

CHETWYND ROAD PRIMARY SCHOOL

Toton, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122553

Headteacher: Mrs Ann Gleave

Reporting inspector: Mrs Julie Moore
8710

Dates of inspection: 18th – 21st June 2001

Inspection number: 193672

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Chetwynd Road
Toton
Beeston
Nottinghamshire

Postcode: NG9 6FW

Telephone number: 0115 9177 353

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Ken Swift

Date of previous inspection: 3rd February 1997

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|--------------|----------------|----------------------|---|---|
| 8710 | Julie Moore | Registered inspector | Art and Design Physical Education | Characteristics of the school Standards, the school's results and pupils' achievements Teaching and learning Leadership and management What should the school do to improve further |
| 9411 | Rosemary Last | Lay inspector | | Attitudes, behaviour and personal development How well the school cares for its pupils How well does the school work in partnership with parents |
| 14814 | John Turnock | Team inspector | Special educational needs Geography History Music | |
| 22805 | Jo Greer | Team inspector | Equal opportunities Mathematics Information and communication technology Design and technology | |
| 11282 | Fiona Robinson | Team inspector | Areas of learning for children in the Foundation Stage English | |

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|-------|------------------|----------------|-----------------------------------|-----------------------------|
| 28686 | Elizabeth Walker | Team inspector | Science Religious education | Curricular opportunities |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chetwynd Road Primary School is situated in a pleasant residential area of Toton, near to the city of Nottingham. It has been completely rebuilt on the same site since the last inspection and was officially opened three months ago. The school is about the same size as other primary schools. There are 271 pupils on the school's roll, and there are a broadly even number of boys and girls aged between four and eleven. Most of them are white and of UK origin. Four children have Black or Indian heritage, and one child has Chinese heritage. Two children do not speak English at home, but they speak fluent English when needed. Twenty percent of pupils have been identified as having a special educational need (SEN), and one pupil has a statement of SEN. Around three percent of children are known to be entitled to free school meals. This is low. Many of the children live in privately owned houses. There is some rented accommodation, and 35 percent of the pupils are from the nearby army barracks. Many children move into and out of the school each year. Children start school in a reception class at the beginning of the term they are five. Most of them have had some pre-school experiences, including being cared for by a child-minder, or attending a playgroup or nursery. When the children start school their attainment is broadly average, with a small minority attaining higher standards.

HOW GOOD THE SCHOOL IS

Chetwynd Road Primary is a very effective school. Standards are well above average in English and above average in mathematics. The pupils make very good progress all round. One of the school's main strengths is the quality of teaching, which is very good. This is why the pupils achieve so highly and they progress as well as they do. The headteacher, her senior managers and governors manage the school very well indeed. The school provides very good value for money.

What the school does well

- Standards are well above average in English and above average in mathematics. Eleven-year-olds achieve very highly in art and design.
- Teaching is very good, and leads to very effective learning.
- The leadership of the school is excellent and the staff work together as a very effective team.
- The provision for children with special educational needs is very good.
- Pupils are cared for very well indeed.

What could be improved

- The music curriculum is unsatisfactory, as is the pupils' attainment.
- Children in the Foundation Stage do not have an appropriate outdoor curriculum, and there is no secure outdoor area for them.
- Seven to eleven-year-olds have not covered the full curriculum in information and communication technology (ICT).

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected four years ago and there were three main areas for it to address. Good progress has been made in tackling these issues, as well as making significant improvements in standards and teaching. The key issues required the school to:-

- improve continuity in children's learning by having a framework for teaching every subject;
- make better use of the information gained from monitoring teaching, and set priorities and targets so that teaching improves overall;
- make better use of the evidence gained from the analysis of assessment data. Set explicit targets for the pupils.

There is now a secure framework for teaching the National Curriculum in all subjects except music. Gaps in ICT are due to technical issues linked to the late opening of the ICT suite. Better use is made

of the information gained from the monitoring of planning and teaching, and targets are in place. Pupils now have individual, group and class targets for improving attainment in the main subjects. All of this has contributed to the overall improvement since the last inspection. The school is moving forward confidently.

