declined since the previous inspection and are now below average. Insufficient evidence was available to judge standards in geography and history at Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school. Most are highly motivated and enthusiastic about their work.
Behaviour, in and out of classrooms	Good. There have been no exclusions.
Personal development and relationships	Good. The quality of relationships is a strength. Pupils work well together in a variety of groupings and situations.
Attendance	Attendance is satisfactory.

The school is a harmonious and caring community. Pupils' very good attitudes and good behaviour make a significant contribution to their rates of learning and the standards they achieve.

TEACHING AND LEARNING

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

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

The quality of teaching has improved significantly since the previous inspection. Overall the teaching is good; 75% of teaching was judged to be good or better and 28% was judged to be very good or excellent. There was no unsatisfactory teaching. As a result of this good teaching, pupils are motivated to learn and work hard; this contributes positively to the progress they make. The quality of teaching for the under fives is very good. The quality of English teaching is good overall at Key Stage 1 and satisfactory overall at Key Stage 2. The teaching of mathematics is generally good with some excellent features. The teaching of science is good overall at both key stages. Teaching successfully meets the needs of pupils with special educational needs. However, teaching is less successful in consistently challenging the more able in Key Stage 2. Literacy skills are taught satisfactorily and numeracy is taught well. Good teaching is characterised by clear learning objectives, pace of lessons and challenging questions. In some lessons, marking lacks targets for improvement and homework is not used consistently enough to reinforce learning. Pupils make good progress in the Nursery and in Key Stage 1. Overall progress is good at Key Stage 2. Progress is steady in Years 3 and 4 but in the later stages progress is good because of well-targeted support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad but lacks balance in some subjects. Inconsistencies occur because teachers have too much choice about the time they spend on subjects and when they teach them.
Provision for pupils with special educational needs	The good provision for pupils with special educational needs is well managed and effective in enabling pupils to make good progress in relation to the targets set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is good. Provision for their cultural development is satisfactory.
How well the school cares for its pupils	The school takes good care of its pupils' health, safety and welfare. The school provides good personal support and guidance for pupils. Assessment is inconsistently used to inform pupils on their progress.

The new headteacher has established a good relationship with parents and the community. Parents' involvement in their children's learning and the life of school has a beneficial effect on progress and standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the new headteacher is effective. Senior staff also carry out their duties effectively. Management of curriculum change and the management roles of subject co-ordinators are not developed enough.
How well the governors fulfil their responsibilities	Governors are enthusiastic and support the school well. They have a shared vision to raise standards and are well informed. They are aware of their responsibilities and rightly review information from the headteacher. The governors' annual report to parents does not provide comparative data and sufficient financial information.
The school's evaluation of its performance	The school has successfully analysed national and school data at the end of each key stage. It has identified weaknesses and set targets for improvement. Monitoring is too limited and is restricted to the headteacher and senior staff.
The strategic use of resources	The school generally uses its grants and resources well. Currently the library provision is poor and the school lacks sufficient resources to support religious education and geography.

Knowledgeable support staff are used well to support pupils' learning. The accommodation is good overall, and well used, except for the library/computer room. The school is very well cared for and

maintained. The day-to-day management of the school is sound. The school and governing body are beginning to apply the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The quality of teaching their children benefit from. • The standards and progress achieved. • The good standards of behaviour the school achieves. • They feel they can approach the school with questions and concerns. • The school expects children to work hard and be responsible. • They feel that the school is well led and managed. • Many parents feel the school works closely with them. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • The amount of homework in some classes. • The range of extra curricular opportunities. • Information about progress. • Some parents think that the school does not work closely enough with parents.

Inspection evidence confirms most of the positive comments expressed by parents, although curriculum management needs further attention. The school provides appropriate opportunities for parents to be involved in their children's learning. During the week of the inspection, there was a good range of extra curricular activities. The inspectors support the parents' view that provision for homework is inconsistent. Information to parents about progress is appropriate but details of the work their children are going to do could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The inspection took place at the end of the summer term. The school had received the national test results for the year 2000 for both key stages. Currently the school has a small cohort in Year 6 and caution is needed when reviewing the assessment data. The school has experienced considerable incidence of pupil mobility which has affected the current Year 6. Judgements on standards have been based on observations of 46 lessons, scrutiny of work from all ability levels and year groups and discussions with staff and pupils.
2. The school's 1999 Nursery entry assessment results are below the local authority average. Children benefit considerably from the very good Nursery provision and as a result overall baseline results on entry to Reception for 1999 are average, with literacy and numeracy just above and physical development just below. In relation to their attainment on entry, many children under five make good progress in Nursery and good progress in Reception. The attainment of most children when they enter Key Stage 1 is in line with what is expected nationally.
3. Since the previous inspection in 1997, standards at Key Stage 1 have fluctuated. Reading standards declined in 1998 and 1999 but have improved recently. The confirmed results for 2000 show that standards have improved and inspection evidence indicates that reading standards are now broadly in line with national averages and similar to the standards reported in the previous inspection. Writing standards declined in 1998 but have improved significantly since, now being broadly in line with national averages and similar to standards reported in 1997. Mathematics standards also declined in 1998 and 1999 but have improved significantly in 2000 and are judged to be broadly in line with national averages. Standards in science in 1999 were assessed by teachers as being below the national average, but with standards being above average for pupils attaining the higher levels. Teacher assessment for 2000 shows some improvement, particularly for the more able. Pupils' standards are now broadly in line with national averages. Taken overall, pupils perform better in mathematics than they do in English. In national tests girls outperform boys at the level expected for the average seven year old in writing and mathematics in the year 2000. In reading the girls and boys attainment is similar. Currently there is no national comparative data for 2000. In 1999 comparison with similar schools shows the average level (Level 2) results were well below those of similar schools for all three areas. With the significant improvement in 2000 the school is now broadly in line with the 1999 comparisons. For the higher level (Level 3) the school is currently above the 1999 figures. Standards seen during inspection confirm the improvement. The school's thorough implementation of the National Literacy and Numeracy Strategies, from Reception onwards, is having a positive impact on standards.
4. By the end of Key Stage 1, pupils' standards in art, design and technology, information technology, music and physical education are in line with those expected for seven year olds. Pupils also meet the requirements of the local religious education Agreed Syllabus
5. In art, pupils can produce skeleton pictures made of straws; craft spiders and reproduce spring flowers in pastels; paint and make simple collages as well as drawing. In design and technology they make watches and jewellery using paper pasta, wool and tape, they can generate a design, produce the plans and instructions and make a puppet. In information technology pupils display a satisfactory use of communication skills with cameras and tape recorders and skills are systematically developed. In music they listen carefully and recognise high and low, soft and loud

sounds, they sing well and use percussion instruments correctly. In physical education, they achieve water safety skills and a quality of movement that is satisfactory. In religious education, pupils have a clear understanding of important festivals and can explain Bible stories and express their understanding of God.

6. There was too little evidence available during the inspection to judge attainment in Key Stage 1 geography and history.
7. Test results for pupils aged eleven in 1999 showed standards in English well below average in comparison to all schools and very low in comparison to similar schools. Trends over time show performance to be very low in comparison with the national average. However, the National Curriculum test results for 2000 show an improvement on 1999, with some evidence of real change in the number reaching the level of attainment expected of a typical eleven year old. The pupils currently in Year 6 were in Year 2 when the school was last inspected and then their attainment was judged to be in line with national expectations. More detailed analysis of the current Year 6 cohort shows that since 1996 the pattern of pupils leaving and joining the year group has adversely affected the proportion of pupils achieving at average level and above in English. Observation of pupils' work in classrooms and a detailed scrutiny of current work reveals pupils achieving across a wider range and indicates standards that are much closer to those expected nationally. Currently standards are judged to be just in line with national expectations.
8. The previous inspection report indicates that teacher assessments at the end of Key Stage 2 for mathematics were in line with those expected nationally. No test results were published in 1996. As with Key Stage 1 there has been a fluctuation in pupil performance over the last four years with a dip in 1999 when the cohort had a significant proportion of change, and an increase of pupils on the register of special educational needs. The current results for 2000 show an improvement although the test results are still below the 1999 national average. The percentage of pupils attaining the higher level in the most recent tests (Level 5) is below the 1999 national average. When the test performance of all pupils is considered, the school's attainment levels are below those found nationally. The size of the overall cohort and the comparatively small number of boys and girls involved means that such data should be viewed with caution. Evidence from lessons, discussion with pupils and the extensive scrutiny of pupils' work indicates that standards of the majority of pupils are operating around the national expected standards for eleven year olds. In lessons where pupils have good levels of support they have the confidence to show their full potential. Some pupils respond less favourably in unfamiliar test conditions and the school has recently begun to familiarise pupils with working in more formal test conditions and this is beginning to have effect.
9. The performance of boys and girls has also fluctuated and currently more boys than girls reach the expected standards in mathematics, however, both are below the national average. When compared to schools with pupils of similar background, the percentage of pupils attaining the levels expected nationally at the end of Key Stage 2 in 1999 was well below the average for similar schools. The school has worked hard to improve results by improving teaching strategies, targeting support on identified groups of pupils and supplementing these initiatives with well structured homework.
10. Pupils display good numeracy skills across the curriculum when given opportunity to do so, for instance in calculations in a science lesson and data handling in an information technology lesson. Literacy across the curriculum is sound, pupils benefit from the opportunity to produce information in the form of charts and lists as seen in a Year 2 lesson about birds and write persuasively in geography about local issues.

11. In the 1999 Key Stage 2 science tests, a dip resulted in standards that were well below the national average and also when compared with standards from similar schools. Test results for 2000 for eleven year olds show real improvement with an increase of 27 percentage points. Evidence from lesson observations and a scrutiny of pupils' work during the inspection would supports the view that standards by the end of each key stage have improved and are now broadly in line.
12. Pupils with special educational needs make good progress, particularly when they have carefully chosen activities and have the help of skilled support staff who give them high levels of individual attention.
13. By the end of Key Stage 2 pupils attain appropriate standards for their age in art, design and technology, history, information technology, music, physical education and religious education. Standards in geography are too low.
14. In art, pupils paint, make collages, sew, produce silhouette portraits and sketch a variety of observational and experimental responses. In design and technology, they can make picture frames and money holders to meet a particular brief, they generate viable ideas, plan and apply skills to assemble and join the final product. In history, they have gained an understanding of characteristics of society and understand the links between studied periods. In information technology pupils use software or the Internet confidently to seek information, have secure word processing skills and a good understanding of the importance of accuracy when entering data. In music, singing is a particular strength, pupils sing in tune, play recorders and they demonstrate an understanding of symbol notation. Pupils' physical education skills are well developed. They demonstrate good ball handling skills and sound swimming techniques. In religious education, pupils know about world religions and important festivals. They can express their own opinions on issues such as war and forgiveness. Standards in geography at Key Stage 2 are below national expectations. There is insufficient coverage of all the elements, with mapping skills being poor.
15. The school has set challenging targets for improvement with the local education authority. To ensure improvement the new headteacher set up appropriate strategies in order to raise attainment, including target groups within Key Stage 2, booster classes, extra support staff and objective led teaching. These relatively new initiatives are being developed across the whole of Key Stage 2. These strategies contribute considerably to the accelerated progress being made in Year 6. There has been insufficient time to redress all the issues but the school has come relatively close to achieving the targets set.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

16. The previous report was positive about the attitudes of pupils to their work. The behaviour of the majority of pupils was judged to be very good. This inspection finds that pupils now have very good attitudes to their work as well as the various clubs, extra-curricular activities and visits. During the period of the inspection there was considerable excitement and effort as pupils prepared to stage a drama production. Parents comment that the school's millennium concert at the beginning of the year, which involved pupils of all ages, was a great success. During lessons and in discussions pupils are confident to ask questions and express opinions which adds to their ability to learn. They enjoy explaining about their work in front of their classmates and show pleasure in learning. They listen well to instructions from adults and are anxious to please their teachers. In the questionnaires and at the pre-inspection meeting, parents have confirmed that their children enjoy school.

