

# INSPECTION REPORT

## **ST MARY'S CE PRIMARY SCHOOL**

Edwinstowe, Mansfield

LEA area: Nottinghamshire

Unique reference number: 122798

Headteacher: Mr D.S.Pearce

Reporting inspector: Dr J.N.Thorp  
6327

Dates of inspection: 14 – 17 January 2002

Inspection number: 192582

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	St Mary's CE Primary School Paddock Close Edwinstowe Mansfield Nottinghamshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs K.M.Edwardes
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6327	Dr J.N.Thorp	Registered inspector	Equal opportunities; Mathematics; Information and communication technology; Design and technology; Physical education	What sort of a school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
8943	M.Manning	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
17678	M.Britton	Team inspector	The Foundation Stage curriculum; Science; Music	How well are pupils taught?
2893	J.Manning	Team inspector	Special educational needs; English as an additional language; English; Art and design; Geography; History	How good are the curricular opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Mary's CE Primary School is located in the large, colliery village of Edwinstowe about four miles east of Mansfield. It is housed in a modern building on an attractive site. The school is smaller than average in size, with 108 pupils on roll organised into 4 classes. Pupils enter the school at the age of five; their attainment on entry is average. Currently, around 1% of pupils are entitled to a free school meal, which is much lower than the national average. There are 4 pupils with English as an additional language, which is fewer than average. There are no pupils with statements of special educational need; in total 8% of pupils are on the school's special educational needs register, which is fewer than in similar schools.

### **HOW GOOD THE SCHOOL IS**

St Mary's is a good school in which pupils achieve above average standards in English. It has other effective features and is continuing to improve. The leadership and management of the school is good; the headteacher and staff have created a positive ethos and a very caring environment for learning in which all pupils are fully supported. Teaching is good and pupils respond positively, both of which contribute to the progress pupils make. The strengths of the school outweigh any weaknesses. It serves its pupils well and provides satisfactory value for money.

#### **What the school does well**

- Standards in English are above average throughout the school
- Higher achieving pupils reach high standards in mathematics
- The quality of teaching is consistently good and a real strength of the school
- The school is well managed by the headteacher and governors, with an emphasis on raising standards
- The positive and supportive ethos ensures all pupils are well cared for in the family of the school
- Pupils' attitudes and behaviour are very good and relationships throughout the school are very good
- Teaching and learning among children in the Foundation Stage is good
- Parents' support for and involvement in the work of the school is very good
- The school's links with the wider community are very good

#### **What could be improved**

- Standards of attainment in information and communication technology (ICT) in Key Stage 2 and the opportunities pupils have to work with the computers in other subjects throughout the school
- The precision with which tasks and activities are planned to meet the learning needs of all pupils
- The structure of the daily timetable does not allow pupils to learn as effectively as possible

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in March 1997. There has been good improvement since then. The work to improve planning has ensured that the programmes of study for all subjects are now covered appropriately, other than that for ICT. Assessment procedures have improved significantly, which enables teachers to track pupils' progress effectively, although they are not yet using this information to inform their planning of specific learning activities to meet individual pupils' learning needs. Strategic management is much improved, underpinned by a detailed and comprehensive improvement plan, which specifies clear priorities and targets. The headteacher and curriculum co-ordinators have developed their roles well; they now play a full part in monitoring teaching and learning and contribute effectively to further curriculum development. The provision made to widen pupils' knowledge and understanding of other cultures is now satisfactory, but there is scope for further improvement. The quality of teaching has also improved, with good lessons observed in all classes during the inspection.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	B	C	C	well above average A above average B average C below average D well below average E
mathematics	C	C	D	D	
science	C	C	C	D	

Pupils achieved results in English in line with those of eleven year olds in other similar schools in 2001; in this subject they also achieved the target set for them. In mathematics and science, however, they did not do as well as pupils in other schools, failing to reach the target set in mathematics. Since a high proportion of the pupils taking the tests last year started at the school over the past two or three years, often with below average prior attainment, this represents good achievement. Results of assessment of seven year olds over this same period indicates that standards are rising and this is reflected in the challenging higher targets set year on year for eleven year olds.

Inspection findings indicate that standards in English are currently above average and that in mathematics and science they are average. Standards of literacy are good and of numeracy they are satisfactory. Achievement is satisfactory in all other subjects in which it was possible to make a judgement, other than in ICT, where there are weaknesses. Older pupils do not achieve as well as they should in this subject because until very recently they have not had access to appropriate resources to support their learning. The vast majority of seven year olds are reading well and this helps their learning across the curriculum. In all other subjects in which a judgement could be made, achievement is in line with that expected of pupils their age. Children now start at the school with attainment that is broadly average and this is contributing to an overall improvement in standards. In the Foundation Stage, children attain the early learning goals in each area of learning. In personal, social and emotional development children make particularly good progress and some of them exceed the learning



goals. This is because of the consistently good teaching they receive.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes towards their work and their teachers; they are enthusiastic, participate fully in lessons and try hard.
Behaviour, in and out of classrooms	Very good. Pupils are well mannered, pleasant and courteous to each other and to adults in school. Classrooms are calm and orderly and behaviour in the playground is generally good.
Personal development and relationships	Very good. Pupils relate very well to each other and to their teachers and other adults in school. Younger and older pupils mix together well. Pupils are aware of the importance of co-operating and supporting each other in lessons; older pupils are aware of their responsibilities around the school.
Attendance	Good and an improvement since the last inspection. There is no unauthorised absence. Pupils arrive in good time so that lessons can start promptly.

## TEACHING AND LEARNING

Teaching of pupils in:	Early Learning Unit and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

*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.*

Teaching has improved since the last inspection so that now a high proportion of lessons are good and very good throughout the school. This contributes positively to the good progress pupils in most year groups are making. Teaching in the Early Learning Unit and in Year 2 is of a consistently high quality. In these classes teachers manage their pupils' learning very well indeed, their lessons are brisk and engaging and there is good provision for pupils to learn through practical activity or structured play. The teacher of children in Year R manages their learning well within the constraints of the existing timetable and the lack of classroom support. Literacy is well taught throughout the school; teaching of numeracy is satisfactory. In most lessons teachers clearly explain what pupils are going to learn and this contributes positively to their response and to their development of good work habits. However, there is significant minority of older pupils who show little commitment to work unless pushed by the teacher. In some lessons, particularly in Key Stage 2 teachers do not provide specific tasks or activities to meet the learning needs of individuals and small groups in the class. Teachers generally provide too few opportunities for pupils to work with the computers in all areas of the curriculum. Teachers at the school work hard and put a lot of effort into their teaching.

## OTHER ASPECTS OF THE SCHOOL

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Some significant weaknesses. While improved planning has ensured that the curriculum is now appropriately broad, the emphasis on literacy and numeracy has unbalanced it. Too little time is allocated to cover some aspects of the curriculum, like ICT. Teachers' lesson plans still lack precision in providing appropriate activities for pupils of differing abilities and attainment. Provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Good. Where available, pupils are well supported by the classroom assistants who work effectively to ensure that these pupils can participate fully in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall with distinct strengths. Provision for spiritual development is good, for moral and social development it is very good. The school's ethos ensures pupils understand right and wrong and feel a sense of responsibility for others less fortunate. Provision for cultural development is satisfactory, but not enough is done to promote pupils' understanding of contemporary multicultural society.
How well the school cares for its pupils	Very good. The school provides a safe and very caring environment, with a high priority given to pupils' welfare. The management of pupils' behaviour is generally very good. The school has good procedures for assessing pupils' work and tracking their progress, but this information is not yet used effectively to help teachers plan their lessons.

The school works very effectively in partnership with parents, who are very supportive and have very positive views of the school indeed. However, the information provided for parents about their children's progress in written reports is unsatisfactory. The school has a very good relationship with the wider community.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good and improved since the last inspection. The headteacher provides good leadership, giving the school a clear sense of direction. There is an effective detailed school improvement plan. There is now a clear emphasis on managing the curriculum; individual subject co-ordinators play an increasingly active role.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory responsibilities well. Individual governors have clearly defined roles and contribute effectively. The Chair of Governors is well informed about the strengths and weaknesses of the school; her broad experience enables her to act very effectively as a critical friend.
The school's evaluation of its performance	Good. The headteacher keeps governors well informed about performance, particularly through the detailed analysis of assessment. Challenging targets are set. Monitoring of teaching

	has improved since the last inspection and is now effective in contributing towards further development. There is a shared commitment to improvement.
The strategic use of resources	Good. The school makes good use of funds designated for particular purposes and keeps spending under review most effectively. The principles of best value are applied effectively. There is appropriate financial planning to tackle priorities for development. The headteacher helps governors evaluate the effect of the school's spending decisions on standards.

The school has a good level of staffing but class teachers sometimes lack the necessary support to help them manage learning among the different groups of pupils in their classes. The classroom for the Year 5-6 pupils is cramped, although the space available is not used as efficiently or effectively as it might be. The outside environment is very attractive providing a range of valuable areas for different activities and recreation. As yet there is no secure outdoor area for children in the Foundation Stage. Resources for learning are satisfactory overall in most subjects, although music is under resourced.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• the school is small, friendly and the teachers are very approachable</li> <li>• the school promotes old fashioned values</li> <li>• children enjoy coming to school and they do well</li> <li>• children are given targets for improvement</li> <li>• the Early Learning Unit helps children adjust to full time education</li> <li>• there are very good support staff</li> </ul>	<ul style="list-style-type: none"> <li>• parents would like an opportunity early in the year to find out if children have settled</li> <li>• one parent new to the area would have liked information about the school's routines</li> </ul>

The inspection team agreed with the many positive views expressed by parents about the school. They are right to be pleased with many aspects of the school's provision. Inspectors also agreed that a parents' meeting early in the year would be beneficial, enabling them to be assured that their children had settled into school or their new class. The school does have information available for parents whenever their children start at the school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1 Inspection evidence indicates that standards are above average in English and average in mathematics and science throughout the school, which is better than is indicated by the results of assessment at the end of Key Stage 2 last year. These show that when compared to similar schools, standards appear average in English and below average in mathematics and science. Major changes in the community have resulted in significant differences between the composition of cohorts of pupils passing through the school. Of pupils leaving the school over the recent past, a high proportion of pupils did not start their education at the school. Many of these pupils entered school with below average prior attainment. As a result standards have appeared to fluctuate over the last few years. As the community has become more stable, children entering the school have tended to stay. One outcome has been that standards are continuing to rise. This is reflected in the all round better results now achieved by pupils at the end of Key Stage 1 and the year on year higher targets set for pupils at the end of Key Stage 2. Overall standards in English are better than they were reported in the last inspection and in mathematics and science they are similar.