STANDARDS

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

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|------------------|
| | all schools | | | *similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| English | B | B | A | B |
| Mathematics | B | D | B | C |
| Science | B | C | C | D |

Key

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

* *Similar schools means schools with similar proportions of pupils known to be entitled to free school meals*

Standards have improved significantly since the last inspection. A greater proportion of seven and eleven-year-olds now achieve higher standards year-on-year, both in their national tests and in their class-work. Provisional results for 2001 indicate that this trend is continuing, with significant improvements in mathematics. The high numbers of pupils moving into and out of every class during each year, adversely affects the school's results. Despite this, pupils make very good progress all round. In the national tests in 2000, the eleven-year-olds achieved well above average standards in English when compared to all schools nationally. They achieved above average standards in mathematics and average standards in science. The seven-year-olds achieved well above average standards in reading, above average in writing, and below average in mathematics. Standards in science were average. The chart above identifies how well the school is doing when compared to similar schools. The nature of the school's intake of pupils, with many pupils from army families, affects this judgement. Standards in the inspection were judged to broadly reflect test results. Where there are differences, for example in mathematics at Key Stage 1, the improvements this year are due to better teaching. Reading is a particular strength of the school, with very high standards all round. Attainment in the other subjects is satisfactory for the seven and eleven-year-olds. It is higher than this in art, with older pupils achieving very good standards. The weakness is in music where attainment is unsatisfactory, and the gaps in the ICT curriculum mean that older pupils do not reach the expected standard in all parts of the subject. The school is exceeding its challenging targets in English and mathematics. Children in the Foundation Stage¹ are on course to meet their targets in the Early Learning Goals² by the time they leave the reception class. Pupils with special educational needs make very good progress, like their classmates.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--------------------------|---|
| Attitudes to the school | Very good. Pupils enjoy coming to school and they are eager to learn. |
| Behaviour, in and out of | Very good. Children are keenly aware of what is acceptable and |

¹ The name given to nursery and reception classes.

² Early Learning Goals identify the standard expected for most children by the end of the reception year

| | |
|------------|---|
| classrooms | unacceptable behaviour. No pupils have been excluded from school. |
|------------|---|

| | |
|--|--|
| Personal development and relationships | Very good. Relationships are very good, and the pupils and adults get on well together. |
| Attendance | Very good. There are improvements in attendance since the last inspection. Attendance is much better than is usually found in primary schools. |

TEACHING AND LEARNING

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

Teaching is very good; it is of a consistently high quality across the entire school. All the pupils, including those with special educational needs, make very good progress. During the inspection over half the lessons seen were very good or better. Thirty two percent were good and twelve percent were satisfactory. This is a significant improvement since the last inspection when teaching was judged to be satisfactory overall, with two percent unsatisfactory. Every teacher taught at least one very good lesson. Pupils are well managed and organised, and staff have high expectations of them. They always expect their pupils to do their best, and they are not disappointed. Pupils are good at learning new skills and acquiring new knowledge. Whatever their capabilities they are adept at using their previous learning, so that they make very good progress all round. Literacy and numeracy are well taught. Reading standards are very good because of very good teaching, and the pupils have plenty of opportunities to practise. Learning is very good because pupils are given many ways to find out the meaning of words and phrases; this helps them to become fluent readers. In mathematics, pupils quickly work out the answers to questions involving large and small numbers. They have a range of ways to arrive at their answer successfully. Throughout the school, work is pitched at the right levels for the pupils, lessons are challenging and interesting, and learning accelerates. Standards are getting better all the time. Weaker features in the teaching focus around the fuller use of ICT to support learning at Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good. The pupils receive a curriculum that is broad and balanced. The only gaps are in music and some aspects of ICT. The very good range of out-of-school clubs and activities enhance the basic curriculum very well indeed. |
| Provision for pupils with special educational needs | Very good. The school makes very good provision for these children and they make very good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Pupils are keen to help and support each other. They know what is right and what is wrong, and they successfully learn about their own and other cultures. The pupils' sense of the wonderful world around them is promoted well. |
| How well the school cares for its pupils | Very good. All the staff are responsive to the needs of pupils and they take very good care of everyone. |