17. Attendance is in line with the national average and unauthorised absence is just below the national average. The school has been successful in maintaining this consistent and satisfactory position for several years. Pupils are usually punctual.
18. Overall, behaviour is good and the majority of pupils behave very well in the classroom and around the school corridors. In the playground they enjoy the very good facilities and play equipment and this has a positive impact on standards of behaviour. They are courteous and show respect to adults as well as for their surroundings. The relationships within school are very good. There are very few instances of unacceptable behaviour or bullying and when this occasionally happens it is dealt with effectively. This is a considerable improvement from the previous report when management of challenging behaviour was a key issue. There have been no recent exclusions. Adults in the school provide very good role models and relationships at all levels are extremely good. The school has a positive atmosphere for learning.
19. Pupils' personal development is good. Children enter the Nursery with below average development of social skills. Those who have attended the Nursery make good progress, but overall the level of attainment of pupils as they enter the Reception class is just in line with national expectations. Concentration and perseverance is very good in Reception, Years 1 and 2. In Key Stage 2 the majority concentrate well. In Years 3, 4 and 5, there is a very high proportion of pupils with special educational needs and their ability to concentrate occasionally wanes. As pupils progress through the school, they learn to share, take their turn and are increasingly able to work co-operatively with their peers in pairs and groups. They have a good understanding of the impact of their views on others. At all times, they enjoy showing their work in front of the class. Older pupils are increasingly involved in thinking about the bigger issues around them and they are able to discuss their emotions, their beliefs and the feelings of others with maturity and confidence. They show sensitivity to the needs of others, particularly those with disabilities and take responsibility for themselves readily. Many lessons provide opportunities for independent working and pupils respond well. By the time they leave the school, they are suitably prepared for secondary education.

HOW WELL ARE PUPILS TAUGHT?

20. Overall, the teaching observed during the inspection was good; three quarters of teaching was judged to be good or better and 28% of all teaching was judged to be very good or excellent. There was no unsatisfactory teaching. This is a significant improvement since the previous inspection when the school had 11% of unsatisfactory teaching.
21. The quality of teaching of the under fives is very good overall. In the Nursery, teaching is generally very good and in the Reception class it is consistently good with elements being very good. Teachers and support staff work effectively together to provide a range of good quality experiences and have high expectations of pupils' response. All staff develop positive relationships with children and this promotes a good atmosphere in which to learn.
22. The quality of teaching in Key Stage 1 is good overall, with most lessons being of a good standard and three lessons out of fifteen being of a very good standard. No lessons were unsatisfactory. In Key Stage 2 the teaching is more variable, but standards are good overall. Over two fifths of lessons were satisfactory with a further two fifths being good, two lessons were very good and one was excellent.
23. In the most effective lessons, teachers plan an appropriate range of range of practical activities and tasks that are carefully matched to pupils' abilities and the learning targets they wish to meet. They use skilled open-ended questions to stimulate pupils' thinking and they ensure lessons

proceed at a brisk pace that engages and motivates pupils well. These skills were observed in a literacy lesson when pupils are engaged in making lists related to the book 'The Sandwich That Max Made'. A well-planned mathematics lesson for Years 3 and 4 built on previous experiences, challenged pupils to choose the correct mental method and demands that all pupils explain their thinking.

24. In the best examples of teaching, teachers have high expectations of what pupils can do and they share the learning aims of the lessons with their class. This enables pupils to be clear about what they have to learn and the standards of work and behaviour expected. This was evident in a Key Stage 2 physical education lesson when pupils were involved in Invasion games. Pupils are very well managed and the few instances of challenging behaviour are effectively dealt with. This is a significant improvement since the last inspection. Learning support staff are deployed effectively to support specific groups of individuals, for example, when they are working on literacy tasks with pupils with special educational needs or giving support to the youngest pupils in Reception. Music is very well supported by a pianist as witnessed in a Year 5/6 lesson where good subject knowledge ensured opportunities for pupils to improve their skills in singing loud and soft and fast and slow. Where support occurs, high levels of interaction enable pupils to work hard and make appropriate progress.
25. Where teaching is less effective it is characterised by teachers not always planning sufficiently to meet the needs of the more able in literacy sessions and where session times in some subjects are overlong. The provision of homework is not yet consistently planned by all staff. The school is aware of this issue and in consultation with parents and governors is re-evaluating its procedures.
26. The quality of marking is variable. There has been considerable improvement in some classes during the last two terms but overall it is not satisfactory. On many occasions, teachers fail to give pupils sufficient detail on how to improve their work. Assessment checkpoints are evident in work planned for the curriculum for pupils under five, and in numeracy and science but are not clearly defined in other subjects. Generally, teachers know their pupils' abilities well. They use the observations made in classrooms to inform their short term planning. In a few lessons notably in English at Key Stage 2 work is not sufficiently different to challenge the more able. Record keeping currently takes place but in a variety of forms, it lacks consistency and therefore fails to sufficiently support transfer of information at the end of a school year. The school is looking to develop a common method to meet the needs of Curriculum 2000. Nursery and special educational needs records are good and are used to inform the planning of learning opportunities.
27. Teachers support pupils with special educational needs well. The most effective learning takes place when teaching and non-teaching support is available to deliver a structured programme. Planning shows clear learning objectives and individual education plans are realistic and achievable; well matched to pupils' individual needs and esteem is high. Pupils make good progress with some reading and numeracy skills being consolidated at home. Gains in progress are recorded and a significant proportion of pupils have improved at least one level, with some removed from the special educational needs register completely. There is evidence that additional literacy support has increased reading levels for some pupils effectively and that parents and volunteers are well used to help raise standards.
28. Throughout the school, numeracy skills are taught effectively with high levels of direct teaching. Numeracy lessons are generally well planned and this has a positive impact on pupils' learning and standards. The quality of numeracy teaching is generally good at both key stages. Literacy skills are generally taught well at Key Stage 1 and are satisfactorily taught at Key Stage 2.
29. The quality of teaching in the Nursery is consistently very good. In English, mathematics and

science lessons teaching ranges between satisfactory and excellent being mainly good. During the inspection it was not possible to observe sufficient lessons to make overall teaching judgement in art, design and technology, geography, history and information technology. In other subjects and in the individual lessons observed teaching ranged between satisfactory and very good with half being good and a quarter being very good.

30. Overall, pupils make good progress in the Nursery and in Key Stage 1. Satisfactory progress at the beginning of Key Stage 2 and good progress by the time they are eleven. Although there are fluctuations within the key stage particularly in Years 3 and 4 where progress is more limited due to the higher proportions of special educational needs pupils and pupils with behaviour problems overall progress is good. Where lessons are well planned, have a brisk pace pupils respond very well. This was evident in a Year 3/4 mathematics session when mental mathematics demanded concentration, recall of earlier work and pupils to talk about their own understanding of the problem. Generally, pupils are willing to have a go at the work set and learn from their errors.

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

31. The school provides a broad curriculum that meets statutory requirements. After analysing the school's performance the new headteacher focused on raising standards in the core subjects, particularly English and mathematics, and has fully adopted the National Literacy and Numeracy Strategies.
32. The school has implemented the National Literacy Strategy, this is well structured in the majority of classes but planning formats are not consistent. The amounts of time devoted to English and the way time is used varies across the school. However, the systematic introduction of phonics and focused additional literacy support is proving beneficial in raising standards. The systematic implementation of the National Numeracy Strategy is proving very effective in raising standards in mathematics particularly in the area of mental mathematics.
33. Generally, foundation subject policies and plans are under review and most are in a draft form. A key issue of the previous inspection was to introduce more detailed schemes of work in all curriculum areas, in order to support teachers' long, medium, and short-term planning, and to ensure that the sequencing and delivery of the planned elements of the curriculum are coherent, and the levels are appropriate to pupils' age and ability. Initially the school successfully introduced commercial schemes of work but their use is currently declining as subject planning is beginning to be linked to the new national schemes of work for Curriculum 2000. There is no current curriculum map and approaches to planning are yet to be formalised and shared by all. Currently, plans do not give teachers sufficient guidance on the time to spend on each subject or on how pupils' skills in some subjects should be developed in order to achieve steady progress throughout the school. Consequently there are inconsistencies in planning a coherent programme of experiences that build progressively on pupils' prior learning. This is particularly evident in geography at Key Stage 2 where there is insufficient coverage of all the required elements which leads to unsatisfactory standards. Opportunities to extend information technology across the curriculum are not always fully exploited.
34. The curriculum for children under five is of very good quality. The children are provided with a broad range of stimulating learning experiences both in and out of doors. The carefully planned curriculum covers all of the national requirements and prepares children well for the National Curriculum. The teacher in charge of the Nursery, Reception staff and the Nursery nurses take an active part in planning and developing the curriculum. Staff are fully aware of children with particular needs. The provision is effectively raising standards and enabling children to make

good progress.

35. The curriculum is enriched by a good range of activities and visits. Pupils visit places of worship, including Southwell Minster; participate in a 'wedding' at the local church; and older pupils make a residential trip to Wales. A wide variety of extra curricular opportunities were offered during the inspection including sports clubs for both key stages, recorders, choir and computers. The use of voluntary helpers to support the curriculum is strength. Pupils are supported on structured learning programmes, educational visits, and computers and in a variety of ways in the classroom. Parents are encouraged to attend French and computer clubs and community links are strong. The school uses outside resources to enhance the curriculum including theatre visits and regular visits to the public library. Concerts, performances, plays and parades support learning in the performing arts.
36. Generally, pupils have equal access to the curriculum. In a few classes work is not planned to build progressively on what pupils of differing abilities already know, understand and can do, so higher attaining pupils are not always appropriately challenged. Pupils with special educational needs, including those with statements, are fully included in all school activities including extra curricular activities. One pupil is disapplied from the National Curriculum and is provided with quality learning activities. Where pupils are withdrawn, they are given experiences which reinforce and consolidate class activities.
37. The school makes good provision for sex education and teaching pupils about drug misuse as part of the school's planned programme for personal and social education. Pupils have a sound understanding of health issues and the importance of exercising personal choice.
38. There are good links with business in the local community, which have led to improvements in the computer resources, sports equipment and the quality of the outdoor provision. The school benefits from help from a variety of sources including local football and cricket teams, as well as from successful fund raising by the Parents' Group.
39. The Nursery builds useful links with other schools and sound relationships are developed with the local groups of schools. The local police education service supports the school's drug awareness programme and good links have been forged with institutes of higher education.
40. The school has improved the planned opportunities for pupils' personal development since the previous inspection. The provision for spiritual and moral development has improved and is now of good quality. Social development continues to be of good quality and cultural provision remains sound.
41. The school provides good opportunities for pupils to gain insight into the values and beliefs of others. The new programme for religious education and collective worship provide good opportunities for pupils to share their feelings and invite others to reflect, for example, on the feelings of Jesus on the cross. The careful choice of texts in English also enables pupils to consider what it is like to be bullied, to be upset and empathise with others. In the early years, children gain from the opportunity to wonder at small creatures and develop a respect for living things.
42. The school now meets the statutory requirement to hold a collective act of worship. This is an improvement since the previous inspection.
43. All adults consistently promote high standards of behaviour and the behaviour policy provides an effective framework for guiding pupils' understanding of right and wrong. From the early years

pupils are expected to take personal responsibility for the choices they make. One pupil in the Reception class explained that jewellery should not be worn in school, even when it is made in the lesson. English, drama, music and religious education provide further opportunities for pupils to consider and explore moral issues.