2 Most children enter the school's Early Learning Unit with attainment that is broadly average. Good teaching in all six of the areas of learning and the good range of activities teachers plan for children in the unit ensures that their learning is good. As a result they make good progress and achieve well. Children are on course to meet the early learning goals set for them by the end of the Foundation Stage in communication, language and literacy; most of them speak confidently, are able to read simple words and have opportunities to write in a range of contexts. Most children are also on course to meet the early learning goals in mathematics, they can count to ten and sometimes twenty accurately and recognise and name a range of simple flat shapes. Although the concentration on literacy and numeracy in the Reception class limits the range of the curriculum somewhat, children are nevertheless also on course to meet the early learning goals in knowledge and understanding of the world, physical development and creative development. Because of the good teaching and high levels of encouragement they receive, many children are likely to exceed the early learning goals in personal, social and emotional development.

3 The results of statutory assessment for pupils at the end of Key Stage 1 in 2001 indicate that in reading and writing pupils attained levels well above average when compared with all other and similar schools. In writing pupils achieved a standard amongst the highest 5 percent nationally. By the end of Key Stage 1 pupils currently in Year 2 are likely to attain standards in English that are above average. Pupils make good progress in reading and writing because their teachers are skilful in teaching these basic skills and provide plenty of opportunities for pupils to practise and develop them across the curriculum.

4 Statutory assessment in mathematics at the end of Key Stage 1 last year indicated that standards were below average when compared to all other schools and well below average when compared with similar schools. This result was quite different to those of the previous three years, during which pupils attained standards consistently well above average. Cohorts of pupils taking the test each year are quite small and significant fluctuations are inevitable. Standards among pupils currently in Year 2 are in line with those expected of pupils their age. Their knowledge and understanding of number is sound and they have appropriate opportunities to reinforce their understanding in their daily mathematics lessons. Key mathematical vocabulary is emphasised from the start, like multiple and sequence, which pupils become confident in using and contributes to the effectiveness of their learning.

Pupils' have positive attitudes and are generally enthusiastic and this contributes to the way they tackle new work; where they are less confident teachers use praise very effectively to help and reassure them.

5 Standards among seven year olds in science are in line with those expected nationally of pupils their age. Their knowledge and understanding of the various topics in science is sound; they have good opportunities to extend their understanding of scientific investigation. At this stage pupils also achieve standards in line with those expected in ICT. They can use the computers appropriately, most have good control of the mouse to enable them to manipulate the programs, although they have too few opportunities to use the computers in other subjects. In all other subjects in which a judgement could be made pupils make satisfactory progress and achieve standards in line with those expected of pupils their age. In geography there was insufficient evidence available to support a judgement about standards.

6 The results of statutory assessment in English at the end of Key Stage 2 in 2001 indicate that standards were average when compared with all other and with similar schools. These results also indicate the wide range of attainment among this cohort. Among pupils currently working towards the end of the key stage standards are above average. Pupils' reading is good and they use these skills to good effect in other subjects. Their writing is also good and at times of high quality, particularly amongst the oldest pupils. This is because teachers provide good stimulus materials to inspire pupils. Overall however, there is insufficient use of the computers to encourage and aid drafting among all pupils at this key stage. Teachers make good use of the national literacy strategy materials and this is ensuring standards of literacy are good.

7 In mathematics, the results of statutory assessment indicate that standards were below average in 2001, although during the previous two years they were average. Standards are in line with those expected of pupils their age among those currently working towards the end of Key Stage 2. Pupils understanding of number is good, with many of them able to work confidently with decimal and vulgar fractions. They have done some good work on strategies for solving problems. The targeted support and separate teaching for higher attaining pupils is very effectively enabling them to achieve high standards. However, the lack of specific planning to meet the needs of the other groups in the class is inhibiting their progress. Nevertheless standards of numeracy are satisfactory throughout the school.

8 Test results in science show that standards were below average in 2001, although standards have improved in the school at a rate similar to those in schools nationally over the last four years. When compared with similar schools, standards were also below average. Pupils currently working towards the end of Key Stage 2 are making satisfactory progress and standards in science are broadly in line with those expected of pupils their age. At this stage standards in ICT are not as high as are expected. This is because until very recently there has been an insufficient number of computers and other resources to support teaching and learning in this subject effectively and this has inhibited the progress pupils made. In all other subjects in which a judgement could be made, pupils are making satisfactory progress and achieving standards in line with those expected.

9 Pupils with special educational needs have full access to the planned curriculum. They make good progress, particularly in those lessons where they have good support from a classroom assistant. The school also makes much better provision to meet the needs of higher attaining pupils, which was identified as a weakness in the previous inspection report and consequently they now make appropriate progress.

## **Pupils' attitudes, values and personal development**

10 All pupils very much enjoy coming to school. Right from the start, the school's very effective provision ensures that the personal and social development of children in the Foundation Stage is good. As a result, they remain settled and content and participate fully in the learning activities provided for them. In a Year 2 ICT lesson using a programmable robot, pupils were interested and enthusiastic. They were keen to get to work and contributed fully to the lesson. They particularly like practical activities as was seen in a science lesson on how objects are affected by pushing and pulling. Many pupils stay for after school clubs such as the French club and the art club and here they remained interested in the activity throughout. Parents feel that their children are happy to come to school.

11 Behaviour in and around school is very good. The pupils have natural good manners and are pleasant and courteous to each other and to adults in school. They are respectful to visitors, in assemblies and around the school for example, where their behaviour is also very orderly. Sometimes pupils behave less well in lessons but this amounts to no more than fidgety behaviour and chattering. This happens when teachers set work that is not suitable for all the pupils so some become bored and others do not understand what they should be doing. Where teachers set the pupils interesting challenges, as in a Year 2 swimming lesson, this made the learning fun and they tried hard to succeed and behaved very well. The headteacher never has reason to suspend pupils from school.

12 Pupils relate very well to each other and to their teachers and other adults in school. They play very well with each other at break times, younger and older pupils mixing together. They are aware of the importance of co-operating and supporting each other as was shown by their willing answers to a visitor in a morning assembly. By the time they reach Year 6 they show considerable confidence and maturity in organising collections for charity and taking photographs for the school records. The majority of the older pupils can use resources independently such as books, the Internet and CD-ROM to find out facts for lessons on the Victorians, for example. Even the youngest children show they can work independently and put their things away when it is time to clear up. They are aware of their responsibilities in school such as when the older ones operate the CD player and overhead projector in assemblies.

13 Attendance at the school is good. This is an improvement since the time of the last inspection when it was judged to be satisfactory. There is no unauthorised absence. Pupils arrive in good time so that lessons can start promptly.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

14 Teaching is consistently good; teachers are highly committed and work very hard. The quality of teaching seen during the inspection was good or better in around 70% of the lessons seen; in about 30% teaching was very good or excellent. Teaching was unsatisfactory in only one lesson (3%). This is a significant improvement since the last inspection because of the increase in the number of good and very good lessons. The staff have agreed criteria for good quality teaching and learning. Teachers have observed lessons and given colleagues feedback on the quality of their teaching. Teachers' plans for lessons have improved since the time of the last inspection and are now satisfactory overall. These developments have contributed positively to the improvement in the quality of teaching. Teaching of English and mathematics is good overall. The arrangements made for teaching higher attaining pupils in these subjects in Key Stage 2 are very good and they have a positive impact on the progress these pupils make.

15 A major strength of teaching throughout the school is the very good way in which

teachers manage pupils' behaviour. They praise the behaviours they want to see so that pupils are clear about what is expected. For example, when the teacher praises one or two children in Year 1 saying, "I like the way ---- is sitting up straight and showing me he/she is ready to start." the other pupils respond very quickly and copy the behaviour that has been noticed. Pupils throughout the school respond well to this positive reinforcement of expectations and, as a result, the lessons move along at a good pace and no time is wasted.

16 The quality of teaching for children in the Foundation Stage is consistently good and there are examples of very good teaching in the Early Learning Unit. The staff all have a very good understanding of the needs of the age group. In the Early Learning Unit, the nursery nurses work very well together and plan stimulating and relevant activities that enable the children to learn through practical tasks and carefully structured opportunities for play in all six areas of learning. For example, children are able to make choices from activities including testing containers to see which will float, writing about an old fashioned toy they enjoyed using, role play in the shop, cutting and sticking, making a spinner or using the listening centre. The very good classroom management is a particular strength of the provision. The adults interact very effectively with the children to provide direct teaching to individuals and small groups and to support and extend their learning. As a result, the children develop concentration, independence and perseverance that enable them to make good progress in all areas of learning. They are willing learners and show interest in the tasks. For example, children testing containers in the water tray sustain their interest for more than ten minutes even when the adult moves away. As a result of this effective provision, the quality of children's learning in the Early Learning Unit is good and sometimes very good.

17 Children in the Reception Year are taught in the same class as Year 1 pupils and the teacher manages the children's learning well within the constraints of the timetable for Year 1 pupils and the lack of adult support. The teacher's plans ensure that the youngest children have access to relevant practical activities but the requirement to teach the literacy and numeracy hours each morning limits the learning opportunities in the other areas of learning. Because of these constraints, the children make good progress in communication, language and literacy and in the mathematical area of learning but satisfactory progress in the other four areas of learning.

18 The quality of teaching for pupils at Key Stage 1 is good overall and there are examples of very good teaching. The particular strengths of the teaching are in the very good management of pupils' learning and the way in which the teachers motivate pupils to learn. The teachers are enthusiastic and convey this enthusiasm for the subjects to the pupils by their confident and lively manner. As a result, pupils are engaged by the learning right from the start of the lesson. Teachers value the pupils' ideas and responses by listening carefully to them and giving them praise. This encourages pupils to take an active part in the lesson and to see themselves as successful learners. Teachers sustain the pupils' positive attitude to learning by providing them with interesting and often imaginative activities, supporting them as they work and extending their thinking by asking further questions. The lessons move at a brisk pace because resources are well prepared, routines are well established, and explanations and instructions are clear. This ensures that no time is wasted and that pupils develop good work habits.

19 Because of the pupils' positive attitudes and the teachers' energy and skills, the quality of learning at Key Stage 1 is good and pupils make good progress. The pupils generally work hard and sustain their concentration especially when they are actively involved in whole class question and answer sessions or in practical tasks. The teachers give clear oral and written feedback to the pupils which helps the children to know how well they have done and what they need to do to improve.

20 At Key Stage 2, the quality of teaching was satisfactory overall, although there were examples of good and very good teaching seen. In one lesson, the quality of teaching was unsatisfactory. In all lessons pupils are managed well. The teachers create a calm and purposeful working environment by making their expectations for behaviour clear. They plan and prepare the resources for the lessons carefully and this helps to get the lessons off to a brisk start, which catches the pupils' attention and contributes to the continuing development of good work habits. During whole class teaching sessions, the teachers make very good use of questions to engage pupils' attention and to assess their understanding. For example, in a lower Key Stage 2 history lesson, the teacher used questions well to get pupils to think about the customs and practices associated with Ancient Egypt. This helped the pupils to recall what they knew already and to go on to make effective use of illustrations to make deductions and inferences about Egyptian life and culture. Teachers generally make insufficient use of the computers to support and extend pupils' learning across the curriculum.