Parents are welcomed into the school. Relationships are very good, and the school has a successful partnership with all its parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Excellent. The headteacher and her team work together very effectively. They have a common purpose which is that the pupils at Chetwynd Road will achieve as well as they can in all aspects of school life. |
| How well the governors fulfil their responsibilities | Excellent. Governors know where the school's strengths and weaknesses lie. They are determined to tackle the weaknesses effectively. |
| The school's evaluation of its performance | Excellent. There are very effective systems in place for the headteacher and governors to check how the school is doing. |
| The strategic use of resources | Excellent. The principles of best value are consistently applied. The school provides very good value for money. |

The school is suitably staffed. The new accommodation is of very high quality, but there is no suitable outdoor area for the youngest children. Learning resources are good.

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 are expected to work hard and they make good progress • The school is well led and managed • Teaching is good • Behaviour is good • Children are helped to become mature | <ul style="list-style-type: none"> • Children do not get the right amount of homework |

Inspectors agree with parents' positive views. They feel that the amount of homework provided by the school is appropriate for the age of the children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Good progress has been made since the previous inspection and standards have improved significantly for both the seven and the eleven-year-olds. Larger proportions of boys and girls now achieve higher standards year-on-year, both in their national tests and in their class-work. The school had made this one of its targets, and it is successful. A high percentage of pupils move into and out of the school every year because their families are with the army. This movement affects the school's overall results because the pupils do not always have very long to improve their learning skills before they take the tests.
2. In the Year 2000 tests, when compared to all schools in the country, the seven-year-olds achieved well above average standards in reading, above average in writing and below average in mathematics. Science was assessed by the teachers, and attainment was average. The 11-year-olds achieved well above average standards in English, above average in mathematics and average in science. A greater number of pupils achieved the higher levels in all subjects. The school has been targeting pupils of all capabilities to make sure that they achieve their potential, and they do not mark time in their learning. The gains in attainment show that the strategies are working effectively. Standards during the inspection broadly reflect test results in the main subjects. Where there are differences, for instance in mathematics at Key Stage 1, the improvements are due to improved teaching all round. Provisional results for the tests in 2001 indicate that the rising trends are continuing, especially at the higher levels, and that the school is getting the best from its pupils.
3. Attainment has slipped in music because the subject has been without a co-ordinator for some time; it is below the expected level for both seven and eleven-year-olds. Attainment is satisfactory for the eleven-year-olds in the communication aspect of ICT (information and communication technology), but is below the level expected in the other elements of the subject. This is because of the limited time available due to technical difficulties linked to building and equipping the ICT suite. In all the other subjects attainment is satisfactory, with one exception – art and design. Here, attainment is good for the seven-year-olds and very good for the eleven-year-olds. This year the school has exceeded its challenging targets for the eleven-year-olds in English and mathematics.
4. Over the last few years the school has improved its standards in English, mathematics and science at about the same rate as most of the other schools in the country. From an all round low in 1996, standards for the eleven-year-olds have increased significantly in these subjects, with more pupils achieving higher levels. This improvement is due to better teaching throughout the school, as well as a secure curriculum. There is a different trend for the seven-year-olds. In 1997 attainment was around average in reading and writing and it is now higher than this. The improvement in mathematics has been less significant, but standards are improving. Results for 2001 are a significant improvement on previous years. This is due to better teaching.
5. When standards are compared to those in similar schools, the results for the seven-year-olds are average in reading and writing, and well below average in mathematics. The eleven-year-olds achieve above average standards in English, average in mathematics and below average in science. This is because fewer pupils achieve the higher levels. The school has identified this, and tackled it effectively. More pupils are on course to achieve the higher levels this time. Overall attainment is adversely affected by the movement of pupils into and out of the school; although everything possible is being done to overcome this handicap.
6. The school is now much better at assessing what the pupils know and understand. Pupils are given challenging work, which is at the right levels for them. The literacy and the numeracy

strategies have had a significant impact on boosting standards because the teaching is clearly focused. Pupils with special educational needs get extra support that helps them to achieve their best standard. Their targets are appropriate for them and their individual plans are tightly focused so that their targets are reached. Pupils now make very good progress all round.

