

INSPECTION REPORT

HAYDN PRIMARY SCHOOL

Sherwood, Nottingham

LEA area: Nottingham

Unique reference number: 122486

Headteacher: Mr J Green

Reporting inspector: John H Good
1411

Dates of inspection: 4 – 7 December 2000

Inspection number: 193466

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Haydn Road
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Nottingham

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Appropriate authority: The Governing Body

Name of chair of governors: Ms C Pamplin

Date of previous inspection: April 1997

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John Good 1411	Registered inspector	Physical education	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning
Trevor Hall 19430	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Roger Guest 30438	Team inspector	Science Design and technology History Special educational needs	
Don Hughes 3227	Team inspector	The Foundation Stage Art and design Geography	Leadership and management
Morag Thorpe 15326	Team inspector	Mathematics Music Religious education Equal opportunities	
David Vincent 10204	Team inspector	English English as an additional language Information and communication technology	Quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large community primary and nursery school situated in Sherwood, a residential area three miles from the centre of Nottingham. It serves a varied catchment area that includes families from a wide range of social and ethnic backgrounds. The school is very popular and two thirds of the pupils are drawn from areas outside the traditional catchment area. This has resulted in the school roll rising substantially over the last four years. Although the majority of pupils from outside the catchment area enter at five years of age, a significant number also join the Key Stage 2 classes. The nursery unit has an admissions limit of 60 and offers part-time education, morning or afternoon, to children aged 3 to 5 years. At the present time there are 109 children on roll. Analysis of their baseline assessment tests shows that attainment on entry is slightly below average, but represents the whole ability range. Pupils are admitted to the reception classes at the start of the term in which they become five years of age. There are 386 full-time pupils on roll, 196 boys and 190 girls. Boys significantly outnumber girls in Years R, 3 and 5 and the reverse is true in Years 2 and 4. The percentage of pupils known to be eligible for a free school meal is broadly in line with the national average, but the percentage of pupils speaking English as an additional language is higher than in most schools. Approximately 24 per cent of the pupils are identified as having special educational needs, which is above the national average, but only one pupil has a statement of special educational needs. The school is committed to providing its pupils with a broad educational experience within a secure and supportive learning environment, and establishing a strong academic foundation in which all pupils can achieve to their highest levels of attainment.

HOW GOOD THE SCHOOL IS

Haydn Primary is a good school that has made good progress since its previous inspection in April 1997, and is still improving. The standards achieved by the pupils in the tests at the end of both key stages are improving, particularly in mathematics at Key Stage 1 and English at Key Stage 2. The quality of the teaching is good overall. Pupils are provided with good learning opportunities, which allow them to make good progress in their studies in almost all areas of the curriculum. The headteacher, staff and governors have a shared vision for the future development of the school that is firmly based upon improving standards in all areas of the curriculum. Day-to-day routines are very well established and, in spite of the difficult site, the school runs well. Financial planning and management are very good, and this is enabling the school to recover from a deficit budget position. Although the cost of educating each pupil is above average, the school makes effective use of its delegated budget and gives good value for money.

What the school does well

- Attainment in the tests at the end of Key Stage 2 is above the national average in English.
- The standards achieved by the pupils at the end of Key Stage 1 have improved in each of the last three years, particularly in mathematics.
- Since the last inspection, standards have improved in handwriting, and they are now good.
- Eighty-five percentage of teaching seen during the inspection was either good or better. This is a higher proportion than is normally found.
- The pupils have very good attitudes, and this is reflected in their enthusiasm for school and their willingness to do their best.
- The support for pupils with special educational needs and those with English as an additional language is very good and enables them to make very good progress in their studies.
- Relationships throughout the school are very good, and there is a good environment for learning.
- The aims and values of the school are reflected in its every-day life.
- The headteacher provides very good leadership for the school, and he has very good support

from his colleagues and the governing body.

What could be improved

- The range, quality and extent of resource materials available to support the pupils' learning.
- The provision for developing and utilising skills in information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school staff and governors are united in their commitment to improve the quality of education on offer to the pupils. Almost all of the key issues raised in the last inspection report have been very successfully addressed, particularly those relating to management roles, the school improvement plan, curriculum planning and the monitoring of classroom practice. In addition, there is now a clear mission statement that reflects the positive ethos of the school. The redeployment of teaching staff and new appointments have strengthened the staff team and the very good quality of the team work and planning are resulting in improved standards being achieved by pupils in all year groups, particularly in the infant classes. Standards are improving in the tests at the end of Key Stage 1, and a higher percentage of pupils are achieving levels above the average for their age at the end of Key Stage 2. The provision for cultural education, particularly multi-cultural, has improved significantly since the previous inspection. Standards in information and communication technology remain below average, but this reflects the lack of funds available to expand resources rather than a lack of determination to raise standards. Overall, the school has made good progress since the previous inspection.

STANDARDS

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

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

Key

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

The school's results in 1999 were adversely affected by there being a higher percentage of pupils in the year group who had special educational needs and/or had joined the school after Year 2. The staff is working hard to identify higher-attaining pupils and cater for their needs. At the present time, this is being addressed more successfully in English than in the other two subjects, with a higher percentage of pupils achieving Level 5.

Standards have improved in each of the last three years in the tests at the end of Key Stage 2, especially in mathematics. Inspection evidence shows they are achieving standards that are at least satisfactory for their age in all subjects other than information and communication technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They enjoy coming to school and almost all are always prepared to work hard, concentrate and give of their best. They enjoy learning and are keen to be involved and participate fully in all areas of school life.
Behaviour, in and out of classrooms	Good. The great majority of pupils are very well behaved, courteous and polite. They have a very good rapport with the staff and consider each other's feelings in both the classroom and the playground. However, a few pupils with personal behavioural problems do not live up to this high standard.
Personal development and relationships	Very good. Pupils take pride in their work and collaborate well in lessons. In practical situations they share resources sensibly, work safely and give good support to one another. Their work on the school councils is very good.
Attendance	Satisfactory. Lateness is minimal and confined to a few families. Attendance has improved since the last inspection as a result of careful monitoring.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

The quality of teaching has improved since the last inspection and it is now a major strength of the school. During the inspection, the overall quality was good, and no lessons were judged to be of an unsatisfactory standard. The percentage of lessons that were either very good or excellent was higher than is normally found. The teaching of basic literacy and numeracy skills is good and on occasions very good. Pupils with special individual needs are extremely well supported in their learning by the staff of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad with an emphasis upon the key skills of literacy and numeracy. The inclusion of European studies, French, and a very good range of extracurricular activities enrich it. However, opportunities in information and communication technology are too limited.
Provision for pupils with special educational needs	Very good. The school makes additional funding available to support these pupils and the budget is spent effectively. The strong, learning support team works closely with the teachers and together they provide very good support. The school identifies gifted and able pupils and is starting to give them individual education plans.
Provision for pupils with English as an additional language	Very good. The individual needs of these pupils are properly assessed and they are given very good quality support in their education. This enables them to participate fully in lessons and to make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are strengths in many areas but multi-cultural provision is excellent. The wide range of musical activities and the links with the community enhance the provision. Pupils respond very well to the increasing range of responsibilities they are given as they mature.
How well the school cares for its pupils	Good overall. Procedures for child protection and ensuring pupils' welfare are good, but those for promoting self-discipline are very good. All members of staff are good role models and they work conscientiously to build up the pupils' self-esteem. There is very good support and guidance for all pupils.
How well the school works in partnership with parents.	Very good. The school gives a high priority to fostering links with parents. Parents are kept very well informed of all matters relating to their children's education and progress. Parents view the school highly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is very much the central figure in the development of the school, and he provides very good leadership. His colleagues give him very good support, and there is a shared vision for the future development.
How well the governors fulfil their responsibilities	Very good. The governors are well informed, knowledgeable and strongly committed to raising standards. They are actively involved in strategic planning and fulfil their role of 'critical friend' in every way. Their relationships with the headteacher and staff are very good.
The school's evaluation of its performance	Very good. The improvement plan effectively details priority areas for development and there are good links to financial planning. There are very good systems for setting targets and monitoring progress in meeting them.
The strategic use of resources	Very good. The delegated budget and the special grants are used effectively to provide the pupils with a good learning experience. Financial planning and control are very good and this is enabling the governors to balance the budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• Their children make good progress in the school.• Behaviour is good.• The teaching is good.• The members of staff are approachable.• Children are expected to work hard and achieve to their best.• The school is well led and managed.• The school helps children to become mature and responsible.	<ul style="list-style-type: none">• More consistent use of homework to extend children's learning• The information provided by the school with regard to their children's progress• The extent to which the school works closely with parents• The range of extracurricular activities

The inspection team totally agrees with all of the items listed above which please parents most. However, the team does not support three of the criticisms identified by a very small minority of parents as areas for improvement. The school provides very good information with regard to what is being taught, and how well the children are progressing. End-of-year reports are individual to the child, and are detailed and evaluative. There are ample opportunities for parents to talk to the teachers and the school's open-door policy works well. The school gives a high priority to involving parents in their children's education and offers many invitations to them to attend meetings, concerts, acts of collective worship and to assist in the classrooms. As a result of discussion with parents and observation of their involvement in the life of the school, during the whole period of the inspection, the inspectors' view is that the school works very effectively with its parents. The range of extracurricular activities is very good. Children have opportunities to participate in a variety of sporting, musical and cultural activities. The curriculum is broadened by numerous trips and some residential visits. The inspection team does not support the criticism of this area of the school's work. However, there is some evidence that, although the school has adopted a sensible approach to the setting of homework, there is some inconsistency in the quantity given to pupils in parallel classes. There is a need for further monitoring to ensure that home study is used to the same extent in supporting the education of pupils of a similar age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of baseline assessment indicate that, on entering the nursery, children represent the whole ability range, but the majority of them have personal, social and educational skills that are slightly below average. By the time they leave the school, the pupils' levels of attainment are above the national average in English, close to the average in science but below average in mathematics. When the school's 2000 Key Stage 2 test results are compared with those of similar schools, they are above average in English but below average in both mathematics and science.
2. By the time they are seven years of age pupils now achieve levels in the external tests that are well above the national average in mathematics, and in line with average values in reading and writing. Over the three-year period from 1998 there have been significant improvements in the standards achieved by pupils at the end of Key Stage 1. Standards in mathematics, reading and writing have improved each year, with a greater proportion of the pupils achieving Level 3, particularly in mathematics and reading. Analysis of the test results for the three-year period shows that, although there is some variation between years, girls have outperformed boys in the tests at the end of the key stage.
3. Standards achieved by pupils in their final year at the school have also improved since the last inspection, but there has been considerable variation between years, with the lowest standards being achieved in 1999 and the highest in 1998. The test results for 1999 were adversely affected by there being a higher percentage of pupils in the year group who had special educational needs and/or had joined the school after Year 2. However, in the year 2000 the pupils achieved standards at the end of Key Stage 2 which were above the national average in English, average in science, but below average in mathematics. In each of the last three years a higher percentage of pupils achieved Level 5 in English than in mathematics and science. The school's analysis of the test results indicates that although there is considerable variation in the performance of girls and boys from one year to another there is no consistent pattern in gender variation. The analysis indicates that the variation in the pupils' performances is a reflection of the overall ability range of the year group rather than any change in the quality of the educational provision.
4. Ninety-five per cent of the parents who responded to the pre-inspection questionnaire were happy with the progress that their children are making. Almost all of the respondents to the questionnaire felt that the school expected each individual child to work hard and achieve to his or her best, at all times. All of the parents who attended the pre-inspection meeting were satisfied with the standards being achieved by their children. In addition, there was unanimous support for the way the school has introduced the National Literacy and Numeracy Strategies into the curriculum. Parents feel that both of these strategies are helping to improve standards throughout the school. The members of the inspection team support this view.
5. The inspection evidence indicates that by the time they are seven years of age the majority of pupils reach levels of attainment that are above national average in mathematics and science, and broadly in line with average in English. In other subjects, standards are above age-related expectation in art and design and design and technology, in line with them in history, geography, music, religious education and physical education. However, the standards achieved by pupils in

