

INSPECTION REPORT

FAIRFIELD COMMUNITY PRIMARY SCHOOL

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122552

Headteacher: Mr D Court

Reporting inspector: Mr M Newell

Dates of inspection: 9th–12th July 2001

Inspection number: 192579

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Toton Lane Stapleford Nottingham
Postcode:	NG9 7HB
Telephone number:	0115 9179266
Fax number:	0115 9179866
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sharon Dawson
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Martin Newell 10638	Registered inspector	Equal opportunities English as an Additional Language Art and design	The school's results and achievements How well are pupils taught? What should the school do to improve further?
Bernard Harrington 31729	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Susan Russam 10228	Team inspector	Special educational needs Mathematics Geography	
Keiran Heakin 27385	Team inspector	Information and communication technology	How good are the curricular and other opportunities offered to pupils?
Neville Sherman 16493	Team inspector	Foundation Stage Design and technology Physical education	
John Evans 20404	Team inspector	English	How well is the school led and managed?
Anne Waters 13827	Team inspector	History Religious education	
Tessa Galvin 21020	Team inspector	Science Music	

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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Alexandra House
33 Kingsway

London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated about 5 miles from the centre of Nottingham. There are currently 440 pupils on roll which makes the school bigger than most other primary schools. The school admits children in the reception year and a significantly higher number of pupils in Year 3 from a local infant school. This explains why there are a much higher number of pupils at Key Stage 2 than at Key Stage 1. The percentage of pupils eligible for free school meals is broadly in line with the national average. The percentage of pupils on the school's register of special educational need is again average, whilst the percentage of pupils with a statement of special educational need is below the national average. The percentage of pupils in an early stage of acquiring English as an additional language is low. The attainment of children when they start school is generally, but not always, at an average level. The school tries hard to meet the needs of all pupils, and to recognise and overcome the specific barriers to learning encountered by different groups of pupils in the school.

HOW GOOD THE SCHOOL IS

This is a good school where during the last three years standards have improved at a faster rate than found nationally. By the time that pupils leave school they are attaining above average standards in reading, science, history, art and physical education. Under the effective leadership of the headteacher the school has set an accurate agenda for school development and knows what it needs to do to improve further. The pupils have very good attitudes to work and to school and behave well. This together with the high incidence of good and on occasions very good teaching, particularly at Key Stage 2, makes a significant contribution to the quality of pupils' learning. Good procedures are in place for assessing pupils' attainment in English, mathematics and science and for ensuring their welfare and well-being. Taking all factors into account the school is providing good value for money.

What the school does well

- Pupils achieve above average standards in reading, science, art and design, history and physical education by the time that they leave school.
- The good and on occasions very good teaching, particularly at Key Stage 2, ensures that pupils learn in an effective manner.
- Pupils have very good attitudes to work and behave well in class and around the school.
- The school makes good provision for pupils with special educational needs.
- The school provides a good range of learning opportunities that add much to pupils' academic development.
- Good procedures are in place to assess pupils' attainment in English, mathematics and science and to ensure their welfare and well being.
- The leadership and management of the headteacher and key staff are good and make an important contribution to what the school achieves.

What could be improved

- Standards in reading and writing at Key Stage 1 and writing and religious education at Key Stage 2.
- Provision for children in the Foundation Stage.
- Opportunities for pupils to take a more active role in their own learning and to contribute to the life of the school as a community.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in 1997. Standards overall have improved and significantly so in mathematics which was identified as a major issue at the last inspection. Teaching has improved with a higher incidence of very good quality teaching. Standards in information and communication technology have improved. Although the school recognises that there is still work to be done in making the best use of all available assessment data improvements have been made in this area since the last inspection and have contributed to the raising of standards. Curriculum co-ordinators now play a more effective role in monitoring standards across the school although the school is rightly seeking to further extend the role that co-ordinators play in monitoring and evaluating teaching and learning across the school. Liaison procedures with the local infant school from which the school admits a significant number of pupils are now more effective than at the time of the last inspection and help to ensure that pupils transfer in a smooth and effective manner. The desire and commitment of staff and governors to providing a good quality of education for the pupils indicate that the school is well placed to continue to improve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	C	D	D
mathematics	E	B	C	B
science	C	B	C	C

Key

well above average A

above average B

average C

below average D

well below average E

On the basis of the end of Key Stage 2 National Curriculum tests in 2000, pupils' attainment was at an average level in mathematics and science and below average in English when compared to all schools nationally. When compared to similar schools results are above average in mathematics, average in science and below average in English. Inspection findings show that pupils are attaining above average standards in reading and science, average standards in speaking and listening and mathematics and below average standards in writing. Although the results of the 2001 test results are unconfirmed a higher percentage of pupils are attaining at a higher level than expected of 11-year-olds than in previous years across all three subjects. This trend of higher attainment looks set to continue in future years. Overall, pupils of all abilities are achieving well at Key Stage 2. The trend of improvement in attainment over the last three years has been at a faster rate than found nationally. The difference in results between English and other subjects can be explained by weaknesses in the standards in writing. The targets that the school has set itself in literacy and numeracy are sufficiently challenging but the school is to review the targets in light of the improving trend of attainment. At the end of Key Stage 1 standards are at an average level in speaking and listening, mathematics and science. Standards in reading and writing are below average. Pupils make satisfactory strides in their learning overall in this key stage but on occasions not enough is done to directly teach specific reading and writing skills. This prevents learning from being better.

Standards in art and design, history and physical education are above average at the end of Key Stage 2. This is because of the good quality of teaching that ensures that all elements of the subjects are taught in a systematic and progressive manner. Pupils of all abilities make good strides in their learning in these subjects and are achieving well. In music pupils sing well and a significant percentage of pupils are developing good techniques in playing a range of different instruments. Attainment in religious education is below average. This is because over time in some classes the appropriate amount of time has not always been allocated to the subject to enable teachers to fully cover the identified programmes of study. As a result pupils do not make the progress of which they are capable. Standards in all other subjects are at an average level. Attainment at the end of Key Stage 1 is at an average level in information and communication technology, religious education, art and design, design and technology, geography, history, music and physical education. Pupils make satisfactory progress in all these subjects.

The attainment of children when they start in the reception class is at an average level. The children benefit from satisfactory teaching in the Foundation Stage and as a result make steady progress. By the time that children start in Year 1 many children have achieved the nationally recommended Early Learning Goals in all the areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils work very well in lessons and show a high level of enthusiasm for the tasks that are set for them. These factors make an important contribution to the good quality of learning that is prevalent in most lessons
Behaviour, in and out of classrooms	Good. Behaviour in class and around the school is usually of a good standard and makes an important contribution to the ethos of the school.
Personal development and relationships	Relationships throughout the school are of a very good standard. Although provision for pupils' personal development is satisfactory, the school has rightly identified the need to examine ways in which pupils can take greater initiative in their own learning and take a more active role in the life of the school as a community.
Attendance	Good. The vast majority of pupils clearly enjoy attending school and this is reflected in the above average attendance rate.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
75 Lessons seen overall	Satisfactory	Satisfactory	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.

During the inspection 1% of teaching seen was excellent, 24% was very good, 49% per cent good and the rest satisfactory. No unsatisfactory teaching was observed. All the very good and excellent teaching observed was at Key Stage 2, with examples of good teaching seen in every class at Key Stages 1 and 2 and at the Foundation Stage. In the best teaching seen at Key Stage 2 the tasks that are set are challenging and demanding and ensure that the needs of all pupils are met. These lessons are characterised by good

planning and the provision of opportunities for pupils to find things out for themselves or to learn through investigative or problem solving activities. The school has successfully implemented the National Literacy and Numeracy Strategies and these are having an increasing impact on the improvement in standards that is a strong feature of this school. The school has rightly recognised the need to ensure that reading and writing skills are taught in a more direct, systematic and progressive manner so that standards in reading and writing at Key Stage 1 and writing at Key Stage 2 continue to improve. The quality of teaching and support for pupils with special educational needs is often good and this helps to ensure that pupils progress at a similar rate to their classmates. Throughout the school the good relationships that are a feature of many lessons, the good attitudes that pupils have to learning together with the good and often very good teaching, particularly at Key Stage 2, form a strong partnership that adds much to the quality of pupils' learning and to the progress that they make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and balanced curriculum where pupils' learning opportunities are enhanced by a good range of extra-curricular activities, visits out of school and visitors to the school.
Provision for pupils with special educational needs	Good. The school provides good support for pupils with special educational needs. Individual education plans are well written and contain challenging but achievable targets. These factors make an important contribution to the quality of pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Good provision is made for pupils' moral and social development and satisfactory provision for pupils' spiritual and cultural development. More opportunities could be provided for pupils to take a more active role in the life of the school as a community and in doing so enhance their personal development still further.
How well the school cares for its pupils	Good. Good procedures are in place to ensure pupils' welfare and well-being and to assess pupils' attainment levels in English, mathematics and science as they progress through the school. These factors impact positively on the learning environment that is prevalent within the school.

The school has established a satisfactory partnership with parents. Although a high percentage of parents feel that there is a strong partnership between home and school a small minority are less happy and would like to see better quality links. The school is already looking into ways in which the partnership could be strengthened for the benefit of the children. Very good procedures are in place to monitor and improve attendance and these are reflected in the above the national average attendance rates.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership that gives a clear direction to the work of the school. He is well supported by his senior management team, staff and governors. There is a good team spirit and a shared commitment to raising standards.
How well the governors fulfil their responsibilities	Good. The governors have a good grasp of the school's strengths and what is needed to improve. Governors fulfil their responsibilities well.
The school's evaluation of its performance	Good. The school analyses test results and assessment data in an effective manner. The senior management team and subject co-ordinators have become increasingly effective in monitoring the quality of teaching and learning and this has had a positive impact on raising standards.
The strategic use of resources	The school has good procedures in place for allocating expenditure in line with agreed educational priorities and makes good use of available resources to enhance pupils' learning. The school applies the principles of best value well when purchasing goods and services.
Staffing, accommodation and resources.	The level of staffing, both teaching and support staff is good. The adequacy of the accommodation is good. Resources to support pupils' learning are satisfactory overall with particular strengths in information and communication technology and music and room for improvement in religious artefacts and reading books.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children enjoy coming to school. • The good progress that children make. • The good quality of teaching. • The standard of behaviour. • The way in which the school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework that is set. • Information about how their children are progressing and the way in which the school works closely with parents. • Approachability of the staff. • The range of activities that the school provides outside of lessons.

The majority of parents express much satisfaction about the school and the quality of education that is provided for their children. Taking all factors into account these parents are right in their perceptions. A minority of parents would like to see a stronger working partnership between the school and parents and greater approachability. The school has already started to look into this and is aware that a small number of parents are not happy with the present situation. Inspection findings overall indicate that the partnership between home and school is satisfactory but could be developed further. The amount of homework that is set is similar to that found in most primary schools and is therefore judged to be satisfactory. Although the quality of pupils' reports is satisfactory there is some variability between classes. No direct evidence was seen during the inspection of staff being unapproachable. The school provides a good range of activities outside of lessons that add much to the quality of pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On the basis of the 2000 end of Key Stage 2 National Curriculum test results, pupils' attainment in mathematics and science is at an average level and below average in English. When the school's results are compared to similar schools attainment is above average in mathematics, average in science and below average in English. This however is an improving school where improvement in attainment has been at a faster rate over the last three years than has been found nationally. Standards have improved significantly, particularly in mathematics, since the time of the last inspection. The unconfirmed test results of 2001 again show further improvements with a higher percentage of pupils exceeding the level expected of 11-year-olds than has been the case in previous years. Indications are that this trend of higher attainment is set to rise again in future years. Inspection findings show that standards in reading and science are above average, average in mathematics and speaking and listening but below average in writing. The school is aware of the weaknesses in writing and has already started to address the issue. The targets that the school has set itself in literacy and numeracy are sufficiently challenging but the school is to review the targets in light of the improving trend of attainment.
2. Inspection findings show that teaching in English, mathematics and science is good at Key Stage 2 and this together with the very good attitudes that pupils have to learning make a significant contribution to the quality of learning and to the good progress that pupils of all abilities make. The National Literacy and Numeracy Strategies have been implemented in an effective manner and have had an increasing impact on improving standards, as they have become further embedded in school practice. Pupils with special educational needs are on the whole making good progress. In the vast majority of lessons the higher attaining pupils are being sufficiently challenged and stretched and there is no significant evidence of underachievement or of differing attainment levels being achieved by boys and girls that can not be explained by natural ability differences.
3. Standards in reading at the end of Key Stage 2 are above average. Pupils read fluently and accurately and are generally confident in reading unfamiliar words. Above average readers tackle even demanding texts very confidently and read expressively. Pupils are good at locating books and using them to find information. Attainment in speaking and listening for 11-year-olds is at an average level. Most pupils are thoughtful and considerate in conversation, concentrating effectively on what others say, sometimes questioning what is said and confidently expressing thoughts of their own, although fewer pupils draw on an extensive vocabulary or develop ideas at length. When careful and sensitive questioning by the teacher ensures that all pupils are fully included in discussion learning and attainment is enhanced. This good practice is not as consistent as it could be. Standards in writing are below average at the end of Key Stage 2. Although the pupils are provided with many opportunities to write for a wide range of audiences and purposes the imaginative qualities of pupils' writing have not been developed at a fast enough rate over time. Although the school is now addressing the issue too few pupils are presently able to elaborate and sustain their ideas in writing or write at sufficient length. Above average pupils write neatly and accurately, using correct punctuation and presenting their work well but this is not

the case for all pupils. There are some very good examples at this key stage of pupils' writing skills being promoted and enhanced in other areas of the curriculum but in some classes an over reliance on worksheets is impeding the development of pupils' writing skills. Standards in mathematics are at an average level by the end of Key Stage 2. Pupils' number skills are at an average level. The effective implementation of the National Numeracy Strategy has made a significant contribution to the improving standards in this subject and pupils calculate accurately. They have a secure knowledge of shape, space and measures and handle data in an appropriate manner. Pupils' ability to use an apt mathematical vocabulary and to consistently use their mathematical knowledge to solve problems are the weaker elements of the subject. On occasions this is because not enough opportunities are provided for pupils to learn through investigative activities. Standards in science are above average overall. A greater emphasis is placed on the development of pupils' scientific knowledge and this is reflected in the pupils' high level of knowledge across all strands of the subject. However this is sometimes at the expense of the development of pupils' scientific enquiry skills which are not at the same high level. This is partly due to the below the national average amount of time that is allocated to the teaching of the subject.