21 Where teaching is unsatisfactory, or where it is overall satisfactory but could be improved, the major contributory factor is the lack of precision with which learning activities and tasks are set up to address the learning needs of the different groups in the class. Too often all pupils are expected to complete the same activity, which restricts the opportunities for all pupils to benefit. On these occasions the pace of learning slows because these tasks are not well matched to the needs of the pupils. Some are not sufficiently challenged while others find the work too difficult. For example, in a mathematics lesson in Key Stage 2, some pupils did not get beyond the stage of working out multiplication facts to see the alternatives that the use of brackets could bring. As a result, they lost concentration. In the same class some pupils coped easily with the task but they also made insufficient progress because they were insufficiently challenged. The pace of learning also slows when the teacher monitors and supports individuals when all the pupils carry out the same activity. Although this is helpful to individual pupils, opportunities are missed to use some of the time to improve the rate of pupils' progress by providing direct teaching for one or two groups. These shortcomings were also evident in the unsatisfactory lesson. There is good information about pupils' attainment, to which the analysis of assessment contributes most effectively, but this information is not yet used sufficiently extensively to help teachers plan appropriately to meet the needs of all pupils in their classes.

22 The quality of pupils' learning at Key Stage 2 is satisfactory. Most pupils listen attentively and put effort into their work. At the beginning of most lessons, the teachers tell the pupils what they will learn by clearly explaining the learning objectives for the lesson. This helps the pupils to sustain their efforts throughout the lesson and promotes good progress. However, there is a significant minority of pupils who show little commitment to work unless pushed by the teacher.

23 The teaching of pupils with special educational needs is good. Both teachers and support staff work hard to ensure that these pupils can play a full part in lessons. Lower attaining pupils are generally given work that is matched to their needs. The learning support assistants are very well managed and deployed by the teachers. Teachers involve them fully in the plans for teaching and in evaluating the pupils' response during the lesson. This means that they can make an informed contribution to the teaching and learning and are true partners in the teaching process. They take initiative and make a major contribution to pupils' progress.

24 Homework tasks are meaningful and build well on what the pupils have learnt in lessons. For example, in a Year 2 mathematics lesson, pupils had been learning about odd and even numbers and multiples of five. Their homework was to create a booklet giving clues to a mystery number such as, "I am an odd number. I am more than 20. I am a multiple of 5. I



am less than 30.” The task was very clearly explained and the pupils were eager to carry out the work at home.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

25 The quality and range of learning opportunities are satisfactory overall. All statutory requirements are met. The curriculum is broad but the school does not plan carefully enough to ensure that the best use is made of time for all sessions. As a result some of the longer sessions in the afternoon are not effective because pupils find it difficult to hold concentration for long periods. There are some good cross-curricular links especially between history and geography and between science and history. Too little use is made of ICT across the curriculum. It is not yet incorporated into the large majority of subjects.

26 The curriculum for the Foundation Stage is good in the Early Learning Unit and is developing satisfactorily for children in the mixed Reception and Year 1 class. However, in this class there is an overemphasis on literacy and numeracy, which is inhibiting the time available for the full development of the Foundation Stage curriculum and results in an unevenness in some of the areas of learning.

27 There have been several improvements in the key issues identified in the previous inspection. Many of the weaknesses in planning have been eradicated with teachers now taking care to plan work together. They have adapted national guidance to draw up schemes of work for the foundation subjects. However, some lessons rely on the same work for all pupils no matter what their age and ability. Most lessons start with clearly stated objectives, which teachers explain so that pupils understand what is expected of them. Teachers meet regularly both formally and informally to discuss and evaluate the progress of topics within the key stages. Where necessary they make changes. Time is created for the observation of teaching and learning followed by written comments to teachers though this is stronger in literacy and numeracy than in other areas.

28 There are very few pupils with special educational needs. These are in the older classes and they receive very effective support from classroom assistants to ensure they can participate in lessons and to help them make progress. Sometimes this occurs within the classroom but, occasionally as in the additional literacy time, pupils are taught in small groups. Thorough records are kept and the provision is good. Boys and girls are treated equally and there is no significant difference in their progress. All pupils get on well together. The school has few pupils who speak English as an additional language and they are mostly fluent in English and make good progress. The school has identified some more able pupils in Years 3 and 4, and in Years 5 and 6 and provides specific teaching for them. This works very well with the older pupils because there is a large enough group for them to stimulate each other with ideas. The younger group is small and more inhibited.

29 The implementation of the national strategies for literacy and numeracy has been good. Sessions are planned carefully and this is contributing to the progress pupils make, particularly in literacy. Governors have a good overview of developments in both literacy and numeracy and of provision for special educational needs. There are good results in reading and in writing where the school has been confident enough to adapt the programme for its own needs. Planning for pupils at the higher and lower levels of attainment is better in the withdrawal groups than in many whole class sessions. The provision made for the groups of higher attaining pupils in Key Stage 2 is very good and this is accelerating the progress they make.

30 There is a good programme for personal, social and health education which is complemented in religious education and science, and by circle time for younger pupils. This contributes significantly to pupils' social and moral education. There are well organised lessons on raising awareness of the dangers of drugs and other social issues taught by the police service. This has an added benefit of involving the community closely with the school. There are other very good community links with the church which provides spiritual guidance to the school. Local industries are also generous in their support for pupils' work.

31 The school's provision for extra curricular activities is good. These include competitive sport and music, and well-planned, popular art and French clubs. The local secondary school has close links with the school particularly in supporting sporting activities where the students work alongside younger children to mutual benefit. In addition to an annual residential visit for the older pupils, there are other cultural visits to places of historical and geographical interest. There is a very pleasant natural area near the school, which provides good material for science activities.

32 As reported in the previous inspection, pupils' personal development is good overall with many aspects being very good. The provision for pupils' spiritual development is good. The Christian ethos of the school is evident in its daily routines from the daily act of corporate worship to the calm dismissal at the end of the day. Pupils, parents, staff and governors rightly perceive of the school as a close family. Pupils are regularly invited to reflect on the wonders of the world. In Year 1 they have a real fascination with space and the universe. Later on they react with sheer joy when they see a table of different items to test in a science experiment on forces. Older pupils are more restrained but show a genuine feeling for others in their kindness to younger ones and in their spontaneous money raising efforts for those less fortunate.

33 Moral development is very good. Pupils learn how to distinguish what is right from an early age. They are also introduced to an understanding of fairness and good and evil in some assemblies. Staff give a positive lead in school to show pupils the benefits of an orderly and thoughtful community. In their personal, social and health education (PSHE) lessons younger children learn how to treat each other with respect and kindness. In geography, pupils study topics on the environment. In history they consider simple aspects of citizenship when studying the Ancient Greeks and their city states. Pupils' actions in charity work reveal their sense of responsibility towards others.

34 Pupils' social development is very good too. Many pupils show a readiness to be involved in the life of the school both formally, as monitors, and informally by staying behind to help teachers prepare for lessons or clear away afterwards. They work well in groups although some are occasionally a little demanding. Pupils are confident with adults and know how to adapt to different situations. Visitors to the school pay tribute to their maturity and preparedness to take part in events.

35 The school's provision for cultural development is satisfactory. There is planned work in religious education, art and music to introduce pupils to different cultures and beliefs. However there are too few books, posters, artefacts and other resources to help pupils gain greater understanding of contemporary multicultural society. Local cultures are explored much more thoroughly, through the history of Sherwood Forest and developments in the mining industry, for example. In geography pupils learn about localities in different parts of the world but overall provision is insufficiently extensive.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36 The school places very great importance on the care and welfare of its pupils and

gives them a very safe and secure environment in which they can learn happily. Parents are confident that their children are well looked after. The high quality of this aspect of the school's provision has been sustained since the time of the last inspection.

37 The school is very thoughtful about its policies and procedures to make sure that every aspect of pupils' care in school is covered. When pupils go on trips off site, these are very well planned by the staff, following the school's guidelines to minimise any risk. Several of the staff have received first aid training and proper care is taken of pupils with medical needs. All potential risks are regularly assessed and, for example, the school playground has been recently resurfaced following a health and safety audit, to make sure that pupils don't trip and hurt themselves. The headteacher has had up-to-date training as the named person responsible for child protection. Even the youngest children in the nursery are made aware of the importance of road safety. Pupils are very well supervised in the playground and on trips to the swimming pool with a high ratio of adults to children.

38 There are good procedures for monitoring and promoting attendance. The school has such strong relationships with parents that it is always notified in good time if pupils are away for any reason and careful records are kept of any messages. A clear time is set for the closure of the register and teachers have high expectations that pupils will arrive on time and that lessons will start promptly. The educational welfare officer checks attendance each term in case any problems arise.

39 The whole ethos of the school encourages pupils to behave very well. There is a clear code of conduct and some pupils have drawn up their own classroom rules. All staff talk to the pupils in a calm and pleasant manner and they respond accordingly. Pupils enjoy receiving points for their houses by their good efforts and attitudes and the weekly results are announced in Friday's assemblies. The school does have a log to record incidents of unacceptable behaviour but this has never had to be used. The behaviour policy covers all it needs to do should discipline be necessary.

40 The school has satisfactory arrangements for assessing the progress pupils make in their work. The results of the statutory and other standardised tests such as reading tests are analysed so that the school is aware of what different groups of pupils are doing. This analysis is very thorough and contributes positively to teachers' view of progress, although not enough use is made of this information to adjust the planning of the curriculum to meet pupils' specific learning needs. There is some good practice based on teachers' own analysis of what pupils can do and, for example, the art curriculum was revised when it was realised that it did not cover sufficiently what they needed to do. Sometimes pupils who are identified through assessment as being higher achievers go to older classes for specific work such as spelling or numeracy. The school does use personal profiles to track the progress of individual pupils and to set targets and this information is also shared with parents. Pupils' annual reports to parents, however, do not record sufficiently what they can do in all the subjects and as such are unsatisfactory.

41 Pupils' personal development is well supported and their achievements are valued by the school. Staff know their pupils well and have very good relationships with them. Any certificates they receive for good efforts or for participating in events in or out of school are carefully kept in personal files throughout their time in school. Pupils own evaluations of themselves and their attitudes which they make in PSHE lessons are also included.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42 The parents of pupils at the school are extremely supportive of all it does for their children. Both at the parents' meeting and through the questionnaire they showed a high

level of regard for all aspects on which they were asked to express an opinion. Even on the amount of homework pupils get, which is very often a cause for concern with parents, they were very positive.