information and communication technology are below age related expectation. By the age of 11 years, pupils reach standards that are above the national average in English, and broadly in line with average in mathematics and science. In other subjects, their levels of attainment are above age-related expectation in art and geography, below in information and communication technology, and in line with them in all other subjects. In both key stages, and in all subjects, there are pupils who achieve standards that are well above the national average and age-related expectation, giving a truer reflection of their higher ability. These high levels of achievement have resulted from the good work the school staff have done in identifying higher-attaining pupils and catering for their needs. At the present time, this new approach is raising standards achieved by pupils in the tests at the end of Key Stage 2 in English, more successfully than in mathematics and science. In the majority of the English and mathematics lessons observed during the period of the inspection, tasks were well matched to the pupils' differing ability levels and all pupils were given frequent opportunities to achieve to their best. In other subjects, especially science, although teachers' planning did show some evidence of extension work, the outcomes were less satisfactory than in English and mathematics.

6. The pupils in the Foundation Stage make good progress during their time in the nursery and reception classes. By the time they join the Year 1 classes the majority of these pupils are in line to achieve satisfactory levels in communication, language and literature, creative development, mathematics and physical development. Most of them achieve levels above those expected for their age in their knowledge and understanding of the world, and in their personal, social and emotional development. The quality of the educational provision for pupils in the Foundation Stage ensures that they are all quickly integrated into the Year 1 classes and continue to make good progress in their studies.
7. The pupils who have special educational needs and those with English as a second language are very well supported, and they are making very good progress in their studies. The majority of these pupils achieve levels of attainment which are below national expectations, but which are good in relation to their capabilities and when compared with their prior attainments. They are constantly praised and their best efforts are valued. This leads to good standards of behaviour and the pupils concentrate very well and give of their best.
8. Throughout the school, standards of handwriting are good; this represents a significant improvement since the last inspection when standards were described as inconsistent. In Key Stage 1, attainment is good in listening, and satisfactory in reading, speaking, spelling and writing. Pupils make satisfactory progress in developing these key skills across Key Stage 1, but their progress is better in Key Stage 2 and by the time they are 11 years of age the majority of pupils achieve standards that are good in each of the separate skill areas. During the inspection, pupils made good use of their acquired literacy skills across the curriculum. The introduction of the National Literacy Strategy has had a positive effect upon the standards achieved by pupils, which in the infants are in line with national expectations, and in the juniors are above average.
9. Standards in numeracy are above national expectation in both key stages. Throughout the school, pupils of all abilities are making good progress in developing numeracy skills and are being given opportunities to use them effectively in other subjects. Examples include calculation of distances in geography, time lines in history, note values in music and symmetrical patterns in art. The successful and rigorous implementation of the National Numeracy Strategy has helped to raise standards. Well-planned daily mental mathematics sessions make a strong contribution to pupils' confidence and ability to handle numbers.

10. In the last inspection report, standards in information and communication technology were described as being below average at the end of Key Stage 1, and in line with expected levels at Key Stage 2. Standards throughout the school are now judged to be below expectation and this represents deterioration since the last inspection. In spite of these findings, it is clear that the school has made an effort to improve the facilities for teaching and learning in the subject, but has been thwarted by factors outside its control. The plans to establish a computer suite have had to be abandoned because the room is required to accommodate an additional infant class. In addition it has not been possible to allocate sufficient funds from the delegated budget due to more urgent priorities raised in the previous report.
11. The headteacher, the teaching staff and the governors have established effective systems for the setting of targets to improve pupils' levels of attainment in English and mathematics. The targets are agreed following careful consideration of the statistical data relating to a particular year group. The targets for the year 2000 were that 80 per cent of pupils would achieve Level 4 in English and mathematics. The target was almost achieved in English, due to a significant increase in the proportion of pupils achieving Level 5, but not in mathematics. For the year 2001 the targets are for 85 per cent of pupils to reach Level 4 and 80 per cent in mathematics. The inspection evidence indicates that these targets are realistic, but challenging, when taking into account the improving levels of attainment of the pupils as they progress through the school.

Pupils' attitudes, values and personal development

12. Attitudes are very good overall and are a strength of the school. Parents confirm that their children like coming to school and are expected to work hard. Most pupils concentrate well in lessons and will cheerfully correct their mistakes. They are very willing to talk about what they are doing and contribute well to short dialogues in lessons. For example, older pupils purposefully discussed projects in a lesson on journalism. Pupils work well individually, in pairs or as a group. They share ideas and equipment very well, with even the youngest taking turns and sharing resources good-naturedly. Pupils are very courteous and move around the school in a sensible manner, for example when collecting their meals in the dining-hall.
13. Behaviour is consistently good. Codes of conduct are made plain and pupils know the systems of class rewards and sanctions well. The older pupils are familiar with the home/school agreement and understand its implication for them and the whole school family. However, there are a few pupils in all year groups, whose personal behavioural problems can interrupt the flow of lessons for others. This very rarely degenerates into bad behaviour, but when it does the staff have effective ways of managing the situation and ensuring a positive outcome. There has been one permanent exclusion during the last school year. Almost all pupils know that oppressive behaviour is wrong and they view such instances seriously and responsibly. In this large school, reported instances of bullying are rare, and this reflects the very diligent and caring work of the whole staff.
14. Pupils' personal development and relationships are very good. They enjoy happy conversation over lunch. They play very well together in large or small groups, and most understand that the playground is cramped for the large numbers using it. However, a few pupils are boisterous and not aware of those playing around them. Nursery and reception pupils soon learn simple monitors roles, which are developed as they move up the school. The infant and junior school councils are remarkably knowledgeable about how the school is run. They make a valuable contribution to the ethos of the school. Members of staff listen sympathetically to matters discussed and, where appropriate, decisions made are acted upon swiftly.

15. The pupils show increasing maturity in appreciating one another's comments, for example during circle time. They sing songs and hymns in assemblies with gusto, but there is a calm during moments of prayer and reflection. They appreciate visitors who come in to talk at assemblies, for example disabled visitors who have shared with pupils how they adapt to cope with daily routines. Pupils enjoy spending time with the local elderly, singing for them at Christmas and serving refreshments to them at the infant nativity play. The older pupils develop more independent work skills in preparation for secondary education. Year 6 pupils spend time in the Sherwood Family Centre working alongside children with special educational needs. All year groups enjoy trips and visits that contribute positively to their personal development. Residential weeks, to places such as Weymouth, are very much enjoyed by the pupils. They have opportunities when working together to develop a community spirit and gain a deeper awareness and appreciation of their environment.
16. Attendance is satisfactory and has improved since the last inspection. Lateness is minimal and largely confined to the same families. Registration is very prompt and effective. This establishes a good start to the day.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching has improved since the last inspection and it is now a major strength of the school. During the period of the inspection, all lessons were judged to be at least satisfactory and a high percentage of them were either good or better. Of the 91 lessons or part lessons observed, 14 were of a satisfactory standard, 55 were good, 17 were very good and 5 were excellent. Overall, the quality of teaching is good throughout the school.
18. Good teaching was observed on at least two occasions in all classrooms throughout the school and very good and excellent teaching occurs in all key stages. Classroom observation shows that the national initiative to reduce class sizes in infant classrooms is having a positive effect upon the quality of teaching and learning on offer to pupils in Key Stage 1. Some teaching in this key stage was criticised in the previous inspection report, but on this occasion it is of a good standard overall. Another factor that has improved the quality of teaching is the monitoring of classroom practice by the headteacher and other senior members of staff. Their observations are followed with effective feedback and each member of staff is aware of the standards expected of them.
19. All teachers plan their lessons thoroughly, which leads to good classroom organisation and effective use of the limited range of resources that are available to support pupils' learning in some subjects. Learning objectives are clear and are discussed with pupils at the start of the lesson, thus ensuring that all members of the class are aware of what is expected of them. In some classes, teachers review the objectives at the end of the lesson and a decision is made as to how far the class has achieved them. The year teams co-operate well in planning the curriculum for their classes and this is an improvement since the last inspection. All teachers have friendly, encouraging and supportive teaching styles that lead to relationships in the classroom being very good. They have a particular strength in supporting pupils with behavioural problems. Their calm, caring and non-confrontational approach is having a very positive effect upon the behaviour of these pupils, both in and out of the classrooms.
20. Teachers know their pupils well and are aware of their individual strengths, weaknesses and needs. This enables them to plan tasks that meet the educational needs of almost all pupils. Pupils with special educational needs or English as a second language are very well supported in the classrooms, and this enables them to make very good progress in their studies. The

teamwork between the class teachers, the specialist teacher who supports pupils for whom English as a second language, and the learning support assistants, is of a very good standard. However, the planning of the support for the most able pupils is variable; it is very good in English and satisfactory in most other subjects. The school staff is working hard to implement the new policy for gifted and able pupils and there are already signs that the policy is having a positive effect upon the frequency with which the school is meeting the needs of these pupils.