4. The end of Key Stage 1 National Curriculum tests and teacher assessments in 2000 show that pupils' attainment is at an average level in reading, writing, mathematics and science. The school's results are at an average level across all subjects when compared to similar schools. The number of pupils that are assessed at the end of Year 2 is significantly lower than in Year 6 because the school admits a large number of pupils in Year 3 from a local infant school. Inspection findings show standards in speaking and listening, mathematics and science to be at an average level and standards in reading and writing to be presently below average. The quality of teaching is good in science and satisfactory in English and mathematics. This together with the very positive attitudes to work that pupils have results in pupils of all abilities making satisfactory and on occasions good progress in their learning. The difference in attainment between English and the other subjects can be partially explained by the fact that over time pupils have not always been directly taught the necessary reading and writing skills in a progressive and systematic manner that would enable them to tackle unfamiliar words or write in a sustained and expressive manner. In addition the starting point in terms of ability levels for this group of pupils was lower in communication and literacy skills than in other areas of learning and also lower than previous intake groups.
5. By the end of Key Stage 1 pupils attain average standards in speaking and listening. Most pupils speak clearly and confidently and listen carefully. Pupils' speaking vocabulary, though usually apt, is narrow in range. Teachers provide many opportunities for pupils to practise their speaking and listening and to build their vocabulary and this is bringing improvement. Standards in reading and writing are below average. Many pupils show satisfactory understanding of what they have read and can, for example, talk about the plot of a story, but a significant minority finds it difficult to recall sufficient detail. Most pupils of all abilities know how to locate a book in the library and many are beginning to use an alphabetical index. However some pupils hesitate because they are unclear which approach to use in reading an unfamiliar word or phrase. In writing, most pupils convey meaning and write sentences that are suitably sequenced. Many pupils are beginning to use capital letters and full stops correctly to mark sentences. They write for some different purposes but often writing consists of simple accounts of day-to-day experiences and stories, often re-told rather than opportunities being provided for pupils to write

creatively. On occasions the over reliance on worksheets and not grasping opportunities to promote the range of pupils' writing in subjects other than English, prevents progress and learning from being stronger. In mathematics and science standards are an average level. Pupils' number skills are secure and they are becoming increasingly confident in their mental agility. Pupils have a sound understanding of shapes and measure and are confident in the early practices of handling data. The weaker element is the transfer and use of their knowledge in problem solving and investigative activities. More planned opportunities for pupils to undertake such tasks would enhance pupils' learning. In science all aspects of the subject are covered in sufficient depth and are taught well. As a result pupils have a secure knowledge of life and physical processes, and of forces, and carry out investigative and practical activities in a confident and competent manner.

6. Standards in art and design, history and physical education are above average at the end of Key Stage 2. In art and design the good quality of teaching ensures that pupils are directly taught specific skills using a wide range of materials alongside the development of artistic knowledge and appraisal and appreciation skills. This results in pupils making good strides in their learning and achieving well. In history pupils have a good level of knowledge and understanding of the periods of history that they have studied. They develop and use this knowledge well and extend their skills in considering cause and effect of historical events. In physical education, swimming standards are good, pupils have well-developed small games skills and work in gymnastics with accuracy and precision. Much of this is due to the good quality of teaching and the very positive attitudes that pupils have to learning new skills. In music pupils sing well and a significant percentage of pupils are developing good techniques in playing a range of different instruments. The learning and good progress that the pupils make in these areas of the subject are directly linked to the good quality of specialist teaching. Standards in all other subjects are at an average level apart from in religious education where standards do not meet the expectations of the locally agreed syllabus. This is because over time in some classes the appropriate amount of time has not always been allocated to the subject and consequently there are gaps in pupils' knowledge and understanding. Standards in information and communication technology are at an average level at the end of both key stages although the school has rightly identified as an area of improvement the need to ensure that every opportunity to enhance pupils' computer skills in other subjects is seized upon. Standards in all other subjects at the end of Key Stage 1 are at an average level and pupils of all abilities make satisfactory progress in the acquisition of knowledge and skills.
7. When children start school in the reception year their attainment is in line with the level expected nationally. The satisfactory and occasionally good quality of teaching provided for the children in the Foundation Stage ensures that children get off to a steady start in their educational lives. By the time that children start in Year 1 the majority have attained the nationally recommended Early Learning Goals across all areas of learning. Although children make satisfactory gains in their knowledge and understanding, learning could be more rapid with the provision of additional support for the teacher in the form of a learning support assistant. This together with more effective use being made of assessment data to guide and inform planning are areas for development already identified and being tackled by the school.
8. The school's programme of support for pupils with special educational needs is good. It is well organised to identify pupils who need additional help in class. This ensures they make at least similar progress to that of their classmates and sometimes better.

Arrangements for supporting pupils who have a statement of special educational needs are effective and ensure they attain standards, which are in line with their prior achievements. Pupils who have individual education plans make good progress in meeting their targets, therefore their attainment in relation to these targets is good. Pupils who are withdrawn from class to receive additional help from learning support staff with literacy gain competence in basic reading, writing and spelling skills. On occasions however the work that is set for the oldest pupils in school is too easy and is not planned to address individual education plan targets. In these instances the pupils do not always make the progress of which they are capable. The percentage of pupils with English as an Additional Language is low but these pupils are fully involved in the curriculum activities and in the life of the school as a community and provision ensures that they make similar progress to their classmates.

9. This is an improving school where standards are continuing to rise. The good and on occasions very good quality of teaching, particularly at Key Stage 2, the pupils very good attitudes to learning and their good behaviour make a significant contribution to this improving pattern of attainment and achievement. The improvement in strategies for monitoring the quality of teaching and learning and the introduction of initiatives such as the teaching of literacy and numeracy in ability groups are generally paying dividends in improving the quality of pupils' learning. The school rightly recognises that there is still work to be done to further improve standards, particularly in English. The team spirit that exists within the school together with the shared commitment to improving standards indicates that the school is well placed to continue in its upward trend of improvement and achievement for pupils of all abilities.

Pupils' attitudes, values and personal development

10. Pupils have very good attitudes to school and to their work and this makes an important contribution to the quality of the learning environment that is prevalent within the school. Pupils' attitudes to work have improved since the time of the last inspection and this could well be due to the improvement in the quality of teaching.
11. Children in the Foundation Stage quickly learn what is expected of them in terms of behaving in the class, around the school and with one another. Children are expected to use, play and return equipment properly and many children follow this code of expectation. Children enjoy and respond well to the day-to-day routines such as tidying up, making choices as to what they are to learn and taking messages or taking the register back to the school office. At Key Stage 1 and Key Stage 2 pupils are generally enthusiastic contributors to their lessons, which enables the lessons to progress well and helps teachers to evaluate pupils' learning. Pupils enjoy being challenged by good teaching and respond well when teachers' expectations are high. They are keen to discuss their work with adults, some being able to discuss subject material beyond the context of the lesson which they perceive to be relevant to the topic being considered. Pupils with special educational needs respond well to their lessons and demonstrate a positive attitude to learning alongside their classmates. Occasionally a small number of older pupils lose a little interest when the tasks that are set are not sufficiently captivating or challenging. Pupils who have emotional and behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their classmates. Most parents agree that their children like coming to school.

12. Pupils' enthusiasm for school has a positive effect upon their behaviour which is usually of a good standard in and around the school. This is similar to the situation reported at the time of the last inspection. In lessons, pupils are generally attentive and polite, and work co-operatively in pairs and small groups. In the games club, the playground, and when restricted to the classrooms during bad weather, pupils play well together and listen to the instructions of teachers and other adults. Pupils value the rewards presented through the green card system at the gold and silver award ceremony each month, and almost all are successful in avoiding the breaktime detentions which result from incidents of poor self discipline. There were no incidents of oppressive behaviour reported during the inspection, and there have been no recent exclusions. Parents generally believe that behaviour in school is good.
13. Relationships throughout the school are very good and give rise to the very positive attitudes and good behaviour that prevail. Pupils are aware that adults in school are supportive of their needs and can help to resolve difficulties. Teachers regularly take the opportunities presented in lessons to guide pupils' personal development, for example, in physical education lessons pupils are reminded that co-operation and planning lead to successful teamwork, and in a number of lessons pupils were provided with opportunities to make choices. Where this is the case pupils respond with a great sense of maturity and rise to the challenges that are set. Pupils carry out daily classroom and school routines efficiently and cheerfully. However, fewer opportunities are consistently provided for pupils to take initiative for their own learning, to regularly carry out investigative or research tasks or to organise, take responsibility for or take part in activities that would make a valuable contribution to the life of the school as a community. Overall however a great majority of parents feel that the school is helping their child to become mature and responsible.
14. Attendance is good. During the last reporting year the rate of attendance was 95.7% which is above the national average. All absences were authorised, but the number of family holidays taken in term time adversely affects the level of attendance, and reduces the learning opportunities available to those pupils involved. The vast majority of pupils arrive on time to school and this allows lessons and the school day to get off to a punctual and productive start.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching at Key Stage 2 is good and often very good and this makes an important contribution to the good progress that pupils of all abilities make at this key stage. Teaching at Key Stage 1 and in the Foundation Stage is satisfactory overall with some examples of good practice in all classes. Here the teaching ensures that pupils make satisfactory progress in their learning. During the inspection 1% of teaching seen was excellent, 24% was very good, 49% per cent good and the rest satisfactory. No unsatisfactory teaching was observed. All the very good and excellent teaching observed was at Key Stage 2, with examples of good teaching seen in every class at Key Stages 1 and 2 and in the Foundation Stage. The quality of learning reflects the quality of teaching and the pupils make the biggest strides in their learning when the tasks that are set are challenging and provide opportunities for pupils to learn through open-ended, investigative or problem solving activities. The school is always ready to try different strategies to help improve pupils' learning with one example being the teaching of literacy and numeracy in ability sets for the older pupils in the school. This initiative has proved successful in helping to improve standards and the quality and rate of pupils' learning. The teachers show a readiness

to reflect critically on how they teach and this together with the recruitment of good quality teachers has made an important contribution to the improvement in the quality of teaching since the time of the last inspection. Unsatisfactory teaching is no longer an issue and there is a higher incidence of good and very good teaching at Key Stage 2.

16. The quality of teaching in the Foundation Stage is satisfactory overall and this helps to ensure that children make steady progress in their learning and enables the majority to achieve the nationally recommended Early Learning Goals by the time that they start in Year 1. Children are well managed and the good quality of relationships means that children feel confident to attempt the different activities that are planned for them. The quality of planning follows nationally recommended guidelines and provides children with the opportunities to learn through practical as well as more structured activities. There is currently no additional support for the teacher in the form of a learning support assistant. As a result, the amount of time given by the teacher to work with individual or small groups is often short owing to the need to work with other children. The lack of additional support assistants constrains the provision for children and prevents their learning from being more rapid. The school has rightly recognised the need to ensure that writing skills are taught in a more systematic way and that more effective use is made of assessment data to plan the next steps in children's learning. Procedures are already in place to address these issues and if rigorously implemented should have an important impact on the speed at which children acquire and utilise new knowledge and skills.
17. The school has introduced the National Literacy Strategy in an appropriate manner and it is increasingly having a positive impact on pupils' learning and helping to improve standards. The best characteristics of teaching are the management of pupils within lessons and the sharing of lesson objectives with pupils so that they are clear about what is expected of them. The most effective teaching then reviews or builds on these objectives towards the end of the lesson and uses the outcomes to guide future learning activities. Relationships are often very good and this impacts most positively on pupils' learning. The school has rightly identified the need to ensure that pupils are provided with a more systematic and rigorous approach to acquiring reading and writing skills because at present not all pupils are using for example a range of strategies to help them with unfamiliar words or phrases. This is preventing learning from being better. Although teaching is stronger at Key Stage 2 where pupils acquire reading skills at a good rate, there is a clear need to ensure that at both key stages pupils are helped to acquire skills to write creatively and expressively at length in such a way as to keep the reader hooked from start to finish. At present pupils find difficulty in sustaining a plot or characterisation and pieces of work fizzle out after a lively opening. At times some teachers rely too heavily on commercially produced worksheets or miss opportunities to promote pupils' writing skills in other areas of the curriculum and this hinders pupils' learning and prevents progress from being stronger.
18. The National Numeracy Strategy has been implemented in an effective manner throughout the school and again it is having an increasing impact on helping to raise standards. Lessons are usually well planned and clear learning objectives are shared with the pupils and this enables the pupils to judge how successful they have been. In the introductory mental warm up session, teachers use good questioning skills with lots of pace to challenge the pupils and to really push their learning on. The pupils thoroughly enjoy this part of the lesson which makes an important contribution to the quality of learning and the progress that they make. This sets the tone for the rest of

the lesson with many pupils showing very positive attitudes to work and an eagerness to develop greater knowledge and skills. Some of the very good teaching seen, for example in Years 4 and 6, was accentuated by challenging questions, a good pace to teaching which accelerated the rate of learning and the provision of tasks and materials that were well matched to the attainment of pupils in different groups. When teaching is not as effective it is because the work is not as challenging as it could be or opportunities are not grasped for pupils to learn through more investigative or problem solving activities.

19. The school has introduced teaching by ability groups for literacy and numeracy in some of the older year groups in Key Stage 2. This is proving to be an effective initiative and is having an increasing impact on improving standards. In the best examples of teaching the work that is set is challenging and takes full account of the small but important differences in ability between individual pupils. The lessons often move along at a cracking pace but are stopped at pertinent points to review pupils' learning or to deal effectively and sensitively with any misconceptions. In these instances pupils make good and at times very good progress in their learning. Occasionally however not enough attention is paid to the differing ability of pupils and work is aimed at a general rather than an individual basis. Examples of this were seen for the highest attaining pupils and for pupils with special educational needs. When this does happen pupils do not make the strides in their learning that they are capable of. There are some good examples, particularly at Key Stage 2, of pupils' literacy and numeracy skills being enhanced and developed in other areas of the curriculum and this certainly adds to pupils' learning. This good practice however is not as consistent as it could be and these missed opportunities together with an over reliance by some teachers on the use of worksheets hinders pupils' learning. Examples of the effective enhancement of literacy skills were seen in Year 5 when the teacher made good use of linking work to developing skills in numeracy when constructing bar graphs to record and display data from a traffic survey or to plot co-ordinates. In history, pupils are asked to carry out research tasks and to write up their findings in their own words. Historical texts are used as a shared reading resource in literacy lessons. In science and design and technology careful measuring and recording techniques ensure that pupils numeracy skills are put to good use. Pupils do this well. Good examples were seen of pupils using computers to carry out research tasks and other activities that add to their skills. However this good practice is not as consistent as it could be and as a result opportunities are missed to extend pupils' learning. The more effective use of computers to support pupils' learning across the curriculum has been identified as an area for improvement in the school development plan.
20. Teaching for pupils with special educational needs is generally good. Support in whole class lessons for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Trained learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. This helps to ensure that pupils are fully included in all aspects of lessons and that they take a full and active part in the life of the school as a community. Teachers make satisfactory use of individual education plans to inform their planning and to match the work they provide to the pupils' individual needs. On occasions however teachers who work with small groups of pupils providing additional help with literacy and numeracy have too low expectations about the quality and standard of work produced by the pupils and this hinders the progress that pupils make. Where pupils have a statement of special educational need, the quality of teaching and support ensures that the provision outlined meets

requirements. The percentage of pupils with English as an Additional Language is low but teaching ensures that pupils progress at a similar rate to their classmates. The school tries hard to meet the needs of all pupils, and to recognise and overcome the specific barriers to learning encountered by different groups of pupils in the school.