44. The school nurtures a strong sense of community and the quality of relationships between all members is very strong. Pupils are encouraged to respect and value each other and all adults in the school family. Weekly Praise meetings are a good opportunity for the school to celebrate pupils' successes. Opportunities for pupils to show initiative and take responsibility in lessons and around the school are less well developed.
45. The school is effective in teaching pupils to appreciate their own cultural traditions. Pupils celebrate Christingle and pupils in Key Stage 1 act out a Christian marriage ceremony and enjoy the celebrations afterwards. They gain an appreciation of great artists and celebrate literature with an enjoyable school parade in the local community. However, the opportunities to develop a deeper understanding of cultures other than their own are less well developed. The school is aware of this and plans have been made to widen the provision with visits to different places of worship, the use of artefacts and books about other cultures and the welcoming of visitors from other cultural backgrounds.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. All adults show proper concern for pupils and the care provided is based upon the very good relationship, which exists between them. The school is a safe and secure community.
47. Health and safety matters are dealt with effectively. The procedures relating to the safety of the building, security, first aid and welfare are all satisfactorily organised. Procedures for child protection are properly established, based on the local guidance, and all staff are aware of the need for vigilance.
48. All staff, the teachers, support staff and mid-day supervisors, play their part in promoting good behaviour. Some classes have their own rules and teachers manage behaviour well in their own class. The mid-day supervisors are very effective in organising a sociable and very active lunchtime break. Pupils show an understanding of what standards are expected of them and they enjoy the rewards of merits and certificates. However, there is no recent written behaviour policy and the existing good practice would be made more secure and consistent, if the policy was reviewed and brought up to date.
49. Regular attendance and punctuality is suitably promoted in the school's published literature and parents are very co-operative in reporting absences. Registration procedures are carried out appropriately. Attendance of all pupils is properly monitored, both by the staff and in visits to the school by the education welfare officer.
50. In the Nursery the procedures for assessment are very thorough and the information is used well to guide and develop children's progress. In the remainder of the school practice is less well established.
51. The school does not have a current policy setting out the procedures for the assessment of pupils' attainment and progress and this must be a priority for improvement. Teachers' observations are generally used well to inform short-term planning and there is a good awareness of individual pupil's strengths and weaknesses. This information is shared verbally. However, there is no whole-school, consistent approach to methods of recording, so that the data can be used to long

term planning as pupils move from class to class. Marking is currently unsatisfactory. A consistent method of marking pupils' work has only just been established and is not fully implemented in all classes.

52. There is a suitable range of testing carried out in most years, in reading, writing, mathematics and science, including baseline assessments and the statutory tests at the age of seven and eleven. Recently, the information drawn from these tests has been used to target specific individuals and groups particularly in Year 5 and Year 6. This initiative has had a positive effect on pupils' learning, particularly in numeracy, and the progress pupils make.
53. The new headteacher after a year of settling into post has prioritised the use of data as an area for development. Much analysis is currently in hand using the recently introduced optional end of year assessments for Key Stage 2. The information gained is being recorded against individual pupils and progress analysed. He has planned time with staff in September to set further class targets for improvement. The initial work carried out to date has given the headteacher and senior staff a greater awareness of how and where to improve standards and this needs to be rigorously continued and developed with subject co-ordinators.
54. The existing procedures for recording pupils' personal development, attendance and behaviour are satisfactory and pupils received appropriate support in these areas.
55. The provision for pupils with special educational needs is good and all statutory requirements are met. Pupils' individual needs are recognised early and support is targeted effectively both by teaching and non-teaching staff. There is evidence that targets are set, shared with pupils, and that gains in progress are recorded systematically. Outside agencies are used appropriately and there are sound links with the family of schools, which includes secondary provision.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents and carers hold positive views about what the school achieves for their children. The new headteacher has established a good relationship with parents and the community. Through the questionnaires and at the parents' meeting, parents have confirmed they are satisfied with progress achieved; they feel that teaching is good; the school is approachable if they need to discuss problems; they feel the school promotes the right values and encourages their children to work hard. A few are less satisfied with the amount of homework given and some aspects of information provided particularly information on the areas of work pupils are going to study during a term.
57. Parents receive a satisfactory range of information. As children join the Nursery and the Reception class, parents and children are involved in a thorough induction process to ensure they understand the workings and organisation of the school. There is a good range of explanatory literature. Most information about the work of the school is conveyed to parents in newsletters; there are opportunities for parents to attend assemblies and there are additional meetings to explain aspects of the curriculum, such as literacy, the numeracy strategy, and 'Jolly Phonics'. There are twice-yearly parent consultations to discuss progress and the pupils' annual reports are satisfactory and describe what pupils can do successfully, the progress they make, their strengths, weaknesses and areas for improvement. In some cases there is an emphasis on what has been done rather than what standards have been achieved and some of the targets are rather general and need to be more specific, to be really useful. As yet, the school does not formally advise parents of what topics and work will be studied in forthcoming lessons each term and this is another area for development. Parents of pupils with special educational needs are actively involved at all stages of the Code of Practice including review procedures. Details of gains in skills, knowledge and understanding are reported regularly to parents during reviews and parents

evenings. Often spontaneous opportunities are sought to enable teachers to share pupil success with families. Parents are supportive of the work of the school, and many pupils are encouraged to complete homework tasks contributing to the raising of standards.

58. The school has good links with parents and they make a good contribution to the life and work of the school. They support school events and productions very well; a number of parents help to raise reading standards by working on the 'Toe by Toe' scheme; outside visits are always well supported by parent helpers; there is small group of parents who organise social and fund-raising events and the 'Old Boys' actively promote the school in the local community. The school has established productive links with the Arnold and Carlton College which have resulted in a good range of classes, for both parents and pupils, which take place in the school.
59. Parents make a satisfactory contribution to their children's standards of learning. The majority have approved the home-school agreement and there is broad general support for the work pupils are asked to do at home. Parents give good support to the twice-yearly meetings where they can discuss progress. In order that parents have an even greater impact in raising standards, they must have the same understanding of what standards can be achieved and a commitment to the targets for their children. The school needs to continue to seek ways to do this.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The headteacher has been effective in maintaining the strong pastoral ethos of the school whilst introducing a sharper focus on improving pupils attainment. The leadership of the new headteacher is effective and the governing body, headteacher and staff now have a shared vision and strategies for raising standards, which they are implementing, although this is not yet clearly reflected in the aims of the school. The mission statement is a good indicator of what the school values most and is expanded into aims that govern the life of the school and focus strongly on the personal and social development of pupils. Behaviour is managed well, and this has successfully reduced the amount of challenging behaviour identified in the previous report. This is a school that strives hard, and very successfully, to develop relationships that are a strength. Significant developments have taken place since the previous inspection providing a much clearer sense of direction for the work of the school. However, the headteacher recognises that there is still need to improve academic standards, particularly in science, design and technology, geography at Key Stage 2, and information technology, which are lower than at the time of the last inspection.
61. The school management plan promotes the continued development of the school and priorities are linked to expenditure. However, the detailed focus of only one year reduces its effectiveness significantly. The school's desire to improve and succeed is evident in the improvements identified since the last inspection. Recently, there has been some real progress in numeracy and literacy. The provision for art is now satisfactory.
62. Since the last inspection, the governing body has increased in effectiveness and has a secure committee structure, with all meetings minuted. Governors are well informed about the curriculum. In addition to reports from the headteacher and other senior staff, regular governor visits are arranged and subsequent reports are received. There are governors with responsibility for special educational needs, literacy and numeracy. A governor of the month is also identified who visits, evaluates observations and reports to the full governing body. Challenging statutory targets for attainment in English and mathematics, at the end of Key Stage 2, have been agreed and targets will be set for performance management in the autumn term. The overview of the governing body is beginning to make them much better placed to challenge the school in shaping its future direction. Members are well involved in the schools budgeting process. Steps are now in place to include a detailed financial statement in the annual report to parents, together with

information concerning the achievements of the school when compared with both national averages, and with those of schools of a similar nature.

63. Management systems for moving the school forward lack cohesion. They do not yet respond sufficiently to the vision for improvement. Although standards are improving, they are still not high enough, especially in Key Stage 2. Since the previous inspection, the school has taken crucial steps to evaluating teaching and learning and have raised the quality of teaching with a positive impact upon the climate for learning. Although there is no formal appraisal system in the school pending national developments, targets for improvement have been agreed with individual members of staff. There is now no unsatisfactory teaching.
64. The monitoring of teaching and learning is restricted to the senior management team, and to governors with specific responsibilities. This does not give a sufficient overview to enable all subject co-ordinators to contribute effectively to the raising of standards in their subjects. It is essential that good practice observed during the inspection is identified, analysed and then adopted without exception, if the accelerated progress identified in the Nursery and at the end of Key Stage 2 is to be developed consistently.
65. Clear roles are established for the headteacher, deputy headteacher and senior management team. Their regular meetings have negotiated agendas and minutes are taken. The Nursery is well managed and standards, which are now very good, provide a firm foundation to prepare children for the requirements of the national curriculum.
66. Subject co-ordinators have job descriptions, and have contributed sound action plans. However, guidelines for significant curriculum change in September 2000 do not have sufficient detail to ensure that skills, knowledge and understanding are gained in a continuous and progressive manner. There is no agreed system in place which helps teachers to record these gains, nor use them to target improvement for each ability group on a regular basis. This, however, takes place on an individual basis. The management of time for maintaining breadth and balance of the curriculum is an issue. Urgent consideration should be made to analyse the time available, including considering the present restrictions on the school day, and then plan to use the time available more effectively for all pupils.
67. The co-ordinator for special educational needs maintains the register efficiently and plays a key role in raising the awareness of all staff through her position on the senior management team. Pupil needs are discussed at every staff meeting. Strengths and weaknesses are identified at an early stage and then analysed so that targets can be set which are realistic and manageable. Individual educational plans are reviewed regularly, achievements are recorded and then new targets are set. Support staff are involved in planning, and pupil progress is discussed and recorded. The co-ordinator's action plan shows good leadership. Targets are reviewed and amended often termly. This is a most effective use of resources. There is an identified governor to monitor the provision for pupils with special educational needs. The management and quality of the structure of resources for pupils receiving additional literacy support enables pupils to receive regular quality learning experiences.
68. The school makes sound use of available technology for administration purposes, with improvements planned for the autumn term. Clear systems are in place for ordering and receiving resources. Good use is made of funding for specific purposes, and good financial management ensures a well-planned and balanced budget. Grant money has been used well to support curriculum initiatives, pupils with special educational needs, and in-service training. The school responded satisfactorily to the requirements of the last Auditors Report. It has just undergone a further audit and is awaiting a new report.