21. Where the teaching is either very good or excellent, it most frequently results from a combination of the teachers' expertise, knowledge and enthusiasm. They produce a stimulating environment in which pupils are eager to learn, acquire knowledge and develop skills. Introductory sessions build upon pupils' previous experiences and the new tasks challenge them to achieve to a higher standard. Question and answer sessions are used skilfully to check pupils' depth of understanding of new knowledge, and to extend tasks and pose new problems. Lessons move with a quick pace but sufficient time is allowed for pupils to reflect upon what they are doing and achieving. Positive feedback and constant encouragement from the class teacher and support staff result in pupils always being prepared to give of their best. This high quality teaching has a positive impact upon the pupils' rates of progress and levels of attainment. Very good and/or excellent teaching was observed during the inspection in 12 of the 15 classrooms. It was seen during the teaching of music (5 lessons), English (4), mathematics (4), physical education (3), personal, social and health education (2) and once each in art, history and religious education. There was also one lesson of this high calibre in the foundation key stage.
22. Overall, the quality of learning is good throughout the school, but it varies with the quality of teaching. In all classrooms, the pupils are provided with learning experiences that are at least satisfactory, most frequently good, often very good and occasionally excellent. Where the learning experience is of a high quality, pupils are presented with tasks that are well matched to their individual needs, but at the same time offer challenge and extend their learning. They are encouraged to ask questions, discuss issues and research for new facts and knowledge. Higher-attaining pupils are faced with open-ended tasks or problems related to real life situations. Lessons containing either some or all of these features were observed most frequently during the teaching of English, mathematics, music and physical education.
23. All teachers keep very detailed and comprehensive records of their pupils' achievements and levels of attainment. Assessment is used effectively to set targets and to plan future work for groups and individuals. All teachers mark work regularly, but scrutiny of pupils' previous efforts showed that the quality of the marking is variable. The majority of teachers write comments that indicate to pupils the standard of their work and how it could be improved, but in a small number of classrooms the marking consists of ticks only.
24. Ninety-five per cent of the parents who responded to the parents' pre-inspection questionnaire agreed that the quality of teaching in the school is good. Eight per cent of parents indicated in their returns that they had concerns with regard to the extent of work their children are expected to complete as home study. Some thought that insufficient demands were made upon their children, whilst others wanted their children to have more time to pursue leisure activities beyond the school environment. In comparison, those parents who attended the pre-inspection meeting were completely satisfied with the range and extent of homework. Scrutiny of the pupils' previous work gave evidence of the good practice in the majority of classrooms when taking into account the age of the pupils concerned. The inspection team's view is that, although the school has adopted a sensible approach, there is variable practice and it is necessary to monitor the use of homework to extend pupils' learning, particularly in parallel classes.

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

25. The school provides a broad programme that meets the requirements of the National Curriculum in all subjects, with the exception of information and communication technology. Although the current programme contains the statutory content for information and communication technology, an acute lack of resources is resulting in restricted opportunities for pupils. This is seriously limiting the experiences and, consequently, the skills of many pupils. The requirements for religious education are being fully met. The school justifiably places considerable emphasis upon raising literacy and numeracy skills because a significant minority of the pupils enter the school with either limited proficiency in the English language or with special educational needs. The curricular provision for pupils with special educational needs is very good and the requirements of the Code of Practice are fully met. The provision for those who are not native English speakers is also very good. The school has successfully introduced the National Literacy and Numeracy Strategies. These initiatives are having a good effect upon the provision for English and mathematics. The curriculum is enhanced by the inclusion of French lessons and by the course relating to European Studies.
26. All pupils have access to the curriculum and enjoy equality of opportunity. For example, the pupils for whom English is their second language are given well-structured support that enables them to participate fully in lessons. The results of national tests are monitored by gender and as a result the school has focused on underachievement by boys. The school places an emphasis upon ensuring that all pupils have equality of opportunity in all areas of school life.
27. The governing body has approved an appropriate policy for the teaching of sex education, and matters relating to health education are given proper emphasis. The school's programme for health education includes the required emphasis upon the dangers associated with the misuse of drugs. The development of good relationships and consideration for others are embedded in the life and work of the school. Overall, the provision for pupils' personal, social and health education is good.
28. The school has adopted national and local guidance in order to provide a structured curricular programme. In most subjects, this documentation provides a sound basis for ensuring that knowledge and skills are built incrementally and that a balanced programme is delivered. This documentation is providing the teachers with valuable guidance about what should be taught and when. In information and communication technology this guidance has not yet worked through a full cycle and there is, consequently, considerable disparity in the experience and skills of many pupils. More generally, teachers' planning is diligent and effective with the objectives for each lesson sharply defined and shared with the pupils. This helps to ensure well-focused teaching and a sense of accomplishment for the pupils. Teachers of similar age groups meet routinely to ensure that parallel classes receive a similar programme. The planning is also helping to ensure that the educational needs of pupils of all achievement levels are properly met. There is keen awareness of the need to review and evaluate the curricular provision, and the staff meets regularly to discuss issues and to improve their expertise. An example is the planned training to ensure that staff become more proficient in computer skills. There is a clear determination, shared by all associated with the school, to continue the process of curricular improvement. The criticisms in the last inspection report relating to shortcomings in the specification of the teaching programme and a lack of liaison between planning teams have been very well addressed.
29. The school makes very good provision overall for pupils' spiritual, moral, social and cultural development. The provision for their spiritual development is good and is reflected in the acts of

collective worship that meet statutory requirements. A good example observed during the inspection was the whole-school assembly's focus on people with different disabilities. This reflected the school's commitment to inclusion not only within school but also within society. Pupils are encouraged to participate in most aspects of collective worship and to sing religious songs and hymns with sensitivity and respect. The emphasis that the school places on relationships makes an important contribution to pupils' moral development, the provision for which is very good. The values that distinguish right from wrong are effectively taught through consistent application of the behaviour policy and through the opportunities that pupils are given to speak about relationships with friends. Moral issues are addressed through themes in assemblies and in lessons based on the very good programme of personal education and life skills.

30. The very good provision for social development creates a strong sense of community within the school and pupils benefit from an enriching range of visitors and educational visits. Throughout the school, pupils are given many opportunities to develop their sense of social responsibility and to grow in confidence and independence. Social contact outside the classroom is encouraged through the many extracurricular activities, by participating in competitive sports and in many community events. During the inspection, pupils in Years 5 and 6 led the carol singing at the switching on of the Christmas lights in Sherwood. The provision for pupils' cultural development is very good and the multi-cultural aspects are excellent. The school has a high profile in the local community, in the multi-faith and multicultural communities and in the City of Nottingham. Pupils are provided with excellent opportunities to develop their knowledge and appreciation of their own and other cultures. History, music and religious education make strong contributions to pupils' cultural development. The school has a rich variety of art from many cultures and good examples are displayed prominently around the school.
31. The range of extracurricular activities provided by the school is very good. Staff work hard to provide a wide variety of opportunities for pupils in sport and culture. These include after-school games such as football, netball, cricket and athletics. There are also opportunities for drama, dance, choir, band, recorders and chess. Two successful clubs, a culture club and a French club, are said to be unique in the area. Trips and visits for all year groups, including a residential week for older pupils, add to the wide experience available to pupils. The choir and orchestra practice regularly either during the lunch break or after school, and perform in the community. The inspection team does not support the criticism made by a small number of parents with regard to the range and extent of extracurricular activities.
32. The school's community links are excellent. The Haydn Out of School Association is successfully run by a group of parents. They provide breakfast, and after-school clubs with play activities. The school values this much-needed support for the pupils of parents who work. The Haydn Area Recreation Project is working hard to enhance the community provision for out of school hours recreation. Significant grants have been obtained to support plans for complete refurbishment of the play areas. There are also close links with local churches and clergy share in assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The procedures for ensuring child protection and pupils' welfare are good. All members of staff are aware of the criteria for child protection. There are no health and safety concerns within the general framework of the school day. However, there is still insufficient provision for ensuring the safety of the teachers and pupils of three classes who have to cross the busy road between the annexe and main school building. This matter was highlighted at the last inspection.

34. Adults in school provide very good role models for pupils and have a very good rapport with them. The parents believe the school helps their children to become mature and responsible, and they are pleased that the staff expects their children to work hard and do their best. Teachers work well together to ensure all pupils are consistently supported as they move through the year groups. The lunchtime supervisors stimulate good interactive play, especially for the youngest groups. Pupils can confidently share their thoughts and concerns with more than one member of staff. This is an open school. Parents come into the main hall before and after school. They can always either speak briefly to the teachers at these times or make an appointment for more formal discussion.
35. The identification of pupils with special education needs is secure and effective, and the provision for them is very good. Pupils at stage one on the register are provided with an individual educational programme, which is shared with parents, teachers and support staff. The considerable amount of staffing devoted to their identified needs is a very good aspect of the school's provision.
36. Procedures for monitoring and promoting attendance are thorough, and are well supported by the educational welfare officer.
37. The policies and strategies for promoting self-discipline are very good and successful. Teachers work very hard to build up pupils' self esteem through the systems of rewards and sanctions. However, a few pupils have individual behavioural problems, which are the constant concern of the staff. Their behaviour is effectively monitored and the pupils concerned are given positive pastoral care. Structures for dealing with bad behaviour and bullying are very good. Every situation is viewed very seriously and dealt with swiftly and effectively. The relevant parents are thoroughly involved and there are sensitive discussions to bring about fruitful co-operation between school and home. The activities of the school councils are strongly encouraged. Assemblies, and the personal, social, health and educational programmes are used skilfully to promote responsible attitudes to work, behaviour, relationships and decision-making.
38. Assessment procedures are good. The teachers have good knowledge of the needs of individual pupils in their care and respond skilfully to their particular needs on a day-to-day basis. The school has developed a good range of recording and assessment procedures that provide valuable information relating to individual progress and the effectiveness of the school's provision. The data is comprehensively analysed in order to determine the strengths and weaknesses in relation to the overall programme and to individual progress. The information is used well to decide what should be taught next. In English and mathematics, for example, it makes an intrinsic contribution to the targets that are set for individual improvement. Analysis of the data by gender indicated, for example, variation in the performance of boys and girls in English to which the school has responded by modifying its teaching strategies. In information and communication technology, the teachers maintain their own records of pupils' experience and achievement, but these do not form a cohesive whole-school system for charting progress and for ensuring that every pupil receives his or her entitlement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents are very pleased with what the school provides and achieves for their children. They feel they are very well informed on all relevant matters. They receive regular letters on a wide range of subjects, a comprehensive school prospectus and a good review of the school year in the governors' annual report.

40. A few parents expressed concern about the information regarding their children's progress and the extent to which the school works closely with them. The inspection team found that the quality of information to parents about their children's progress is very good. There are ample opportunities for parents to talk to the teachers throughout the year. Pupils are encouraged to take a keen interest in building up personal profiles of their work. These are always available to view. Consultation evenings, which include discussion of individual targets, and curricular evenings are extremely well attended. The annual written reports are detailed, individual to the pupil and have an element of evaluation. Regular communication and information regarding pupils with special educational needs is very good.
41. Parental help with the children's learning at home is very good. The home/school agreement has had a good response and support from the parents. The home/school reading records are well used by many parents and build up a valuable dialogue between home and school. Many parents help regularly in school and take up the opportunity for formal training for a National Vocational Qualification in childcare. The group of parents involved in a recent course on 'Keeping up with your Child', held at school and run by a local college, has found it a most helpful experience.
42. A few parents expressed concerns regarding the consistent use of homework to support their children's education. The inspection team found that the levels of homework are satisfactory when taking into account the age of individual pupils, but that there is some inconsistency in the amount of homework given to parallel classes. A large number of parents appreciate opportunities for attending a variety of school events, especially assemblies. All parents are automatically members of the home/school association, which promotes regular social and fund-raising events, providing resource materials that cannot be provided from the delegated budget.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The school is well led and managed and good progress has been made since the last inspection. The headteacher is very much the central figure in the development of the school, and he provides very good leadership. His clear vision and sensitive approach to staff development have successfully raised standards and developed a team of committed teachers. The headteacher is well aware of the strengths and weaknesses of the school, and regularly visits classes to monitor the quality of the teaching and learning. Relationships in the school are very good and there is equality of opportunity for all.
44. The school has a very effective senior management team, and all members have clear roles and responsibilities. They work well together to ensure a clear educational direction in the present practice and the future development of the school. Subject co-ordinators are in place for all subjects. There have been considerable improvements since the last inspection in the way in which the co-ordinators carry out their role. The last report indicated that there was a need to clarify the management role of all staff holding promoted posts. Most co-ordinators now have a clear picture of their roles and offer good advice and support to their colleagues. Those who have recently joined the school have been particularly grateful for the help they have received.
45. The governing body is very well informed and knowledgeable, and ensures that the school fully meets the statutory requirements. Very good relationships exist between the headteacher, staff and governors. The governors are strongly committed to raising standards. They are actively involved in the strategic planning, as outlined in the school improvement plan, and fulfil their role of 'critical friend' to the headteacher effectively. The governors work hard and provide very good support to the school.