21. At both key stages teachers generally have a secure subject knowledge which they put to good use to advance pupils' learning. In subjects such as art and design, history and physical education the individual skill and enthusiasm shown by some teachers rubs off on the pupils which in turn produces high levels of enthusiasm and a desire for new learning in the pupils. In art and design for example the use of specialist teaching at Key Stage 2 where skills and techniques are taught in a systematic manner plays an important part in the above average standards that are achieved by the time that pupils leave the school. In history at Key Stage 2 a positive feature of the teaching is the way teachers bring the subject to life and stimulate pupils' imaginations. For example pupils in Year 6 whilst focusing on the main events of World War 1, were provided with a simulation of an air raid. This prompted much discussion and pupils were encouraged to think about how the people of the time must have felt, such as the children who were evacuated or the people who had to go into hiding. The school provides a good range of visits to places of educational interest and these well-planned visits bring an added dimension to the quality of pupils' learning.
22. The school strives hard to ensure that weaknesses in teachers' knowledge are recognised and appropriate training provided. A good example of this is in information and communication technology. A rigorous and systematic training programme has resulted in good improvements in the quality of teaching, learning and standards since the time of the last inspection. Although the present quality of teaching of religious education is satisfactory, this has not been the case over time at Key Stage 2 simply because not enough time has been allocated to ensure that the syllabus is taught in sufficient depth to allow the pupils to acquire the necessary knowledge and skills.
23. The quality of relationships between the pupils and the staff is often very good and this helps to create a climate that is conducive to effective learning. The management of pupils is a strength of many lessons and pupils show respect and tolerance for the views, beliefs and opinions of their classmates. Although there are examples of pupils learning through investigative and problem solving activities or pupils simply finding things out for themselves, this good practice is not as consistent as it could be and impacts negatively on pupils' learning. When opportunities are provided pupils respond with enthusiasm and enjoyment and invariably rise to the challenges that are presented.
24. Many teachers provide verbal support through the lessons and are always ready to point out areas for improvement in pupils' work or attitudes. Although there are good examples of the marking of pupils' work being used as a tool for setting targets for improvement, the marking quality overall is inconsistent and is sometimes unsatisfactory. In some cases, the marking is not informative or helpful and the teacher's expectations are inconsistent. As a result, errors are carried forward to pupils' later work. A high percentage of parents that responded to the questionnaire sent out before the inspection felt that the quality of teaching was good and that their children make good progress. About 15% of parents were not happy with the amount of work that children are expected to complete at home. The inspection findings indicate that the range and amount of homework set at Key Stage 1 is similar to that

found in the majority of schools and is therefore judged to be satisfactory. By the end of Key Stage 2 homework tasks are better than found in the majority of primary schools and are therefore judged to be good and bring an added dimension to the quality of pupils' learning.

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

25. The school generally provides a broad and balanced curriculum for its pupils with a good range of learning opportunities on offer outside of the formal curriculum. This combination provides an effective and successful platform for pupils' learning, although not enough time has been allocated over time to ensure that all aspects of the scheme of work in religious education and science have been covered in sufficient depth. In all other aspects the curriculum meets all the necessary statutory requirements and curriculum provision has improved well since the time of the last inspection. The curriculum is inclusive and prepares pupils well for the next stage in their education.
26. Good quality policy documents and schemes of work are now in place to support all subjects and these have a positive impact on pupils' learning. The school has implemented the National Literacy and Numeracy Strategies in an effective manner and they are having an increasing impact on improving standards, as they become more firmly embedded in school practice. The school has successfully introduced teaching by ability groups for some of the older pupils in school and has utilised "booster classes" and springboard initiatives to further enhance standards in literacy and numeracy. The school recognises that more work needs to be done in ensuring that there is more rigorous approach to curriculum planning and implementation in literacy to help further improve standards, particularly in writing.
27. Planning in the Foundation Stage takes account of the nationally recommended Early Learning Goals and tasks are planned to enable children to learn through practical activities as well as more structured ones. The curriculum that is provided enables children to get off to an appropriate start to their educational lives but the provision and children's learning are hindered by a lack of classroom support for the teacher and not enough use of assessment data to guide and inform curriculum planning. The school has already acted upon this issue. Curriculum planning at Key Stages 1 and 2 has clear learning objectives and these are often shared with the pupils and form an important part in evaluating their own achievements.
28. The provision for pupils with special educational needs is good. The school provides a flexible range of support to meet the various needs of individual pupils. The most effective being in-class support from learning support assistants. Teachers have copies of pupils' individual education plans and they are used to effectively plan suitable work to meet the needs of individuals. Learning support staff and the special educational needs governors are especially effective in monitoring the progress pupils are making in meeting their targets and helping teachers evaluate and plan for the next stages of pupils' learning. The school ensures that the provision outlined in pupils' statements is in place and is reviewed annually in line with Code of Practice guidance. At the time of the inspection only one pupil had a statement of special educational needs. The school is presently working to develop a policy for gifted and talented pupils. Although the school only has a low percentage of pupils with English

as an Additional Language the provision is of an appropriate level and ensures that pupils make the progress of which they are capable.

29. The school makes good provision in enhancing pupils' learning outside the formal curriculum. Extra-curricular activities include a range of sporting activities such as football, athletics, rounders and netball. The school runs numerous musical activities including an orchestra, a choir, recorders and other musical tuition, computer clubs and numeracy and literacy clubs, all of which are very popular and much appreciated by the pupils. The school has an orchestra and offers musical tuition to over a 100 pupils. Pupils have the opportunity of visiting museums, art galleries and other places of interest, which add to the quality of education that they receive. Visits to places such as Eyam, Woolaton Park and Hall, Stoke Bardolph, Patchings Farm, Brewhouse Museum and the National Stone Museum are well organised and significantly enhance pupils' learning. Residential visits to Kingswood Environmental Centre and adventure days help to develop pupils' personal and social skills in addition to the enrichment provided to a number of curriculum areas. There are also visitors to the school, which help to enhance the quality of pupils' learning. Theatre groups including a Puppet Theatre and the Footprints Theatre Group also visit the school to perform plays. A small but significant percentage of parents feel that the school does not provide enough learning opportunities outside formal lessons. This view is not supported by inspection findings.
30. There is satisfactory provision made for the personal, social and health education of pupils with a well-structured programme in place. The health education programme is delivered by the teachers with the help of the school nurse who visits regularly. The school follows the DARE (Drug Abuse Resistance Education) programme which runs for two terms during the year and helps older pupils' develop a greater awareness of the possible effects of the misuse of drugs, including prescribed medicines. A local police constable visits the school regularly to help deliver this programme and other aspects of community policing. The local authority's healthy eating team also visits the school to promote healthy education and through the science curriculum pupils learn to understand the benefits of a healthy lifestyle and the value of regular exercise. The school has rightly identified the need to provide further opportunities for pupils to regularly and consistently take part in investigative tasks, to take greater initiative for their own learning and to enhance pupils' social responsibility by providing opportunities for them to make a bigger contribution to the life of the school as a community.
31. A satisfactory range of opportunities for pupil's spiritual development is provided during the acts of collective worship and timetabled periods of class reflection. The local vicar leads assemblies regularly and the acts of collective worship meet the legal requirement. In one assembly pupils were encouraged to reflect on the plight of children who are homeless or refugees after listening to extracts from an evacuee's diary from the Second World War. There are some opportunities for spiritual development in religious education lessons where pupils are provided with opportunities to reflect at the awe and wonder of the world in which they live. Increasingly pupils are being asked to explore feelings such as sadness, happiness and celebration in discussion times in class and to examine how others' feelings may be hurt by words or actions. Good examples were seen during the inspection in subjects such as art where pupils were asked to look at the natural beauty of nature from both an artistic and spiritual perspective. On other occasions opportunities for reflection, and for pupils to appreciate the spiritual feelings that art and music can evoke are missed.

32. Provision for pupils' moral and social development is good. Strong relationships and the good role models that teachers and other adults provide teach pupils about respect for one another and the difference between right and wrong. The school rules are displayed in each class and are used as the foundation for establishing acceptable behaviour. Pupils are aware of how their actions affect the well being of others and this is appropriately reinforced through the curriculum. Moral principles are often reinforced through assemblies and opportunities are provided for pupils to discuss wider moral issues such as pollution, poverty and persecution. Pupils are regularly provided with opportunities to work in pairs or small groups and to share resources. They are encouraged to work collaboratively and the quality of relationships in the school helps to form positive attitudes towards good social behaviour. Pupils are encouraged to accept responsibility for daily routine tasks in the classroom and around the school such as setting the hall up for assembly and acting as monitors on the stairs and corridors. Pupils accept responsibility with maturity and sensitivity but few opportunities are provided, through for example, a school council where pupils could play a far more active role in setting up initiatives or making decisions which impact on the life of the school as a community.
33. The school makes satisfactory provision for cultural development. Visits to St Helen's church help pupils develop understanding of their own religious and cultural heritage. These are further supported by visits to other places of cultural interest. The school has visitors to support provision, including local authors, poets and theatre groups. In religious education the pupils learn about other faith beliefs and traditions and there have been visits to the Sikh temple and the synagogue in Nottingham. In one lesson, pupils were examining the differences and similarities between Chembakolli in India and Stapleford. The art and music curriculum is effective in raising pupils' awareness of the work of famous artists and composers, with the school rightly seeking to extend this beyond the western world. Overall the provision that the school makes for pupils' spiritual, moral, social and cultural development has improved since the time of the last inspection.
34. Links with the local community are good and augment the classroom activities available to pupils. Visits are planned to places of local interest such as the local church where the school has its annual Christmas concert. Visits are also made to Patchings Farm for an art day and Coalville Science and Discovery Park at Snibsdon. The local vicar from St Helens church is a regular visitor to the school. Support and sponsorship is received from a number of local businesses which helped to provide the new computer suite. Local theatre groups, artists and poets visit and enhance pupils' educational experiences. Working with a local artist, pupils have designed postcards promoting the "Think before you drink" campaign organised by the local council. Good use is made of the locality for studies relating to the environment and pupils are involved with a number of initiatives relating to health and sport promoted by the borough council. Coaches from Nottingham Forest FC have organised training sessions in school, and a drama group has presented Greek myths as part of topic study. Pupils make their contribution to life in the local community by joining in local musical and sporting events.
35. The school has good links with its partner institutions that make a positive and important contribution to the quality of education and care that the school provides. Pupils from the infant feeder school receive good induction through a series of curricular and pastoral visits by teachers which help them settle and quickly merge with those pupils who have been in school since the reception class. Close links are

well established with the local secondary school to which pupils transfer. The liaison and induction procedures with the infant school have improved considerably since the time of the last inspection when they were identified as a weakness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school cares well for its pupils and provision is good. Many positive steps are taken to ensure pupils' well being and health and safety and the level and quality of support in this regard are good. The educational and personal support and advice given to pupils is good. Pupils with special educational needs are similarly well catered for. The supportive environment contributes to both academic and personal development.
37. Good arrangements are in place for child protection. The special needs co-ordinator is nominated to deal with child protection concerns and is supported well in this role by the headteacher, the nursery nurse, and the special needs governor. The nursery nurse has received recent training and through staff meetings has disseminated pertinent and important information to other members of staff.
38. Good procedures are in place to ensure the welfare and well being of pupils with special educational needs and pupils with English as an Additional Language. The school has devised good links with other agencies to ensure the provision outlined in statements of special educational needs is implemented. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken diligently as is the organisation of annual review meetings. The school strives to ensure that pupils are fully involved and included in the school community.
39. The school implements good assessment procedures to identify pupils with special educational needs and comply with the Code of Practice. The information is used effectively and consistently for reviewing the appropriateness of pupils being retained on the school's special educational needs register and deciding what further help they may require. This has resulted in a significant percentage of pupils moving off the register because of the good progress they have made. This is good practice and is to be commended
40. Pupils are well supervised at break and lunchtimes, and detailed guidelines for midday supervisors ensure that pupils are well managed and that those with poor appetites are noted. 10 members of staff have received training in first aid, and pupils who are unwell or have had an accident are suitably comforted. There is a medical room available should the need arise for monitoring pupils until their parents arrive.
41. Procedures for monitoring and promoting good behaviour are satisfactory overall. Good classroom management and high expectations of behaviour are in place throughout the school. Any instances of inappropriate behaviour are dealt with swiftly. However, some of the sanctions used, such as detention when pupils are expected to write lines are not always effective in enabling pupils to understand why their behaviour is unacceptable or in helping them to understand the consequences of their actions on others. The school has good procedures in place for monitoring and promoting good attendance. Regular liaison with outside agencies and the continual reinforcement of the benefits of regular and punctual attendance with pupils and parents makes a significant contribution to the above national average attendance

rates that the school achieves. Despite the best efforts of the school there are still a number of families that take holidays in term time and this prevents attendance rates from being even higher.

42. Pupils' health and safety is given appropriate priority. Risk assessments are carried out each half-term by the headteacher and site manager. These are supported by an annual safety audit conducted by the county council and routine fire risk assessments by the fire service. A maintenance plan is generated against the findings of the assessments and work is carried out as appropriate to eliminate or reduce any hazards identified. The headteacher and site manager meet daily to discuss current concerns and to evaluate daily occurrences.
43. There are good procedures for monitoring the pupils' academic performance and their personal development in English, mathematics and science. At the time of the last inspection in 1997, an issue for the school was to improve the use of assessment in all subjects. Good improvements have been achieved since then and the school now has an effective whole school system of assessment and record keeping although there is still some work to be done in this area. The procedures include baseline assessment, national and standardised tests and ongoing assessments. The results of these tests and assessments are recorded on the pupils' computerised personal profiles so that their attainment and progress can be tracked as they move through the school. Each member of staff has an assessment folder with clear directions about what is to be assessed and when. All the information is gathered together in a manageable manner so that co-ordinators can monitor what is being achieved in their subjects and set targets for improvement. There is a particular focus on English and mathematics for which the procedures are especially well developed. The results of tests are analysed to identify areas of weakness and good use is made of this information to inform medium and short term planning. Assessment information is effectively used, by most teachers, to evaluate pupils' performance and to plan for future learning experiences. The information is also used to set targets for groups of pupils and for individuals. These procedures have helped the school to significantly improve standards in English and mathematics at Key Stage 2. The assessment co-ordinator has introduced an effective system, which involves pupils in setting and reviewing their own targets for improvement in reading, writing and number. Parents are also invited to be involved in this process and this makes a significant contribution to pupils' academic and personal development.
44. The systems for assessing pupils' attainment in other subjects of the National Curriculum and religious education are not yet as well developed and the school recognises that this is a priority for future development. New systems, whereby pupils' performance can be regularly assessed against the learning objectives and their progress monitored, have been introduced this year. When these systems have been evaluated and a consistent approach to the way they are used has been agreed, they should prove to be useful.
45. There are some areas that can be improved in the way information from assessment is used. For example, not enough use is made of the information gained from the tests carried out to assess pupils' attainment soon after they start school to guide the planning of learning activities to match the individual needs of the children at the Foundation Stage. Although careful analysis is made of pupils' performance by gender, no analysis is made of the performance of pupils who joined the school at Year 3 against those who started in Reception.