43 The quality of information that parents receive is satisfactory. Much of it is of very good quality and some, such as the governors' annual report to parents and the prospectus, have improved since the last inspection. These now tell parents all they need to know. Parents are well informed about the topics each class is working on for the term and they know what homework their children should be doing. Parents receive a pack from the school before their children start which, among other things, contains a useful guide for them to support their children in their early learning and settling into school. The school tries to make sure that all parents receive one of these. They have good opportunities to talk to teachers and at this time find out about the targets their children are working towards. The written reports that go out to parents are unsatisfactory. They do not meet the official requirements since they do not specifically report on all subjects in the National Curriculum and are very general in their comments.

44 Parents make a very strong contribution to their children's learning at school and at home. Many parents are willing to help regularly in school, in lessons and after school clubs. Some provide vital support when pupils use the local swimming pool so that teachers can concentrate on teaching them. They give generous help to provide material for craft activities for the art club. They raise a considerable amount of money for the school through social events. The vast majority of parents attend meetings to find out how their children are getting on and most have signed the home-school agreement. Pupils' reading records show that parents are well involved in supporting their children's work at home.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45 The headteacher's leadership of the school is good. The commitment and dedication, the caring ethos and the good relationships noted in the previous report have all been maintained. The headteacher provides clear educational direction for the school, ensuring that staff and governors are fully committed to further development and raising standards. He is very well organised, deals efficiently with school administration and has tackled the previously identified areas of weakness with determination, which has resulted in significant improvements since the last inspection.

46 The clear values contained in the school's mission statement effectively underpin all its work. They contribute positively to the very good relationships found throughout the school and with the wider community; they ensure everyone in the school enjoys equal opportunities. As a result, pupils, teachers, parents and governors show great pride in their school.

47 Staff with management roles have clearly defined responsibilities and contribute effectively to the overall management of the school. Procedures for school improvement planning have been established, resulting in a detailed school improvement plan that identifies clear priorities for development. This not only ensures that each subject of the curriculum is regularly reviewed, but also focuses the work of the individual subject co-ordinators effectively. Their subject audits, scrutiny of planning and, in some cases, the observation of teaching and learning in lessons enables them to gain a good view of standards and other strengths and weaknesses in provision. The headteacher's very careful and detailed analysis of assessment results provides the school with clear information about standards and progress. This effective curriculum management has significantly improved since the last inspection and other than in ICT has been successful in raising standards and provided clear indications of where further improvement is needed.

48 The headteacher and key co-ordinators monitor teaching regularly and this is effective in contributing towards performance management and the identification of individual teachers' further training needs. There is insufficient support provided for a relatively inexperienced member of staff however as she works to meet the needs of a mixed Reception and Year 1 class.

49 The Governing Body fulfils its statutory responsibilities well. A significant proportion of the governors are new, but they have clearly defined roles and contribute effectively through the various committees to which they belong. They are well informed about all aspects of the work of the school. The finance committee, for example, monitors spending carefully and ensures that the school improvement plan is appropriately costed. It has been successful in raising additional funds from other sources to contribute towards the cost of major projects, like the new classroom for example. The headteacher helps governors to evaluate the outcomes of spending decisions on the standards of pupils' attainment. The Chair of Governors is a very experienced former headteacher, which enables her to act very effectively as a critical friend. She is very well informed about the school's strengths and weaknesses.

50 Financial planning is sound. The last auditors' report found financial administration to be of a good standard; the very few minor recommendations made to ensure that systems are even more robust have been addressed. The school makes good use of the funds made available for particular purposes. There is a firm emphasis on securing best value for money and this has ensured that the school is better resourced than at the time of the last inspection.

51 The school has a good level of staffing and in some lessons good use of the available additional support staff has a positive impact on pupils' learning. Overall, however, classroom teachers lack the necessary support to help them manage learning among the different groups of pupils in their classes. This is particularly the case in the Key Stage 2 classes.

52 Accommodation is generally adequate overall. The recent extension has provided most valuable additional classroom space. The classroom for the large number of Year 5-6 pupils is cramped, although the space available is not used as efficiently nor as effectively as it might be. The school has a separate hall and, although it is too small for indoor physical education with large classes of older pupils, teachers work hard to make best use of what is available. The areas used for ICT and the library are also small and limit the opportunities for learning they could provide. The outside environment is very attractive providing a range of valuable areas for different activities and recreation. As yet there is no secure outdoor area for children in the Foundation Stage, although plans have been made to remedy this.

53 Resources for learning are adequate overall, although music is under-resourced.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

54 The headteacher, staff and governors should continue to build on the progress they have made in improving the school. To further improve the standards of pupils' attainment and the quality of education provided they should now:

**1** **Raise the standard of pupils attainment in ICT by the end of Key Stage 2 and provide more opportunities for pupils to work with the computers in all subjects by:**

- (a) making sure that the planned curriculum is fully covered (*paragraphs: 8; 124*)

- (b) ensuring that there is enough time for teaching and learning in ICT skills (*paragraphs: 123*)
- (c) making sure that teachers' planning identifies opportunities for pupils to work with the computers and use their ICT skills in all subjects (*paragraphs: 20; 25; 76; 78; 85; 91; 123*)
- (d) providing more time for the ICT co-ordinator to work alongside teachers to support them in using the computers in all subjects (*paragraphs: 47; 124*)

**2            Ensure that available assessment information is used to inform planning are met            for teaching and learning, so individual pupils' learning needs by:**

- (a) using assessment information to identify areas of learning in which pupils are less successful (*paragraphs: 21; 40; 84*)
- (b) using this information to inform curriculum planning for different groups in the class (*paragraphs: 11; 21; 40; 84*)
- (c) monitoring teachers' lessons to ensure that pupils learning needs are consistently met (*paragraphs: 17; 21*)

**3            Secure a more appropriate balance of time for teaching and learning for all subjects on the timetable, by:**

- (a) reviewing the time allocated on the timetable to all subjects (*paragraphs: 17; 58*)
- (b) increasing the amount of time available for teaching and learning in subjects other than English and mathematics (*paragraphs: 17; 26; 58; 100*)
- (c) reviewing the balance of subjects and activities across the whole day (*paragraphs: 26*)

**The headteacher, staff and governors may also consider the following less significant aspects of development for inclusion in the action plan:**

- ? Improve the quality of written reports to parents, ensuring that they include detailed information about what pupils know, understand and can do, and indications of how they can improve (*paragraphs: 40; 43*)
- ? Complete the planned outdoor area for children in the Foundation Stage (*paragraphs: 52; 60*)

The school has already identified some of these areas for improvement in its own improvement plan.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	13	9	1	0	0
Percentage	0	30	39	27	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

### 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)		108
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		9

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	5.1
National comparative data	5.6

School data	0
National comparative data	0.5

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



### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	5	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 ( 100 )	100 ( 100 )	100 ( 100 )
	National	84 ( 83 )	86 ( 84 )	91 ( 90 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 ( 100 )	100 ( 100 )	100 ( 100 )
	National	85 ( 84 )	89 ( 88 )	89 ( 88 )

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	6	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	12	14
Percentage of pupils at NC level 4 or above	School	71 ( 92 )	71 ( 69 )	82 ( 85 )
	National	75 ( 75 )	71 ( 72 )	87 ( 85 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	14	14
Percentage of pupils at NC level 4 or above	School	76 ( 77 )	82 ( 77 )	82 ( 85 )
	National	72 ( 70 )	74 ( 72 )	82 ( 79 )

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

Note: Since there were fewer than eleven boys and girls in each of the cohorts of pupils taking the tests at the end of both key stages in 2001, their results are not reported separately.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	21.6
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	40

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	2
Total aggregate hours worked per week	31.25
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000 - 2001
	£
Total income	274 078
Total expenditure	256 783
Expenditure per pupil	2 105
Balance brought forward from previous year	-2 488
Balance carried forward to next year	14 807

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	108
Number of questionnaires returned	29

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	72	28	0	0	0
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	45	48	7	0	0
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	62	35	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	72	28	0	0	0
The school is well led and managed.	66	34	0	0	0
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	34	45	10	3	8

## **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**

55 The Foundation Stage is made up of a group of 14 nursery age children taught in the Early Learning Unit and six children in the Reception Year. The Early Learning Unit is open each afternoon and children are admitted in the week following their fourth birthday: almost all the children spend three school terms in the Unit. They begin full-time education at the start of the term in which they have their fifth birthday, when they are taught in the same class as Year 1 pupils.

56 In the half term before they start in the Early Years Unit, children visit with their parents for half a day each week. A meeting for parents is held and, when possible, home visits are made. This carefully planned induction programme helps children to gain confidence and enables parents and carers to establish strong links with the school. During their first few weeks in the Early Learning Unit, the children are assessed using the local education authority's baseline assessment test and the staff begin to build up their own record of the children's progress in very useful individual assessment portfolios. The results of these assessments reveal that standards are broadly typical for children of their age. Children make good progress throughout the Foundation Stage and by the end of the Reception Year and they are on course to attain at least the national early learning goals by the end of the Foundation Stage. Inspection evidence shows that many children already reach levels within the National Curriculum programmes of study for pupils in Key Stage 1 and a high proportion of children are on course to attain these higher levels by the end of the Reception Year. There are currently no children on the school's register of special educational needs. Effective strategies are in place for the early identification of children's individual needs.

57 The quality of teaching is very good for children in the Early Learning Unit in all six areas of learning. The staff provide children with a rich and varied range of well-planned and stimulating activities across all six areas of learning. The staff interact very effectively with the children and this promotes their learning well and they make good progress. A particular strength of the teaching is the way in which children's independence skills are encouraged. The quality of teaching for children in the Reception Year is good in all six areas of learning. Where teaching for the age group is at its best, the children are provided with short periods of direct teaching interspersed with related practical activities. This is well matched to their attention span and their need to learn through doing. In these sessions they make good progress. Throughout the Foundation Stage, parent helpers are involved very well in the activities and are given clear guidance on how to support the children and what it is expected they will learn from the activity.

58 The Foundation Stage curriculum has been implemented well in the Early Learning Unit and is developing well for children in the Reception Year. A satisfactory policy for the Foundation Stage describes the secure philosophy that underpins the provision. However, there is too great an emphasis on teaching literacy and numeracy to children in the Reception Year and this prevents the Foundation Stage curriculum being fully implemented. However, within the limitations, the teacher manages the children's learning well and they make good progress.

59 The recently appointed early years co-ordinator has made good progress in developing teamwork between the staff and provides very good leadership for her colleagues. For example, she has led the staff in developing their plans for teaching and these are now of

good quality. The co-ordinator has a clear and appropriate agenda for the further development of the provision. For example, there are useful ideas for developing ways of working more closely with the Early Learning Unit during the afternoons in order to provide children in the Reception Year with a wider range of activities.