46. The school's management of the provision for pupils with special educational needs is very good. These pupils' individual files are well ordered and contain all of the necessary information that makes it easy to track their performance. Consequently, these pupils make very good progress throughout the school, as do pupils who have English as an additional language. The management of special educational needs is a strong feature of the school. The co-ordinator is knowledgeable and dedicated, and effectively co-ordinates all areas linked to this important aspect of the school's life.
47. The quality of the school's financial management is very good. Priorities for spending are clearly identified by the staff and governing body, and spending decisions are closely linked to ongoing educational priorities. The school uses the specific grants and additional funds it receives very effectively. Financial control and school administration are very good. The office managers are highly skilled in the use of technology and they make good use of a wide range of software to enable routine procedures to be carried out quickly and accurately. The administration staff makes a significant contribution to the efficiency and ethos of the school.
48. The teaching staff is qualified to provide the full range of National Curriculum subjects. Teachers are ably assisted by dedicated learning support staff. The accommodation is adequate for the requirements of the National Curriculum. Skilful display and use of space enhances the cramped classrooms and all teachers and support staff work hard to provide a stimulating environment in which to learn. The library is still unfortunately placed and the hall is still a thoroughfare; these were problems raised in the last inspection report. Lessons in the hall sometimes distract the work of those in adjoining classrooms, and vice versa. The learning resource provision is unsatisfactory for information and communication technology, and design and technology. It is barely satisfactory in physical education, science and history. In all other areas, the provision is satisfactory and is judged to be good in art and design. The school has very limited funds available for the purchase of new equipment and materials and needs to draw up a rank order of the most essential requirements in each subject.
49. There has been very significant improvement in the leadership and management of the school since the last inspection, and the school is very well placed for further and continued development. There is a strong sense of team spirit, and a shared commitment to raising standards and maintaining and developing the school's strengths.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The majority of the items listed below are already identified as areas for development in the school's improvement plan. The governors and the staff are unable to address many of these issues due to other more urgent demands upon the very limited percentage of the delegated budget available for curriculum development. The school should now:

Improve the range, quality and extent of resource materials available to support the pupils' learning by:

- Drawing up a rank order of the most essential needs in each subject of the curriculum. (Paragraphs 10, 55, 96, 108, 111, and 122)
- Targeting available funds on those areas where the pupils' education is most adversely affected by the lack of resources. (Paragraphs 68, 84, 85, 95, 105, 108, 122, and 128)

- Reviewing the function of, and the accommodation for, the library. (Paragraphs 48, 73 and 104)

Improve the provision for developing and utilising information and communication technology skills by:

- Significantly increasing the number of computers available for educational use so that skills can be taught more effectively and pupils can have immediate active experience. (Paragraphs 68 and 111)
- Consolidating the existing documentation so that it is specific to the school and teachers are given more precise guidance about what should be taught and when. (Paragraphs 28 and 111)
- Putting in place a whole school system of recording and assessment in order to underpin progress and to guarantee that every pupil receives his or her entitlement. (Paragraphs 38 and 111)
- Establishing procedures that ensure that information and communication technology is used to support the work in other subjects more systematically. (Paragraphs 68, 95, 112 and 114)

51. In addition to the items listed above, the school also has weaknesses in the consistent setting of homework to extend pupils' learning, and in the marking of their work. The governors should consider these areas for inclusion in the action plan. They are indicated in paragraphs 23, 24 and 42.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	19	60	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	55	386
Number of full-time pupils eligible for free school meals	n/a	60

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	9	99

English as an additional language

	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	25	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	28
	Girls	24	24	25
	Total	48	47	53
Percentage of pupils at NC level 2 or above	School	87 (87)	85 (79)	95 (85)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	24	24
	Girls	23	24	24
	Total	45	48	48
Percentage of pupils at NC level 2 or above	School	82 (82)	87 (87)	88 (89)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	25	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	23
	Girls	19	15	21
	Total	43	38	44
Percentage of pupils at NC level 4 or above	School	79 (69)	71 (61)	82 (77)
	National	80 (70)	70 (69)	81 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	22
	Girls	14	16	15
	Total	35	39	37
Percentage of pupils at NC level 4 or above	School	64 (66)	72 (65)	68 (76)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	17
Black – African heritage	1
Black – other	36
Indian	6
Pakistani	11
Bangladeshi	1
Chinese	2
White	281
Any other minority ethnic group	11

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	1	0
Other minority ethnic groups	1	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)	16.2
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	168

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	28

Total number of education support staff	4
Total aggregate hours worked per week	108

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	731 094
Total expenditure	757 339
Expenditure per pupil	1 687
Balance brought forward from previous year	0
Balance carried forward to next year	-26 245

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	441
Number of questionnaires returned	175

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	4	1	1
My child is making good progress in school.	62	33	3	1	1
Behaviour in the school is good.	46	45	4	1	4
My child gets the right amount of work to do at home.	37	52	7	1	3
The teaching is good.	61	34	2	1	2
I am kept well informed about how my child is getting on.	50	40	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	22	3	0	0
The school expects my child to work hard and achieve his or her best.	62	34	3	0	1
The school works closely with parents.	57	33	6	2	2
The school is well led and managed.	62	31	2	0	5
The school is helping my child become mature and responsible.	62	32	4	0	2
The school provides an interesting range of activities outside lessons.	38	37	10	6	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52. On the basis of the assessments carried out soon after children start in the nursery class, their attainment level is judged to be slightly below average. Children make good progress in their first year in school. By the end of the Foundation Stage most attain satisfactory levels of attainment in communication, language and literacy, mathematics, physical development and creative development, and good levels of attainment in personal, social and emotional development and knowledge and understanding of the world. These standards are achieved through effective planning and good teaching.

Personal, Social and Emotional Development

53. The school makes good provision for the development of children's personal, social and emotional skills and needs. All children, including those with special educational needs, achieve above the required goals by the time they leave the reception classes. They settle quickly into the nursery class and make good progress in developing their personal and social skills. They are confident when moving around the classroom and moving through the school to the hall. They enjoy responsibilities such as collecting resource materials for themselves at the beginning of lessons and helping to tidy up at the end of sessions. When engaged in whole-class discussions they take turns, listen to each other and put up their hands if they have a particular point to make. The children clearly enjoy each other's company and relate well to each other and to adults. For instance, during a number activity they did not hesitate in choosing a partner and working with them. All members of staff take every opportunity to praise the children and raise their self-esteem.

Communication, Language and Literacy

54. The provision for the development of language and literacy is satisfactory. Most children enter the nursery class with slightly below average language skills and some lack confidence in using language when speaking and writing. The teachers work hard, giving praise and encouragement to the children in order to develop their confidence. Consequently, by the time the children leave reception they are likely to have achieved satisfactory levels in the development of their literacy skills. When writing simple phrases, about 'The Rainbow Fish' for example, children are able to recall events from the story and make an attempt to use full stops and capital letters. By the end of the key stage the more able can write for different purposes and attempt to spell words they have not used before. Less-able children often use the initial letter sound to attempt the spelling. All of the children make good progress in developing an enjoyment of books and stories through well-planned sessions. Teachers join in with individual children, talking about the book, asking questions and raising their level of interest. All children learn to use their pencils correctly. The staff provides a good range of activities that improves children's hand and eye control and there are very regular sessions of handwriting. Children who have special educational needs receive very effective support that enables them to make good progress. The positive comments made when the reception teacher marks the children's handwriting and written work not only builds their self-esteem but also gives clear guidance on how they can improve their work.

Mathematical Development

55. The provision for children's mathematical development is satisfactory and most are likely to have achieved the required goals by the time they leave the reception classes. All children have a planned session of number work each day and most make good progress in consolidating and developing their number skills. Through well-planned activities, with appropriate resources, they add and subtract numbers up to ten and beyond, work out the difference between two numbers, for example two and seven. They are able to identify a half and estimate how much a jug will hold, often quite accurately. When playing number games, they can put together coins to make an equal value and calculate how much they have spent and how much they have left. They know the correct names of shapes such as squares, triangles and circles and use them accurately. The teachers are good at providing activities where children can build on, and develop, their early mathematical experiences well. Children who have special educational needs receive a good level of support that enables them to make good progress.

Knowledge and Understanding of the World

56. The school makes good provision for developing children's knowledge and understanding of the world. Children make good progress in this area of learning and are on course to exceed the early learning goals by the end of the reception year. Through interesting topics planned by the teachers, they learn about their own environment and places close to school. They are keen observers and can, for instance, identify and discuss the different texture, appearance and shape of a range of materials as seen in their work linked to 'The Rainbow Fish'. Through stories and pictures they learn about people who live far away and begin to appreciate the wider world. Similarly, through stories of people who lived a long time ago and by looking at their own families and their lives since they were born, they begin to develop an understanding of past and present. When doing this work the teacher is good at seizing opportunities to develop language skills, particularly the introduction of new words. Most children know where they live and talk about simple man-made and natural features in their environment. All of the children make good progress.

Physical Development

57. The provision for the physical development of children is satisfactory and they are on course to meet the early learning goals by the end of the Foundation Stage. The nursery class has a secure paved outdoor area where children can climb, run and use wheeled vehicles in safety and further develop their physical skills. They have access to the school hall for movement, gymnastics and the use of small apparatus. Most children are making satisfactory progress in developing control and co-ordination on floor exercise and on apparatus. From an early age they have access to pencils, crayons, scissors and glue. In both the foundation classes helpful guidance from the teachers gives them confidence when using brushes to mix a range of colours. Through a carefully structured range of activities, children increase their control and develop satisfactory skills in using pencils and other mark making tools.

Creative Development

58. The school makes satisfactory provision for children's creative development and they are on course to meet the early learning goals by the end of the reception year. They learn the basic techniques of colour mixing and applying paint. Through small-group work, the teachers ensure that they learn how to use and control materials well. Good teaching helps them to gain an awareness of shape, pattern and colour. This can be seen in their lively illustrations of making up a plate of food and sorting pictures into healthy and less healthy foods.