69. The school has an appropriate number of qualified and experienced teachers. The match of qualifications and expertise to curriculum responsibility is sound, with initial subject qualifications providing a good balance. Co-ordinators are identified in all subjects as well as for special educational needs and assessment. Although the school currently has no newly qualified teachers, the arrangements and policy for induction are sound. A sound programme of in-service training is recorded which reflects the school priorities. Support staff are used most effectively, particularly for singing and supporting lower achieving pupils. The decision to increase the proportion of non-teaching staff has proved to be effective. The school runs smoothly on a day-to-day basis, well supported by competent office management.
70. Accommodation is good overall, and maintained by the caretaker and his staff to a high level. There is a rolling programme for decoration. The addition of security fencing has reduced the incidence of vandalism, and there was no evidence of graffiti or litter. The gardens, with benches and quiet areas, provide a stimulating environment and contribute significantly to the quality of learning. Pupils are proud of their involvement in designing and caring for these facilities. Industry links have improved resources, particularly in information technology. The computer suite is making a significant impact on the improvement of skills for individuals and groups of pupils.
71. Quality facilities, provided at lunch times for imaginative play and team games, have contributed largely to the high level of successful behaviour management. There are various hard surfaces and a well used field. However, playground markings are in need of urgent attention.
72. The present dual use of the Computer Suite makes it difficult for the library to be used effectively as a resource for personal study. This does not encourage pupils to widen their reading. Areas for pupils with special educational needs have added to the quality of provision. The school has plans for improvements in the Nursery these would improve the satisfactory accommodation now available.
73. Generally resources are adequate. There has been an improvement in resources, particularly in information technology, art and physical education. There is need for a wider range of resources to promote reading and study skills in literacy; further software to support learning across the curriculum, resources to develop mapping skills in geography and artefacts to support religious education.
74. The school is beginning to use best value principles. Parents were well consulted when school hours were changed and when changing swimming arrangements. There is a sound home-school agreement and the homework policy is to be reviewed. Tendering is competitive and resources are used at lunchtimes and after school for both pupils and adults. Comparisons of achievements with national averages and similar schools are at an early stage. There is no system in place to evaluate the success of spending decisions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve standards further, the school and governing body needs to address the issues below:
- (1) Improve standards in geography at Key Stage 2 by reviewing schemes of work to ensure that all aspects of the subject are fully covered and each year's work builds progressively on earlier learning (paragraphs 13, 14, 143, 145).
 - (2) Strengthen the management role of curriculum co-ordinators in supporting improvement by:
 - structuring the monitoring policy into an annual cycle and extending its range by involving subject co-ordinators more fully (paragraphs 53, 64, 104, 103, 135, 141, 145, 150, 155);
 - further develop the analysis of data with all staff thus enabling them to share more fully in devising strategies for improvement (paragraphs 51, 63, 64, 66, 104, 130);
 - enabling curriculum co-ordinators to regularly monitor planning and practice by reviewing samples of work and analysing timetables for consistency (paragraphs 63, 64, 104, 130, 135, 141, 145, 150, 155, 160, 165, 172).
 - (3) Improve curriculum planning in order to achieve steady progress throughout the school by:
 - reviewing the balance of the curriculum and agreeing definitive time allocations and when units of work will be taught (paragraphs 64, 103, 120, 134, 145, 164);
 - all staff planning consistently from the new schemes of work using a common planning sheet (paragraphs 33, 103, 134, 140, 159).
 - (4) Improve the usefulness of the school development plan by extending the detail included beyond the current year (paragraph 61).
 - (5) Use assessment more effectively to plan future work for pupils by:
 - developing a current assessment policy to include detailed guidance for staff on all aspects of assessment including recording (paragraphs 26, 51, 52, 54, 84, 129, 140,);
 - building opportunities for regular assessments into all schemes of work and all planning (paragraph 26, 144, 149);
 - implementing the marking policy consistently throughout the school (paragraph 26, 51, 101, 129, 145).
 - (6) Improve the use and effectiveness of homework by:
 - developing and implementing consistently throughout the school a more structured approach to homework which supports pupils' learning in the areas of identified need (paragraphs 26, 56, 74, 100, 120, 129, 144).

In addition to the above issues for action, the school should consider the following issue:

- Ensure that governors' annual report to parents fully meets the legal requirements by including a complete financial details and comparative attainment data (paragraph 62).

PART C: SCHOOL DATA AND INDICATORS

76. Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	26	46	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	200
Number of full-time pupils eligible for free school meals	N/a	67

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	4	66

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	17
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	5.9
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	21	11	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	14
	Girls	8	8	8
	Total	21	20	22
Percentage of pupils at NC level 2 or above	School	66 (42)	63 (60)	69 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	17
	Girls	8	8	9
	Total	21	22	26
Percentage of pupils at NC level 2 or above	School	66 (60)	69 (85)	81 (97)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	13	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	8
	Girls	5	5	4
	Total	11	13	12
Percentage of pupils at NC level 4 or above	School	35 (48)	42 (59)	39 (63)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	13	12
	Girls	5	9	10
	Total	14	22	22
Percentage of pupils at NC level 4 or above	School	45 (63)	71 (67)	71 (74)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	5
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	193
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	28.6
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	153

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	70

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	37
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1999
----------------	------

	£
Total income	450192
Total expenditure	446040
Expenditure per pupil	1957
Balance brought forward from previous year	16037
Balance carried forward to next year	20189

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	3		
My child is making good progress in school.	46	50			4
Behaviour in the school is good.	41	54	3		3
My child gets the right amount of work to do at home.	28	36	15	10	11
The teaching is good.	56	38	1		4
I am kept well informed about how my child is getting on.	32	47	18	3	
I would feel comfortable about approaching the school with questions or a problem.	70	29	1		
The school expects my child to work hard and achieve his or her best.	47	47			5
The school works closely with parents.	44	32	18	4	1
The school is well led and managed.	56	27	4	4	9
The school is helping my child become mature and responsible.	42	50		3	5
The school provides an interesting range of activities outside lessons.	45	30	8	8	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. Children are admitted to Nursery from the start of the term after their third birthday and enter school at the start of the term before their fifth birthday. The 1999 Nottinghamshire Nursery entry assessment results for the school are below average in relation to social and physical development and literacy, and particularly in relation to numeracy. Overall baseline results on entry to school for 1999 are average, with literacy and numeracy just above and physical development just below. In relation to their attainment on entry many children under five make good progress overall. The attainment of most children when they enter Key Stage 1 in language and literacy; mathematics; knowledge and understanding of the world; and creative and physical development matches the nationally defined Desirable Learning Outcomes.
78. The previous inspection report judged that Nursery provision and the quality of education for pupils under five was of a high standard and children made good progress. This standard has at least been maintained, and improved overall, so that children are provided with very purposeful, well-planned opportunities in relation to literacy and numeracy and high quality rounded experiences in other areas of learning. Provision is currently very good.
79. In the area of language and literacy, children make good progress and most attain the nationally expected learning outcomes for their age. Children in the Nursery listen attentively and are able to talk about their response to living creatures such as snails or engage in role-play in a variety of settings, such as a garden centre. Many use a growing vocabulary with increasing confidence. Children in Nursery listen and respond well to songs, stories and rhymes. Children in both the Nursery and the Reception class enjoy books and handle them carefully. Most know that pictures carry meaning and many understand that words do this too. They are beginning to associate sounds with patterns in rhyme and a few identify the first sounds in their first and family names. In Reception class, children attempt to write their name and a few do so using an initial capital.
80. In mathematical learning children make good progress and most attain the nationally expected learning outcomes for pupils of their age. In Nursery most children count accurately to five; many recognise and sequence the numbers one to ten and use the terms before and after correctly. In the Reception class, children consistently count objects to ten accurately; several count beyond and many recite numbers to twenty. In Nursery children match basic shapes such as a circle, square or triangle, most are able to name at least some of them. In Nursery children copy or continue a given pattern of two objects or colours, or some create their own. In the Reception class they make their own repeating patterns and apply them to real situations such as making jewellery.
81. In the area of learning relating to knowledge and understanding of the world, most children reach the nationally expected learning outcomes for pupils of their age and make good progress. Children in Nursery delight in looking at objects in the natural world when given the opportunity to closely observe snails, slugs, beetles and a spider, using a magnifying glass. On one occasion, there was a real sense of shared wonder and excitement as an insect was transferred from the teacher's hand to that of a child. They gain from first-hand experiences in visits to places such as Perlethorpe environmental centre. In Nursery, the children explore materials such as sand, water and observe change in simple experiments with everyday substances such as icing sugar. In the Reception, class children manage the mouse and directional keys to use programs on the computer.

82. Children's attainment in the area of physical development is in broadly in line with expectations for their age. Many pupils in Nursery are able to jump, run and hop and are aware of other people around them. They use trikes, scooters and wheeled toys with growing confidence and some ride bicycles. In the Reception class, they make good use of scissors to cut and small tools to manipulate dough. They combine and join materials with reasonable accuracy.
83. Children's creative development is such that most reach the expected outcomes by the time they are five. They make good progress. They are able to sing with gusto to familiar songs and rhymes and accompany their singing with simple percussion instruments. In Nursery children have reasonable control when using inks and paint. In the Reception class children illustrate their own invitations, lists and letters with simple drawings; make handprints in clay; and use shapes to print patterns.
84. Most children achieve the expected outcomes in personal and social development by the time they are five. Children in Nursery listen carefully and respond well to instructions. They learn to share and take turns and to care for toys, books and each other. They enjoy coming to school, play, and learn happily together. Most care for their own personal needs and help themselves to a drink and snack. In the Reception class, children understand right from wrong and this is reflected in the way they praise each other and say sorry if they accidentally hurt someone.
85. Children with special educational needs make good progress across all areas of learning and have very good attitudes to their work.
86. The quality of teaching of the under fives in Nursery and learning opportunities they experience are generally very good maintaining those reported in the last inspection. The teacher offers very good direction to the work of the Nursery staff; they support each other very well; and co-operate as a very effective team. The school has maintained the consistently high standards reported in the previous inspection. This has a very positive effect on children's progress. Careful plans are made and a broad and balanced programme is provided for all children. Notes of progress are kept to ensure that subsequent activities build appropriately on children's prior learning. Assessment is used well to ensure a good match of activities to children's needs and abilities. The quality of teaching and learning in the Reception class is consistently good and the teachers and assistants work effectively together to provide a range of good quality experiences and high expectations of pupils' response. All staff develop positive relationships with children and this promotes an atmosphere of security and calm. Information is made available to parents on how they can support their child's learning and provision is made for books to go home.
87. Children in both the Nursery and the Reception class show at least good and often very good attitudes to learning. They enjoy coming to school. They behave well, co-operate with each other and respond positively. They are respectful of the adults who direct and support their learning and each other. Their personal development is good.
88. Internal accommodation for the Nursery and the Reception class is good. Careful attention is paid to ensuring that children experience a stimulating environment that celebrates their work and effort. The learning resources are at least sound and often good, and they are very well cared for by staff and children alike. The school is aware of the limitations of the outdoor provision for Nursery and Reception in light of the introduction of the new Foundation Stage Curriculum.
89. The Nursery continues to be well managed. The teacher in charge of Nursery effectively leads her team; liaises with Reception staff, monitors and evaluates standards and children's progress. She is currently carrying out a thorough review of the policy and curriculum planning documentation in order to ensure that the new national requirements are met. The new

curriculum plans aim to ensure progression and continuity as children move through the school. This well planned review is enhancing the very good provision already in place.