7. When they start school, at the beginning of the term they are five, the attainment of many of the youngest children is about average. Some children achieve significantly lower than this, and a small number achieve higher standards in personal, social and emotional development and in speaking. There is always a wide variation in the children's attainment, and this changes year-on-year. Many children do not have a full year in the reception classes, and this can limit the amount of progress they make before they move into Year 1. Boys and girls make rapid progress towards reaching the Early Learning Goals, so that when they leave the reception class their standards are broadly average. However, there are small pockets of significantly higher and lower attainment.
8. Throughout the school pupils' speak clearly and they listen attentively. Reading is very secure with high standards all round. Handwriting, spelling, punctuation and grammar are good, as are writing standards. The pupils have a good grounding in number. Their understanding is good; they are adept at mental mathematics and they use their number skills very well in other subjects. In science most pupils can organise their investigations and record their findings systematically.
9. A key factor in improving attainment is the effective collection and analysis of data about standards across the whole school. The use of this information was a key issue at the last inspection. The school is now much better than it was at using the analysis. The progress, or lack of progress, of individuals, groups and classes is tracked accurately. Where the rate of progress slows down this is quickly identified and support systems are put in place so that learning becomes productive again. This is a key factor in boosting standards for all pupils. Closely linked into this are the very good systems for target setting, especially in the main subjects. Teachers assess learning and progress at regular intervals, and pupils have individual and class targets to achieve. They are well motivated, because of the very good teaching, and very good progress is made – both in lessons and over longer periods of time as well.

Pupils' attitudes, values and personal development

10. The very positive attitudes of the children to learning and the very good quality relationships remain strengths of the school, as they were found at the last inspection. Pupils are eager to come to school arriving in good time. Their attitude towards work has a favourable impact on their performance in lessons. Pupils, including those in the Foundation Stage, are keen to learn. For example, in a physical education (PE) lesson in Key Stage 2, pupils were very keen to devise and perform a sequence of a variety of balances and twists. Throughout the school the pupils work hard and try to give of their best in lessons, especially when the teaching is stimulating and the pace of the lesson is brisk. Relationships between the pupils, and between pupils and staff, remain very good with the adults providing fine role models. There is much respect for the feelings of others and a genuine sense of concern for each other. Pupils take care of their resources and the local environment, such as ensuring there is no litter. The consistently warm and harmonious relationships help to create a climate where bullying and racist behaviour do not take root. Parents appreciate the values and standards the school promotes.
11. Behaviour has improved and is now very good. All adults expect a high standard, and pupils respond to this positively. Pupils are courteous towards staff, visitors and to each other. They are tolerant and show a capacity to compromise. No oppressive behaviour was seen throughout the inspection. Since the last inspection there have been no permanent or temporary exclusions. Overwhelmingly parents believe behaviour is good and the inspection findings endorse this. The calm and orderly atmosphere helps to create a positive climate for learning throughout the school.
12. The personal development of the children is very good. Pupils are involved in their learning and concentrate well. They are willing to do their homework and many take advantage of the

extra-curricular activities. A few parents would like more extra-curricular activities, but the inspectors' view is that there is very good provision, including sporting and interest activities, alongside a varied programme of visits and visitors. Educational visits, including residential ones, provide occasions for pupils to develop personally and socially. All pupils are encouraged to take responsibility for their actions and their acceptance of personal responsibility is the result of the strong influence and encouragement of staff. Opportunities are given to the pupils to do specific jobs and they enjoy the responsibility. Parents believe the school is helping their children to become more mature and responsible and the inspectors' findings support this.