59. The quality of teaching is consistently good in the Foundation Stage and there are examples of very good teaching in both the nursery and reception classes. The teachers have a very good understanding of the developmental needs of this age group. The tasks are well-planned and matched to children's needs, and groups working independently are given sufficiently challenging tasks. The teachers and the classroom helpers work well together to ensure that the children make good progress. All adults are friendly, approachable and committed to children in their care. Children's attainment is monitored and the assessment procedures are good. The children with special educational needs are identified and supported effectively at a very early stage and, consequently, make very good progress. The teachers and the nursery nurse practitioners question children productively and encourage them to think for themselves. There is a relaxed and purposeful atmosphere in the nursery and reception classrooms.
60. The nursery is accommodated in a spacious, purpose-built unit that has a secure outside area where the children can develop their various skills in safety. The space in the reception class is more limited, but very well utilised by the teacher. The resources available in the Foundation Stage are satisfactory and are often shared by the two classes involved.
61. The management of the provision for children in the Foundation Stage is very good. The co-ordinator is well organised and her management of staff and children is very effective. All members of staff in the nursery and the reception classes have a warm and supportive relationship with the children. These admirable qualities have contributed significantly to the standards achieved by these children. The education provided in the Foundation Stage is a strength of the school.

ENGLISH

62. The national assessment tests undertaken in the year 2000 by pupils near the end of Key Stage 1 show that standards in English were broadly similar to the national average. This standard was also reflected in the individual elements relating to reading and writing. Achievement in the year 2000 was also in line with the average for other schools admitting pupils from similar backgrounds. The levels of attainment achieved by pupils at the end of Key Stage 1 have steadily improved over the three-year period since 1998. The inspection finds that achievement at the end of Key Stage 1 is in line with the national average.
63. The national assessment tests taken in 2000 by pupils in Year 6 show that standards in English at the end of Key Stage 2 were slightly above the national average for all schools. It was also above the average of schools with similar intakes. The inspection finds that the current group of Year 6 pupils is on course to attain above the national average. Classroom observation of other year groups, in this key stage, indicates that the improvement in standards made in recent years is likely to be sustained.
64. Recent results have indicated some variation between the results attained by girls and boys. The school has thoughtfully analysed its assessment results by gender and made some subsequent modifications to its teaching practice. These have resulted in improvements in the quality of boys' writing at Key Stage 2. The inspection did not reveal any inequality of opportunity relating either to gender or to any other matter.
65. At the end of Key Stage 1, most pupils are able to express themselves orally with the clarity and confidence expected for their age. Their ability to listen attentively to their teacher and to respond constructively to the contributions made by others is above the national average. A good range of suitable opportunities for pupils to develop their speaking and listening skills is

provided in activities such as role-playing and drama. Pupils nearing the end of the Key Stage 2 achieve higher than average standards in speaking and listening. Almost all listen attentively to their teacher and respond thoughtfully to the contributions made by other pupils. Most are able to generate cohesive and complex sentences, and the higher-achieving pupils develop abstract and speculative ideas.

66. Achievement in reading is similar to the national average at the end of Key Stage 1. The importance placed upon this skill and the systematic methods of teaching are very successful in promoting reading standards. Most pupils enjoy reading and are eager to discuss what they have read. They develop a good range of phonic and contextual skills in order to tackle unfamiliar words. Most are able to use simple dictionaries and are beginning to develop library skills. Achievement in reading at the end of Key Stage 2 is above the national average. Most pupils are able to discuss what they have read, identifying the characters and the plot. A group of Year 6 pupils, for example, not all of whom were higher achievers, were able to discuss the contrasting approaches and styles of a number of different authors. Most pupils display good skills when using letter sounds and context clues in order to tackle unfamiliar words. They are also beginning to use more advanced skills such as scanning. Higher-achieving pupils have an appreciation of inference and figurative language that is beyond their age.
67. At the end of Key Stage 1, achievement in writing is similar to that found nationally. Pupils' awareness of grammatical structure and punctuation is in line with that expected for their age. Most possess a satisfactory vocabulary and are able to express themselves with expected clarity and confidence. Their spelling is methodically developed and they achieve satisfactory levels of accuracy. Standards of letter formation and control are particularly good and reflect the systematic refinement of handwriting skills. Standards of writing in Key Stage 2 are above the average. By the end of the key stage a good proportion of pupils have the appropriate skills in relation to grammatical structure and punctuation and can express themselves with accuracy. They are able to organise their writing and to develop a theme in a logical and sustained manner and adapt their writing to suit the purpose. The systematic approach to spelling is sustained with levels of accuracy above average. Standards of handwriting continue to be above average with a high proportion able to employ consistent letter formation and to write in an attractive and legible style. Higher achievers are able to write with sensitivity and insight. These qualities were exemplified in Year 6 writing that described the feelings of people suffering from racial intolerance, and perceptively identified the positive contribution of different cultures.
68. Because of the limited resources available, opportunities for pupils to use information and communication technology to support English are extremely constrained. The inadequate number of machines results in unreasonable gaps between each pupil's turn on the computer. Consequently, their word processing skills are not satisfactorily developed and, overall, information and communication technology is not sufficiently used to support reading and writing at either key stage.
69. The quality of learning in both key stages is good. Teachers have created a positive atmosphere in which learning is both enjoyable and productive. A significant minority of pupils enter Key Stage 1 with limited literacy skills. The school works hard to provide all pupils with the necessary proficiency in literacy which will give them access to all parts of the curriculum. As a result of good teaching and positive attitudes, the majority of pupils make good progress as they move through both Key Stage 1 and Key Stage 2. Pupils of all abilities are presented with work that is well matched to their needs. The need to cater for the differing abilities of pupils is recognised in all parts of the school. The higher achievers are provided with material that has suitable challenge whilst those with special educational needs and those for whom English is not

their first language are sensitively and effectively supported. These pupils also make good progress.

70. The quality of teaching at Key Stage 1 is good overall. Teachers have a caring and positive rapport with their pupils and use a range of methods to engage their interest. Lessons are conducted with clear purpose, which is usually shared with the class. These qualities were exemplified, for instance, in a very good Year 2 lesson in which 'The Rainbow Fish' story was discussed. Stimulating questions, and exploration of the emotional and expressive elements of the text, enthused pupils and promoted very good learning. Teaching at Key Stage 2 is also good overall, with most lessons proceeding at a brisk pace and in a positive working atmosphere. Very good teaching was observed in the two Year 5 lessons in which a newspaper report of a soccer match provoked a much clearer understanding of the style and possible bias involved. Here the use of contemporary material, challenging discussion and purposeful pace created a dynamic working atmosphere. Similarly, in a very good Year 3 lesson, pupils listened in awe as the teacher introduced a poem and then encouraged the sharing of underlying feelings. As well as gains in the appreciation of poetry, pupils make very good progress in oral expression and in responding to the contributions of others. In both key stages, lessons are carefully planned and are properly related to the requirements of the National Literacy Strategy. The consistently good teaching helps to ensure that pupils' attitudes to English are good in both key stages. The overwhelming majority of pupils have a positive attitude towards the subject and most work diligently, persevere with their tasks and show obvious enthusiasm for their work. They collaborate productively in pairs and small groups and most are able to sustain concentration over a period. Even the youngest pupils respond sensibly when required to work independently.
71. The newly appointed co-ordinator for English has a clear sense of purpose and is committed to improving standards. The school justifiably places considerable emphasis upon English, and the National Literacy Strategy has been introduced with care and rigour. This initiative, together with the quality of the teaching and the attitudes of most pupils, are significant factors in determining the achievement and learning of the pupils. Their increasing competence in literacy also makes an important contribution to standards in other areas of the curriculum.
72. The school uses a good range of assessments to measure attainment, and a number of less formal tests relating to aspects such as phonics and spelling are also in place. Results are carefully analysed and used well to identify strengths and weaknesses in the programme. Targets are mutually agreed with pupils who are encouraged to evaluate their work and to contribute ideas and suggestions for improving their learning. These procedures complement and support the systematic approach to the teaching of English that the school employs.
73. The previous inspection report drew attention to inconsistencies in the teaching and standard of handwriting. This issue has been very well addressed and legible, attractive and well-presented writing is now a feature of pupils' work throughout the school. The report also criticised the quality and quantity of library books and the location of the central library in the hall. The school has been unable to respond to this issue due to financial and accommodation constraints.

MATHEMATICS

74. The work seen during the inspection confirms that standards achieved by pupils at the age of eleven are average, while the standards achieved by pupils aged seven are above average. Pupils' attainments in their number skills, and the application of these skills to other aspects of mathematics, are high. The Year 2000 national test results paint a similar picture for pupils at the end of Key Stage 1, but the school's performance at the end of Key Stage 2 was below the

national average and also below when compared with similar schools. Since 1998 standards at the end of Key Stage 2 have fluctuated, but there was an improvement in the attainment of boys and girls in the Year 2000 tests. Although the standards of the pupils who were eleven years of age last year were low, they showed an improvement in performance for the majority of pupils when compared with their age-related standards when they were in Year 2. One reason for this is the fact that during Key Stage 2 the school admitted a high proportion of pupils from other schools where they had been disaffected in attitudes and attained low levels.

75. The high standards achieved by seven-year-old pupils, and the consistent improvement since 1998, reflect the successful implementation of the National Numeracy Strategy and improved provision for the able and gifted children in Key Stage 1. It is also having a positive impact on standards in Key Stage 2 where eleven-year-old pupils are well placed to achieve higher standards in the national tests than those of last year. The rigorous monitoring of pupils' work, analysis of test results and target setting are making a significant contribution to the improvement in standards. Although there were differences in the performance of girls and boys, especially in the external tests at Key Stage 2, there were no differences noted during the inspection either during lesson observations or in the scrutiny of pupils' work.
76. In the present Year 6, the levels of attainment are average for the majority of pupils. They have, however, an above average knowledge of number in regard to place value, decimals, fractions and percentages, and a secure understanding of the relationships between them. They understand the impact of multiplying and dividing by 10, 100 and 1,000. High-achieving and average-achieving pupils have very good recall of multiplication tables and apply their knowledge effectively to a wide range of mathematical calculations. They add, subtract, multiply and divide large numbers and enjoy the challenge of mental mathematics. The large majority of pupils apply their number skills to many aspects of measurement, including length, capacity and calculations of area and perimeter. In addition, they identify a wide range of regular and irregular two-dimensional shapes and use mathematical vocabulary accurately when describing three-dimensional shapes. For instance, the most able pupils understand terms such as dodecahedron, icosahedron and tetrahedron.
77. The inspection evidence indicates that the present Year 2 pupils are well placed to equal the high standards achieved in the Year 2000 National Curriculum tests. Moreover, a higher percentage of the pupils are well placed to achieve the higher Level 3. This is reflected in the pupils' understanding and application of place value to numbers over 100, with the higher-attaining pupils confidently and accurately using numbers well over 1,000 and in some cases 10,000. They add and subtract numbers, know that subtraction is the reverse of addition and use this information speedily and accurately when checking their answers. They know the multiplication tables of two, four, five and ten and apply this knowledge well in practical activities involving multiplication and division. During the autumn term, the majority of time has been spent on number work. Pupils understand simple fractions, measure in centimetres and litres, and recognise many three-dimensional and two-dimensional shapes.
78. Throughout the school, pupils make good progress in all aspects of the subject. There is a significant improvement in the challenge presented to the higher-attaining pupils compared to the previous report. Pupils with special educational needs, and those for whom English is an additional language, make good progress because of the support from the classroom assistants and their total inclusion in normal classroom activities.
79. There are five contributory factors to improving standards and good progress in mathematics. They are the quality of the teaching, the leadership and management of the subject, the good use