ENGLISH

90. During the period of inspection ten lessons were observed, including the play performed mainly by Year 6 pupils. Display and pupils' work in every class was scrutinised. Pupils in each year group were interviewed and heard read. Teachers' plans were examined and the co-ordinator was interviewed.
91. Test results for pupils aged seven in 1999 showed standards in reading well below average in comparison to all schools and similar schools. The National Curriculum test results for reading in 2000 show an improvement, with significant change in the increased number of pupils reaching the higher level of attainment than in the previous year. The test results for pupils aged seven in 1999 showed standards in writing below average in relation to all schools and broadly in line with similar schools. The National Curriculum test results for writing in 2000 show an improvement on the previous year, with significant change in the number reaching the level of attainment expected of a typical seven year old. Progress is good in Reception year and continues into Years 1 and 2 where learning is consolidated. Observations of teaching, discussions with pupils and scrutiny of pupils' work and display generally supports the 2000 performance data, which indicates that standards are broadly in line with national expectations. By the end of Year 2 good progress ensures that standards are broadly similar to most seven year olds in speaking, listening, reading and writing. Pupils with special educational needs make good progress across the key stage
92. Although the judgement about standards at the end of Key Stage 1 is the same as the previous inspection, trends over time are more complex. Performance in reading and writing dipped significantly in 1998 but this particular cohort had a significantly higher proportion of pupils with special educational needs. Although standards were below average in 1999, over the last two years standards have risen year on year from a low base in 1998.
93. Pupils enjoy at least good and sometimes very good relationships with their teachers, who have high expectations of behaviour and attitudes to learning. Consequently, pupils are motivated and encouraged to participate in lessons and listen carefully to their teachers and each other. Pupils are beginning to show confidence in speaking, particularly in situations where the subject matter is of interest to them, for example during a discussion of birds' eggs in Year 2. When given the opportunity to contribute to class discussion they try to offer detail that is helpful to listeners and use more appropriate technical vocabulary than when talking in a class about the same topic.
94. The implementation of the National Literacy Strategy, direct teaching using shared texts and planned phonic work is making a difference to pupils' reading, particularly in Reception year and Year 1. This is reflected in the increase of pupils achieving the higher levels of attainment in this year's national tests. By the end of Key Stage 1 pupils' reading of simple stories and texts to support tasks in lessons is usually accurate and generally shows understanding and developing expression. Pupils use pictures and sounds to attempt new words and sometimes split words into syllables; their skills of reading on and using context to determine words are less well developed. Higher attaining pupils sometimes rely unnecessarily on their finger to track words, which reduces the fluency of their reading. Most pupils talk about plot and characters and some speak about their favourite parts of stories and what will happen next. The majority of pupils know terms like title and author and some choose to use them to talk about books. Higher attaining pupils know the alphabet links to the use of an index. Pupils' skills in using books to find information are developing but there is little opportunity to use and apply these purposefully in

the library, which is now used mainly as a computer suite. Pupils take books home. Reading notebooks show they are heard read more regularly in Reception year and Year 1 but the pattern is not consistent in Year 2.

95. A strong commitment to work that is topic based together with the framework for the National Literacy Hour ensures that pupils write for a variety of purposes. Opportunities include stories and accounts, as well as exercises on aspects such as phonics, word endings and adjectives. Pupils write using appropriate and interesting vocabulary and develop their ideas in a sequence of simple sentences using capital letters and full stops. Sometimes they use the apostrophe to show ownership and commas to separate lists. Handwriting is increasingly consistent in size and joined. Presentation in books is improving. Spellings are increasingly accurate, particularly because words linked to learning in other subject areas, for example science, are specifically taught. In the early years of Key Stage 1, work is more obviously planned to meet the needs of pupils of differing levels of ability, however, work set at the end of the key stage is more likely to be the same for all pupils. Sometimes there are missed opportunities to challenge the higher attainers and increase the rate at which they make progress. This is reflected in small gain in pupils achieving the higher levels in the national tests this year compared with a significant gain in those achieving average levels.
96. Test results for pupils aged eleven in 1999 showed standards in English well below average in comparison to all schools and very low in comparison to similar schools. Trends over time show performance to be very low in comparison with the national average. However, the National Curriculum test results for 2000 show an improvement on 1999, with some evidence of real change in the number reaching the level of attainment expected of a typical eleven year old. The pupils currently in Year 6 were in Year 2 when the school was last inspected and then their attainment was judged to be in line with national expectations. More detailed analysis of the current Year 6 cohort shows that since 1996 the pattern of pupils leaving and joining the year group has adversely affected the proportion of pupils achieving at average level and above in English. Observation of Year 6 pupils work in classrooms and a detailed scrutiny of current work reveals pupils achieving across a wider range and indicates standards that are much closer to those expected nationally. Currently, standards are judged to be just in line with national expectations. Attainment in Year 3 reflects the starting point of the cohort at the beginning of the year, below average in the National Curriculum tests at the end of Key Stage 1 in 1999. In Year 4 attainment reflects significant dip in the end of Key Stage 1 results in 1998 and a cohort that has a third of pupils on the special educational needs register. In the early years of the key stage, progress is steady. Progress lifts in Year 5 and accelerates in Year 6, and pupils' work supports the judgement that attainment now is just at the level expected of a typical eleven year old but there is limited evidence of secure higher levels.
97. Teachers build good relationships with pupils consequently they talk with confidence in lessons and in informal situations. Teachers have good, and sometimes very good, expectations of pupils' conduct in lessons. The management of pupils with potentially challenging behaviour has improved since the last inspection, therefore the very small minority, in one class, do not disrupt the learning of others. Most pupils are learning to listen well. Pupils are able to describe events clearly and convey their opinions in discussion but they do not use questions to further develop ideas. Some older pupils are able to contribute well to a group performance of a play for their parents, enjoy the experience and gain satisfaction from the event.
98. The focus of the National Literacy Hour on the use of shared texts and direct teaching is making a difference to pupils' reading. Pupils read a variety of texts with developing accuracy and fluency. They employ a range of strategies to establish meaning, including phonics and reading on to use intelligent guessing of new words. They understand significant ideas, events and

characterisation and are able to infer and deduce meaning in texts. They are gaining secure knowledge of how to access information from non-fiction texts but limited opportunity to use a library to develop research skills.

99. Pupils write for a wide range of purposes, for example, stories, poetry, limericks, accounts, descriptions and instructions, and use words more adventurously for effect. Basic punctuation is accurate and punctuation within sentences is developing. The National Literacy Strategy is having a significant impact on the range of texts and purposes experienced by pupils, however, the shared understanding of the process of drafting is less well developed and there was no evidence of drafting being modelled. For some pupils it simply means 'copying out in best' what they have already done. Presentation was a key issue at the last inspection and there is still room for improvement. Handwriting has improved for the majority but a few pupils, who already write well, are spending time practising joins and simple words when work in their books shows this is unnecessary and time could be better used.
100. The quality of teaching literacy is usually good at Key Stage 1 and satisfactory overall although sometimes good at Key Stage 2 and relates directly to the teacher's knowledge and understanding of the National Literacy Strategy. This broadly reflects the last inspection judgements. In most classes the recommended weekly planner is routinely used to plan literacy lessons but there is less adherence to the planning framework in Year 2 and one Year 3/4 class. In the early years of Key Stage 1, where teachers regularly plan work for three levels of attainment, pupils are acquiring skills, knowledge and understanding in line with their abilities and average, and higher and lower attaining pupils all make good progress. Teachers also plan purposeful tasks that develop pupils' confidence in applying the knowledge and skills they have seen modelled in the early part of the lesson so pupils are learning to work independently, sustain effort and pace. In other classes, where teachers usually plan work that is the same for all pupils and accept different outcomes, higher attaining pupils are often insufficiently challenged and do not make progress at a rate commensurate with their abilities. Where work is not well matched, younger pupils with special educational needs are expected to undertake the same worksheet-based tasks as the older, more able pupils, so the pupils with special educational needs find the task difficult, lose interest and drift off task, as seen in one Year 3/4 lesson.
101. The effective use of support staff makes a difference for pupils with special needs who flourish and gain self-esteem because of sensitive and nurturing support, as seen in Year 2 and Year 3/4. Overall, they make good progress.
102. The timetabling of lessons means that some lessons are longer than recommended, time overall is not used effectively, and the pace of lessons dips on occasions. There was little evidence of planned homework being used to extend pupils' learning apart from in a Year 6 lesson. Pupils across the school are given opportunities to take reading books home and many carry this out on a regular basis.
103. Teachers' knowledge of their pupils and skill in asking questioning are usually good. This enables teachers to adjust and modify their explanations and their intervention to enable pupils to gain insight. Marking is inconsistently carried out across the school and is generally unsatisfactory. Pupils' work is marked but the quality of the statements and the use of feedback to set individual targets for improvement is in its early stages. The consistent use of recorded assessments to plan future work so all pupils will progress at an appropriate rate is also under developed.
104. Literacy across the curriculum is sound and pupils benefit from many opportunities to use their skills in other subjects. Pupils, for example, reproduce information about birds in tables and list

in Year 2 and write persuasively in geography about local issues and expressing their view about the flood in religious education.

105. The last inspection stated that the scheme of work to guide teachers' planning did not indicate in sufficient detail the teaching methods and organisational strategies to use, or the order in which the elements of knowledge, skills and understanding should be developed. The implementation of the National Literacy Strategy has partly addressed this issue but planning to the framework is not fully consistent across the school. The timings of lessons and the organisation of teaching English does not always make the best use of time.
106. The subject co-ordinator has received training and has gained an understanding of how the National Literacy Strategy should be developed. This has been shared with the staff through in-service sessions and has had apposite impact on teachers confidence and consequently on teaching and learning. The school has a named governor who is actively involved in developments and keeps the governing body informed of progress. The school has spent time on developing planning documentation although this is not systematically used. Although the headteacher has monitored standards of teaching and learning in the subject, the co-ordinator is insufficiently involved in these activities. The necessary structures to enable the co-ordinator to fulfil her responsibilities are not fully in place.