46. Pupils' personal development is closely monitored from the time they enter school. A record of achievement for each pupil is kept in their classroom. This contains pieces of work, records of awards, certificates gained, for example in swimming, and this is kept up to date by the pupils. The gold and silver assemblies are designed to support the efforts of pupils in all aspects of school life and each teacher nominates pupils for awards, ranging from work in the classroom to personal achievements. The day to day marking of pupils' work is good in some classes and helps pupils to understand how they can improve but this is not consistently so in all classes, particularly in the lower part of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Generally, parents have positive views of the school. The great majority of parents believe that the school is providing a good quality of education for their children. In the pre-inspection questionnaire and at the pre-inspection meeting, many parents expressed their gratitude and support for the work of the staff at the school. Responses to the inspection questionnaire indicate that a small number of parents are unhappy with some aspects of the work of the school, and in particular do not feel that there is a strong partnership with the school. Inspection findings did not find specific evidence to support this assertion but inspectors have noted comments and made the school aware of parental perceptions. The school has instigated procedures to look at ways in which parental concerns about a stronger partnership can be addressed for the benefit of the children and so that such a partnership can have its greatest possible impact on the quality of pupils' learning and the progress that they make.
48. The school provides satisfactory information for parents about the school and its work. Parents receive a large number of letters from the school during the school year and these help to keep parents well informed about events and happenings in the life of the school. A number of parents feel that they are not provided with enough information about how their child is getting on during their time at school. Inspection findings show that the amount of information that the school provides is similar to that found in the majority of schools and is therefore judged to be satisfactory. In addition to the progress reports that pupils receive at the end of the academic year, there are formal opportunities provided for parents twice a year when they can visit the school to discuss their child's progress. Although the school states that parents are more than welcome to discuss any concerns they may have about their child's academic or personal development at any time during the year, a small number of parents do not always feel comfortable about approaching the school. Progress reports for most pupils in Key Stage 1 and Key Stage 2 are of a very good quality because they not only give a good insight into what each pupil has achieved, they also set clear targets for improvement. This is very good practice and enhances pupils' learning. The reports for the children in the Foundation Stage are not of this same high quality and contain more limited information.
49. Most parents support the work that their children do at home and, through the homework diaries and personal organisers, many monitor their children's progress. Although homework expectations are clearly presented in the school prospectus for all year groups, some parents feel that their children do not get the right amount of work to do at home. Inspection findings show that the amount and range of homework tasks is never less than satisfactory and for the older pupils in school it is good and makes a valuable contribution to pupils' learning. A number of parents help

in class, help with and observe swimming lessons each week, and one parent helps with football coaching. Most parents support school social functions and fund raising events which are often very successful and provide the school with many valued additional resources which help to enhance pupils' learning. Parents would appreciate the opportunity to contribute further to the life and resources of the school through a formal parent support organisation, which at present does not exist.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. Leadership and management are good and have improved since the time of the last inspection. The headteacher provides strong, effective leadership giving the school clear educational direction and purpose. Many improvements have taken place since the last inspection. For example, the quality of assessment procedures is now good, co-ordinators have more impact on the development of their subjects and most importantly standards and the quality of teaching overall have improved.
51. The headteacher and other senior staff work effectively together. There is a strong sense of teamwork in which all teaching and non-teaching staff share. This helps to promote unity of approach and a sense of joint purpose. Teachers support each other very well. The results of this are seen in, for example, the good procedures for the induction of new staff and the coherent planning arrangements that guide work within year groups and throughout the school. The school's collegiate approach encourages discussion and wide participation in decision making. There is a daily staff meeting where emergent issues are discussed. These measures help to ensure that teachers are fully involved and well informed.
52. The school's work is underpinned by clear, appropriate aims and values. These reflect a shared commitment to high standards and improvement. Teaching and non-teaching staff promote these consistently and well. The positive effects of this are seen in the high quality of relationships at all levels, teachers' sensitive, purposeful management of pupils and pupils' very good attitudes to learning. These are strengths of the school.
53. The headteacher and staff make appropriate use of assessment data to evaluate the school's performance and plan the way forward, but equally recognise that this could be sharper and even more rigorous to have its biggest impact on helping to raise standards. The head teacher, deputy head and subject co-ordinators have a clear view of the school's current strengths and weaknesses and are aware of the issues that have been identified in this inspection.
54. The school takes effective action to remedy identified weaknesses and to promote improvement. An example of the effectiveness of such action is the improvement in the quality of teaching since the last inspection. The school has been able to attract teachers of high quality whose professional qualities flourish in the strongly supportive atmosphere that the headteacher and other staff promote. Another example is the improvement in standards, particularly in mathematics. Here the school set about tackling the issue in a rigorous and systematic manner, assessing data and monitoring teaching and learning. This approach certainly paid dividends. The performance management process that the school has instigated sets appropriate targets for teachers based on sound appraisal of their strengths and weaknesses and taking account of curriculum priorities. The school improvement plan incorporates well-defined targets that are drawn from careful evaluation of pupils'

progress in different subjects and of the quality of teaching and learning. However, the sequence and timing of actions in the plan and the ways in which their impact is to be assessed are not always spelt out clearly enough.

55. The role of subject co-ordinators has been developed well since the last inspection. Co-ordinators take appropriate responsibility for managing their subjects, are suitably trained and are both supportive of and supported by their colleagues. However not all co-ordinators are provided with opportunities to directly monitor the quality of teaching and learning and pupils' progress in all parts of the school. This lessens their impact. This has already been identified by the school as an area for development. The monitoring of teaching and learning, linked to the performance management process, is used purposefully to inform target setting for teachers and pupils but is not yet rigorous enough in all subjects to be fully effective. Specific examples of focused monitoring have produced well-planned action leading to improved standards. For example, monitoring of the plenary sessions during the Literacy Hour provided information that enabled teachers to increase the quality and impact of this part of the lesson, improving the quality of learning. Rigorous monitoring of teaching and learning in mathematics has led directly to an improvement in standards. The priority for bringing about an improvement in the standard of singing at Key Stage 2 has been achieved well. This is because the senior management team has allocated time regularly for the subject co-ordinator to support teachers, for example by working alongside them or by taking lessons. In contrast to this, the science co-ordinator has not been given sufficient time to monitor the initiative on improving science enquiry skills.
56. The Governing Body is effective in its work and fulfils its statutory responsibilities well. Working closely with school staff, governors have dealt with all of the key issues identified in the previous report. Governors have a good understanding of the current strengths and weaknesses of the school. The Governing Body is kept fully briefed by the headteacher and other staff, for example, on matters relating to standards and educational developments. Many governors come into the school regularly to observe, support and join in aspects of the school's work. Governors take an active role in monitoring standards in the school. Most have undertaken some formal monitoring of lessons, for example, during the literacy and numeracy hours. Nominated governors report regularly to colleagues on their findings. As a result, governors are well informed and have up-to-date, well-substantiated views about the standards pupils attain and the quality of education the school provides.
57. Governors are strongly committed to the school and appreciative of its work. They are clear about their role in leading and managing the school and suitably involved in school development planning. This is an improvement since the previous report, when governors were still in the process of gaining a view of the school's strengths and weaknesses and were consequently limited in the contribution they could make to planning strategically for the future.
58. The school makes appropriate use of the funds that are made available to it. This is a similar picture to the previous inspection. The school's good financial planning efficiently supports its educational priorities in the main. The school development plan has suitable costing for the current year. There is effective long term strategic financial planning. The carry forward of funds from one year to the next is used well to enhance staffing levels and to improve the quality of the school environment and resources. For example some of this money was used towards the new computers for the computer suite. As a result the pupils will benefit from increased Internet access

in the future. The considerable funds raised by parents are used well to support pupils' learning, for example on library books. The school applies satisfactorily the principles of best value. The school is currently evaluating its use of classroom support staff to ensure that the support is targeted to where the need is greatest. The school also recognises the need for additional classroom support in the Foundation Stage and plans are in hand to address this issue by the start of the new academic year. These are important initiatives that need to be implemented rigorously and swiftly so that they can have their biggest impact on helping to improve the quality of pupils' learning in an equitable manner across both key stages and the Foundation Stage. The school has introduced initiatives such as teaching by ability groups in some year groups and making better use of teachers' individual skills in subjects such as art and music. These initiatives are to be commended because they are having a positive impact on helping to raise standards.

59. The school ensures it allocates its grant for staff training to support targets in the school development plan and in this way relates them directly to pupils' learning. The additional funds for pupils with special educational needs and additional grants for all pupils are used suitably and help to improve the quality of pupils' learning. The recommendations in the latest auditor's report have been fully implemented. The money spent per pupil is just above average in comparison with other schools in the country, but taking all factors into account the school is currently providing good value for money. The office administration, including day-to-day control of the budget, is excellent. The staff make very good use of information and communication technology in their work. They very effectively support the smooth running of the school and enable teaching and learning to take place without unnecessary interruptions. The administrative staff are most welcoming and provide an invaluable and valued first point of contact for parents and visitors alike.
60. The school employs a good number of teaching and support staff to meet the demands of the curriculum. All teachers are appropriately trained and have experience ranging from 1 to 37 years. The deputy headteacher manages the in-service training of staff against their own professional development needs and those of the school and this impacts positively on the quality of teaching and learning. Induction arrangements and mentoring schemes for the teachers who were newly qualified upon arrival have been carried out most effectively and to the satisfaction of all concerned against well considered termly agendas. This has resulted in teachers new to the profession feeling most welcome and supported within the school and in turn this impacts positively on their teaching and professional development.
61. Although the school's playing field is situated away from the school, in all other respects the adequacy of accommodation is good. The school has a good number of classrooms and has the benefit of a computer suite, a music studio, and other designated rooms. The large hard play area is very well used at break and lunchtime to promote informal and traditional games, and is regularly used for physical education activities. Good use is made of the adjacent park and the locality to support aspects of the curriculum. Essential repair work has been carried out to roofs, and many of the windows have been replaced. However, funding is still awaited to enable the school to make renovations to the leaking roof of the school hall. There are no current plans to complete the window refurbishment programme to replace the distorted metal windows. The school made effective use of funds in erecting a perimeter fencing which has dramatically reduced the incidences of vandalism and as a result has saved the school considerable money and also provided a safer and far more attractive learning environment for the pupils. The site manager carries out his

duties in an excellent manner and is totally committed to the school. This shows in the amount of time he freely gives to improving the school environment. He has for example carried out considerable work in making and fitting furniture for the computer suite. A dedicated and hard working team of cleaners ably and cheerfully supports him.

62. Resources are satisfactory overall and are used in an effective manner to support and enhance pupils' learning. For music and information and communication technology, resources are very good and include the dedicated music studio and computer suite. For art and special educational needs, resources are good. Resources for religious education are unsatisfactory as there is only a limited range of books and artefacts available. There is a lack of large play equipment for children in the Foundation Stage. In all other subjects resources are at a satisfactory level in terms of quantity and quality with a need to increase the number of fiction and non-fiction books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve the quality of education that the school provides, the headteacher, Governing Body and staff should:

1) Raise standards in English by:

- ensuring that pupils at both key stages are taught the necessary writing skills in a systematic and progressive way to enable them to write extended, creative and expressive pieces of writing in a neat and legible manner;
- consistently providing opportunities for pupils to develop and enhance their writing skills in other areas of the curriculum; (*paras 3, 4, 5, 16, 17, 76, 77, 81, 82, 83*)
- ensuring that pupils at Key Stage 1 are taught and provided with an appropriate range of strategies that will help them to tackle unfamiliar words or phrases in their reading; (*paras 4, 5, 79, 83*)
- further improving the quality of resources. (*paras 62, 80*)

2) Raise standards in religious education at Key Stage 2 by:

- ensuring that sufficient time is allocated for the teaching of the subject so that pupils experience the full range of knowledge and skills outlined in the school's scheme of work;
- making sure that sufficient opportunities are provided for pupils to record their work in written form so as to aid their recall of the topics that they have studied;
- further improving the quality of artefacts.
(*paras 22, 25, 44, 62, 138-142*)

3) Improve the quality of provision and learning for children in the Foundation Stage by:

- providing additional classroom support to enable more targeted support and direct teaching for small groups and individual children; (*paras 7, 27, 58, 64*)
- making more effective use of baseline assessment and on-going assessment information to help plan the next steps in children's learning; (*paras 45, 48, 65*)
- further improve resources (*paras 62, 73*)

4) Provide more consistent opportunities for pupils to enhance their learning and personal and social development by:

- enabling them to undertake personal study and research tasks;
- the regular provision of activities that seek to enhance their problem solving, investigative and enquiry skills;
- encouraging them to take a greater initiative in their own learning and providing opportunities for them to organise, take responsibility for or take part in activities that would make a valuable contribution to the life of the school as a community.
(*paras 13, 29, 30, 84*)

In addition the school should consider including the following minor areas for development;

- further developing assessment procedures in the foundation subjects of the curriculum. (*paras 5, 43, 44, 110, 116, 121, 142, 143*)
- ensuring that the marking of pupils' work is consistently used as an opportunity to explain why the work is of a good standard or to clearly outline to pupils what they need to do to improve and reducing the use of worksheets. (*paras 24, 46, 83, 91, 99*)

- continue to examine ways in which the partnership between home and school could be strengthened. (para 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	24	49	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)		440
Number of full-time pupils eligible for free school meals		42

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		83

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	10	16	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	13	15	15
	Total	21	24	25
Percentage of pupils at NC level 2 or above	School	81(86)	92(93)	96(97)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	10	10
	Girls	14	15	16
	Total	21	25	26
Percentage of pupils at NC level 2 or above	School	81(86)	96(90)	100(86)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	38	41	79

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	30	34
	Girls	31	30	35
	Total	58	60	69
Percentage of pupils at NC level 4 or above	School	73(75)	76(78)	87(84)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	31
	Girls	29	29	31
	Total	54	56	62
Percentage of pupils at NC level 4 or above	School	68(77)	71(79)	78(85)
	National	70(68)	72(69)	79(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	4
Pakistani	1
Bangladeshi	
Chinese	
White	408
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	17.2
Number of pupils per qualified teacher	25.4
Average class size	29

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	75

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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	770541
Total expenditure	786328
Expenditure per pupil	1787
Balance brought forward from previous year	68341
Balance carried forward to next year	52554

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

447

Number of questionnaires returned

120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	5	0	0
My child is making good progress in school.	47	47	5	1	0
Behaviour in the school is good.	43	48	7	0	2
My child gets the right amount of work to do at home.	28	56	12	3	1
The teaching is good.	60	35	3	1	1
I am kept well informed about how my child is getting on.	38	48	9	5	0
I would feel comfortable about approaching the school with questions or a problem.	55	36	3	6	0
The school expects my child to work hard and achieve his or her best.	59	35	4	1	1
The school works closely with parents.	35	45	10	8	2
The school is well led and managed.	49	41	7	3	0
The school is helping my child become mature and responsible.	53	38	6	3	0
The school provides an interesting range of activities outside lessons.	31	50	11	3	5

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

64. Attainment when children join the reception class is average. Most children have had some pre-school experience in the form of Nursery education at a local infant school. The needs of the children are generally well catered for throughout this stage of learning. However, at present, not all aspects of their physical development are sufficiently catered for, as the children do not have regular access to using outside play equipment in the form of bicycles or wheeled toys. There is currently no additional support for the teacher in the form of a learning support assistant which is often the case in other Foundation Stage classes. As a result, the amount of time given by the teacher to work with individual or small groups is often restricted and this constrains the quality of provision for children and hinders their learning. This is already being addressed by the school with a support assistant to be in place by the start of the new academic year.
65. The planning of children's learning is based around the six areas of learning and is relevant to the children's needs. The overall quality of teaching is satisfactory and occasionally good. The children are well managed by the teacher. At times, the teaching of writing skills could be more rigorous to enable the higher attaining children, to produce more sustained pieces of writing, particularly given their level of attainment when they first enter the school. Teaching could also be strengthened if more effective use was to be made of the baseline and day-to-day assessments of the children in planning their learning. Overall, the quality of teaching ensures that the children attain what is expected for children of this age by the time they start in Year 1. Children with special educational needs are well-supported by the teacher but only occasionally receive any planned extra support by another member of staff. As a result, while they make satisfactory gains in their learning, their progress could be more rapid.

Personal, Social and Emotional Development

66. The quality of teaching in this area of the children's development is satisfactory and occasionally good. Children of all abilities make satisfactory progress and attain at an expected level by the time that they start in Year 1. Good emphasis is placed on effectively ensuring that the children settle quickly into school. This enables them to become aware of what is expected of them during their first few terms at school. Class routines are quickly established and due emphasis is placed on ensuring that children learn and follow these expectations. As a result, all children quickly learn what is expected of them in terms of behaving in the class, around the school and with one another. Children are expected to use, play and return equipment and many children follow this code of expectation. Children enjoy and respond well to the day-to-day routines such as tidying up, making choices as to what they are to learn and taking messages or taking the register back to the school office. Teaching is supportive and relationships are warm and purposeful. While some opportunities are provided for pupils to work together through the use of, for example, structured role-play activities, the lack of additional support in the class makes such opportunities less frequent than they could be and prevents their learning from being as strong as it could be.