of assessment, target setting and pupils' attitudes. During the inspection, teaching in almost all of the lessons seen was either good or better, with some excellent teaching. No unsatisfactory teaching was seen. Very good teaching has good pace, which maintains pupils' interests, and well-planned group work that is challenging to all. Time is given for revision, pupils' learning is consolidated and they have opportunities to explain their new learning and ask for clarification if necessary. Relationships in lessons are good, and pupils have the confidence to answer questions, not worrying if their answers are incorrect. In this way, they learn positively from their mistakes. Teachers have good subject knowledge and use this well in questioning and reinforcing pupils' learning. The school policy of sharing the objectives with pupils at the beginning of the lesson means that they fully understand the teachers' expectations. Reviewing their success in meeting these demands at the end of the lessons gives pupils a clear understanding of the levels of their attainment and what they need to do in order to improve. Teachers' daily plans reflect the medium-term planning and the requirements of the National Numeracy Strategy. The activities are well matched to pupils' abilities in each group and the setting arrangements for pupils in Year 6 enable teachers to concentrate on a narrower range of ability, therefore presenting appropriately challenging work for all pupils. The effective use of numeracy across the curriculum enhances pupils' understanding of the importance of number in everyday life and gives them opportunities to apply and extend their knowledge. Particularly good examples were observed in history timelines, notation in music when pupils were reading scores, science investigations and the use of co-ordinates and scales in geography.

80. Two positive contributory factors to the quality of the teaching, and therefore the quality of learning, are the very good leadership and management of the subject. The co-ordinator is well informed in all aspects of numeracy, has monitored the teaching in a rigorous yet sympathetic manner and knows the state of mathematics in the school. The governor for numeracy is involved in the monitoring of the subject and has observed the co-ordinator teaching mathematics. Particular strengths of the monitoring are the co-ordinator's concentration on detail, focused reports and searching conversations with pupils. The quality of the monitoring is excellent, well organised, and teachers benefit from the feedback and guidance they receive. His focus on and commitment to achievement for all, including the progress of higher-attaining pupils, permeates the mathematical atmosphere of the school. The careful monitoring of pupils' progress through assessments and target setting are leading to the continual raising of standards. Pupils' progress is tracked carefully both by the class teachers and the co-ordinator, and the resulting information is used well in the teachers' daily planning. The school sets end-of-key-stage targets based on assessments.
81. The school has made good improvement since the last inspection, especially when considering the attainment at the end of Key Stage 1 and the progress throughout both key stages. Standards are rising and this improvement reflects the parents' support for the attainment of their children in the school.

SCIENCE

82. At the time of the last inspection, standards in science were described as being in line with national averages at the end of both key stages. Last year, the teacher assessments at the end of Key Stage 1 showed that the percentage of pupils reaching Level 2 was slightly below the national average, but the percentage reaching Level 3 was above average. During the three-year period since 1998 standards have increased overall, mainly due to the more-able pupils now achieving Level 3. In the Year 2000 tests at the end of Key Stage 2, pupils' attainment was again close to the national average. When compared with the results in similar schools, pupils' performances were below average, due mainly to fewer pupils achieving Level 5. During the

last three years, pupils' levels of attainment have improved, but only in line with the advance shown nationally. There is no significant difference between the performance of boys and girls.

83. The quality of teaching in Key Stage 1 is good overall. Lessons are well introduced, and the teachers' clear instructions lead to some good investigative work, for instance when using circuits and switches. Pupils receive positive and encouraging responses to their contributions, which ensures that they have very good attitudes to the subject. They collaborate well in their group work and listen attentively to the teachers' explanations and instructions. Some teachers mark pupils' work with consistent encouragement, but the standard is variable. Pupils with special educational needs are fully integrated into normal classroom activities. They are well supported by the classroom assistants and this enables them to make good progress.
84. In Key Stage 2, the teaching seen during the inspection was never less than satisfactory and was good overall. In the lower juniors, pupils are making sound progress in understanding scientific terms and language. Their previous knowledge is consistently reinforced and there is often good class discussion. Able pupils are given the chance to contribute and share their knowledge fully. Teachers' planning is sound, but occasionally group work is less effective because of a lack of clear objectives and instructions. In the latter part of this key stage, teaching is consistently good in spite of the lack of resource materials to support learning. The lack of appropriate resources to allow challenging investigative work to be undertaken is a significant hindrance to the quality of the work teachers can expect. Teachers demonstrate experiments really well and pupils respond in a good manner, but they have little opportunity to formulate and test their own hypotheses. These factors reduce the quality of learning for the higher-attaining pupils. The concept of fair testing is being established, but the writing of scientific data is poor.
85. The inspection evidence indicates that pupils' levels of attainment in science are in line with the national average at the end of both key stages. This represents findings similar to those of the previous inspection. Pupils with special educational needs are given very good support and the focusing of human resources on these pupils has a positive effect on their learning. Given the good quality of the teaching observed, the levels of attainment of other pupils could be raised by improving the quantity and quality of the equipment and materials available to support their learning. Teachers could then plan tasks that involve the pupils themselves in investigating, collecting scientific data, reading instruments and recording in their own way. In addition, information and communication technology is being insufficiently used to support pupils' learning in science.
86. All pupils enjoy science lessons, and they have positive attitudes to their work. They work co-operatively in either pairs or small groups, and handle equipment carefully and safely. At the present time, infant pupils have more frequent opportunities to experiment and investigate than older pupils.
87. The curriculum meets the statutory requirements, except in regard to investigative work, which for older pupils is constrained by the lack of resources. The co-ordinator is aware that as a core subject this is an area for development within the school. A science policy and scheme of work which gives direction to the subject are in place. Teachers are secure in their subject knowledge and competent and confident in teaching the subject. They assess the needs of their pupils carefully and plan work to challenge and extend their learning. The school should address the issue of effectively resourcing all areas of the programmes of study in order to ensure progression in educational experience in science as pupils move through the school. The co-ordinator is fully aware that the subject's future development will require a focus on providing

more equipment, books and software. The school management team has correctly recognised the needs of science in the school improvement plan.

ART AND DESIGN

88. By the end of both key stages, pupils' attainment in art and design is above the national expectation. Attainment has improved since the last inspection, and there are samples of good quality work displayed around the school and in classrooms. They indicate that pupils of all ages experience a broad range of art activities as they move through the school.
89. In Key Stage 1, pupils make keen observations and there is a great deal of detail in their artwork. They use colour imaginatively in their paintings. For example, when making drawings and paintings of the 'Rainbow Fish', they paid good attention to the colours and shades used for the background of their pictures and realised that the background colours should contrast with the bright and colourful shades used for the 'Rainbow Fish' itself. They also study Aboriginal art as an extra stimulus for their own pictures. Pupils have opportunities to work with a range of media, and are confident about making models and collage pictures from card and paper.
90. Pupils continue to make good progress in their learning as they move through Key Stage 2. Some pupils show a keen eye for detail in their paintings and observational drawings of fruit and musical instruments, using oil pastels and watercolour. The work of a wide range of artists is explored and effectively ensures that pupils develop a suitable appreciation that artists, such as Picasso, used paints differently in order to create certain effects. The China artwork, using brushes and ink, has given pupils good scope to widen their own artistic skills. Pupils' work in investigating patterns in world-famous landmarks, such as the pyramids, demonstrates that they have a sound appreciation of line, tone and shade, and are able to interweave these features in their drawings. Pupils also make good progress in acquiring other artistic techniques, for instance in the use of textiles and fabrics. Good use of sketchbooks effectively extends their artwork and enhances their progress.
91. The quality of teaching is good overall in Key Stage 1 and very good in Key Stage 2. Teachers have secure subject knowledge and demonstrate the specific art skills to ensure that the pupils know what is expected of them. They are also very aware of how the subject can add much to the pupils' understanding of the world in which they live. Their enthusiasm inspires the pupils and encourages them to take care over what they produce. For their part, pupils appreciate the time and attention that their teachers take in displaying their work for others to view in various parts of the school. Many of them talk positively about their liking for the subject.

DESIGN AND TECHNOLOGY

92. Pupils' levels of attainment overall are above average in Key Stage 1 and in line with those expected for their age in Key Stage 2. At the time of the last inspection, pupils at the end of both key stages were achieving levels expected for their ages. The majority of pupils, including those with special educational needs, are making good progress in the infants and satisfactory progress across the junior classes.
93. In the infant classrooms, design and technology activities are well directed, but leave the pupils free to select the appropriate tools and materials to complete a task. Teaching standards are good. Lessons are well planned within a structure that ensures pupils are constantly challenged to improve their designs and produce a good quality product. Teaching styles are friendly, supportive and encouraging and this maintains pupils' concentration and results in their trying

hard to achieve good standards. For example, younger pupils were designing and making concertina Christmas cards. They are acquiring the appropriate skills and are able to say how their designs can be improved. They work very enthusiastically and safely. Pupils in Year 1 have made puppets out of a variety of different materials. They use them very effectively in their year group act of collective worship and produce a shadow puppet play. Older pupils are communicating ideas through planning, designing and making a fish that has a moving part. Some show imagination when producing a wide variety of shapes, and they successfully use simple tools and materials to produce models of a good standard. Some of these have been produced as a result of work linked to the science topic on light. Pupils are proud of their work and talk competently and cheerfully about their model making.

94. Little direct teaching was seen in Key Stage 2 and it was, therefore, not possible to make an overall judgement of its quality. In the timetables prepared for the period of the inspection, design and technology was linked with art and design, but on these occasions pupils were most frequently engaged in art activities. However, the scrutiny of pupils' previous work, and the models displayed around the school and classrooms, revealed that there is a satisfactory standard overall but a wide variation in the quality of work produced. Older pupils have made three-dimensional candles, models of galleons, and designs for wall hangings. Their work reflects the limited range of resource materials that is available to support learning in the subject throughout the school. Younger pupils in the key stage are building well on the skills they developed in Key Stage 1. They are keen to discuss their ideas and use the correct language and terminology. They are designing and making photograph frames to a standard that is appropriate for their age.
95. The acute lack of resource materials means that skills are not being systematically developed in the subject as pupils progress through the school. Toolboxes containing basic resources have been purchased, but the school needs to further review its provision, and give a higher profile to the use of information and communication technology, particularly in Key Stage 2. There is a need to provide pupils with opportunities for communicating design ideas in different ways, to reflect on progress, and refine and adapt designs.
96. Little progress has been made in this subject since the last inspection. It has not been a major focus for the provision of new and additional resources. The Qualifications and Curriculum Authority scheme of work has been adopted but the co-ordinator recognises that its place in the curriculum is not yet secure. The school has identified the need for a coherent and agreed policy within this subject to ensure progression and has included it in the school improvement plan. The issue of poor resourcing of this subject, highlighted in the last inspection report, is still an issue. The co-ordinator recognises the need for staff development to ensure the teachers' confidence in providing a breadth of study in the subject, which is not evident at present. He has sound plans for the development of this subject, which need to be implemented as a matter of some urgency.