MATHEMATICS

107. In addition to the twelve lessons observed, evidence was gained from examination of pupils' work, resources and documentation supplied by the school, plus discussions with staff and pupils.
108. At Key Stage 1, there has been a fluctuation in pupils' performance since the time of the previous inspection. Standards declined in 1998 and 1999 but have improved significantly in 2000 and are judged to be broadly in line with national standards in the 2000 test. The percentage of pupils attaining the average level (Level 2) has risen. The rate of improvement has increased markedly, judging against both national tests and teacher assessment rates. Particular improvement is evident in the number of pupils gaining the higher level (Level 3) a rise of 31% on the 1999 results. When the performance of all pupils is considered, the attainment levels are similar to those found nationally. The performance of boys has improved.
109. There is no comparative data available for the current tests. When compared to schools with pupils of similar backgrounds the percentage of pupils attaining the level expected by the end of Key Stage 1 in 1999 was well below that of similar schools. Currently the 2000 results show a considerable rise. Overall, the schools' performance in mathematics in Key Stage 1 is stronger than its performance in English and matches performance in science.
110. Inspection findings indicate that currently average pupils in the final year of Key Stage 1 are attaining in line with national expectations. This confirms the finding of the last inspection. The number of pupils attaining the higher level (Level 3) in 2000 is high.
111. Most pupils make progress in their learning at a good rate throughout Key Stage 1 where the good start made in Nursery and Reception is built on effectively. Pupils who have difficulty in their mathematics learning make progress at a similar rate to others due to the effective support they receive, together with tasks matched to their needs. The work given to above average ability pupils provides challenge and their progress is swift.
112. The previous inspection report indicates that teacher assessments at the end of Key Stage 2 were in line with those expected nationally. No test results were published in 1996. As with Key

Stage 1 there has been a fluctuation in pupils' performance over the last four years with a dip in 1999 when the cohort had a significant proportion of change, and an increase of pupils on the register of special educational needs.

113. The current results for 2000 show an improvement although the results are below the 1999 national average. The percentage of pupils attaining the higher level in the most recent tests (Level 5) is below the 1999 national average. When the test performance of all pupils is considered, the school's attainment levels are below those found nationally. The performance of boys and girls has also fluctuated and currently more boys than girls reach the expected standards however both are below the national average.
114. When compared to school with pupils of similar background, the percentage of pupils attaining the levels expected nationally at the end of Key Stage 2 in 1999 was well below the average for similar schools. The school has worked hard to improve these results by improving teaching strategies, targeting support on identified groups of pupils and supplementing these initiatives with well-structured homework. Consequently the 2000 results show improvement although the results are still below the 1999 comparative figure. The size of the overall cohorts and the comparatively small number of boys and girls involved, means that such data should be viewed with caution.
115. Evidence from lessons, discussion with Year 6 pupils and extensive scrutiny of pupils' work, indicates that standards of the majority of pupils are operating around the national expected standards for eleven year olds. This confirms the findings of the previous inspection. In lessons where pupils have good levels of support, pupils have the confidence to show their full potential. Some pupils respond less favourably in unfamiliar test conditions and the school has recently begun to familiarise pupils with working in more formal test conditions and this is beginning to have an effect.
116. Progress across the key stage fluctuates being satisfactory overall in Year 3 and Year 4 with a more rapid pace noticeable in Year 5 and a further acceleration into Year 6. On balance progress is good overall. Pupils with special educational needs make progress at a similar rate to others due to the effective support.
117. Younger pupils in Key Stage 1 are confident to count forward and backwards in ones and more-able pupils can count to a hundred with reasonable accuracy. The majority of pupils demonstrate appropriate knowledge of number bonds to ten, and pupils that are more able are beginning to understand the place value of tens and units. All pupils can copy, continue and make number patterns of their own. The work in Year 2 builds on these skills, and pupils can count in twos, fives and tens with confidence. They can apply their knowledge of numbers to hundreds, tens and units. Most pupils are able to tally information, record their findings in tables and lists and independently produce a block graphs to illustrate their findings. Pupils are confident to apply their knowledge to solving problems and readily discuss their ideas with other pupils and adults. The more able can organise their own investigational work and find methods of recording their answers. They are not frightened to have a go and learn quickly by their errors. Good mathematical links are made with science during topic work on hand span and height relationships.
118. In the early part of Key Stage 2 pupils demonstrate increased accuracy and speed in their recall of numbers facts. The majority are able to explain and record their methods for solving problems and can manipulate equivalent fractions. As they move through the school they can relate fraction to division and multiply and divide by 10 and 100. By the time they reach Year 6 pupils are able to choose appropriate number operations and ways of calculating to solve word

problems.

119. Pupils display good numeracy skills across the curriculum. The school provides a good range of opportunities for pupils to practise and consolidate numeracy skills in other subjects. For example, they record their finding about birds in charts as part of their science work, and count and measure temperature as part of a weather study. Good use is made of pupils' counting skills in music and physical education and information technology.
120. In lessons observed, the quality of teaching ranged from excellent to satisfactory. Overall, teaching is generally good with some excellent features. At Key Stage 1 teaching is generally good with elements of very good practice. The features of good teaching include an emphasis on practical work and the games approach used very successfully in Reception and Year 1. This captures pupils' interest and sustains their involvement. The brisk pace of most lessons keeps them on their toes, and their understanding of the clearly defined purpose of the lesson makes the activity they engage in meaningful to them. At Key Stage 2 teaching is more variable it is satisfactory overall with some elements of goods and excellent teaching.
121. There is very good use of the lesson structure recommended by the National Numeracy Strategy. The use of whole class, group and individual work enables teachers to focus their energy on providing tasks within a theme that are well matched to pupils' needs. These are delivered at a brisk pace. Mental mathematics sessions are particularly well planned and delivered. Support staff are effectively deployed to support individual and small groups on specific aspects of most lessons. They are skilled in recognising how to guide pupils in their learning without over-intervening. Teachers generally demonstrate good subject knowledge and successfully link mathematics to other subjects, for example the use of singing and movement seen in Key Stage 1. They spend the majority of the lesson in direct teaching, making frequent references to earlier learning. This is effective at moving pupils forward at an appropriate rate. Relationships are very good and this has a positive effect on pupils' progress in their learning.
122. Teaching is less effective when sessions are too long and in a few instances when pace is slow. Homework is not used systematically across both key stages to support mathematical learning.
123. The co-ordinator has worked hard to implement the numeracy strategy and has confidently led and supported colleagues effectively in its implementation. In the past she has carried out observation of teaching, as has the headteacher supported by the local education authority. Monitoring of standards has been carried out in and the co-ordinator has a clear view of the school's success and capacity for improvement. The headteacher in the last year has used the analysis of data to target improvement. Target groups have been developed across Years 5 and 6 for mathematics and class teachers, particularly those in Year 2 and Year 6, made aware of individual pupils' attainment and the progress they need to make. The use of this analysis has led to the identification of challenging targets for improvement. The school's 2000 results confirm that these strategies are working and need to be rigorously maintained. The school has a named numeracy governor who is aware of the school's actions and keeps the governing body fully informed.
124. The schools awareness of older pupils' weakness in number skills has prompted the provision of extra-curricular time for Years 5 and 6 and this has had a positive effect.

SCIENCE

125. Standards in science are now broadly in line with national averages both at the age of seven and eleven. When compared with findings from the previous inspection report standards have been

maintained over time with a dip in 1999 at Key Stage 2, when the cohort had a significant proportion of change, and an increase of pupils on the register of special educational needs.

126. In 1999, attainment at the end of Key Stage 1 was assessed by teachers as being below the national average overall, but with standards being above national figures at the higher Level 3. Teacher assessments for 2000 show some improvement, particularly for the more able pupils. Pupils' standards are now broadly in line with national averages. In the 1999 Key Stage 2 tests, the dip resulted in standards that were well below the national average and also when compared with standards from similar schools. Test results for 2000 show real improvement with an increase of 27% points at the age of eleven. Evidence from lesson observations and a scrutiny of pupils' work during the inspection would support this view that standards by the end of each key stage have improved and are now broadly in line.
127. Childrens' knowledge and understanding of the world is similar to that of other five year olds when they embark on the Key Stage 1 programmes of study. From this average starting point, they make steady progress that then increases to good in Year 6.
128. In one Year 2 lesson, during a topic on birds, pupils worked in groups to research information and then identified similarities and differences between materials used in building nests. In a Year 3/4 lesson questioning was used skilfully to find out what pupils had learned over the previous week. Pupils understood and used correct terminology such as mains electricity, cells, insulation, and conductors. In a Year 6 lesson, which was used as an activity to check what pupils knew, understood and could do in their studies on light and shadows, pupils demonstrated a high level of understanding. They used fair testing when investigating the reflective properties of different materials and used vocabulary accurately such as opaque, transparent and translucent. A high level of independence was observed involving pupils in their own learning. One Year 6 pupil, who had missed a previous investigation, followed instructions successfully, used prediction soundly, and recorded her observations confidently though working alone.
129. The good development of practical investigations is an improvement since the last inspection. Pupils practise mathematical skills in measuring and recording results in a variety of graphs, and literacy skills when recording and communicating their findings. The use of information technology is underused to support learning, with much of the available hardware and software in the classroom limited in its effectiveness.
130. Teaching of science is good overall. This is an improvement since the last inspection. Teachers have good knowledge and understanding of the requirements of the National Curriculum, with opportunities for pupils to observe and investigate given high priority. They plan work soundly, although often lesson objectives are not clearly linked to meet the needs of all pupils. There are clear teaching and learning objectives, and methods link the quality of teaching to good learning experiences. A high level of expectation is contributing to the raising of standards. Pupils are managed well and behaviour is good. They have positive attitudes and enjoy their lessons. They are well motivated, proud of their achievements and discuss their findings clearly.
131. The curriculum for science is well designed to ensure that pupils cover all required areas of study in both key stages although a study of materials and their properties and physical processes are less well developed at Key Stage 1. The co-ordinator is aware that recently introduced national guidelines will help to provide the required structure for pupils to build progressively on skills, knowledge and understanding. The amount of overall time allocated to science in Key Stage 2 is appropriate, but the actual use of time is variable in effectiveness. In both the lessons observed for younger pupils the pace time allocated was used less effectively, with the Year 2 lesson being too long and the Year 3/4 lesson too short. The use of assessment tasks to check progress is

effective. However, there are inconsistent systems in place for this information to be recorded and then used to plan more challenging targets for different ability groups within each class. Although, marking has improved recently it rarely includes points for improvement and is unsatisfactory. Homework is insufficiently used to support the development of the subject.

132. The co-ordinator is enthusiastic and has a good science background. Evident in her action plan is a clear vision for the future; she reviews teachers' planning; and maintains and arranges an appropriate range of resources. She has evaluated standards in her own class and used this information to plan for real improvement in national tests. She has not been provided with opportunities to monitor teaching and learning throughout, so her good management skills have not been made use of outside of her own classroom, nor is she aware of the variable nature of pupils' presentation.