60 The Early Learning Unit accommodation is sufficient to enable staff to provide relevant and stimulating practical activities for all six areas of learning. However, because the teacher of the Reception children has also to provide for Year 1 pupils, there are some shortcomings in the provision for the youngest children. Although there are children from two key stages in this class, there is no regular support from a teaching assistant or nursery nurse. This limits the rate of children's progress. There is an adequate range of resources to support teaching and learning in all six areas of learning. An area adjacent to both rooms is to be developed and resourced as an outdoor classroom.

61 There has been good improvement in the provision for children in the Foundation Stage since the last inspection. The Early Learning Unit has been opened and developed and makes very good provision for the children. Teacher's planning has been improved. It is based on national guidance and includes all six areas of learning. Assessment procedures and the use of the information to plan the next teaching have also been improved and are now good. The quality of teaching has improved and is now good overall with examples of very good teaching.

#### *Personal, social and emotional development*

62 In the Early Learning Unit and in the Reception Year, the classroom routines and the learning experiences are planned to foster children's personal, social and emotional development at every opportunity. The classroom is organised to promote children's independence in selecting from a planned range of activities, tools and materials. The children make choices sensibly and confidently and take responsibility for putting away what they have used when it is time to tidy away. For example, children in the Early Learning Unit choose the colour, size and shape of the paper when they cut and stick. They concentrate for long periods on activities. For example, children using the water tray to investigate which containers would be the best to rescue toys from the island concentrated for over twenty minutes without the direct supervision of an adult. Children in the Reception Year designing 'monster' faces on paper plates were absorbed by the task and, as a result, produced work of good quality. Children in the Early Learning Unit making replicas of 'old-fashioned' toys from card listened very carefully to the instructions, worked independently and checked their understanding by asking questions. Throughout the Foundation Stage, the children willingly share the resources and take responsibility for tidying things away when they are asked. The children learn to work together in large and small groups and to share and take turns as they use the activities. For example, children in the Early Learning Unit co-operated to hold the edges of a large piece of cloth, raising and lowering it, so that a ball placed on it was rolled in particular directions. Even the youngest children understand the rules and routines of the classroom and know what the appropriate behaviour is for a variety of situations. Children's behaviour is very good. The children are independent in dressing and in taking care of their personal hygiene. The adults provide very good role models for the children by thanking them for their hard work, valuing their ideas and treating them with respect. As a result, the children become more aware of the needs of others. The children are developing good attitudes to work. They are on course to achieve at least the early learning goals for this area of learning by the end of the Reception Year.

#### *Communication, language and literacy*

63 Pupils in the Early Learning Unit are gaining confidence in speaking to adults and to

other children. Most ask questions and initiate conversation. They enjoy listening to stories and rhymes and sustain attention over long periods. For example, children in the Reception Year are entranced by the story of *Goldilocks and the Three Bears*. Children in the Reception Year take turns in conversation and achieve at least the levels described by the early learning goals. They use a wide range of vocabulary and are interested in learning unfamiliar words they come across in their work on old toys. Most respond eagerly to answer questions, to comment on the story or to ask questions. The children generally use the convention of putting up their hand if they have something to say in a group discussion and take turns in conversation taking account of what others say. Throughout the Foundation Stage, adults model speaking and listening skills very well by listening carefully to what the children say and by interacting in their play and this has a positive impact on the progress children make.

64 Progress in reading is good and children turn to books for enjoyment. Children in the Early Learning Unit know some letter sounds and use the pictures to help them to tell the story. They enjoy alphabet bingo and accurately match the written letter they are shown with the letter on their card. Children in the Reception Year make good use of their knowledge of letter sounds to read some common words and, during the whole class reading sessions in the literacy hour, concentrate and try hard to join in the reading. The teaching of reading is well structured and this enables children of all levels of attainment and age to make at least satisfactory progress.

65 Throughout the Foundation Stage, children understand that writing is used to communicate for a variety of purposes and they are encouraged to role-play being writers in a variety of realistic play situations. For example, in the Reception Year children are encouraged to write signs to discourage Goldilocks from going into the three bears' house. They write their own names and other well known words and use their knowledge of phonics to help them to spell simple words. Children in the Early Learning Unit write about the games they played and read it to an adult. They know and write some letter shapes correctly and understand that writing goes from left to right across the page. Most children hold a pencil effectively and even the youngest show an interest in writing.

66 Children make at least satisfactory progress in this area of learning. Almost all the children are on course to achieve at least the early learning goals by the end of the Foundation Stage and many are likely to achieve levels within the National Curriculum programmes of study for Key Stage 1.

### *Mathematical development*

67 Children in the Early Learning Unit count aloud to ten and most count objects accurately to six. For example, when they played Ludo they counted the number of dots on the dice and then counted the squares as they moved their counter. The children recognise some of the numerals and are learning to write them. The children know and enjoy a range of number rhymes and songs that are used well to reinforce their knowledge and understanding. The children use simple mathematical vocabulary to compare the size of objects. For example, they use 'big', 'biggest', 'small' and 'smallest' to describe the containers in the water. A few children use a ruler to match the length of string they need to complete the toy they have made. Children in the reception year make confident use of number names and are accurate when they count to ten. Some children count well beyond ten. The children joined in with the class when they counted in twos. They insert the missing numerals in a sequence to 10 and match the words for numbers to the correct numeral. They know the names of some shapes including circle, square and triangle, and name them as they create a monster face. As part of this activity they begin to understand the idea of symmetry. Children count, sort and match and order numbers as part of their play and as they help to put the resources away. The children are on course to achieve at least the early

learning goals by the end of the Foundation Stage and many will achieve levels within the National Curriculum programmes of study for Key Stage 1.

### *Knowledge and understanding of the world*

68 Children in the Early Learning Unit learned to join materials together using sticky tape, glue or string when they made simple toys from card, straws and coloured paper. They showed interest in old toys and games when some grandparents visited to tell them about the toys and games they had used. They enjoyed playing games such as Ludo and Snakes and Ladders with their visitors and learned to play hopscotch and skittles outdoors. When the whole group co-operated to hold a large piece of cloth to send a ball placed on it from one side to the other, they soon worked out that one side needed to be held high so that the ball will roll down the slope. Children tested a variety of containers made of plastic, card and paper when rescuing the toys on the island in the water tray. They used the terms *float* and *sink* correctly and commented on the way in which the water changed the card making it go soggy. The children asked questions and talked enthusiastically about what they saw. In the Reception Year, children learn about materials and test some by pouring water on them to find out which would be suitable to make a kite. They realise that plastic would be better than paper. Children use the listening centre and the computer with confidence. They use the mouse to identify and move items on the computer screen. The children join construction materials together to build models. For example, they use wooden bricks to construct a wall to keep Goldilocks out of the three bears' house. They adapt their work and are able to explain what they are making and why they are making the changes. The activities are well planned to promote the children's understanding and arouse their curiosity in this area of learning. The children achieve at least the levels expected for their age and are on course to achieve at least the early learning goals by the end of the Foundation Stage.

### *Physical development*

69 Throughout the Foundation Stage children move around the classroom and in the outdoors with growing confidence. They show an awareness of space for themselves and for others. They use small equipment with increasing control. For example, children draw, write and paint with good control. The older children write clearly and use letters of an appropriate size and the youngest children work carefully when they use paint, controlling the shape and direction of their brush strokes well. When they use construction materials, they fit small pieces together accurately. Pupils handle equipment with care and are aware of the need to do things safely. For example, children in the Early Learning Unit handle the musical instruments correctly and play them carefully. They manage scissors well and cut with relative accuracy along curved and straight lines which they have drawn using a template. They manage lengths of sticky tape well when they make toys from card. In addition to the provision in the classroom the children benefit from a session in the outdoor area each day. In the Reception Year children join the Year 1 pupils for a physical education lesson each week. They jump and land inside a hoop, throw a ball underarm and roll it with some accuracy towards a set of skittles. They persevere when they practise skipping and, by the end of the lesson, most can co-ordinate a jump with the arm movements. However, the lack of an outdoor area limits opportunities for the children to engage in more vigorous activities and to develop physical skills such as running, jumping, steering, balancing or climbing. The children are on course to achieve at least the early learning goals by the end of the Foundation Stage.

### *Creative development*

70 Children have many well-planned art and craft and role-play experiences to stimulate their imagination. They enjoy and concentrate on making pictures with collage materials and



paint. They create pictures from memory, imagination and direct observation. For example, children have painted or drawn their favourite toy, some from direct observation and some from memory. They enjoy exploring qualities of water and sand and create stories about the figures they use as they play. In the Early Learning Unit, children relate well to each other and share in imaginative ideas to create stories and events as they play in the class shop. When they use the musical instruments they show interest in the different sounds they make and most play a steady beat to create music. Children in the Reception Year re-enact the story of *Goldilocks and the Three Bears* taking on the roles of the characters in the story and using the well-known phrases. They respond to music by moving in time to the beat. When they use their voices to create the sounds of jungle animals, the children demonstrate that they can create loud or soft sounds and are beginning to distinguish between high and low sounds. Throughout the Foundation Stage, children sing with enjoyment and remember the words of the songs well. The adults' comments, questions and interactions extend children's creative thinking and development well. The children are on course to achieve at least the early learning goals for this area of learning by the end of the Foundation Stage.

## ENGLISH

71 Standards in reading and writing for seven-year-olds have been above average since 1996 except in 1999 when there was a slight dip. They were well above the national average in 2001 and also well above the standards in similar schools. Pupils achieve consistently well in Key Stage 1. Results for pupils at the age of eleven have fluctuated slightly but have been above average until 2001. In this year there was a significant number of pupils who joined the school during Key Stage 2 and many of these had special educational needs. However, the school did maintain the proportion of pupils attaining the higher levels, which ensured that their average points score was still in line with that of similar schools. Boys and girls do equally well as a rule in all classes although the majority of pupils who receive support are boys. There are very few pupils who speak English as an additional language and those with special educational needs achieve well over time. The school sets high targets and usually meets them.

72 By the age of seven most pupils have developed confidence in speaking. Standards are above average. Teachers have high expectations of pupils and most of them learn to listen well. They are keen to give answers and so the lessons are structured to ensure that all pupils have an equal chance to participate. In whole class discussions they can describe how particular words show a person's character and reflect how he or she behaves. Higher attaining pupils give clear definitions of what 'versions' means and can talk about different versions of fairy stories for example.

73 Reading is above average at this age. Teachers remind pupils of the skills needed in reading. For example, pupils are reminded to look out for clues in punctuation, such as commas, exclamation marks and speech marks. They then read very expressively and bring the characters to life by adopting different voices and tones. They enjoy their reading. The school uses the resources of the local library services well to vary the range of books on offer. Reading records are well maintained and ensure that parents know how their children are progressing. A relative weakness is the lack of adult support to hear pupils read individually on a regular basis often in the younger classes. Even so standards are good.