13. As a result of very good levels of support, pupils with special educational needs (SEN) show very good concentration and, as a consequence, their attitudes and behaviour are very good. Their personal development is very good because adults support them effectively, their classmates help them, and this encourages the pupils to participate in activities fully and with enjoyment.
14. Since the last inspection, levels of attendance have risen and are now well above the national average. There are very few unauthorised absences. This very good attendance is one result of the school's ethos of valuing every child.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Teaching is very good, and has improved significantly since the last inspection. During the inspection fifty six percent of the lessons seen were very good, thirty two percent were good and twelve percent were satisfactory. Teaching is of a consistently high quality across the school, and every teacher taught at least one very good lesson. At the last inspection the teaching was sound, with two percent of lessons being unsatisfactory. The weaknesses identified in the last report have been tackled very well and good progress has been made. Much better use is made of the information from monitoring teaching and learning; priorities are set and targets are in place. Additional training has made teachers much more secure about the subjects they are teaching, and this is one factor that enables the pupils to make very good progress. Pupils with special educational needs are taught as well as their classmates, and they too make very good progress.
16. Children in the Foundation Stage progress well. Their work is carefully planned for them using the 'stepping stones'³, and their all-round development is thoroughly covered. Progress is monitored, and staff have clear information about areas where the children need extra help. Parents are fully involved in their children's education, and the close partnership benefits everyone. The main gap is in the lack of suitable provision for outdoor activities. This has been identified by the school, funding has been allocated, and plans are in hand to tackle this in the near future.
17. There are many strengths in the teaching and pupils' learning is effective because of this. Gifted and talented pupils are well catered for. They have a range of challenging tasks that extend their learning effectively. All the pupils' work is very well planned, and tasks are pitched at the right levels. This is because teachers are better than they were at assessing how much their pupils have learnt in a lesson. In one mathematics lesson the older pupils worked at problems involving buying and selling, calculating the percentage increase and/or reduction from a given price list. The teacher had amended her plan for this lesson because, in the previous lesson, average attaining pupils found their task too difficult. They found it hard to work out the percentage increase from a decimal number.
18. Another strength is the high expectations that teachers have for their pupils, who rise to the challenges set for them. In one example, Year 3 and 4 pupils were studying humorous poetry. There was much laughter about the limericks, as well as constructive discussion about how

³ Stepping stones is the name given to the various levels of the curriculum.

poets use language in poetry to convey humour. The teacher's high expectations for behaviour enabled all the pupils to make gains in their learning, as well as enjoy the lesson.

19. Literacy and numeracy skills are well taught so that learning is effective. During the literacy sessions the pupils are in groups of different ability. This means that teachers can focus on providing work that is at the right levels for them, helping their learning to be effective. Lessons get off to a brisk start, which captures the pupils' attention straight away. Teachers are effective at finding out how much the pupils have remembered from the last lesson. No time is wasted as the pupils are quick to answer, and this readily leads into new learning. The literacy and numeracy strategies have given staff confidence. They know the subjects well, and they move the pupils' learning forward in a structured way so that standards continue to rise. At the end of lessons teachers structure their questions for individual pupils, helping them to remember the main points of the lesson or to consolidate their understanding. Pupils with SEN benefit from this approach because the teachers ask them questions that are directly linked to their understanding. All the time learning is progressing very well and standards are improving all round.
20. Much of the teaching is well thought out to promote thinking, as well as to develop pupils' skills effectively. Six-year-old pupils were making a leaf collage using natural materials. Higher, average and lower attaining pupils were all able to plan, amend and re-arrange their designs so that they achieved the 'right' effect. All of them made very good use of different shades and tones of green paper, sometimes using two or three layers to achieve an opaque effect. Two average attaining pupils spent quite a lot of time sharing their ideas, and re-arranging their work so that it was more aesthetically pleasing for them. In this instance the teacher left them alone to experiment, allowing them to develop their ideas further. With a group of other pupils she aptly demonstrated a range of methods to achieve stronger colour density. Both groups of pupils made very good progress, successfully building on their previous learning and using their new skills.
21. There are very few weak features in the teaching. In one or two instances teachers delivered part of a lesson rather slowly, and when this happened a small minority of pupils lost interest and their learning slowed. ICT is not always used to support teaching and learning effectively, and more could be done to extend pupils' analysis and use of data, for example in mathematics, science and geography. The technical delays in the completion of the ICT suite have meant that pupils in Key Stage 2 have not had enough time to explore the full ICT curriculum. This is why there are gaps in their knowledge and understanding. The school is well resourced for computers; the best use is made of the suite, and all pupils now have sufficient time to tackle the full ICT curriculum. Gaps in the music curriculum have been identified and are being tackled effectively, but teachers need additional training to help them in teaching all aspects of the subject well.
22. The school is doing everything it can to improve the standards pupils achieve. Teaching is very focussed on enabling pupils to do well, and the teachers use many strategies to reinforce and extend learning. In the more formal subjects pupils work alongside others who have the same capabilities. This gives a much sharper edge to the teaching and pupils are moved forwards quickly as their standards improve. Teachers now have a much better understanding of what their pupils know, understand and can do, and this helps them to pitch work at the right levels. The best use is made of all the information about the pupils, and this is used to set individual targets for them so that they know what standard they are aiming for. There is a consistent approach to homework throughout the school. A few parents are concerned about homework, but inspectors found that the homework given to the pupils is appropriate for their age and capabilities. Parents work closely with the school so that their children can do better. All of this has a positive impact on raising standards, which are continuing to rise year on year. Support staff work closely with the pupils, guiding and supporting them and helping their learning to be effective. This holds good for those staff supporting pupils with special educational needs.