Communication, Language and Literacy

67. Children enter the school with average levels of attainment in this aspect of their development. Progress in this area of their learning is satisfactory and many children are on course to attain the early learning goals by the end of the Foundation Stage. The teacher is aware of the need to promote children's linguistic development through all areas of their learning and in the main, given the constraints in terms of the lack of additional support, is effective in this. Many incidental opportunities are provided for children to listen to stories, join in the reading of nursery rhymes or talk to the rest of the class about what they have discovered during their learning. Children are eager to talk and many are confident in answering any questions they may be given. While a few of the children have more difficulty in listening to what the teacher or their classmates may be saying, the majority make satisfactory progress in the development of their listening skills.
68. Progress in the development of the children's reading skills is satisfactory. Many children enjoy listening to stories and are able to express a simple opinion about what they have liked about the story. Children know that an author is someone who writes books and that an illustrator is the person who draws pictures to help the reader imagine what, for example, a character in the story may look like. The children are taught to know that writing is read from left to right and that words have meaning. With support, a few higher attaining children pupils are able to read simple text. Children make less marked progress in the development of their writing skills. While most are able to write their name, or construct a simple statement about what they have done, for example, out of school at the weekend in the form of 'news', the formulation of letters is rarely consistent.
69. The quality of teaching is satisfactory. The classroom is effectively organised in such a way with labels and captions around the wall that successfully serve as an aid to children in the course of their literacy work. Some opportunities are provided for children to write in an imaginative capacity such as writing a 'letter' in the role of Goldilocks to the Three Bears apologising for her actions. In general, there are missed opportunities during the course of these sessions to extend the children's literacy skills owing to the fact that children are often left to work on their own and at their own pace because the teacher is working with other children. As a result, while learning is satisfactory, it could be more rapid with greater opportunities to work alongside other adults who could be probing and extending children's literacy skills.

Mathematical Development

70. Most children attain the early learning goals by the end of the Foundation Stage and make satisfactory progress. Teaching is satisfactory. Children count in tens to 100 and are able to record numbers to 1 – 10. Higher attaining pupils write numbers to 20 and are developing an appreciation of the mathematical symbols for addition and subtraction. In role-play activities 'at the seaside' children say what combinations of coins should be used to purchase a stick of rock. Children recognise some two-dimensional shapes but some pupils become confused between a square and a triangle, and cannot explain the differences. However, they are able to construct a pattern of repeating shapes. Some opportunities are provided for children to use a computer in the course of their daily mathematical lessons but this is situated outside the classroom and not always used as purposefully as it could be. This is balanced by the good provision for pupils to develop their understanding of shape through a weekly lesson in the school's information and communication technology suite.

71. The quality of teaching is satisfactory. Good opportunities are taken by the teacher to promote the children's mathematical language at incidental points of the day such as, for example, the taking of the register by counting how many children are in the class for that day. On occasions opportunities are missed to enhance children's learning by learning through practical, investigative and exploratory activities. However, teaching could be strengthened if the teacher has higher expectations of some pupils and plans more carefully to meet the needs of all pupils – particularly those with higher-attainments. Some worksheets given to some pupils are far too easy and add little to the development of children's mathematical language.

Knowledge and understanding of the World

72. Children enter the school with an average understanding of the world in which they live. Children of all abilities make satisfactory progress in this area of learning and by the end of the Foundation Stage are on course to attain the early learning goals in this area of their learning. Teaching is satisfactory and effectively develops, for example, the children's knowledge and understanding of living things, what they need to grow and what will happen to them if these conditions are not provided. Through discussion and practical work, children learn about insects, where these are likely to be found, and of their need for food, water and warmth. Through exploring maps, children learn about symbols, and the roads they pass on their way to the school. Some provision is made for children to learn about the traditions of other faiths such as the Jewish culture. This is often in the form of specific religious education lessons that are planned and taught in a formal way. Children make satisfactory progress in their understanding of how to use a computer. Many use a mouse to locate a particular icon in a program and are able, for example, to use a simple painting package to good effect. While teaching is satisfactory, it is most effective when planned interaction with pupils by the teacher ensures that children get the opportunity to extend their general knowledge and understanding of the world.

Physical Development

73. By the end of the Foundation Stage, children attain the early learning goals in this aspect of their learning. Progress for all children is satisfactory and is prevented from being better by the few opportunities provided for the children to take part in outside activities using larger wheeled toy equipment. The school has recently created an area for such work to take place and has plans to ensure that equipment is purchased for the children to use. Once this is in place and actively used, there is the greater possibility that children will make more progress. When taking part in simple games, children learn the need to play co-operatively together and to follow simple instructions. They are able to play with small games equipment such as balls, bean bags and quoits and appropriate challenge is set for them when playing with this range of equipment.
74. The quality of teaching is satisfactory. In lessons, children are encouraged to develop their finer manipulation skills such as using scissors to cut paper or card or through using printing materials such as wooden blocks or vegetables. Most children use pencils, paint brushes and scissors with a fair degree of nimbleness. Fewer opportunities are provided for the children to use larger equipment such as large wooden bricks as part of their imaginative play. Teaching places good emphasis on developing the children's understanding of the need to change quickly for physical education activities and of the need to replace equipment after its use.

Creative Development

75. The quality of teaching in this area of learning is satisfactory enabling children to make satisfactory progress and by the end of the Foundation Stage, most children attain the early learning goals. Children make satisfactory gains in the development of their observational skills and suitable emphasis is placed by the teacher on ensuring that the children receive opportunities to use a range of paints and paper to develop their creative abilities. Children are aware that paint can be mixed and that other colours are formed as a result. Most children are developing the skill of painting or colouring in an even-handed way. Children enjoy the singing of simple songs and are able to learn the words of a song and are starting to appreciate the need to sing in tune. When opportunities are provided for the children to play with a range of musical instruments they respond with great enjoyment and enthusiasm, but such opportunities are not provided as often as they could be to further extend children's progress in this area of learning.

ENGLISH

76. On the basis of the National Curriculum tests in 2000, pupils' attainment at the end of Key Stage 2 was below the national average and below that found in similar schools. Attainment at the end of Key Stage 1, based on national tests, was at an average level in reading and writing when compared to all schools and to similar schools. The school admits children in the reception year and a significantly higher number of pupils in Year 3 from a local infant school and this has a bearing on the difference in standards that sometimes occurs between the key stages. Inspection findings show that attainment at the end of Key Stage 2 is above average in reading, average in speaking and listening but below average in writing. Inspection findings also show that a higher percentage of pupils than has previously been the case are working at a level above that expected for 11-year-olds. This is supported by the unconfirmed 2001 national test results, which show that standards are continuing to rise and reflect the school's pattern of improvement over the last three years which has seen standards rise at a faster rate than found nationally. This pattern of improvement is set to rise again next year. This improvement owes much to the good and at times very good quality of teaching at Key Stage 2 which is helping to ensure that pupils achieve well and that pupils of all abilities make good progress, although there are shortcomings in the development of pupils' writing skills that need to be addressed.
77. Inspection findings show that at the end of Key Stage 1 attainment in speaking and listening is at an average level but is below average in reading and writing. This reverses an upward trend of improvement over the last three years. This can partly be explained by natural ability differences between the groups of pupils. Another contributing factor is that although teaching is satisfactory and on occasions good, pupils are not always directly taught specific writing skills and reading strategies in a rigorous enough manner. Overall however pupils are making satisfactory progress in their learning.
78. Attainment in speaking and listening is average by the end of both key stages. By the age of seven, most pupils speak clearly and confidently. They listen carefully and accurately and begin to show suitable awareness of the listener. Many pupils are ready conversationalists, taking turns and, when working in small groups, joining in well. Pupils' speaking vocabulary, though usually apt, is narrow in range. Teachers

provide many opportunities for pupils to practise their speaking and listening and to build their vocabulary and this is bringing improvement. By the age of eleven, most pupils talk with increased fluency. They are thoughtful and considerate in conversation, concentrating effectively on what others say, sometimes questioning what is said and confidently expressing thoughts of their own. Pupils are good-humoured in conversation and their speech is often lively and expressive. However, few pupils draw on an extensive vocabulary or develop ideas at length. Though they are ready to converse, some pupils at both key stages remain passive in whole class discussions leaving others to do the talking. Sometimes this is a weakness in the pupils while occasionally the teacher does not involve the quieter pupils in discussion. An excellent exception to this was a very good lesson in Year 4. Here, the teacher included all pupils by means of sensitive, carefully targeted questioning. This resulted in very good progress.

79. Attainment in reading is below average by the end of Key Stage 1. A significant minority of pupils read hesitantly. They use their knowledge of letters and sounds to build unfamiliar words but do not do so confidently. Many say the sounds that individual letters make but are unsure with groups of letters and cannot fluently build words from their parts. Some pupils hesitate because they are unclear which approach to use in reading a word. This leads some pupils to guess at words rather than approach them systematically. Many pupils show satisfactory understanding of what they have read and, for example, talk about the plot of a story, but a significant minority finds it difficult to recall sufficient detail. Higher attaining pupils read fluently and with good understanding but with a lack of real expression that helps to make the text sparkle and come to life. Most pupils of all abilities know how to locate a book in the library and many are beginning to use an alphabetical index. Overall, seven-year-old pupils express only moderate enthusiasm for reading. In some cases, the book is too easy on other occasions it is too hard. This causes pupils to become frustrated and blunts their progress and enjoyment. Teachers' reading records are conscientiously kept and positive in tone but are not consistently helpful in identifying clearly the strengths and weaknesses in pupils' reading, setting clear learning objectives or showing how progress is to be assessed, built upon and secured. The home-school reading record is potentially valuable but needs to be more fully and consistently used if it is to be more effective in raising standards.
80. By the time they are eleven, pupils' attainment in reading is above average. Most pupils reach at least the average level and a high proportion exceeds it. Average and above average pupils read fluently and accurately and are generally confident in reading unfamiliar words. Pupils show good understanding of what they have read, recall suitable detail and follow the course of a narrative well. Above average readers tackle even demanding texts very confidently and bring their reading to life by means of apt expression. Pupils are good at locating books and using them to find information. Most pupils are enthusiastic about their reading and express clear preferences. Many prefer stories because, as one pupil put it, 'They take you to where the person is'. However, some lower ability pupils in Year 6 are unenthusiastic about reading. This is because too few books are available in school that both appeal to their interests and match their reading abilities.
81. Standards in writing are currently below average by the end of both key stages. By the age of seven, most pupils convey meaning and write sentences that are suitably sequenced. They write for some different purposes, for example, to describe good and bad characters or to make captions for illustrations in geography. However, their writing is narrow in range and sparse in quantity. It consists mainly of simple accounts

of day-to-day experiences and stories, often re-told rather than of their own making. Most pupils use only a limited range of vocabulary and expression. Teachers do not always take enough opportunities to promote the range of pupils' writing. In subjects other than English, the frequent use of worksheets prevents pupils from framing their own answers and finding the language to do so. Many pupils are beginning to use capital letters and full stops correctly to mark sentences. However, the work of some pupils has many formal errors, particularly in spelling. This sometimes results from uncertainty with the different ways in which sounds can be written. There are also many errors with commonly used words that pupils should know, such as 'thay'.

82. By the age of eleven, pupils have gained experience of a greater variety of writing styles. For example, they write different kinds of poetry, generate story lines intended to make the reader turn the page, write 'thank you' letters and use writing to record their findings in subjects such as history and design and technology. Teachers are careful to promote features of figurative language, such as simile and metaphor, but the imaginative qualities of pupils' writing remain underdeveloped. Again, on occasions the overuse of worksheets limits opportunities for pupils to devise their own ways of organising ideas and finding ways to express them. Few pupils elaborate and sustain their ideas in writing or write at sufficient length. Above average pupils write neatly and accurately, using correct punctuation and presenting their work well but this good practice is not as consistent for the average and lower attaining pupils.
83. The quality of teaching is satisfactory at Key Stage 1 and good overall with some very good practice at Key Stage 2. No unsatisfactory lessons were seen during the inspection. Teachers manage pupils well and, at Key Stage 2, very well. Teachers at both key stages engage pupils effectively and sustain their interest. They plan well and set clear objectives which they share with pupils and follow carefully, often reviewing and building on these towards the end of the lesson. Teachers acknowledge and commend pupils' achievements. Relationships are very good. This enables pupils to enjoy their learning and encourages them to work more productively. In the best teaching at Key Stage 2 teachers support pupils very effectively during group work, discuss their work with them, building their confidence and extending their learning. Here, expectations are high. Teachers use language very carefully to promote precision in pupils' own speech and writing. They question thoughtfully, keeping in mind pupils' individual confidence and ability. Teachers at both key stages plan work to accommodate the range of differing attainments in their class and the quality of teaching for pupils with special educational needs and English as an Additional Language is of a similar quality to that of their classmates. However, while teachers know their pupils very well, follow their progress and record it carefully, some do not use this knowledge systematically to adapt their day-to-day planning. As a result, tasks are not always accurately matched to the needs of all pupils. Teachers throughout the school emphasise discussion with pupils and the value of marking work together with the pupil. Many do this very effectively. However, the quality of marking, is sometimes unsatisfactory when it is not informative and the teacher's expectations are inconsistent. As a result, errors are carried forward to pupils' later work. Although teaching at Key Stage 1 is satisfactory the main area for development is to ensure that reading strategies and writing skills are taught in a direct in a systematic manner. At Key Stage 2 there is a need to ensure that all pupils are progressively taught writing skills that will enable them to write extended pieces of writing that sustain a character or plot and use an expressive and expansive manner. These weaknesses prevent attainment and pupils' learning from being stronger.

84. Pupils' attitudes to learning are good at both key stages and at times very good at Key Stage 2. Many of the strengths in the pupils' approach to their work reflect the quality of teaching. Pupils are polite and good-humoured. They behave very well. In group work they co-operate constructively and support each other well. Most pupils are very well organised, settle to work quickly and work hard, sustaining concentration. They enjoy talking about their work and readily engage in conversation. Pupils at both key stages listen thoughtfully to each other's opinions and are appreciative of each other's work. However, in many lessons at both key stages, a significant minority of pupils hangs back during class discussion, allowing other pupils to give the answers. When pupils are provided with opportunities to undertake personal study and research they respond well and often produce work of a good standard. Such opportunities need to be provided on a more consistent and regular basis in some classes.
85. Subject leadership is good. The recently appointed subject co-ordinators are enthusiastic, well informed and effective. They have a clear view of strengths and weaknesses in the subject and appropriate plans for improvement. Some opportunities have been provided to monitor the quality of teaching and learning across the school and this information has been used to set targets for improvement. The school has recognised the need for such procedures to be refined still further and this together with the identified need to make even more effective use of test and assessment data should help to bring about further improvements in standards. There are some shortcomings in resources. The non-fiction library is small for a school of this size and limits pupils' opportunities for research and there is a need for a much wider range of stimulating books chosen to engage the various combinations of ability and interest represented in the school.
86. The school has made satisfactory improvement since the last inspection and recognises that there is still work to be done. The overall quality of teaching has improved markedly since the last inspection. Assessment arrangements tracking pupils' progress are now secure and better use is made of assessment information to pinpoint areas of weakness such as spelling. The overall quality of teaching, the effectiveness of the subject leadership and teachers' shared commitment to higher standards indicate that the school has good capacity to improve further.