74 The writing of seven-year-olds is often above average. Young children start with simple sentences and they can produce extended narrative that involves dialogue where speech marks are often used correctly. Higher attaining pupils can say how a letter 'e' at the end of a word often changes the sound of the vowel. Their ideas are lively, such as the signs outside of The Three Bears house which read: *Danger! Keep out Goldilocks!* Pupils make good progress during direct teaching and the teacher uses the voluntary helpers in class well

to ensure that pupils are kept on task. The teacher also sets a range of interesting tasks that extend pupils' writing skills. There are some delightful small books relating the Christmas Story in simple terms, and clear directions for how they made origami designs. Handwriting and spelling are carefully taught with the result that pupils achieve well. There are no pupils with special educational needs in the younger classes, and the very few pupils who speak English as an additional language do equally well. Standards overall are as good as in previous years.

75 As pupils get older their speaking and listening skills remain good. They take part in school assemblies and can speak at length, presenting their opinions clearly. Most pupils are attentive listeners but a small number of the pupils in the middle years show occasional immaturity. They have to be firmly managed but teachers ensure that they contribute sensibly for the most part. They retain the attention of recalcitrant pupils by sharply targeted questions. Reading is good and pupils convey a story well whether it is from a book or from their own writing. Teachers provide very good role models for children with their own dramatic presentation of stories.

76 The school provides effectively for pupils of all ability levels, especially through the withdrawal at different times of higher ability pupils and those with special educational needs. They make good progress in their writing because of the very precise work that is set. For example, more able pupils develop a good understanding of how to construct sentences in different ways using connectives and participles. Lower attaining pupils are given shorter and more focused tasks to help them to improve their spelling and to gain confidence in writing longer sentences. There is not the same level of help for pupils of different abilities in mixed ability and mixed age classes. Too much of the work relies on the outcomes of pupils' efforts rather than setting them more relevant individual or group tasks. Also there is not enough use of ICT to encourage drafting. Some pupils are too ready to rub out ideas before really thinking them through.

77 There is however some high quality writing throughout the school and often by the oldest pupils. Teachers provide good stimulus material and writing guidelines where necessary to aid pupils. During one discussion on how best to engage a reader, the class came up with a range of images to conjure up the mystery of the place they were describing: *Bats skimming overhead, cobwebs, doors off their hinges.* The teacher successfully adds further to their vocabulary: *Look up the word 'vestibule'. Does this fit in with your story?* In the best lessons teachers set precise time targets and this helps pupils to focus their attention. They work quietly and produce quite polished pieces. Some of these have striking introductions, like: *"Have I told you about my sister, the youngest yet bossiest in the family?"* or: *"Imagination can be a wild thing sometimes."* and: *"If you thought double maths homework was a drag then you should think of poor Cinderella."*

78 The quality of teaching is good overall; in nearly half the lessons seen it was very good. The strengths of the teaching come in the enthusiasm shown by the teachers and the good relationships developed in their classes. The deployment of teaching assistants in the older classes is good and greatly adds to the progress made by pupils. Teachers mark pupils' work well and give them a clear indication where they need to improve. Targets are set for pupils in reading and writing. However, teachers' comments on the written reports to parents would be more useful if they gave a clearer idea of pupils' strengths and weaknesses in addition to their attitude to work. Areas to develop also include teachers planning more varied use of ICT and to set different types of work for pupils of different ages and abilities.

79 The school's planning for literacy is good. The time for writing has been extended and for part of the week pupils of different abilities in the older classes have been withdrawn so that their needs can be met more effectively. There is little evidence that writing is regarded

as a central feature in many subjects across the curriculum. Some emphasis occurs in design and technology but not enough in other subjects like science and geography. Pupils' research skills are good because teachers set useful homework and encourage them to use the library, and the Internet and CD ROMs on occasions, especially in history.

80 English is well managed by an effective co-ordinator and this has contributed positively to the good improvements made since the last inspection. Standards are now better than before and the needs of higher attaining pupils are being met more effectively.

## **MATHEMATICS**

81 Standards in mathematics have improved considerably at the end of Key Stage 1 since the last inspection. This reflects the generally higher attainment on entry of pupils now coming into the school, but a result of the good teaching they receive has been the improved rate of progress they have achieved. By the end of Key Stage 2 standards are currently not as good. The results of statutory assessment last year indicated that standards were below average when compared to those in similar schools, but evidence from this inspection indicates they are currently average. This is because the cohorts of older pupils have changed significantly over the time they have been in the school so pupils have not received a settled programme or consistent teaching. There are very significant differences among the older pupils' attainment in Key Stage 2 at present, with a small group achieving well above average standards.

82 Children enter school with a satisfactory level of understanding and skill in mathematics, on which teachers build successfully through the Foundation Stage and Key Stage 1. Effective teaching ensures that by the time pupils are seven they have a good understanding of numbers and how they work. They can count confidently in twos, fives and tens, are able to double smaller numbers and recognise patterns in numbers, like odd and even. Pupils are effectively developing their skills in working out calculations mentally and the confidence to explain how they are doing it. At this stage pupils have a good understanding of place value, working with hundreds, tens and units; higher attaining pupils use money to begin working with decimals. Good use of a variety of resources like number lines or number fans keep all pupils fully interested and engaged in lessons. Pupils are enabled to learn through clear explanation and the use of appropriate mathematical vocabulary, so they understand terms such as inverse operations, for example, as they show the relationship between addition and subtraction.

83 By the end of Year 6 pupils are secure in their use of the four operations when working in thousands. They understand that multiplying by 0.1 is the same as dividing by 10. They can use brackets appropriately to help them explain and solve longer multiplication. The higher attaining pupils have a good understanding of how decimals and fractions are different ways of expressing the same idea and they can convert one of these to the other. Most pupils understand percentages. In their work on data handling, pupils demonstrate their understanding of mode, median and mean. They have a good knowledge of a range of two-dimensional shapes and their properties. Although pupils are introduced to a very useful problem-solving frame, they generally have too little opportunities to solve problems.

84 Consistently good teaching of the younger pupils ensures that their learning is good and that they continue to make progress and enjoy their lessons. Pupils work hard because they are fully focused on the tasks set for them and because teachers make sure they explain clearly what they expect. Mathematics lessons for these pupils are usually brisk and well planned. The arrangements made to address the learning needs of the higher attaining older pupils are very good when they are taught separately and as a result they achieve well, often attaining well above average standards. At other times, however, there is insufficiently

clear planning to meet the learning needs of the different groups of pupils in each class and this inhibits the progress that all pupils can make.

85 Mathematics is well managed by the co-ordinator. The implementation of the national numeracy strategy has been of benefit, the effectiveness of which is seen in the particularly good teaching seen in Years R to 4. All teachers are confident in tackling mathematics topics and most of their lessons have a clear structure, although at times lessons are too long. The curriculum is well balanced, but the co-ordinator is ensuring that there is an appropriate emphasis on basic numeracy and this is contributing positively to the standards pupils achieve. There is generally too little use made of ICT to encourage and support pupils learning in this subject. Pupils' progress is carefully monitored through a series of standardised tests, which is used to set realistic targets for pupils as they move through the school. The analysis of assessment data is very good and provides a rich source of information to track progress. However it is not yet used as effectively as it might to help teachers to plan specific tasks to meet individual pupils' learning needs. Good use is made of homework to support pupils' learning.

## **SCIENCE**

86 The results of statutory assessment at the end of Key Stage 2 in 2001 show that pupils achieved standards below the national average. The results over the four years from 1998 to 2001 show a trend of improvement in line with the national trend. When compared to the results of pupils in similar schools, standards are well below average. The results of teacher assessments at the end of Key Stage 1 indicate that standards were very high when compared with the national average. However, such comparisons are unreliable because the number of pupils in each year group is small.

87 Inspection evidence shows that standards are in line with those expected nationally at the end of both key stages. Seven year olds know about pushing and pulling forces, and are able to give examples of these. They investigate forces such as twisting, turning, squeezing, squashing and stretching. They set up an investigation to find out which of three strips of fabric, each 20 centimetres long, will stretch the most. Eleven-year-old pupils know about the effects of diet and exercise on the human body. They draw and label diagrams of human circulation and carry out an investigation about pulse rate before and after exercise and record their results in a table. Pupils know that salt dissolves and explain how to use this knowledge to separate salt and sand. They understand friction and gravity and can give everyday examples. Progress is satisfactory for all age groups. Lower attaining pupils are given good access to all activities through the opportunities to work with others and to receive support and assistance from adults: they make good progress in practical sessions. However, at Key Stage 2 the written tasks are not consistently well matched to the learning needs of higher and lower attaining pupils and this slows down their rate of progress.

88 The quality of teaching is good. Evidence from pupils' books, a small sample of lessons and teachers' plans show that teachers have good subject knowledge and provide pupils with interesting and relevant activities to promote their understanding. They provide for pupils of all ages to have opportunities to experiment and investigate so that pupils learn to develop fair testing techniques. From the beginning, science work is well linked to speaking and listening and consequently pupils are generally confident to explain what they observe. For example, in a Year 2 lesson, pupils used dictionaries to find the meaning of the word 'force' and reference books to check their ideas. In an upper Key Stage 2 lesson, the teacher used questions well to assess pupils' understanding of forces and then used a simple demonstration which helped them to understand that more than one force can act on an object. The work of learning support assistants is well focused to support less confident pupils. Resources are used well. For example, in a Year 2 lesson, the teacher provided a rich

range of resources to help the pupils to understand that push and pull forces operate differently. Because everyone was involved in using the resources, this helped the pupils to focus on the investigation and sustain interest.

89 Most pupils concentrate well throughout the lessons especially when they are involved in practical activities. A significant minority of pupils in Key Stage 2 are not attentive when the teacher is talking; the teachers have to work very hard to get and keep their attention. However, most pupils in both key stages showed good co-operative skills and their concentration was maintained throughout the lessons.

90 The policy and scheme of work has been recently updated. It is based on national guidance and ensures that each aspect of science is well balanced at both key stages. The subject meets requirements. Statutory assessment is carried out and the results are analysed. The school sets challenging but realistic targets based on the teachers' knowledge of each pupil but there is little evidence that the information is used to group pupils and match the work to their needs.

91 Pupils use their mathematical knowledge and understanding effectively, as they predict, measure and calculate. They sometimes present information in graphs or in tables. Literacy skills are practised when, for example, pupils record what they have found out in their investigations or present information in labelled diagrams. At present there is only limited use of ICT because of the shortage of resources. However, pupils in Key Stage 2 made good use of the computers to find information about their topics on skeletons and on forces.