GEOGRAPHY

97. No lessons were observed in geography in Key Stage 1 during the inspection. The following judgements are, therefore, based on scrutiny of pupils' previous work, examination of teachers' planning and discussion with the subject co-ordinator and groups of pupils. This provided sufficient evidence to make a secure judgement that standards are at a satisfactory level at the end of Key Stage 1. These findings are similar to those reported at the time of the previous inspection of the school.

98. By the end of Key Stage 2, pupils' attainment in geography is above national expectations, indicating an improvement since the last inspection. Pupils of all ages and levels of attainment make satisfactory progress in geography in Key Stage 1 and good progress in Key Stage 2. Topics are carefully selected to ensure that pupils receive a broad and well-balanced curriculum, and very good use is made of visits to support their learning. In Key Stage 2, pupils' progress is greatly enhanced by good quality teaching and their own positive attitude to the subject. They have good opportunities to use and apply their literary and numeracy skills in their geography work. The subject also successfully promotes aspects of the pupils' spiritual, moral, social and cultural development. This is evident, for example, when they compare different lifestyles and customs in their topic linked to journeys and when they consider countries they have visited on their holidays.
99. Pupils in Key Stage 1 have a satisfactory knowledge of the local area. In their ongoing work, they are considering the benefits and disadvantages of living on an island. Older pupils have a sound knowledge of the location of the main cities in Great Britain, and through their study of maps they are gaining an awareness of the relative size and position of different continents. Appropriate use is made of the travels of 'Barnaby Bear' to introduce pupils to distant places around the world. Their study of the Olympic Games in Australia gave them the opportunity of extending their knowledge and understanding of places situated a long way away from their homes.
100. In Key Stage 2, pupils successfully extend their understanding of their own locality and gain a good awareness and appreciation of life in a contrasting locality of people living in India. They understand that climate and socio-economic factors have a big impact on how people spend their working and leisure time and appreciate that differences in culture and tradition, such as those dictated by religion, also have an impact on lifestyle. Older pupils have a good appreciation of where water comes from, what is done with it and how we use it in our daily life. They have participated in a very successful project with partner schools in Belgium, France and Italy in producing a book entitled 'Supermarket Mystery' written in all four languages. Their geographical awareness has been greatly enhanced by the exchange of letters, tapes and videos with their partner schools, and has increased their knowledge of the life and customs of these countries. Some pupils demonstrate sound levels of in-depth study, as seen in their work on the flood disasters of this year as compared to the great flood of 1947. Many pupils also use geographical language well in their written work on weather patterns and weather observation.
101. Teaching in geography is consistently good in Key Stage 2. All lessons build upon pupils' previous knowledge and experiences and subject-specific skills are taught progressively and well. Topics are well chosen to ensure that as pupils move through the school they receive a broad and well-balanced curriculum that addresses the main areas of the National Curriculum programmes of study. Very good use of visits to places of geographical interest in the local area, and further afield, ensures that pupils have valuable opportunities to develop important, practical geographical skills. The teachers have a secure knowledge of the subject and enthuse the pupils. Discussions are used well to draw out the main teaching points, although there are times when these discussions are too long and insufficient time is allowed for pupils to record their ideas.
102. The geography curriculum is effectively led and co-ordinated. There is a satisfactory range and number of resource materials that are well managed and used effectively to support pupil's learning.

HISTORY

103. Attainment in history at the end of both key stages is in line with age-related expectation. These findings are similar to those reported at the time of the previous inspection.
104. Little direct teaching of the subject was seen in Key Stage 1, but in the lessons observed it was of good quality. Teachers' knowledge of the subject is good and this enables them to make good teaching points. Interviews with pupils and scrutiny of their previous work reveal that they are gaining knowledge of events, people and differences between past and present times. They speak with authority about Florence Nightingale, Samuel Pepys, Louis Braille, Remembrance Sunday, Aborigines and their art. Pupils in one class are interested in Victorian Christmas artefacts brought in by their teacher, but the use of other sources of information is weaker generally. For instance, pupils have little opportunity to use information and communication technology to support their learning, to seek information from books, or to discuss pictures and photographs. The school library is poorly stocked.
105. In Key Stage 2, the teaching of history is good overall, and in some instances it is very good. Lessons make a prompt start, introductions are consistently good and the available time is used effectively. Pupils are knowledgeable about the subject when asked to discuss topics, but this is not revealed to the same standard in their written work. In the upper part of the key stage, good use is made of video recordings of historical characters and events. The videos are regularly stopped and pupils challenged to think deeply about the historical events and their interpretation. This process is undermined to some extent by poor quality and unreliable equipment.
106. Pupils' attitudes to history are positive and they are interested and engaged by the lessons. They listen well to their teachers and their knowledge of people and events is undoubtedly being deepened. The organisation and communication of their work in Key Stage 2 could be further developed by making more frequent use of information and communication technology, extending their writing and dramatic dialogue, and the purchase of appropriate artefacts to support school themes. A visitor, who came to school dressed in appropriate costume, significantly enhanced the pupils' work on the Tudor period. She also left some artefacts, which have led to good quality response from the pupils.
107. The displays of historical work around the school are good. Pupils with special educational needs are fully integrated into all normal classroom activities and supported in both key stages. They make very good progress and attain well, relative to their assessed needs.
108. The history co-ordinator has a clear understanding of her role, and has very good subject knowledge. She is able to talk with particular clarity about the historical content of the themes studied in Key Stage 1. The subject is well led and the limited range of resource materials is well used and managed. However, there still is an urgent need to expand the quantity and quality of the resource materials to support pupils' learning across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Towards the end of both key stages, standards in information and communication technology are below the national age-related expectations. Pupils at the end of Key Stage 1 do not display sufficiently sound competencies in basic keyboard skills and have unsatisfactory levels of proficiency in word processing. Many pupils do not know how to control programmable devices purposefully and their ability to save and retrieve information, even with support, is insecure. Most pupils are able to select options from an on-screen menu and many can use 'painting'

programs with appropriate skill. However, the majority has only cursory understanding of how information and communication technology is used in the home and their environment.

110. At the end of Key Stage 2, pupils' competence in the skills required by the National Curriculum is below the average. Many are still not proficient in saving and retrieving stored information independently. Their word processing skills are extended, but the standards are not sufficiently advanced. For example, many pupils are unable to combine text and pictures to a satisfactory level, but most are able to print their finished product. They have little knowledge of how to establish, test, modify and store sequences of instructions to control on-screen events. Their ability to monitor external events, such as temperature, is well below that expected. Many do not know how to enter, sort and classify data and to present their findings in a range of graphical formats. Their awareness of the application of information and communication technology outside the school is also very limited. However, the school has recently installed Internet access and most pupils can confidently log on and use the search facility.
111. In recent years the school has operated within severe financial restrictions. This has resulted in an inability to afford a sufficient number of computers to support pupils' learning, and the aborting of plans to create a computer suite. As a result the majority of pupils, including those with special educational needs, make unsatisfactory progress as they move through both key stages. Although the planned programme that is now in place meets the requirements of the National Curriculum, these new improvements have not yet had time to work through a whole cycle. Consequently, not every pupil has received the same exposure to the subject and there are significant gaps in the knowledge and skills of many pupils. The pupils' skills are not built systematically as they move through the school. These factors have also adversely affected their progress and have contributed to standards in all parts of the school being below those expected. Teachers are working hard to provide opportunities, and pupils are enthusiastic about the subject. Given adequate resources pupils might confidently be expected to achieve higher standards.
112. Although teachers make satisfactory use of the limited resources at their disposal, the dearth of machines means their use to enhance and support other areas of the curriculum is unsatisfactory overall. However, the use of the Internet to research up-to-date weather information and a digital camera for portraits are productive, positive examples of the application of information and communication technology in geography and art. More generally, the lack of machines and software means that information and communication technology cannot be employed sufficiently to support other subjects. In English, for example, only one or two pupils can word process at any one time and there is an unacceptable delay in completing the rota.
113. In both key stages, pupils display very good attitudes to information and communication technology. They behave sensibly and sustain concentration over time. Almost all pupils clearly enjoy their work; they strive to achieve the desired outcome and interact well with each other and with the staff. They talk about their work with animation and enthusiasm. However, the lack of resources means that these positive attitudes are not being fully harnessed and this is adversely affecting the pace of learning and depressing standards.
114. Little direct teaching was observed during the course of the inspection. In lessons where information and communication technology is being used to support other subjects, teachers are conscientious and effective. Despite this satisfactory support the shortcomings in standards and progress mean that the impact of teaching over time has been unsatisfactory. This is directly attributable to a lack of adequate resources. Limited computers make it difficult for teachers to combine the direct teaching of skills with immediate hands-on experience for their pupils and this

has an adverse effect upon progress. For example, in one case where pupils were learning to 'cut and paste', only one computer was available, which meant that an unreasonable number of sessions would be needed before every pupil in the class had opportunity to engage in the task. Teachers maintain records but these are not part of a whole-school procedure for rigorously charting individual experience and progress and for ensuring that every pupil receives his or her entitlement.

115. The last inspection report found standards in Key Stage 1 below those expected and criticised some aspects of the planning and assessment procedures. It noted that the resources were insufficient, that workstations were badly accommodated and that there was a need for staff training. Since then, the requirements and prominence of information and communication technology within the National Curriculum have been greatly increased. The school has satisfactorily addressed the issues of planning and training. The co-ordinator is very aware that there are still shortcomings and despite the financial restrictions is leading the subject with energy, enthusiasm and a real determination to drive up standards. However, the school's overall response to matters raised in the previous report has been unsatisfactory.