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

23. The school provides a broad and balanced curriculum for its pupils. There have been significant improvements since the last inspection when the lack of a coherent subject framework was judged to be a significant weakness. This has been tackled effectively. There is now a secure curriculum framework in place – the only exception to this is music where the lack of a co-ordinator has held back developments. A co-ordinator is now in place, and the school is well positioned to move forward in this subject area. The new building, which has been built since the last inspection, provides an excellent facility for the developing curriculum. The inclusion of an ICT suite, (despite earlier technical difficulties) now enables all pupils to have access to an appropriate ICT curriculum.
24. The curriculum planned for the children in the Foundation Stage is firmly based on the stepping stones and Early Learning Goals for the age group. What is missing – and is being tackled – is a secure outdoor area where the children can work and play. Currently, the arrangements for this aspect of the curriculum are unsatisfactory. The rest of the curriculum prepares the children well for entry into Year 1. At Key Stages 1 and 2 the school provides a satisfactory curriculum that meets all the requirements,
25. Since the last inspection the headteacher and her staff have worked very hard to put in place a curriculum that meets the needs of all pupils. There is a policy in place for every subject, which incorporates the changes within National Curriculum 2000, and is a good improvement since last time. The curriculum for religious education meets the requirements of the locally agreed syllabus. Arrangements to teach personal, social and health education have been included successfully in the curricular revisions, and there is an effective sex education and drug awareness policy in place. The involvement and support of the health service, police and other agencies assist in providing effective resources and expertise in these areas. All pupils have full and equal access to the full range of the National Curriculum and all aspects of the religious education programme. The school prepares its pupils for the next stage of their education very successfully.
26. The systems and procedures for planning the curriculum at all levels are well established and firmly in place. In literacy and numeracy sessions the pupils frequently work with groups of pupils of similar capabilities, and work is accurately pitched at the right levels. The procedures for assessing pupil's achievements and measuring their attainment are closely linked to the learning objectives, which are shared with the pupils making their learning much more meaningful. The information gained from assessments helps to inform the setting of new targets for individuals, groups and classes – especially in the main subjects. This is a crucial factor in improving attainment, as well as ensuring that the pupils make the best possible progress. There are clear links between all subjects in the curriculum so that the pupils have frequent and real opportunities to apply the skills they have learnt in ICT, literacy and numeracy. The staff work and plan collaboratively, to ensure that learning builds on previous learning and skills are developed well.
27. The provision for pupils with SEN is very good. Pupils with SEN receive a broad and balanced curriculum. They are fully included into every aspect of the school's work. Individual education plans (IEPs) have accurate and specific targets, with effective adult support clearly identified. This helps the pupils to make very good progress, like their classmates. The assessment and review of pupils' individual needs is a strong feature, and is undertaken rigorously and on a regular basis by the Special Educational Needs Co-ordinator (SENCO). Pupils with special educational needs have full access to the whole curriculum and their personal, spiritual, moral, social and cultural development is very good. Parents are fully involved in the review of IEPs, helping them to be more familiar with the range and type of support provided for their children. The leadership provided by the headteacher and SENCO is very good, and supports pupils' learning very well indeed. Classroom assistants and parent helpers provide good support,

ensuring that the children progress as well as they can. Statutory requirements of the Code of Practice for Special Educational Needs⁴ are met fully.