92 There is a good contribution to pupils' spiritual and moral development through wonder at the human body and the natural world. Social skills are successfully promoted through paired and small group work that requires pupils to share, take turns and work as part of a team. These opportunities contribute well to pupils' personal development. They generally show good attitudes in science lessons, with the majority behaving well and giving good attention to the work.

93 The management and co-ordination of the subject is good. In addition to revising the policy and scheme of work, the co-ordinator has led her colleagues in restoring the balance between scientific enquiry (Attainment Target 1) and scientific knowledge. As part of this development they have produced and introduced assessment procedures to record pupils' progress in scientific enquiry. Assessment procedures are secure. The co-ordinator monitors and evaluates standards and the quality of teaching and learning in the subject well. She checks standards in the subject by examining samples of pupils' work and has monitored and evaluated science lessons. Ends of key stage test results are carefully analysed and the teachers check their judgements by comparing samples of pupils' work and agreeing the standard. The school has good links with the local family of schools, which has provided some joint training. The co-ordinator takes advantage of opportunities to borrow materials available from this group to enhance the good level of resources available in the school. The school wild area, pond and sensory garden and the use of Sherwood Forest enrich the school's resources for science.

94 Since the last inspection, standards have followed the national upward trend and have been maintained. The quality of teaching and the procedures for assessment have been improved. However, the match of tasks for pupils of different levels of prior attainment is still not consistent. The role of the co-ordinator in monitoring and evaluating standards and the quality of teaching and learning is much improved. Improvements in science since the last inspection are satisfactory.

## **ART AND DESIGN**

95 Judgements are based on parts of two lessons at Key Stage 2, an examination of teachers' planning, the scrutiny of pupils' work displayed in the school and a discussion with the co-ordinator. During their time in the school the pupils experience using a range of materials and tools and learn to appreciate and respond to the work of other artists. Pupils, including those with special educational needs, make satisfactory progress and standards are in line with those expected nationally at the end of both key stages. There are no significant differences in the attainment of boys and girls. Standards have been maintained since the last inspection.

96 Pupils in Key Stage 1 work from memory, imagination and from direct observation and use a range of materials to plan and carry out their ideas. In Year 1, pupils mix powder paint to create imaginary aliens as work related to a topic on 'Space'. They paint in response to stories and to illustrate the topics they follow in other subjects. For example, they make observational drawings and paintings of their favourite toys as part of their work in history. Pupils in Year 2, study the work of Mondrian and then create designs in his style using the computer. They experiment with pencils to add depth and tone to their drawings and use paint to represent houses and figures.

97 At lower Key Stage 2, pupils work on creating a visual effect using collage. They study the work of David Hockney and some pupils say that they like his work because of the clever way in which he uses photographs. They work carefully and with concentration as they create simple pictures using letters or facial features cut from magazines. At upper Key Stage 2, pupils study paintings by Klee and Picasso and then choose objects to include in their own still life group. They use the digital camera to record the objects and make drawings using pencil and show details of shape, line and texture. They understand how they will be able to use this experimental work as a source of information when they design a larger scale still life collage. Pupils learn to draw the human body. They draw portraits and use photographs to help them to represent moving figures. Their drawings show a good sense of proportion and are carefully observed. Pupils at both key stages use their skills to illustrate their work in other subjects.

98 Pupils have a good attitude to the subject. Their behaviour in lessons is good and they work with concentration on the practical tasks. They share the resources well and help each other. For example, in a lower Key Stage 2 lesson, pupils find and cut out letters and shapes for their friends as well as for themselves. Pupils co-operate to tidy away resources sensibly.

99 The quality of teaching in the lessons seen at Key Stage 2 was satisfactory and evidence from displays and teachers' plans indicates that teaching at Key Stage 1 is also at least satisfactory. The lessons are satisfactorily planned and organised and resources and pupils well managed. The teachers' subject knowledge is satisfactory but the curriculum has changed and there has been no training available for some years. As a result, teachers lack confidence to help the pupils to improve their work and expectations are not sufficiently high. Although some pupils' work is displayed around the school, too many of the displays have are clearly adult directed. Assessment procedures are developing well.

100 The scheme of work has just been revised and the new guidance introduced this term. It is based appropriately on developing pupils' skills in art and design and gives balance and structure to the teaching. The curriculum meets requirements. However, the staff recognise that the curriculum is crowded and that the time available needs to be better managed so that pupils have the opportunity to complete the tasks in one or two lessons. An art club for pupils enhances the curriculum in Key Stage 2 and makes a valuable contribution to pupils' progress. However, opportunities are missed to enrich pupils' experience of art and artists. Pupils do not have sufficient planned opportunities to visit art galleries or craft centres

or experience visits of artists to the school. Pupils' work is valued and is attractively displayed throughout the school. The pupils consider the work of other artists and this makes a satisfactory contribution to their cultural development.

101 The subject co-ordinator provides good leadership for her colleagues. She has a clear vision for the development of the subject. Her subject knowledge is secure and she has used this well to update the subject policy and scheme of work to reflect the needs of the school. There have been no formal opportunities for the co-ordinator to observe art lessons in other classes but she is well aware of the overall standards throughout the school. There are sufficient resources of good quality and range except for a shortage of prints of the work of other artists and three-dimensional artefacts. The use of computers to support pupils' work in art is developing well.

102 Since the last inspection, the staff have introduced and revised the scheme of work and it now provides a structured programme to promote pupils' progress. Assessment procedures are being established alongside the new scheme of work. The recently appointed co-ordinator provides good leadership and is aware of the work still to be done to raise standards in the subject. Improvement since the last inspection is satisfactory.

## **DESIGN AND TECHNOLOGY**

103 Although it was possible to observe only two lessons in design and technology and a small amount of pupils' completed work, standards are in line with those expected by the end of both Key Stage 1 and Key Stage 2. Photographic evidence and the details in teachers' planning indicates that many of the good features noted at the time of the last inspection have been sustained. This is because the co-ordinator has skilfully supported colleagues well with revised guidelines for teaching and learning.

104 Pupils throughout the school achieve well. The planned design and technology curriculum provides good opportunities for them to be involved in both designing and making activities. They successfully build up their skills through a series of appropriate topics.

105 Pupils in Year 1 were observed making kites. The opportunities for pupils to design their own kites were limited but their knowledge of the use of certain materials investigated in the previous lesson was important. They had a good understanding of which materials were most effective in repelling water and they used this as they selected them and worked on their construction. The teacher and classroom assistant gave the pupils good support, which was essential to enable them to succeed. With help pupils could cut, assemble and join the materials appropriately using the tools available sensibly and safely. Pupils in Years 3 and 4 were observed constructing a type of pop-up mechanism. Again there was limited opportunity to extend pupils' design skills as the focus was on the technique. There was good support provided so that pupils were successful and ensured that they worked with the tools safely. In the completed work seen these pupils had used their knowledge of circuits in their design and making of a lighthouse and in their powered buggies there was evidence of them beginning to give thought to the finished product. The Year 5 and 6 pupils were briefly observed working on a construction activity in which they were extending their understanding of the need for bracing to improve rigidity in load bearing constructions.

106 In each of the lessons seen teaching was satisfactory. Although it was not a feature of the two lessons observed, at other times teachers do ensure that pupils develop their skills of design. A very useful planning sheet structures pupils' thinking about all the elements of designing and making. This is illustrated in the planned fairground roundabout project, in which pupils have to consider ways to transfer movement using cogs, sketch their ideas, try out possible solutions and then use the knowledge gained in their designs and models.

107 The subject is well managed by an enthusiastic co-ordinator, which has ensured that design and technology has continued to develop. Resources are appropriate and well used.

## **GEOGRAPHY**

108 It was not possible to judge standards in geography in Key Stage 1 as too little evidence was available. There is satisfactory coverage of the National Curriculum programmes of study planned in both key stages.

109 By the age of eleven pupils attain average standards and this is better than reported in the previous inspection. Pupils demonstrate a sound understanding of the water table and draw accurate diagrams to support their learning. They are starting to use ICT to trace the patterns of weather in the area linked to a local project. Pupils use a variety of instruments such as light intensity recorders and anemometers and feed the data into computers. Photographs have been used to show the work in progress.

110 Younger pupils were confident in using co-ordinates of four figures to trace places in a world atlas. They were able to use indexes and keys to answer a range of questions about continents and population. The teacher extended their knowledge by introducing them to Ordnance Survey maps and using different indicators for the co-ordinates. Most pupils adapted their skills well and could find designated places.

111 Not enough teaching was observed to judge the quality overall. There are useful links with history in the topics on Greece and Egypt. The topic on 'looking after the world' has a direct link to the school's PSHE course and there is a study of localities in Africa and Mexico to broaden pupils' understanding of different cultures and lifestyles. The subject makes a satisfactory contribution to pupils' personal development.

112 Pupils' writing in geography is rather limited and much of the work is restricted by worksheets. The presentation of maps and diagrams is satisfactory and shows that pupils are clear about the importance of scale and keys. There are field trips and the pupils use the local Sherwood Forest visitors' centre and undertake census studies in their village. This gives them opportunities to gain first hand knowledge of the subject.

## **HISTORY**

113 Standards in history are better than reported in the previous inspection report. Younger pupils learn about the passage of time by studying how their taste in toys differs from when they were younger. Grandparents come in to share some memories of their own toys and bring them in to talk about how they work and what they are made of. Pupils study famous people such as Florence Nightingale. Teachers are imaginative and complement their use of resources by inviting in a nurse in her present day uniform so that pupils can see the difference in clothing over time. Pupils have a good understanding of how time passes. They look at newspapers from the days of the first space flight and know that it occurred a long time ago but was within their grandparents' lives.

114 Teachers are good at introducing pupils to difficult concepts such as 'fame'. They use visual aids and writing frames to help pupils to see that kings and queens or pop stars and footballers are regarded as famous in different ways. Pupils are encouraged to search for ideas on the Internet and in libraries and at home. They show lively interest in lessons although are occasionally more keen to talk than to listen. By the age of seven pupils attain standards that are in line with expectations.



115 Older pupils retain their enjoyment of history although in some lessons in the afternoon they find it hard to concentrate for long periods. Most can talk with understanding about the story of Tutankhamun and identify objects from the time by studying photographs. They would have had greater stimulus if artefacts or models had been available. Even so they recognised the purposes of the different items such as tools and ornaments and spoke with clarity about the materials they might be made of.

116 By the age of eleven pupils showed that they are confident in handling a range of sources such as log books, local records, text books, CD ROMs and the Internet to look up facts and ideas about the Victorian age. The teacher used resources well, including a good stimulus to start with, a video recording of excerpts from *Oliver*. He prepared pupils carefully at the start so that they could make notes more easily. Again the length of the lesson was too long and pupils were losing interest after an hour. However, they made sound progress and the teacher did summarise the key points well so that all were left with a clear understanding of how the poor lived at the time. Pupils with special educational needs achieve well because their support is good and the work matches their needs.