ART

133. No lessons were observed during the inspection therefore it is not possible to make a judgement on teaching. Findings from an examination of teachers' planning, scrutiny of pupils' work and display, and interviewing the co-ordinator indicate that by the end of Key Stage 1 and Key Stage 2 pupils achieve standards typical of those expected for their age. In comparison with the judgements made at the last inspection standards at the end of Key Stage 2 have improved.
134. Through Key Stage 1 pupils make sound progress in art. In the early stages of the key stage pupils produce skeleton pictures made with straws; craft spiders and reproduce spring flowers in pastels, paint and simple collage, as well as through drawing. Painting linked to the story of creation allows opportunity for reflection and pupils progress to draw Southwell Minster and St. Mary's Church as well as paint in the style of Seurat, Mondrian, Miro and Kandinsky. By the end of Year 2 they model birds, crabs and houses; paint portraits of their friends; as well as produce block prints. Overall their attainment is in line with national expectations.
135. Through Key Stage 2 pupils continue to make sound progress. In Years 3 and 4 they paint, collage and sew imaginary birds; produce silhouette portraits; weave skyscapes and paint in the style of Chagall. In Year 5 they draw magnified butterfly's wings. In Year 6 sketch books show a range of observations and experimental response. By the end of the key stage they draw 'my special place'; model Greek death masks in clay; craft paper mosaics; paint in the style of Gainsborough, Picasso and other artists; and produce layered printing. Overall their attainment is in line with national expectations.
136. The last inspection stated that a more detailed scheme of work was needed to support teachers' long, medium and short-term planning and to ensure that the sequencing and delivery of planned elements and the levels were appropriate to pupils' age and ability. The school initially effectively introduced a commercial scheme of work, however, the national optional scheme of work is now being adopted. The allocation of time to art and approaches to planning, assessment and recording are yet to be formalised as policy. There are inconsistencies across the school in planning a coherent programme of experiences that build progressively on pupils' prior learning.
137. The co-ordinator has appreciated a good, informal, working partnership with other staff and has arranged in-service training to develop their skills and confidence. Appropriate resources have been purchased. Currently the role of monitoring planning has been carried out by the headteacher. The co-ordinator has not been sufficiently engaged in monitoring teaching and pupils' work to improve standards. The necessary structures to enable the co-ordinator to fulfil her responsibilities are not fully in place.

DESIGN AND TECHNOLOGY

138. Findings from one lesson observed during the inspection, an examination of teachers' planning, scrutiny of pupils' work and display; and interviewing the co-ordinator indicate that by the end of Key Stage 1 and Key Stage 2 pupils achieve standards typical of those expected for their age. In comparison with the judgements made at the last inspection standards were deemed to be above average they are now satisfactory at the end of Key Stage 1.
139. Throughout Key Stage 1 pupils' progress in their design and making skills is sound. In the early stages of the key stage pupils make watches and jewellery using paper, pasta, wool and masking tape. They make jointed teddy bears out of card and split pins. By the end of Year 2 they draw on their knowledge of glove puppets, familiar materials and simple joining techniques to generate a design, produce the plans and instructions, and make their own felt puppet which is appropriately decorated. Overall, their achievement is in line with national expectations.
140. Through Key Stage 2 pupils continue to make sound progress. In Years 3 and 4 they make picture frames and money holders to meet particular design briefs. They generate several viable ideas, relate the way existing things work to their intended purpose, record designs, formulate step-by-step plans and apply knowledge and skills to assemble and join the final product. In Year 5 they use their knowledge of movement to design and make moving toys. They produce wind-up toys, and gain understanding of how cam mechanisms can be used to produce movement. They extend their skills by cutting, shaping and joining using wood and card. In Year 6 they work co-operatively with Year 2 to produce clay and pasta plaques. Overall their achievement is in line with national expectations.
141. In the one lesson observed the teachers' use of the national plans for the subject and precise use of terminology supported pupils' acquisition of knowledge, skills and understanding and they became engrossed in an interesting task. Good relationships between pupils, teacher and support assistant ensured that pupils were encouraged and challenged appropriately to apply effort and persevere. Appropriate expectations and management of pupils' behaviour ensured good co-operation between pupils and safe use of tools. There were sound opportunities for pupils to develop numeracy skills in a purposeful and relevant way.
142. The last inspection stated that a more detailed scheme of work was needed to support teachers' long, medium and short-term planning and to ensure that the sequencing and delivery of planned elements and the levels were appropriate to pupils' age and ability. The school initially effectively introduced a commercial scheme of work which provided continuity and progression. However, recently the school has chosen to use the national scheme of work but have had insufficient time to imbed it completely which has hindered consistent coverage. The allocation of time to the new scheme and approaches to planning, assessment and recording are yet to be formalised as policy.
143. The headteacher has monitored planning for the subject. The co-ordinator currently is insufficiently involved in carrying out monitoring of work and standards in order to secure further improvement.

GEOGRAPHY

144. It is not possible to make a judgement on standards by the age of seven due to the lack of evidence. A judgement that standards are below that expected for pupils by the age of eleven has been made after analysing pupils' work in books and on display, reviewing planning, observing teaching and talking to pupils and the co-ordinator for geography.

145. Standards at Key Stage 2 are below the findings of the previous report. Progress across the key stage is unsatisfactory. For although some satisfactory standards were identified, there is insufficient coverage of the requirements of the National Curriculum. There is no evidence of consistent gains in skills, with mapping skills being poor. Discussion with pupils reveal that there is uncertain knowledge of the similarities and difference of when comparing different places, and thematic studies are not developed systematically. There are examples of good practice in Year 1 where pupils carry out studies of their immediate locality and draw plans of the classroom but nowhere else are there examples of the use of mapping skills of symbols and keys. There are links with history topics to trace village settlement, and pupils know the differences between towns and cities. In Year 2, there are links with literacy to investigate the grasslands through the “The Elephant Child” and in Years 3 and 4, to study India and the water cycle through good industry links. However, these studies are not developed consistently due to variable teacher subject knowledge.
146. During the inspection, only one lesson was observed and therefore it was not possible to make an overall teaching judgement. However, in the one lesson observed in Year 5, the teaching was good and standards were satisfactory. There was evidence of good survey skills being used when exploring community and environmental issues such as shop closures and parking. They then considered the views of others before making decisions as to whether these changes might affect the neighbourhood. Teaching used a variety of methods to motivate pupils and they responded positively to the challenge. Groups shared their experiences to respond to the ‘local council’ on the issues, and in role-play reflected the differing views of groups within the community. Pupils were well behaved, showed a quality response to the responsibilities given them and used their initiative to express their opinions. Many were strongly opinionated and expressed their views well when reporting back or when writing persuasive letters making good links with literacy. There was no evidence of data handling using information technology nor homework to support learning.
147. As a result of the need to concentrate on national and school priorities, the time available for geography has been slimmed down. However, the time allocated is not used effectively to give pupils their full entitlement. The co-ordinator has introduced an action plan for Curriculum 2000, and has adapted recently produced national guidelines to provide a structure for the pupils to build appropriately on their previous skills, knowledge and understanding. She is aware of the need to provide systems to record progress, and then improve it by setting targets for each of the ability groups. Marking rarely indicates indicate targets for improvement. The co-ordinator’s role is under-developed with no opportunity for her to raise standards by an analysis of strengths and weaknesses by monitoring teaching and learning. The decision to record all work in combined folders makes it very difficult for the co-ordinator to track progress for all pupils and to continue to improve presentation skills. Resources are unsatisfactory, particularly to assist in the development of mapping skills in Key Stage 2 using a range of Ordnance Survey maps, and information technology is underused to support learning.

HISTORY

148. It is not possible to make a judgement on standards by the age of seven due to the lack of evidence. No lessons were observed at Key Stage 1 with the only evidence available being an account of the Fire of London and information about the Vikings. At Key Stage 2, standards, which have been maintained since the last inspection, are broadly in line with what is expected for pupils by the age of eleven. There is some evidence of standards that are above what is expected for pupils by the age of eleven. Evidence has been gained after analysing pupils’ work in books and on display, reviewing planning, observing teaching and talking to pupils and the co-ordinator

for history.

149. There has been an overall lack of structure at both key stages, which has now been improved by the adoption of recent national guidelines. The overall allocated time for history is appropriate but the use of this time loses its effectiveness when long term planning is changed. The decision to use the visit of the Vikings history group as a school topic proved to be a valuable learning experience. However, the consequent repetition resulted in less balance in the coverage of the programmes of study.
150. In discussion, pupils accurately link study periods such as the Ancient Greeks, Ancient Egyptians, Vikings, Tudors and Stuarts, and World War 2. They have gained a satisfactory understanding of the characteristics of societies and periods and in discussion they relate well to the legacies of the Greeks, such as the Olympic games and democracy. By the end of Key Stage 2, there are examples of good practice and standards that are above those expected by pupils of these ages. In Years 5 and 6 there are examples of good links with other areas of the curriculum. Art and design and technology are well used to illustrate characteristics of Ancient Greece and Ancient Egypt. Literacy is well used to explore aspects of democracy with Year 5 pupils producing 'Kids Own', a compilation of problems and solutions with suggestions as to how their school could be improved. In Year 6, pupils showed a satisfactory level of historical enquiry, using texts, CD-ROM and the Internet when researching aspects of Ancient Greece.
151. During the inspection it was only possible to observe one lesson of history therefore it was not possible to make an overall teaching judgement. In the lesson observed in Year 6, there were clear teaching and learning objectives and resources were well used to explore the legacy of the Olympic games. Pupils had to use a variety of sources to research appropriate information. There was a good pace to the lesson and time was used effectively with an introduction that was short and crisp giving the maximum opportunity for pupils to be actively involved. An opportunity was missed to highlight different interpretations of history when pupils identified different solutions to a question about the early pentathlon. The activity was well planned to check what pupils knew and understood. Unfortunately there was no evidence that skill development was to be recorded and then used to plan for improvement. Pupils responded positively to the challenge and they enjoyed their activity, worked collaboratively in mixed ability groups and used initiative when given responsibility to solve problems. They enjoyed the company of others and valued each other's contributions, including those with special educational needs.
152. The co-ordinator has introduced a more effective structure to the learning process including more detailed guidelines to ensure that pupils progress more effectively when building on skills, knowledge and understanding. She checks planning, and has planned changes for Curriculum 2000 whilst taking into consideration the need to place more emphasis on the core subjects. However, her co-ordinator role is underdeveloped, lacking the opportunities to raise standards by monitoring and evaluating strengths and weaknesses in teaching and learning. Leadership is positive but she has not yet been able to contribute to the raising of standards by monitoring teaching and learning. The decision to include evidence of history within general folders make it very difficult for her to track progress across the school, and to improve the quality of presentation which is too variable. Information technology is used satisfactorily, but there is insufficient software to enable the computer room to be used effectively to support periods of history.