MATHEMATICS

87. The 2000 National Curriculum results for pupils aged eleven indicate that standards in mathematics are similar to the national average and inspection findings show that they remain similar to the national average. However, when comparing the test results with pupils from similar schools results are higher. The school has put into place appropriate rigorous management and monitoring procedures, particularly at Key Stage 2 and this has had a significant impact on the standards that are now being achieved. Standards at the end of the key stage have improved significantly over the last four years and the trend of improvement has been much quicker than the picture nationally. The unconfirmed test results of 2001 show the school's best ever results with an increased number of pupils attaining above the level expected. This is supported by the inspection findings. The consistently good and on occasions very good teaching at this key stage together with the very positive attitudes displayed by the pupils make a significant contribution to the good progress that pupils at this key stage are now making. National Curriculum test results for pupils aged seven in 2000 show that attainment for the past two years has improved and is now similar to the

national average and in comparison with pupils in similar schools. Inspection findings show attainment to be at an average level. The satisfactory quality of teaching at this key stage and the good attitudes to learning that pupils have mean that pupils make satisfactory progress. Throughout the school pupils with special educational needs and the small number of pupils for whom English is an Additional Language make good progress largely as a result of the effective support they receive in class.

88. Pupils in most classes have regular opportunities to apply their knowledge and understanding of mathematics in problem solving and investigative tasks, although occasionally such opportunities are not always seized upon, particularly for the less able pupils. In these instances pupils are not encouraged to explore and experiment in order to find alternative ways of arriving at answers. Discussions with a representative group of Year 6 pupils identified that they could select appropriate measuring tools, recall and apply the formula for measuring area, although some confuse it with that for perimeter. They are secure with shape and time, but estimation is weaker and, with the exception of the more able in the group they had some difficulty in finding approximate answers to questions like 49×21 . Learning opportunities to adapt these skills are regularly planned through the use of the National Numeracy Strategy.
89. By the age of eleven pupils are comfortable with mental arithmetic calculations. They can solve problems involving the four rules, money calculations, fractions, decimal values and percentages of numbers. For pupils currently in Year 6 number facts are firmly embedded so that instant recall is good. Pupils are able to name a good range of solid and flat shapes and talk about the number of faces, edges and vertices. They have a secure understanding of the relationship between acute and obtuse angles and can solve problems associated with them. Use of algebra is not adequately developed for pupils to solve simple addition and subtraction sums involving brackets. They relate decimals, fractions and percentages, when adding and subtracting and some multiplication, but too few can find, for example, 27 per cent of 80. These skills are strongest in the top mathematics sets in Years 4, 5 and 6.
90. By the age of seven, pupils can count and match words to numerals up to a hundred. Most can count in two's to 50 and they recognise that even numbers end in 0,2,4,6 or 8. Pupils add two and sometimes three numbers together to 100. They share 16 cubes into halves and quarters and they are beginning to learn rudimentary algebra facts, so that a few more able pupils can solve $9 + ? = 25$. In general, the speed and strategies pupils use to arrive at answers are suitably developed. Pupils are comfortable with shape, recognising and naming several two and three – dimensional shapes. They measure in non-standard units, such as span, but their knowledge of weight and other measures is not as good. Teachers are beginning to extend pupils' mathematical vocabulary which, although helped through use in lessons and reinforced through display, is still not securely developed. Pupils appropriately apply their knowledge of number facts into money activities, so that they can solve small shopping problems by working out the amount of change from amounts up to £1.00. Pupils' ability to solve problems is weaker.
91. The quality of teaching seen through the inspection was judged to be satisfactory in Key Stage 1 and good in Key Stage 2. There was no teaching judged to be unsatisfactory. From the scrutiny of pupils' work, the evidence gathered from pupils' attainment, the range of displayed work and from teachers' planning, the quality of teaching is improving. This is confirmed by the better progress pupils are now making as they move through the school. Some of the very good teaching seen, for example

in Years 4 and 6, was accentuated by challenging questions, a good pace to teaching which accelerated the rate of learning and the provision of tasks and materials that were well matched to the attainment of pupils in different groups. Consequently, pupils' confidence when handling 3 digit multiples of 50 and 100 increased. Furthermore, through lessons like this, pupils enjoy good relationships with their teachers. This helps promote good concentration and behaviour, hard work and very good progress. The initiative of teaching pupils in ability groups for the older pupils at Key Stage 2 is proving successful and is having a positive impact on the school's drive to raise standards. The use of information and communication technology to promote learning is not yet a regular feature of mathematics lessons. The quality of teachers' marking is inconsistent and sometimes is little more than a cursory tick. However, some good examples of marking are seen when teachers make useful comments, which are encouraging and identify areas for development for pupils. Homework is used in a satisfactory manner at both key stages to enhance pupils' learning.

92. The school has introduced the National Numeracy Strategy which is firmly embedded in practice so that it also impacts on other subjects of the curriculum. The subject has been well managed since the time of the last inspection. Teachers in year groups plan together well and in Key Stage 2 this provides staff with good opportunities to discuss the best strategies to use to help pupils learn. The co-ordinator is effective and leads the subject well. She has monitored the quality of teaching and learning very well in Key Stage 2 and the evaluation of lessons has helped to raise standards. In Key Stage 1 less monitoring has been undertaken and the school sees this as an area for development. The quality and range of teaching resources are good, and this is positively affecting standards. Useful assessment procedures have been established, through which analysed information is carefully gathered from the compulsory annual tests for seven and eleven year olds. This is used to set school and class targets for improvement. The school is aware of the value of using information gained from standardised tests for pupils in other classes, and how individual targets promote better individual progress.
93. At the time of the last inspection attainment in mathematics was a key issue for action. Since 1997 the school has made very good progress in improving the quality of teaching and learning and has fully addressed the weaknesses found at that time. This has resulted in the school now achieving standards which are at least satisfactory and there is good evidence to show that the school is capable of achieving higher standards in the future.

SCIENCE

94. In the 2000 teacher assessments for pupils at the end of Key Stage 1, all pupils reached the level expected for their age and this was very high compared with the national average. However, the percentage of pupils who reached the next higher level was below the national average. This was partly due to the fact that not all elements of the programmes of study were taught in sufficient depth to enable pupils to achieve this level. The overall results at this key stage were at an average level and compared well to those of similar schools. In the end of Key Stage 2 national tests in the year 2000, the school's performance was at an average level when compared to schools nationally and against similar schools. The trend of improvement over the last three years has been at a faster rate than found nationally. The emphasis that the school places on the development of scientific knowledge

together with a rigorous revision and support programme for the less able pupils are factors that make an important contribution to the above average standards that the school achieves and to the improvement in standards. The weaker element of the subject is pupils' ability to plan and carry out investigative work, particularly at the end of Key Stage 2.

95. The inspection findings show that pupils' attainment at the end of Key Stage 1 is at an average level. At the end of Key Stage 2 pupils' are attaining above average levels of attainment because their factual knowledge is high. This is evident in the unconfirmed test results for 2001 in which ninety four per cent of pupils have reached the level expected for their age and half of these pupils have reached the higher level. However, pupils achieve below this level in their investigative work. This is because firstly, the school allocates only one hour to science each week and secondly the good opportunities that teachers provide for planning, carrying out and evaluating scientific experiments at Key Stage 1 and in a minority of lessons at Key Stage 2 are not consistently provided across the key stage. This prevents this element of pupils' learning being as strong as their scientific knowledge and understanding. Teachers concentrate on teaching facts and investigative work is usually undertaken as a class activity. This means that most Key Stage 2 pupils do not plan and carry out their own investigations and this hinders their learning. Overall however pupils of all abilities are making good strides in their learning of scientific knowledge with room for improvement in the acquisition of investigative skills at Key Stage 2 and in ensuring that tasks set are continually demanding for the higher attaining pupils at Key Stage 1.
96. The co-ordinator co-ordinates the subject well and is well aware of the areas for improvement. Limited time has been provided for the co-ordinator to monitor teaching and learning across the school but this is to be rectified in the near future with the issue regarding investigative work being the priority. The school has made good strides in the assessment of pupils' attainment and tracking progress. The co-ordinator has rightly highlighted the need for even sharper procedures for analysing and using the results of test and assessment data' so that standards can be raised even further.
97. By the end of Key Stage 1, most pupils have good skills in carrying out investigations. Teachers encourage all pupils to plan and carry out simple investigations in pairs or small groups. They place a strong emphasis on safety. For example pupils washed their hands after handling snails. In the lessons seen pupils decided what they wanted to find out about snails, for example how far they travel in a minute or what they like to eat or drink. Some pupils brought resources from home to enable them to carry out the investigation, for example different types of materials for the snails to travel across. Pupils work together well as friends in small groups, make careful observations and discuss purposefully their findings. Most pupils have a good understanding of the needs of living things. Pupils label correctly the main parts of plants and understand the conditions that are needed for them to grow into healthy plants. They have a satisfactory understanding of materials and their use for specific purposes; for example they know that waterproof material is used for umbrellas. In physical processes pupils have a sound understanding of forces in terms of pushing and pulling. Teachers could have higher expectations of the presentation of pupils' work, for example by ensuring that pupils' work is dated and neatly set out. They give good support to pupils with special educational needs, such as help with their reading, and this enables them to succeed in their work.

98. Progress in investigative work is inconsistent in Key Stage 2. It is at least satisfactory in some year groups, for example Year 4, but is only just satisfactory in other year groups. Additionally, teachers could make better use of pupils' literacy skills by encouraging pupils to write up their work independently. This would be more challenging than the worksheet based approach that some teachers currently use, particularly for average and higher attaining pupils. Work in pupils' books shows that pupils make good progress in their knowledge of fair testing in Year 3 and carrying out investigative work in Year 4. Teachers encourage pupils to make generalisations from the work, for example 'The more the elastic band is stretched the bigger the force.' By the end of Key Stage 2, pupils' knowledge of living things is good. They name the major organs and bones of the body, identify different joints of the body and understand that exercise causes the heart to pump faster. They also make good progress in their knowledge of materials, and the solar system. Pupils use scientific vocabulary well. Classroom support assistants give pupils with special educational needs good additional adult support, for instance, and this enables them to succeed in their work.
99. In the lessons seen teaching is good in the main. It is consistently good in Key Stage 1 and in three out of five lessons seen in Key Stage 2. It was satisfactory in the remaining lessons. The quality of teaching is similar to what it was at the time of the last inspection. The strengths in the teaching across the school are the very good management of pupils' behaviour, good questioning to find out what pupils understand, and the good use that teachers make of homework to support pupils' learning in the classroom. All these factors make an important contribution to pupils' learning. Teachers use classroom support assistants effectively and adult volunteers to support pupils' learning in Key Stage 2. The school does not provide classroom support in Key Stage 1. Teachers share the lesson targets with the pupils and give careful thought to what they will be assessing. As a result, the lessons are purposeful and pupils are aware of what they are to learn. At the end of the lesson pupils' performance, behaviour and learning are reviewed. Pupils respond very well to this and their attitudes to learning are very good. The marking of pupils' work is satisfactory in the main but there is variability from very good to unsatisfactory. Good marking in Year 4 results in good improvement in pupils' learning, for example in the recording of investigations. Information and communication technology is used satisfactorily in most classes, for example for pupils to find further information about the topic that they are studying.
100. The school has made satisfactory progress in the subject since the previous inspection. It now has good procedures for assessing pupils' achievements and attainment has improved. The awareness of the co-ordinator of the areas that need to be tackled, together with the commitment of all the staff to raising standards indicates that the school is well placed to continue to improve.

ART AND DESIGN

101. Standards in art and design are in line with national expectations at the end of Key Stage 1 and above expectations by the end of Key Stage 2. Pupils of all abilities make satisfactory progress at Key Stage 1 and acquire skills and knowledge at a steady rate. The pupils at Key Stage 2 make good progress and this enables them to achieve well by the time that they leave school. This good progress owes much to the good quality of teaching and to the wide range of materials and techniques that the pupils are introduced to. The progress made by pupils with special educational needs

and the small number for whom English is an Additional Language make similar progress to their classmates. Much emphasis is given to the development of specific skills alongside the acquisition of artistic knowledge and appreciation. The school has made good improvement in the subject since the time of the last inspection and the importance that the school attaches to the subject contributes to pupils' cultural awareness as well as to their artistic development.

102. At Key Stage 1 pupils demonstrate an appropriate level of skill in using a range of materials, tools and techniques when creating their artwork. Pupils are provided with a satisfactory range of opportunities to explore and use a variety of media and produce finished pieces of two and three-dimensional work that are of a satisfactory standard. Paint is an often used medium and pupils have a satisfactory sense of colour with the quality of teaching ensuring that there are sufficient opportunities to mix colours to bring about a change in effect. Pupils print using different materials and carry out observational drawings to an appropriate standard. Pupils are encouraged to experiment using different media and colours and this means that the finished products are often different and do not follow a uniform pattern. Teachers use opportunities to enhance pupils' artistic skills in other areas of the curriculum such as history, design and technology and religious education. Pupils have a satisfactory level of awareness of the work of famous artists. The emphasis that the teachers place on the use of different materials alongside the development of skills and knowledge produces an enthusiastic response from the pupils. They are always willing to have a go, try to be original and feel safe and secure that their work will be valued and appreciated. Pupils take a pride in their work and show a willingness to discuss what they have achieved.
103. The steady start that begins at Key Stage 1 is built on most effectively at Key Stage 2. The good quality of teaching, together with the very enthusiastic response of the pupils results in above average standards being achieved by the end of the key stage. The pupils work with a wide range of different materials and media. A great strength is the direct teaching of specific skills and techniques alongside the development of knowledge and appreciation. Pupils produce observational drawings of the local environment using charcoal, paint and pastels. These are often of a good standard. Pupils in Year 4 have produced a class drape of a good standard that utilises a wide and imaginative range of printing techniques. Underwater scenes are created in the style of Seurat. These show originality and expressiveness. By the age of 11, many pupils have a good knowledge of the work of famous artists such as Modigliani, Lowry, Seurat, Monet and Manet.
104. In Key Stage 2 the direct teaching of specific techniques allows pupils to gain a very good awareness of how artists create certain effects. A very good example of this was in Year 6 where the pupils looked closely at the work of Andy Warhol. The teacher explained and demonstrated how Warhol created the desired effect. The pupils were enthralled and were then able to produce their own pop art pictures that were of a high standard in terms of technique, expressiveness and originality. The pupils are encouraged to look at patterns within the natural world and to re-create these patterns which are then printed on to a T-shirt. In Year 4 the pupils looked at the work and style of Picasso and then produced a cubist sculpture. Many of the sculptures captured the uniqueness of Picasso's style. In Year 3 pupils gain a good insight into how natural materials can be used to produce an artistic form. Using the work of Andy Goldsworthy as an initial stimulus the pupils are given the opportunity to work with leaves, pebbles, branches, fir cones to produce their own sculptures. The finished pieces of work are of a good standard. A great strength of work at this key

stage is that pupils are encouraged to appraise art in all its forms and to critically evaluate their own work and that of famous artists. This the pupils do well. There is little doubt that the pupils thoroughly enjoy the subject. They show high levels of interest, motivation and enthusiasm. There are often collective groans of disappointment when the lesson ends. Behaviour within lessons is often very good and pupils are always ready to offer their views and opinion, knowing they will be valued and respected by teachers and classmates alike. These very positive attitudes make a significant and important contribution to the standards that are achieved.