117 Pupils' achieve average standards in their written work at the age of eleven. Much of the work is directed by worksheets but some of the extended writing shows originality, for example the lively retelling of stories like *Theseus and the Minotaur* and *The Trojan Horse*. There was also a very imaginative letter home from someone stationed in Ancient Greece.

118 The teaching is satisfactory overall. There are some good features such as the varied use of resources and the good questions that teachers ask to make pupils think for themselves. Some of the impetus is lost towards the end of lessons and teachers do not always vary the activities or change the pace to help pupils to maintain their focus. There are visits to local places of historical interest and good links with the community to make history more relevant to pupils. The provision for history has improved with the introduction of the new policy and guidelines but has still some way to go.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

119 By the time they are seven, pupils' attainment is in line with that expected of pupils their age. At this stage pupils are making good progress in developing their skills and their attainment has improved since the last inspection. The increased resources now available to support teaching and learning in ICT have contributed positively to this improvement. However, for older pupils the recent acquisition of more resources has not impacted so positively on the overall standards of their attainment and they still have some way to go to catch up as a result of the slow progress they have made up to now.

120 Although there were few opportunities to observe pupils working with the computers during the inspection, discussions with pupils and observations of them using the computers indicate the range of their skills. The very youngest children in the school are already acquiring good control of the mouse as they manipulate their programs. One child observed using 'Colour Magic', for example could draw her picture, bring down shapes, change their colour and use the eraser to help complete her picture of Goldilocks. She knew how to click to print her picture and could control the printer. Younger pupils can vary the fonts that they use, change the size of print and learn to link text and graphics, adding simple clip art pictures to their work. By Year 2 pupils are beginning to use the computer for drafting their writing, adding or changing punctuation for example. At this stage pupils understand how to create a simple block graph to illustrate data they had collected in their geography or science work. Pupils can program a floor robot to move around a specified course. Although pupils have insufficient opportunities to work with the computers in other subjects, they have successfully used them to complete pictures in the style of Jackson Pollock and Mondrian.

121 By the end of Year 6 pupils use the computer to manipulate data in various ways, for example in spreadsheets modelling. Pupils have used information in this way to solve problems, such as comparing prices to decide which supermarket gives the best value for money. These older pupils can assemble text, symbols and illustrations, adding buttons and links as they complete their multimedia presentations. They use word processing software to help them communicate ideas and explore information. Many pupils have a good understanding of how to use the Internet to research information, which they use to support their learning in other subjects, like the Ancient Greeks in history for example. A longitudinal study of the weather has provided very good opportunities for pupils to be involved in measuring certain aspects, using a light sensor linked to the computer for example, and recording the outcomes in a database. Such activities contribute positively to ensure that some pupils have appropriate competence by the time they leave the school. Some are able to take a photograph using a digital camera, download the picture into a computer program and edit the photograph using appropriate software. Other pupils, however, have not made such good progress and they lag behind in what they know and understand by the time they leave the school.

122 Pupils' enthusiasm contributes to the good progress they make and helps to ensure their achievement is good. The majority of younger pupils approach the computers with confidence; they are well able to work independently when they are given the opportunity and can manage the various programs for themselves. They are acquiring a good knowledge and understanding of computers and many talk confidently about how they have used them. The majority of pupils observed working with the computers concentrated intensively and were able to work co-operatively with their partners. A significant proportion of older pupils are less confident in working with the computers because the limited amount of resources available until recently has limited their opportunities to work with them.

123 There were few opportunities to observe either teaching of ICT or of pupils working with the computers in other subjects during the inspection. Where teaching was seen it was never less than satisfactory. In a good lesson with Year 5 and 6 pupils, the teacher was able to build effectively on what pupils had done earlier, to extend their understanding of how to create a spreadsheet to calculate the area and perimeter of a shape. The teacher communicated his enthusiasm effectively, which ensured that his pupils responded positively and helped raise the levels of their confidence. Overall many teachers are more confident in their work in ICT than they were at the time of the last inspection, but generally they provide too few opportunities for pupils to work with computers in the classroom.

124 Co-ordination of ICT is good. There has been considerable successful development of the subject since the previous inspection. The co-ordinator's confidence, enthusiasm and good subject knowledge play a significant part in the development of other teachers' skills. As yet he has had insufficient opportunities to observe planning or teaching and learning across the school, so he has not been fully able to identify where colleagues need support.

125 Resources have been considerably improved since the last inspection, with the new small computer room completed and the purchase of additional computers. This is having a positive effect on the development of pupils' skills.

## **MUSIC**

126 There was very little opportunity to observe teaching and learning in music during the inspection. Judgements are based on one lesson at Key Stage 2, part of a lesson at Key Stage 1, discussions with the co-ordinator and with pupils and an examination of teachers' planning.

127 Pupils attain levels in line with the national expectations at the end of both key stages. Most pupils, including those with special educational needs, acquire and use musical skills at a satisfactory rate. There is no significant difference between the attainment of boys and girls. Overall, standards have been maintained since the last inspection.

128 Pupils in Year 1 move rhythmically when they respond to a steady beat. They move imaginatively as jungle animals and stop when a musical signal is given. They recognise high, low, loud and soft sounds and copy them to make the sounds of the animals. When they sing, they keep a steady beat and start and stop together. Pupils throughout the school sing enthusiastically in assembly. They remember the words well and their diction is clear but tuning is not always accurate. Pupils at upper Key Stage 2 have good listening skills. For example, they listen with concentration to scales played on the keyboard. They recognise ascending and descending scales and, as a group, are able to order chime bar notes into the key of C Major. When they listen to an extract of orchestral music they identify the scales and recognise that stringed instruments are being played. They learn the melody of a new song quickly and pay good attention to the rhythmic patterns. They read a rhythmic phrase from conventional notation.

129 The quality of teaching is good at Key Stage 2. Although lesson plans and the introduction to a lesson for Year 1 pupils indicates that the quality of teaching is good, there is insufficient evidence to support a judgement on the quality of teaching for Key Stage 1. At Key Stage 2, the activities are well planned to build on the pupils' prior learning and they make good progress because of the systematic way in which the learning is structured. The teacher's subject knowledge is good and this gives him the confidence to teach all the elements of the curriculum in one lesson. For example, pupils listened to and appraised two pieces of music, learned and performed a song and improvised tunes using notes in the C Major scale. The lesson was well organised and managed and this helped most pupils to sustain their interest and concentration throughout.

130 The majority of pupils have positive attitudes to music and work hard throughout the lessons. Pupils in Key Stage 1 are very enthusiastic and make very good progress as a result. A small number of pupils in upper Key Stage 2 find it difficult to sustain their attention and the teacher has to work very hard to keep them motivated. Almost all pupils listen carefully to the teacher and to one another and this enables them to make good progress in appraising music and in putting the notes of the scale in the right order.

131 The subject makes a satisfactory contribution to pupils' spiritual and cultural development. For example, pupils listen to music and learn songs from other traditions and cultures. Pupils are given opportunities to develop their social skills when they sing with the choir or for groups within the community. They have enjoyed opportunities to sing with choirs from other schools in the area. Many pupils are helped to become more confident by performing for their parents in concerts and services.

132 The school has adopted national guidance as a basis for the curriculum and pupils are provided with a broad and balanced curriculum that meets requirements. Well chosen teaching resources are helping teachers who are not musicians to teach all the elements of the curriculum. An after-school choir enhances the curriculum for pupils in Key Stage 2. Older pupils also have the opportunity to learn to play brass and woodwind instruments and more than 20 pupils currently take advantage of this provision. They are very enthusiastic. Most pupils achieve at least Grade 2 in the Royal School of Music examinations by the time they leave the school at the end of Year 6. Teachers from the secondary school visit to give support to the teacher and pupils in Years 3 and 4. However, insufficient opportunities are provided overall for pupils to hear other musicians perform in school or at concerts.

133 The co-ordinator provides good support for his colleagues. He has a good understanding of the strengths and weaknesses and a clear vision for future developments. Music has been less of a priority for the school over the last few years as initiatives in English, mathematics and ICT have been introduced. The co-ordinator is keen to promote music to enrich pupils' learning and to give the curriculum a more satisfactory balance. Many instruments are well worn and in need of replacement and there is little recorded music available for appraisal. Although there are some tuned percussion instruments of good quality, these are insufficient in number to support the curriculum. Considering the lack of emphasis on the subject, the school has done well to maintain the standards and quality of teaching and learning found at the time of the last inspection. Most teachers are sufficiently confident to teach music and this is an improvement since the last inspection.

## **PHYSICAL EDUCATION**

134 Only a very limited number of lessons were seen and therefore the judgements that can be made are limited. No teaching of the older pupils was seen and only the teaching of gymnastics was seen with pupils in Years 2 to 4.

135 The time allocated on timetables for PE is appropriate and the school makes as good a use as possible of the very small hall for indoor activities. The strategy of teaching by year group where classes are large is a successful one, and this enables the teachers to provide appropriately for the younger pupils. The older pupils in the school have been able to use the facilities of the secondary school in the village and this has had a positive impact on the development of their skills.

136 Pupils enjoy PE and they generally work hard in lessons. The standards attained in gymnastics are in line with what is usually expected for pupils of this age. Individual movements are often executed well, with good control and by the time they reach Year 3 and 4 pupils are able to link their movements into a planned sequence. The more able pupils can control these sequences demonstrating a clear beginning and end.

137 Teaching in the few lessons was consistently good. Lessons were carefully planned and generally included the key elements of warming up and cooling down. In most lessons teachers focused due attention on ways of helping pupils to improve the quality of the movements. In a very good lesson with Year 2 pupils, the teacher clearly explained how the lesson fitted into a sequence of lessons on the theme of travelling. There was good use of vocabulary, at times linking it to pupil's work in science the day before, as she successfully focused their attention and stimulated their thinking about how they would move. The teacher made good use of individual pupils' work to make points to the class about space, weight and the quality of their movement which helped them improve the quality of what they did. In another good lesson with Year 4 pupils, the teacher was constantly referring her pupils to the objective of the lesson as they practised sequences of movement on the apparatus. She was able to point out how pupils could improve what they were doing and this helped a number of them do so. The completed sequences were much better by the end of the lesson. In ending the lesson she clearly explained how pupils would build on their work during the next lesson, which was most helpful in enabling pupils to understand how they were trying to extend and improve their skills.

138 All pupils have the opportunity to go swimming at a nearby pool. The use of the secondary school facilities for a gymnastics club after school also contributes positively to the school's provision for physical education, helping it overcome the constraints of the very small hall.