MUSIC

116. Standards are broadly in line with the levels expected for seven and eleven-year-old pupils, with particular strengths in singing throughout the school. Although this judgement repeats that of the previous inspection, the pupils now have more opportunities for composition. Their progress has improved as they have more opportunities to participate in all parts of the music curriculum. In collective worship, pupils listen attentively to a wide range of music that helps them to reflect and develop a feeling of calm and happiness. Their singing is well pitched and rhythmical and they respond well to the words and sentiments of the hymns and religious songs.
117. Pupils achieve high levels in singing. By the time they are seven years of age, they develop high standards of understanding of pitch and dynamics as they listen to high, low, quiet and loud sounds. These listening skills are further developed when, following the teachers' lead, they sing a wide range of songs. During the inspection, this was exemplified in their high quality singing of 'Appuskiduski', 'Ting-a-ley' and 'The Carousel'. They performed with clear articulation, a good feel for style, accuracy of pitch and dynamic range. Their performance reflects the excellent quality of teaching.
118. Their progress continues throughout Key Stage 2, and in Years 5 and 6 pupils show a well-developed sense of performance for an audience. They listen attentively to the teacher, and to one another, and sing with one voice to create a clear and well-modulated sound. Their breath control is good and they are prepared to persevere in order to improve their performance. They sing a wide range of songs with a good feel for style and intonation. This is exemplified in their singing a range of songs from 'Oliver'. The qualities of sadness, reflection and questioning were emotive and enhanced by their understanding of the impact of words, phrasing and dynamics.
119. The range of compositions heard shows steady progress. In Year 3, pupils concentrate on sound and silence with a well-developed knowledge of intervals. In Year 6 they play a wide variety of tuned and untuned percussion, use the pentatonic scale and evaluate music in terms of phrase shape, rhythms and mood. Many pupils benefit from the opportunities given to play violins and woodwind instruments, and after Christmas this will be extended to brass tuition. This develops their musical skills well and gives them opportunities to play in the school orchestra with pupils of similar interests and abilities. The performance of 'Icebergs' reflected high levels of sight-reading, good ensemble playing and dynamic variations above those expected nationally.
120. Pupils throughout the school, including those with special educational needs and the able and gifted children, make satisfactory progress in most aspects of music, but good progress in singing and orchestral performance. They draw purposefully upon the skills and guidance of their teachers in order to improve the quality of their performances. The lessons are well planned and include a stimulating range of songs and carols that engage pupils' interest, challenge their listening and singing skills, especially as the range of songs represents different styles and cultures. Teachers manage their classes well and the lessons enhance pupils' spiritual, social and cultural development as they realise that it requires everyone's efforts to achieve a good performance, yet only one person to spoil it.
121. The emphasis this half-term is on singing, and the quality of teaching and learning in the lessons observed throughout the school is good overall. Music is taught by the co-ordinator who is a music specialist and by the class teachers. Particular strengths are the teachers' confidence and personal skills in singing and their ability to improve pupils' standards. Their emphasis on breathing, articulation, accuracy of pitch and good dynamic range enhances the quality of pupils'

performance, and there is good progression in singing throughout the school. From the scrutiny of work there is insufficient evidence to make a judgement on the teaching and learning of other aspects of music.

122. The co-ordinator for music is enthusiastic and is a capable musician, and teachers and pupils benefit from her high-quality leadership and management of the subject. She has devised an appropriate policy and a systematic scheme of work that includes some aspects of national guidance. The school has a wide range of untuned percussion instruments, including some from other cultures, but insufficient tuned percussion instruments. Throughout the school, pupils gain confidence and increase their musical, social and cultural skills when they perform in concerts for their parents and the many opportunities that are taken by the school to be involved in various local community and regional events. Outstanding features include the pupils' participation in an operetta performed, at the Royal Concert Hall in Nottingham where a well-known national orchestra performed and their involvement with an internationally famous orchestra from Moscow.

PHYSICAL EDUCATION

123. Overall, standards in physical education are average at the end of both key stages, but they are good in dance and swimming. In each year group, there is a significant group of pupils who reach standards well above average. These findings are similar to those of the previous inspection. There is no difference in standards between boys and girls.
124. Pupils in Key Stage 1 work enthusiastically in developing simple gymnastic skills. By the time they are seven years of age, they can travel in a variety of ways and combine jumps, hops, skips and rolls to form a sequence. They show increasing control in holding balance positions and in their ability to respond quickly to instructions. They are able to work effectively, both individually and with a partner, in practising skills. Teachers encourage their pupils to discuss how well they, and other pupils, can improve their performance. All lessons are well planned and the quality of teaching is good overall. One lesson seen in Year 2 was very good; the learning was fun and pupils were constantly challenged to improve their performance. Across the key stage, pupils make good progress in developing skills and in controlling their body movements.
125. The standards achieved in dance by pupils in Key Stage 2 are good. The work is effectively linked to the humanities topic and makes a good contribution to pupils' spiritual and cultural development. For instance, in Year 4, the teachers skilfully created the correct atmosphere for linking movements to traditional Indian music. The pupils responded very well and were totally captivated by the experience. In the lessons seen, the quality of teaching was good overall, and very good in two dance lessons. Across the key stage, pupils of all abilities make good progress in developing gymnastic skills. By Year 6, most pupils are able to sustain energetic activity and can explain the effects of exercise on their bodies. They perform gymnastic movements with control, poise and confidence. All pupils concentrate well and their behaviour is good. Teachers have a very good rapport with their pupils and this leads to very productive working during lessons with pupils always being prepared to give of their best.
126. Pupils in both key stages swim at some period during each year and standards are above average. Pupils in Year 2 have eighteen sessions and in all other year groups there are nine sessions. By the time they leave the school, almost all pupils can swim 25 metres, and many of them receive awards for swimming greater distances. Pupils respond well to the effective instruction provided at the pool and this enables them to be confident and safe in the water.

127. The school offers a wide range of extracurricular activities and clubs and frequent opportunities for older pupils to participate in competitive sport. Both boys and girls teams compete very successfully in the local football leagues. There are also opportunities to take part in teams representing the school in tennis, athletics and cricket. Much of the school's success in sport is due to the high quality of the coaching, which focuses upon the acquisition of the appropriate skills, and the commitment of the staff and parents in supporting the activities. In responding to the pre-inspection questionnaire, some parents criticised the school with regard to the range of extracurricular activities. The inspection team does not support this criticism because in its view there is a wide range and variety of extracurricular sporting activities.
128. The co-ordinator leads the subject well, and he has a high profile in the school's sporting activities. There is a good policy statement and the school is extending the scheme of work by testing some new published materials. These documents give good guidance to the teachers when planning their lessons. Most teaching takes place in the main school hall, which acts also as a thoroughfare and opens directly onto many of the classrooms. It is a challenging environment in which to teach, but all teachers overcome the problems and ensure that their pupils enjoy a positive learning experience during lessons. The good relationship with a local secondary school allows the school to play home fixtures on its field. Many of the resource materials are old, particularly the large apparatus, and are in need of replacement as and when funds allow.
129. The school is proud of its many sporting achievements, not only because of success, but also the manner and way in which the pupils conduct themselves. Physical education makes a considerable contribution to pupils' personal development.

RELIGIOUS EDUCATION

130. By the age of eleven, pupils attain levels that meet the requirements of the locally agreed syllabus. Throughout the school, pupils of all abilities make satisfactory progress, including those with special educational needs, higher-attaining pupils and those with English is an additional language. These standards match the findings of the previous inspection. Particular strengths are pupils' knowledge, and the variety of their experiences, in understanding the range and richness of faiths of various pupils in the school and in the wider community of Nottingham and Great Britain. Their knowledge of the church in the local community and Christian festivals is also appropriate for their age groups.
131. In Year 6, pupils know that Christ was a Jew and that The Bible is the holy book of his followers. They recall in accurate detail the story of when Jesus was lost in the Temple. They know the difference between parables that he told and the miracles that he performed, such as the 'Five Loaves and Two Small Fishes'. During discussions, some pupils from Year 6 showed a high level of understanding of the many different religions of the pupils in the school, including the Muslims' feast of Ramadan and the importance of their pilgrimage to Mecca. They also spoke with a high level of understanding of the significance of the Hindu festival of Diwali, the story of the Ramayana, and the reason for rangoli patterns. They also demonstrated their knowledge of the Sikh holy book the 'Guru Granth Sahib'.
132. Pupils in Year 2 understand the Christian belief that Christ is the Light of the World and recognise the importance of different faiths to other people. They identify many aspects of life which are precious to them, for example their parents, pets, hobbies, friends and teachers. They also realise the importance of using the many talents, for example artistic, athletic and literary skills, that they enjoy and share with others. They respect various customs, rituals and festivals

and explain the importance of Harvest Festivals not only to Christians, but also to people of other faiths.

133. During the inspection, although pupils spoke with a high level of recall and understanding about the religions that they had studied, particularly in Year 6, there was insufficient recording of work in religious education. In many cases, the quality of the written work did not reflect the different ability levels of the pupils within the classes. There are many opportunities for pupils to learn from one another about the dignity and relevance of other faiths at this stage of their education. A good example of this was seen in a Year 3 lesson on Diwali when a Hindu pupil explained her family customs and the importance of people meeting together. Similarly, in a discussion with Year 6 pupils, a Sikh pupil explained the importance of the Langar and the importance of the community to the Sikhs.
134. Insufficient lessons were observed in order to make a secure judgement about the overall quality of teaching. The recently appointed co-ordinator for religious education, with the support of the teacher responsible for the achievement of pupils from minority ethnic groups, has made a significant improvement in the quality of the school's curricular guidance for the teachers. She has assiduously evaluated recent curricular guidance, included additional activities and organised the resources very efficiently in order to ensure that all teachers have clear guidance on the progression of skills and the range of religious elements to be taught. The planned curriculum fully meets the requirements of the agreed syllabus.
135. There is a satisfactory range of resources to enhance the teaching of all religions both in terms of reference material for teachers and artefacts and pictorial guidance for pupils. There is an appropriate range of information and communication technology resources. Although the school plans to increase the range of resources and artefacts, those already in school are well used and well supplemented by visits to religious buildings and visitors from other faiths. This gives the multi-faith dimension of religious education a high focus within school and the school is well placed to achieve higher standards.

ENGLISH AS AN ADDITIONAL LANGUAGE

136. Approximately 5 per cent of the school's pupils are not native English speakers, which is a higher proportion than is found in most schools. The provision for these pupils is very good. An additional teacher, financed by money from the Ethnic Minority and Travellers Achievement Grant, largely provides the support for 30 pupils.
137. The provision is very well organised with considerable thought being given to the most effective way of helping the pupils involved. Pupils' individual needs are carefully assessed and personal action plans are drawn up which contain well-defined, short-term targets. These plans provide a good focus for the preparation of work and a precise instrument to measure improvement. It also helps to impart a sense of achievement for both pupil and teacher. The targets and progress are fully discussed with the pupils and their parents so that there is a real sense of shared purpose. The support enables pupils to make very good progress, not only in terms of their language skills, but also in their confidence and self-esteem, thus enabling them to participate fully in lessons.
138. Clear and helpful documentation provides a very good structure for the provision. The support teacher works in close collaboration with the class teachers to ensure that the help given to pupils provides access to the general curriculum. The support is viewed as an integral part of the work of the school rather than an additional, separate service.

139. There are very good assessment procedures for identifying individual needs, and pupils' learning is monitored through the close liaison with class teachers and the regular review of the personal action plans. Excellent links with parents have also been established. Visits are made to pupils' homes and their parents are fully involved in the review process, the target setting and educational meetings. The fostering of multi-cultural contribution developed through the Culture Club, which meets weekly after school, and by the Race Awareness course for all Year 6 pupils, further enhances these excellent links.
140. The previous inspection report criticised the degree to which pupils were withdrawn from lessons and were, therefore, separated from the work of the class. The school has responded commendably to this point and almost all support is now provided within the classroom.
141. Overall, the support makes a very good contribution to the progress and well-being of the pupils concerned and to the richness provided by the cultural diversity of the school.