INFORMATION TECHNOLOGY

153. From a secure starting point at five, all pupils make sound progress through both key stages so that by the ages of seven and eleven pupils achieve standards that are at least in line with what is expected for pupils of this age. Pupils with special educational needs achieve standards that are appropriate for their age and ability and make satisfactory progress. There is evidence that some pupils reach standards that are above the national average in Key Stage 2, particular where pupils have been involved in the computer clubs, or bring experiences from home. Standards appear to be below those found during the previous inspection, but this comparison does not take into consideration the significant changes that have taken place in the requirements of the National Curriculum since 1997.
154. The addition of a computer room, provided as a result of very good industry links, has made a significant improvement in provision. The room is used regularly by all classes during which time the school has responded to the comments in the previous inspection report and now concentrates on the direct teaching of skills. The National Grid for Learning and other targeted funds are used effectively to strengthen the provision and to increase teacher knowledge and understanding. With major additions to their hardware and software, teachers use less sophisticated computers and existing software in the classroom to support learning whilst using the computer room for groups of pupils to receive direct teaching. Older pupils use information technology confidently in many ways and for a range of purposes. Throughout Key Stage 2 the pupils use computer software or the Internet confidently to seek information as part of their studies in a wide range of subjects. The pupils have secure word-processing skills, and by Years 5 and 6 have a satisfactory understanding of how to present information for a given audience by combining text and graphics. They have a good understanding of the importance of accuracy when entering data, and know how to present their findings in the form of graphs or tables. Computer clubs give pupils extra time to experiment by downloading graphics from the Internet and by exploring communication skills.
155. Although no lessons were observed in Key Stage 1, displays show satisfactory use of communication skills with cameras, tape recorders and listening centres used to record pupils' experiences. Skills in working with various computer programs and controlling the mouse are built up systematically through a range of enjoyable activities. In discussion pupils showed a good understanding that computers control movement which they observed when giving instructions to a roamer. Information technology now forms a regular part of the timetable for each class, but few examples were observed of pupils using computers to support learning during other subjects in the classroom. In Years 3 and 4 pupils demonstrated a range of skills including saving and retrieving information, changing fonts, colours and correcting text. Pupils are confident when using the keyboard and mouse. In discussion with Year 6 pupils, they explain how to use CD-ROM and the search command when developing research skills on the Internet. Data handling is used to record information such as the frequency of words in a given text, with findings recorded using a variety of frequency and pie charts, and line graphs.
156. Due to timetabling it was only possible to observe two lessons of direct teaching it is therefore not possible to give an overall teaching judgement. In the two lessons in Key Stage 2 teaching ranged between satisfactory to good. Teachers showed good subject knowledge and clear teaching and learning objectives. Pupils in the computer room are managed well and voluntary help is used effectively to introduce, rehearse and consolidate skills. Where teaching is good, the expertise is harnessed of pupils who bring skills from home or from the computer club to support others. During computer club activities, pupils are challenged to explain what they were doing. Parents are encouraged to support pupils in their learning, and a computer club for parents is being used effectively to improve standards.
157. The subject is effectively led, with major changes implemented successfully through good

planning by the co-ordinator and senior staff. Curriculum development uses recent national guidelines and the co-ordinator has a detailed action plan for 2000. She is aware of the need to develop clear guidelines for the progressive acquisition of skills. Although questioning is good there is no strategy to enable teachers to record these gains before using them to set targets for differing ability groups. The role of the co-ordinator is underdeveloped. She has no opportunity to contribute to the raising of standards by monitoring teaching and learning; analysing strengths and weaknesses; and then targeting improvement.

MUSIC

158. Findings from the three lessons observed during the inspection, an examination of teachers' planning, scrutiny of pupils' work and an interview with the co-ordinator indicate that by the end of Key Stage 1 and Key Stage 2 pupils achieve standards typical of those expected for their age. The provision for singing and pupils' achievements in this aspect of music are a strength. These judgements broadly support the findings of the last inspection and indicate that standards in music have been maintained.
159. Through Key Stage 1 pupils make good progress. In Year 1 pupils listen carefully, and recognise high and low, soft and loud sounds. They confidently sing simple action songs well from memory and some pupils accompany the group's performance with percussion instruments. Pupils are developing a growing awareness of pulse and rhythm. Through Key Stage 2 pupils continue to make good progress. In the classes in Year 3 and Year 4 pupils sing in tune with accuracy of pitch and a sense of pulse, supporting their own performance with body sounds such as clicking, stamping and clapping. Some pupils play the recorder, demonstrating an understanding of symbol notation, and accompany the group's singing. Most pupils sing well in rounds and hold their own part with an awareness of the other performers. By Year 6 pupils confidently singing with expression, phrasing and are able to benefit from advice to improve their performance. They represent changes of mood in their singing well.
160. Teaching is good and often very good. The teachers benefit from the excellent support of a pianist who is very enthusiastic about singing and effectively motivates most pupils to do their best and improve. Time is used well; lessons start promptly and move at a brisk pace. Pupils are well managed and consequently they are well focused on the tasks. Teachers join in the performance and encourage pupils to improve on their previous performance in the lesson so pupils make at least good and often very good progress from one rendering of the song to the next.
161. The last inspection stated that a more detailed scheme of work was needed to support teachers' long, medium and short-term planning and to ensure that the sequencing and delivery of planned elements and the levels were appropriate to pupils' age and ability. The school initially successfully introduced a commercial scheme of work, however, staff are moving to use the national scheme of work. The allocation of time to music and approaches to planning, assessment and recording are yet to be formalised as policy. There are inconsistencies across the school in planning a coherent programme of experiences that build progressively on pupils' prior learning.
162. There is no shared understanding of the role of the subject leader in monitoring planning, teaching and pupils' work to improve standards. The necessary structures to enable the co-ordinator to fulfil her responsibilities are not in place.

PHYSICAL EDUCATION

163. In the two lessons observed at Key Stage 2 pupils met the standards expected for pupils by the

age of eleven maintaining the standards reported in the previous inspection. No lessons were observed for pupils up to the age seven, but pupils involved in the Key Stage 1 gymnastics club showed a quality of movement that indicates at least satisfactory levels. Most pupils achieve the recommended minimum standards of water safety skills and swim 25 metres by the time they leave the school. Many of the pupils extend their swimming skills developing a range of recognised strokes and receive opportunities in excess of those in other primary schools. Overall progress is good at both key stages.

164. In the games activities, observed in Years 3, 4 and 6, pupils reached standards which were at least as expected for pupils of these ages. Team skills are particularly good with relationships ranging from good to excellent for younger pupils. Pupils showed good control when passing and receiving balls in hockey and netball and were eager to learn new skills and techniques. They collaborate well in groups and understand the need for rules. They responded positively to the challenges provided for them, and were capable of extended exercise. Pupils were well behaved and enjoyed their activities. In the Key Stage 2 gymnastics club, pupils interpreted their balancing tasks imaginatively with limb extension and body position contributing to the quality of their movement. In all activities pupils made at least satisfactory progress with an improvement in skills and techniques.
165. The quality of teaching in Key Stage 2 has been maintained since the last inspection and remains good. The pace is brisk; safety given a high priority; instructions are clear and challenging, and periods of inactivity kept to a minimum. Teachers have good subject knowledge; plan for warming up and cooling down; demonstrate techniques themselves and use other pupils to highlight skills and techniques. Planning indicates a satisfactory balance of National Curriculum requirements with athletics' skills developed during the summer term with pupils challenged to improve their performance by gaining awards that are recorded on a database. There is a good range of extra curricular activities, especially for Key Stage 2, which enrich the quality of opportunities available. Teachers have high expectations and encourage quality movement. Although teachers plan for improvement, they do not involve pupils in their own learning by encouraging them to analyse and identify what contributes to quality movement.
166. The school decided that physical education - **swimming** should be given a high priority, and be available to all pupils. This decision is under constant review in the light of the impending statutory demands of Curriculum 2000. A pupil with a statement of special educational need receives quality time with learning support targeted effectively. There are no procedures for recording gains in skills and knowledge and no arrangements are in place for the subject co-ordinator to contribute to the raising of standards in teaching and learning by monitoring teaching and learning.
167. The subject co-ordinator is most enthusiastic, provides good leadership, and resources are well managed. She has improved resources and her own subject knowledge and qualifications. The school has maintained its links with the sporting community and outside expertise is welcomed to widen experiences in basketball, netball, cricket, and football. She is aware of the need for structured guidelines to record and then plan for consistent gains in skills. The accommodation for physical education is good with a hall, field, and hard areas and this has a positive impact on standards. However playground markings are in need of attention. Resources, which have been extended through good industry links and community involvement, are good especially at lunch times when quality resources, provided by parental and community links, are available. Overall, resources are used effectively and contribute to the good learning experiences available.

RELIGIOUS EDUCATION

168. In addition to the two lessons observed, other evidence was gained from examining pupils' work and documentation supplied by the school and discussions with pupils and staff.
169. The evidence collected during the inspection indicates that, by the end of both key stages, pupils are acquiring a level of knowledge and understanding in religious education that is typical of that expected of seven and eleven years olds respectively within the local Agreed Syllabus.
170. The evidence gathered from an examination of pupils' work and by talking to them, makes it clear that they develop a good understanding of important festivals and events in the Christian calendar. They are fully involved in celebrations of events such as Harvest, Easter and Christmas. Older pupils learn about Hinduism, Islam, Judaism and Buddhism and can make comparisons between these faiths and the Christian faith. The pupils in Key Stage 1 can, for example, explain Bible stories such as Jonah and the Whale and express their understanding of God. Pupils in Key Stage 2 can recall the main facts about world religions and discuss the differences. In Key Stage 1, the curriculum is focused on Christianity and Judaism and **Hinduism**, with time to discuss respect and awareness of others. The work in Key Stage 2 involves reflection on topics such as commitment and characters from Christianity. The curriculum is further enhanced by a visitors sharing work in school and visits into the community such as a visit to Southwell Minster and a wedding at the local church.
171. The school has maintained its provision and standards since the last inspection.
172. In the two lessons observed, the teaching was at least satisfactory. The strengths in the teaching were the teachers' ability to share the learning intention, initiate a good level of discussion by asking challenging questions and allowing time for reflection. Generally, work is appropriately matched to the needs of all pupils.
173. As pupils move through the school, they make satisfactory progress in understanding a range of religious ideas and develop moral, spiritual and social awareness. From an early age, they develop and demonstrate an awareness of the need for personal responsibility and know the difference between right and wrong.
174. The school follows the Nottinghamshire Locally Agreed Syllabus for religious education; the syllabus is supplemented with appropriate material and suggestions made available by the subject co-ordinator which has a very positive impact on teaching and learning. The school has a long-term plan and staff are planning their medium and short term planning from this well structured outline. The medium-term plans currently lack consistency and the school is looking to address this in September by introducing a common planning grid. The long-term plan has contributed significantly to increasing the continuity and progression of work planned across the school. The co-ordinator who recently came into post is knowledgeable and is aware of the need to monitor the implementation of the new plan. The school has limited resources for religious education and lacks a sufficient range of books and artefacts which adversely effects the range and breadth of some areas of study.