105. The quality of teaching at Key Stage 1 is satisfactory. It is good in Key Stage 2 and some very good practice was seen during the inspection. Planning at Key Stage 1 shows that pupils experience an appropriate range of artistic activities across the full range of the curriculum. Appropriate emphasis is given to the direct teaching of the required skills and pupils are encouraged to be imaginative in their response. Teaching is consistently good at Key Stage 2. The teachers own subject knowledge is often reflected in the clear teaching of specific skills and techniques that effectively develop pupils' knowledge and understanding of art. Where teachers' subject knowledge is not at this level the school is quick to use the expertise of the co-ordinator to take specific lessons. This is good practice because it ensures that all pupils are receiving a parity of provision and ensures that all pupils achieve at a level which reflects their ability. Teaching during the week of inspection covered printing, observational art, sculpture, developing awareness of the work of famous artists and enhancing pupils' artistic appreciation and appraisal skills. The sensitive manner in which pupils are made aware of the presence of artistic forms in the natural world does much for their spiritual and cultural development. It is clear that whether looking at the work of Warhol or Picasso, examining pattern in the natural world or simply carrying out observational drawings, skills are clearly being taught, and misconceptions are dealt with in a sensitive manner. Over time pupils are experiencing a vibrant, exciting and challenging range of learning opportunities that cover all aspects of the curriculum. This good quality of teaching and provision helps to create a focused learning environment in which art and design is valued and appreciated by pupils and teachers alike and helps to ensure that pupils acquire new skills and knowledge at a good rate.
106. The subject is led in an effective manner. The co-ordinator has good subject knowledge and a good grasp of the areas that need to be developed further. These include the compilation of a portfolio of completed work across all elements of the subject that will provide teachers with a reference point and guide as to what constitutes high achievement in the use of different media and the utilisation of specific skills and techniques. The co-ordinator has had limited opportunity to observe teaching and learning across the school. However, the fact that he has had opportunity to work with some classes means that he has an appropriate insight to the standards being achieved across the school. The co-ordinator has rightly identified the need for more visits to art galleries and places of artistic interest in order to give pupils an even greater insight into the work of famous artists, particularly from non-Western countries. The school makes good use of the local environment as a focal point for work and this together with the good quality of resources that are available enhance the quality of pupils' artistic experiences and the progress that they make.

DESIGN AND TECHNOLOGY

107. By the end of both key stages, pupils attain standards that are in line with national expectations. Standards at Key Stage 2 have been raised since the school's first inspection. Then pupils' attainment was found to be weaker than at Key Stage 1 owing to less well-developed designing and general evaluation skills. The school has placed good emphasis on developing pupils' skills in these areas and pupils' learning has benefited as a result. In both key stages, all pupils, including those with special educational needs and the small number for whom English is an Additional Language make satisfactory gains in their learning as well as in the development of their positive attitudes to learning in the subject which are often good.
108. By the end of Key Stage 1, pupils have a satisfactory awareness of the need for preliminary drawings as a basis for undertaking their practical work. Most of their final models are closely aligned to these initial drawings. Secure gains are made in the development of language often associated with design and technology. In making simple cars, for example, pupils develop a simple understanding of language such as 'chassis' or 'axle'. At the end of their work, teachers enable pupils to make simple evaluations of their work. This aids them in developing their understanding of how to improve their efforts in any future work they undertake.
109. As they move through each of the classes in Key Stage 2, pupils continue to make satisfactory gains in their learning of the principles that support learning in design and technology. Year 4 pupils make simple yet effective models of a Tudor house, developing their understanding of terms such as 'net' and Year 5 pupils have had opportunities to make simple musical instruments against a list of pre-determined criteria. In Year 6, and by the end of the key stage, pupils develop their learning of terms such as 'specification' 'function' 'appearance' and 'market' as they designed and made Advent Calendars. In all year groups, as in Key Stage 1, pupils are provided with good opportunities to evaluate their work with a view to making improvements if they were give the same task again. While standards are satisfactory overall, they could be improved with more opportunities provided for pupils to develop their design and technology awareness through the more regular use of information and communication technology and more time to embellish the appearance of their final products.
110. The quality of teaching is satisfactory aiding satisfactory gains in the rate of pupils' learning. Some effective links are made by teachers for pupils to develop their understanding of design and technology through some other subjects of the curriculum. Numeracy skills are developed effectively, for example, as pupils estimate, measure and cut pieces of wood or card in the making of their products. This enhances pupils' learning. Teachers' lesson plans are effective with good emphasis placed on the development of pupils' skills. The organisation of pupils' learning often takes place over the course of a few days with the time for the subject being 'rolled forward' to enable pupils to work on models over a three-day period. This is generally effective and enables pupils to work on producing artefacts over a more sustained period of time. However, one of the results of this approach is that pupils may not undertake any further work in the subject for a number of weeks. In addition, as school's assessment procedures in the subject are not, as yet, sufficiently refined to give teachers precise information as to the exact stage of development pupils are at, this makes it more difficult for teachers to plan with increasing precision the next steps in pupils' learning. There are not enough opportunities for pupils to develop their understanding of food technology.
111. There is effective leadership and management of the subject. The co-ordinator is new to the role and as yet has had few opportunities to view the quality of teaching and

learning in the subject in each of the classes. However she has a good grasp of the strengths and weaknesses of the subject and when time is made available has good strategies to tackle any identified weaknesses and to disseminate good practice. Resources to support teachers in the teaching of the subject are satisfactory.

GEOGRAPHY

112. Standards in geography are at an expected level by the end of both key stages and pupils of all abilities are making satisfactory gains in their learning as they move through the school. Pupils with special educational needs and pupils whose first language is not English make similar progress to their classmates. The last time the school was inspected the standards in geography were average for pupils in Year 2 and also average by the time pupils reached the age of 11. The previous weaknesses were linked to a lack of opportunities for research and investigation as part of teaching and learning and they are continuing to be addressed. Opportunities for higher attaining pupils to undertake more challenging work are also an ongoing area for development.
113. In Years 1 and 2 pupils make satisfactory progress and by the end of Year 2 pupils have a secure knowledge of the locality. Teachers satisfactorily draw pupils' attention to similarities and differences between places in which people live. In discussion pupils are able to express preferences for their own homes or the houses in which close relatives live. They explain the routes they need to take to travel between various familiar places such as school and the swimming baths. This leads them to give clear explanations about different forms of transport used to travel between home and more distant places. Pupils who had a clear understanding of distance could relate this to holiday destinations. In a Year 1 lesson pupils could compare Stapleford to the resort of Skegness. They knew that the towns are about 100 miles apart and that all seaside resorts are located on the coast. The majority of pupils had visited the seaside and could, therefore, recall some different types of accommodation used such as chalets, caravans and hotels. The lesson was well used to discuss a minority of pupils misconception about there being no schools in seaside towns because children do not go to school when they are on holiday.
114. By the end of Key Stage 2 the pupils make well informed comparisons between Stapleford and Chembakoli and describe in appropriate geographical terms differences in climate, landscape and industries. Pupils have a satisfactory knowledge of the major cities in Europe and use simple co-ordinates to locate towns, cities and landmarks. They have developed a sensitive awareness of the impact of pollution on both local areas and in the wider world and recognise the effects that poverty can have on the life styles of people in different countries. Pupils have a sound awareness of the positive and negative impact of tourism and how features such as climate, landscape and facilities play an important part in attracting visitors. Pupils have an appropriate knowledge of rivers, mountains, deserts and rainforests and where in the world they are located.
115. Throughout the school the quality of teaching and learning is satisfactory. Pupils make satisfactory progress in developing their geographical skills, knowledge and understanding. During lessons teachers manage pupils well which results in behaviour being good. Relationships are warm which promotes pupils' confidence and eagerness to learn. During the inspection several good lessons were observed. For example, in Year 3 pupils made good progress in developing their understanding

of the interdependence of small towns and larger cities for employment, shopping and leisure pursuits. They could use Ordnance Survey maps well and were familiar with using key symbols. Through this they could familiarise themselves with the features of villages, towns and cities. Teaching in the lesson was good because, amongst other things, the teacher used questions very effectively to ensure all pupils were clear about the work they were expected to do and had a secure existing knowledge and understanding of the subject. No time was wasted and pupils were expected to work hard to produce good standards of work. Similar features characterised other lessons in Years 5 and 6. In Year 5 the teacher also made good use of linking work to developing skills in numeracy when constructing bar graphs to record and display data from a traffic survey. In Year 6 pupils were encouraged to take responsibility for their learning. The teacher had very good knowledge and understanding of the subject and had planned the lesson meticulously. Therefore, pupils were provided with a good range of challenging independent tasks which promoted their information and communication technology and numeracy skills to research information about rivers and plot co-ordinates. However, over time progress is less consistent because the subject is not always taught often enough or in sufficient detail. Throughout the school there is evidence to indicate that worksheets are used too often, instead of providing the pupils with opportunities to write their own accounts of what they have learned. The work pupils do complete is not always well marked to include helpful comments about what pupils could do to improve their work further. More emphasis needs to be placed on developing pupils' knowledge and use of geographical vocabulary. Some very effective use is made of the local environment and field trips to places such as Eyam to give pupils first hand experience of learning about their environment as well as developing a knowledge and understanding of environmental issues, such as pollution and conservation. These valuable opportunities could be further exploited.

116. The leadership of the subject is appropriate because the co-ordinator has an awareness of the strengths and weaknesses in the subject and when time is made available has identified areas of weakness to be tackled. These include developing more rigorous assessment procedures, and ensuring that the subject is used as much as possible as a vehicle for developing pupils' writing skills as well as extending their geographical knowledge and understanding. The school is rightly assessing the amount of time that is allocated to the subject to ensure that all elements of the subject are covered in sufficient depth.

HISTORY

117. Pupils at Key Stage 1 make satisfactory progress in history and achieve standards that are broadly in line with those expected for their age. Pupils make good progress at Key Stage 2 and achieve standards that are above average for their age. Standards are similar to those found at the last inspection at Key Stage 1 and show an improvement at Key Stage 2.
118. By the age of seven pupils have a sense of chronological order and appreciate the difference between the recent past and long ago. Pupils develop an understanding of how things have changed with the passage of time. They are learning to look for clues when comparing old and modern household objects and are developing an awareness of how people lived in the past. By Year 2, many pupils can recall, with a satisfactory level of detail, events from the past such as the Great Fire of London. They know about some famous people from the past such as Florence Nightingale

and are coming to an understanding that historical information can be found in books and that photographs and artefacts are important sources of historical evidence.

119. As they move through Key Stage 2, pupils of all levels of ability including those with special educational needs, continue to build upon their knowledge and make good progress. By the age of eleven pupils display a good level of knowledge and understanding of significant periods in British history. Through visits, books, videos, photographs and the handling of artefacts, pupils are able to gather evidence about how people lived during times past. For example, Year 4 pupils gained a good understanding of what it was like to live in Tudor times when they visited Wollaton Hall. There they dressed in costumes of that period and experienced various activities such as dancing or writing with quill pens. Pupils in Year 6 talked readily about their experience of a Victorian schoolroom and could make comparisons about life for children then and now. The written work of these pupils show that they have gained a good level of knowledge and understanding about many aspects of life in the time of Queen Victoria. They talk about famous people such as Darwin and Lord Shaftesbury and have good knowledge about diseases and inventions in Victorian times. Pupils' sense of time is developing well and they show a good knowledge and understanding of key dates, periods of time and events in British history. They develop and use this well and extend their skills in considering cause and effect, as was shown when pupils compared food packaging during wartime Britain with that of the modern day. Pupils were able to consider the differences, talk about situations such as food shortages and rationing and suggest why this was necessary.
120. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils' knowledge and understanding of the history of other eras and cultures, such as the Ancient Greeks and Egyptians, the Tudors and Victorians is extended through a well-planned programme of topics. A strength of the teaching is the good level of planning that underpins all lessons and provides for good continuity of skill development. The good teaching at Key Stage 2 ensures that pupils experience a good range of activities and learning opportunities. This motivates pupils well and stimulates their curiosity. The good teaching enables the pupils to acquire a sense of chronology and provides them with opportunities to look at different sources of evidence and artefacts. Teachers especially in the junior classes are enthusiastic and their subject knowledge is good. They make good use of primary and secondary sources and this enthuses pupils and encourages them to think critically about events from the past. A positive feature of the teaching is the way teachers bring the subject to life and stimulate pupils' imaginations. Pupils in Year 6, for example, whilst focusing on the main events of World War II, were provided with a simulation of an air raid. This prompted much discussion and pupils were encouraged to think about how the people of the time must have felt, such as the children who were evacuated or the people who had to go into hiding. Pupils enjoy finding out information for themselves and teachers encourage them to express their findings in their own words wherever possible. However, on occasions pupils are limited in the amount they can write because of the format of the work sheets provided. This is particularly the case at Key Stage 1. There are good links made with other subjects such as literacy when historical texts are used during guided reading sessions and information and communication technology is sometimes used for research purposes. Also, the work in art and design, such as the making of clay pots support pupils' understanding of their work in history. Homework is used in a satisfactory manner to support and enhance pupils' learning.

121. The co-ordinator, who has since left the school, worked hard to develop the policy and a scheme of work. Good use is made of national guidance and local history to provide a programme of work that is well balanced and appropriate to the different year groups. This helps to ensure that the school meets the statutory requirements of the National Curriculum. Assessment arrangements are largely informal and at present there is little monitoring of teaching and learning taking place. A new co-ordinator is to take on responsibility for the subject next term and she is aware that these processes need to be extended. She has written a clear action plan to guide future development in the subject. Resources are satisfactory and have recently been supplemented. The use of information and communication technology equipment could usefully be extended now that the school has a good scheme of work in place.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. At the time of the last inspection, information and communication technology was at an early stage of development and was a key issue for action. Since then there have been significant improvements in standards, teaching and resources. All of the issues raised in the last inspection have been addressed.
123. Standards achieved by pupils at age 7 and 11 are now in line with national expectations and a significant minority of pupils are achieving well. Pupils at both key stages, including those with special educational needs and those for whom English is not their first language are currently making good strides in their learning which is directly linked to the good quality of teaching that is now a feature of many lessons. There has been a comprehensive staff training programme to develop expertise and effectiveness in the classroom. The new scheme of work gives the teachers good quality guidance throughout the school. Assessment procedures have improved in line with the school's assessment policy to help track pupils' individual progress. Pupils are made aware of their own personal development by having their own "ICT Passport" with details of their own targets to be achieved each year. Considering the present very good quality resources and the drive and energy of the leadership, it is likely that attainment will rise still further in future.
124. As pupils move through the school they successfully refine and extend their skills. In Year 1, pupils use a mouse to select items on a screen, such as clothes for teddy, and use words and arrows to label the body parts. They change the colour, size and style of font and produce stimulating pictures using Dazzle. At age 7 pupils attain as expected for their age. They are able to find information from CD ROMs and the Internet. For example they found out about Quentin Blake to help with their literacy work. They use a word processing program to write their own poems, and then edit and re-draft them. They have used the Dazzle program to create pictures from shapes and drawn a picture of their house. In their work in geography they used a programmable toy, a floor turtle, to move around the room and extend their knowledge of control and direction. Pupils are also aware of the uses of information and communication technology in the home, for example the phone, radio, television and computer games. Pupils complete their work to a satisfactory standard across all elements of the subject.
125. Pupils in Year 3 are beginning to use text and graphics and produce pie charts and block graphs of eye and hair colour. Year 4 pupils have produced their own branching database on mini-beasts. They have used Junior Pinpoint to produce bar charts of favourite rides and food at Goose Fair in Nottingham. In Year 5 pupils sort out

information about the school tuck shop using formulae on a spreadsheet. They have used environmental sensors to take accurate temperature readings when monitoring the cooling rate of a hot drink in different containers. They are able to annotate a sound graph to show significant readings during an eight-hour session recorded the week before in school. By the age of 11, pupils use spreadsheets to plan an end of term party. They have researched the Internet to plan a holiday in the Rockies and have produced a multimedia presentation. Again work in all these areas of the subject is completed to at least a satisfactory standard with a small number of pupils attaining well.

126. The teaching in the subject is satisfactory in Key Stage 1 and good in Key Stage 2. This is an improvement since the last inspection, when teaching was weak in Key Stage 2. Teachers' subject knowledge is at least satisfactory and in some cases very good. This enthuses the pupils and enables the teachers to deal with any pupil misconceptions. Both these factors add to the quality of learning. There is a good system of lesson planning based on the national scheme of work, with learning objectives clearly identified. In the lessons seen during the inspection where teaching was very good, there was a vibrant pace to the lesson and the teachers had high expectations of pupil's work. In the lesson where teaching was satisfactory, explanations were hurried and the pupils did not have the skills to complete the tasks, leading to some restlessness among the pupils. In lessons, pupils with special educational needs receive targeted support from the class teacher, a support assistant or another pupil. This focused help ensures that these pupils make good progress in their use of the computer.
127. Resources are very good. Classes have weekly timetabled lessons in the computer suite which has 20 networked computers with Internet connections. There is also a computer available to every classroom. The co-ordinator has developed a school web site with detailed information about the school and the latest school news. There are 3 computer clubs to further enrich provision for pupils in Years 4, 5 and 6. They are held during the lunch break and are well attended. In the Year 6 computer club, pupils were using Junior Multimedia Lab to make their own multimedia presentation. This was in the form of a singing book to the song "Imagine" by John Lennon. In the Year 4 computer club, pupils are recording music and editing and distorting the sounds to produce their own dance music. Pupils at the clubs show a high level of enthusiasm and a good level of expertise.
128. The school has a very good range of software available, enabling the teaching of all the units in the scheme of work. Computers are used to support other subjects, for example for research work on evacuees and women during the war in a history lesson, and data handling work in a mathematics lesson. However this good practice is not as consistent as it could be and opportunities are not always grasped to further extend pupils' skills and learning. This aspect of the subject has already been identified by the school as an area for further development. The co-ordinator has also identified the expansion of cabling throughout the school to give all classes access to the network and the Internet, and the monitoring of teaching and learning as further areas for improvement. These are appropriate targets for development.
129. The subject is very well led by a recently appointed co-ordinator who is enthusiastically committed to developing the subject throughout the school. The subject also receives very strong support from the governors and the senior management team. This is evidenced by the school raising money for the new computer suite. A great deal of in-service work has already been undertaken and led

by the co-ordinator, who planned and effectively delivered the staff training. Many pupils in school have access to a computer at home and this provides a further way in which pupils may consolidate and extend their skills and knowledge.

MUSIC

130. The standard of work is similar to that found in other schools by the end of both key stages, with elements of the subject above average by the end of Key Stage 2. Pupils of all abilities never make less than satisfactory progress and in some aspects such as the development of singing skills and through specialist teaching the development of musical techniques, progress is often good. Pupils with English as an Additional Language make similar progress in their learning. A significant minority of pupils are accomplished musicians due to the good quality of specialist musical tuition that the school provides and the emphasis and importance that the school attaches to developing and enhancing individual pupils' skills. The school provides specialist musical tuition for over a hundred pupils in instruments such as the violin and viola. The school however is not one for resting on its laurels in this area of the curriculum and has already identified in its school development plan the need to enhance and improve still further teaching and learning in whole class music lessons. The school has made good improvement in the subject since the previous inspection through firstly appointing an effective co-ordinator for the subject. Secondly by improving the range of resources from adequate to very good. This year the co-ordinator has been given time to work alongside teachers in the classroom or to lead lessons for them in singing. This has improved teacher confidence and has had a positive effect on pupils' learning and the standards that are being achieved. The co-ordinator has strong subject knowledge and has a very clear and concise vision for how to improve teaching, learning and attainment in the subject. The high profile that music has within the school together with the commitment and enthusiasm of teachers and pupils suggests that the school is well placed to continue to improve in this area of the curriculum.
131. By the end of Key Stage 1 pupils sing with great enthusiasm a good range of songs and often add their own actions. Most pupils recognise the changes in the speed of music, copy a rhythmic pattern and keep to the beat of the music in an appropriate manner. Teachers emphasise the importance of handling instruments carefully and playing them correctly and pupils respond to this request in an appropriate manner as shown when pupils accompanied a simple tune with a range of percussion instruments. Pupils follow a simple graphic pattern and play it with a satisfactory level of skill. Through listening to different pieces of music from a range of different composers pupils are already beginning to recognise the different sounds that instruments make and are also developing an awareness of how different pieces of music can evoke different feelings and emotions. Opportunities are provided for pupils to appraise their own compositions and by doing this pupils are already beginning to develop a critical faculty in music. There is little doubt that the pupils really enjoy their music making activities. They talk enthusiastically about their work, show high levels of enthusiasm and interest within lessons and behave well. Pupils are encouraged to be creative and they respond well to this challenge, always ready to try something different or be original in their compositions. This very positive approach to the subject that pupils have makes a most important contribution to the quality of learning and to the acquisition of new skills and knowledge.

132. Throughout Key Stage 2 the pupils enjoy singing and making music and this contributes much to the quality of pupils' learning. In a Year 3 performance for example pupils sang with clear diction and good control of the dynamics of their voices, pitch and rhythm. Many lessons take place in the music studio. This good provision enables teachers to give pupils easy access to a wide variety of good quality instruments. It also provides sufficient space for pupils to carry out their music making activities, such as creating their own compositions. Pupils at the end of the key stages do this to a satisfactory level. Several machines have been purchased to enable pupils to record their compositions and play them back later. This enables them to reflect upon their compositions and offer suggestions for improvement. Work in this area is satisfactory. These tapes also provide evidence for effectively monitoring pupils' progress and assessing their achievements. Teachers build successfully upon pupils' skills in singing and in playing instruments from Year 3 to Year 6. As a result pupils show a good awareness of rhythm and dynamics, good discipline and control of instruments. The subject makes a good contribution to pupils' personal, social, and cultural development. Teachers use it to teach successfully the social skills of working together. Pupils respond very well and their behaviour is very good. Teachers use interesting methods that gain pupils' interest and motivate them to learn. As a result pupils genuinely enjoy their music making activities and this impacts most positively on the progress that they make.
133. The quality of teaching is presently of a good standard overall. On occasions teaching is very good and is clearly making an increasingly important contribution to how well pupils of all abilities are learning. Some of the teachers have expertise in the subject and pupils benefit considerably from this. During the inspection the visiting specialist teacher was absent for some of the lessons and these were taken by the headteacher. The teaching was very good because the headteacher's very good expertise enabled him to demonstrate very successfully the techniques for playing the instruments. As a result pupils made very good progress in learning to play a selection of musical pieces. The school enhances further the learning of some Key Stage 2 pupils by providing clubs outside lesson time in choir, orchestra, recorder and guitar. The teachers use the music played in assemblies to develop pupils' knowledge of composers and their works. Teachers manage pupils' behaviour very well through using praise and encouragement and dealing with them fairly yet firmly. In a Year 5 lesson pupils worked very well together in small groups to create evocative music compositions of 'A journey to Mars.' They used successfully their voices and a variety of percussion instruments. They discussed their work purposefully and suggested further improvements. Teachers encourage pupils to show respect for the performance and this promotes successfully their listening skills. Year 6 pupils listened carefully to the music for a variety of television programmes. They analysed competently the musical techniques and the effect that these had on the listener. The teacher could have improved this further, firstly by encouraging pupils to use a more precise music vocabulary and secondly by giving higher attaining pupils a more challenging task. Pupils' singing skills were made better because the teacher's voice was a good role model for them to follow, for example when singing 'We'll meet again.' In a Year 1/2 lesson the teacher made pupils' learning better because she linked it to their work on mini-beasts in science. She did this by using attractive soft toys of insects, such as a caterpillar and ladybird. The overall quality of teaching makes an important contribution to pupils' personal and cultural development as well as to their musical development.

PHYSICAL EDUCATION

134. By the end of Key Stage 1, standards are in line with national expectations. By the end of Key Stage 2, pupils attain standards that are above expectations. The school has maintained standards in the subject since the previous inspection when similar judgements were made. Pupils, including those with special educational needs, make good progress as they move through each of the classes in Key Stage 2. This is aided by the good quality teaching often seen that is supported by a well-planned curriculum that is suitably enriched by good provision for pupils to participate in extra-curricular activities. There is a good take-up of these by many pupils who often display good attitudes towards the subject.
135. By the end of Key Stage 1, pupils are able to play simple games fairly and understand the need to work co-operatively as a member of a team. Their ball-handling and catching skills are developing well as is their understanding of the need for working hard when warming-up for physical education work. As they move through the key stage, pupils make satisfactory gains in their learning. By the end of Key Stage 2, pupils often reach standards that exceed what is normally found in other schools nationally. In swimming, for example, many pupils exceed the standards expected for 11-year-olds nationally. Many are able to swim up to 500 metres and a good number of pupils are proficient in the early techniques of simple life saving. Owing to the structure of the curriculum little gymnastic teaching was seen during the inspection. However, evidence suggests that many pupils are confident in undertaking gymnastic activities and work with accuracy and increasing precision. In playing ball games, pupils have a good understanding of the need to use space creatively and they have a secure appreciation of the need to play fairly and equitably as a member of a team. This is often nurtured by the good opportunities provided by teachers for pupils to undertake simple outdoor adventure activities that aid greatly in developing pupils' orienteering skills.
136. A major factor in the high standards often reached at Key Stage 2 is the quality of teaching. This is good and has a positive impact on the rate of pupils' learning and their general attitudes to the subject, which are often very positive. Teachers have good subject knowledge and plan their lessons well. Explanations of what pupils are expected to do are clear and this ensures that pupils have a good understanding of what is expected of them during the lesson. Time is often used well. The pace of lessons keeps the pupils on their toes and helps to keep levels of interest and motivation at a high level. All teachers provide good opportunities for pupils to limber up at the start of sessions and cool down in a purposeful way at the end of lessons. In addition, in some lessons, particularly those in relation to developing pupils' orienteering skills, teachers often devise activities that often have an element of competition within them. These provide an additional impetus to pupils, which they respond well to. At Key Stage 1, teaching is satisfactory. While some of the same features for Key Stage 2 are evident at Key Stage 1, a major difference is the lack of pace to some lessons with time not always used as effectively. As a result, while pupils make satisfactory gains in their learning, this in fact could be strengthened with a sharper emphasis on ensuring that time in lessons is used to its maximum effect.
137. There is good leadership and management of the subject that has a positive impact on the standards currently being attained. The co-ordinator is highly enthusiastic and although she has only been undertaking the management of the subject for a short period of time she has been highly effective in what she has already initiated. The assessment of pupils' progress is being developed well with simple checklists having been devised by the co-ordinator for her colleagues to use in tracking and recording

pupils' progress in the subject. Resources for the subject are satisfactory. Very good use is made of the school playground to support pupils' learning. This has been attractively marked out enabling pupils to play simple games, or, as seen during the inspection, to develop their early understanding of outdoor adventurous activities. The regular organisation of Sports Days supports provision further and many pupils are provided with regular and frequent opportunities to participate in competitive games with other schools. As a result, the subject makes a strong contribution to pupils' social development as they develop a good understanding of the nature and purpose of working collaboratively as a member of a wider group.

RELIGIOUS EDUCATION

138. Pupils' attainment in religious education is broadly in line with the expectations of the Locally Agreed Syllabus by the end of Key Stage 1 but pupils do not attain the expected level by the end of Key Stage 2. Standards have declined since the previous inspection. Until the start of this academic year insufficient attention has been given to the teaching of religious education. In some classes the appropriate amount of time has not always been allocated to the subject over time to enable teachers to fully cover the identified programmes of study. Consequently there are gaps in pupils' knowledge and understanding especially at Key Stage 2. However, currently most pupils, including those with special educational needs, are making satisfactory progress.
139. By the end of Key Stage 1 pupils are familiar with the basic features of Christianity. They recount the important features of some religious stories such as the birth of Jesus. They are familiar with some of the stories in the Bible. They know that a variety of people live in the community and worship in different places. Many pupils talk about the churches they attend and know about church artefacts and furniture such as the font. They know about Christian ceremonies such as Baptism and explain that, through the pouring of water on the baby's head and the sign of the cross, the child becomes a member of God's family. They have some knowledge of Judaism and know that the synagogue is a place of worship.
140. By the end of Key Stage 2, when pupils are eleven years old, their knowledge and understanding in religious education are below that expected for pupils of similar ages. Their knowledge of Christianity and other world faiths is limited. They recall a few biblical stories and name other faiths such as Buddhism, Islam, Judaism and Hinduism but their knowledge is insecure and they have little understanding of how these religions are similar or different. This is a direct consequence of insufficient learning opportunities over time. The pupils know the main events in the life of Christ and His teaching in broad terms. They recognise some figures from the Old Testament and can recall some biblical stories but their recollection of the facts are patchy. Pupils are presently developing a sound understanding of the purpose of religious ceremonies and where they take place and show some understanding of worship but their understanding lacks a depth that should have been developed over time. Year 4 pupils are learning about important aspects of beliefs in Sikhism such as the "five K's." In Year 5, pupils learn that, whilst the Bible is important to Christians, the Qur'an is the holy book of Islam. If this depth of knowledge continues to be taught in a consistent and rigorous manner then the indications are that standards should rise.

141. The quality of teaching is presently satisfactory overall with examples of good practice but over time the teaching has not been at this satisfactory level at Key Stage 2. In Key Stage 1, the lessons are planned to give pupils an understanding of the key ideas, beliefs and celebrations which are distinctive features of Christianity. Teachers use a variety of approaches including drama and role-play to help the pupils to develop an understanding that religion exists and that celebration and ceremony are ways that religions mark special times and occasions. An example of this was observed when pupils listened to a story and acted out the Baptismal ceremony. Some teaching seen during the inspection in Key Stage 2 was good. This was particularly the case when the lesson observed was taken by the vicar from the local church. High expectations and very good relationships together with secure subject knowledge led to good discussion. However, pupils' work over time shows a lack of consistency in teachers' expectations of the quality of presentation and quantity of work. The infrequency of written work in some classes restricts the pupils' ability to recall and record information about religion. There is little evidence of pupils making use of information and communication technology to support their learning.
142. There is no formal assessment of pupils' work and consequently no overview of what pupils are achieving. The co-ordinator has worked hard to develop a scheme of work based on the Nottingham Agreed Syllabus that also includes guidance from the national document. He is aware of the weaknesses in the subject and has drawn up a useful plan to address the issues and to indicate the action required to raise standards in religious education. Although he offers guidance and support to colleagues with their planning, he has not yet been provided with either the opportunity or the time to implement the appropriate strategies to ensure that teaching and learning are effectively monitored. A good range of visits to places of worship including the local Hindu temple, the Synagogue and the local Anglican church together with visits from local clergy help to deepen pupils' awareness of religious practices. Resources are adequate and are gradually being extended in order to have a greater impact on the quality of pupils' learning.