28. There are very good links with the local secondary schools, and the staff share in-service and training opportunities with other local primary schools. Pupils visit the library, local churches and various places of interest. These visits provide good support for the topics pupils are studying, enabling them to enrich their learning experiences successfully.
29. There is a very good range of extra-curricular activities. These cover a wide range of musical, sporting and interest activities, and they are well attended. All of these enhance the pupils' skills very well indeed, and are successful in pushing up attainment, as well as providing much enjoyment. Residential visits, alongside other visits to places of interest, successfully extend the pupils' knowledge and understanding as well as promoting their social development. Visitors to school, such as artists, poets and actors, provide a range of creative activities that enrich the pupils' learning experiences very well indeed.
30. The pupils' personal, spiritual, moral, social and cultural development is very good overall and remains a strength of the school. Since the last inspection the school has been successful in making further improvements to the pupils' moral and social development, which is now excellent.
31. Personal development is very good. Pupils are fully involved in all aspects of school life, and whatever their age or gender, they are helped to have a positive self-image, to have a strong sense of purpose, and to take the responsibility for their actions. The programme for personal and social development successfully encourages the values of fairness, fair play, and consideration for others. These are extended by 'circle time'⁵ activities in every class, so that pupils' personal and social development is expanded successfully, year-on-year. A new initiative linked to playground 'peacemakers', gives pupils the opportunity to sort out disagreements and differences through playground mediators. This is a very successful initiative that is promoting pupils' tolerance and understanding of other points of view, and actions, very well indeed.
32. The pupils' spiritual development is very good. There are very good opportunities in assemblies, drama, art, dance, music and literature for the pupil's spiritual development to be fostered. Acts of worship are calm and peaceful, creating a feeling of the 'specialness' of the occasion. In one example, the visiting speaker used a puppet to great effect to illustrate the meaning of 'forgiveness', successfully linking the topic to stories from the bible. A time for reflection through prayer, and the singing of hymns, are regular features that enhance the acts of worship. A wide range of visitors representing local church groups, and other world faiths, significantly broadens the experiences offered to the pupils.
33. Moral education is excellent. The teaching and non-teaching staff are very effective in promoting the difference between right and wrong in classroom activities, as well as during daily worship. Through the Current Affairs club the pupils have excellent opportunities to talk about issues that concern them, as well as tackling the place of the school in the local community. For example, pupils make informed decisions about such topics as the Human Rights Act, election fever, Siamese twins, girls' sport and fox hunting. The school code of conduct is very effective, underpinning its aims and philosophy. The rewards system, and recognition of pupils' achievements, are celebrated during assembly time, enabling the whole school to share in the celebrations. Pupils have a strong sense of responsibility and they genuinely care for the school environment. They move around the school corridors in an orderly fashion and are very polite and friendly to visitors. The vast majority of pupils behave very well in classrooms and in the playground. Both teaching and non-teaching staff provide excellent role models and they have very good relationships with the pupils, who in turn relate very well to one another.

⁴ Regulations relating to the assessment of pupils with special educational needs.

⁵ Whole class sessions where the pupils explore issues linked to their personal development, as well as right and wrong issues.

34. The provision for the pupils' social development is excellent. The school provides a very secure and happy environment in which pupils feel a sense of purpose, and where their self-esteem is highly promoted by the staff. Team games enable them to develop social skills, a sense of responsibility and fair play. Staff are very effective in promoting knowledge and insights into pupil's own beliefs, values, and those from other backgrounds. There are good opportunities for pupils to work together during English, mathematics, science, music, religious and physical education lessons. There are many opportunities during the school day when the pupils take the initiative, as well as accepting a range of responsibilities. These effectively contribute to their social development as they move through the school. Pupils contribute to the local community when they entertain the parents and senior citizens at harvest time and school productions at Christmas. These activities are enjoyed by everyone. Fund raising for a range of charities has a high profile, helping the pupils to extend their understanding of others less fortunate than themselves.
35. Cultural development is promoted very well; the provision is very good, as it was at the last inspection. Pupils visit museums, concerts and art galleries, as well as taking part in residential visits. Visiting artists to the school have led workshops based on the Great Fire of London, the life of Charles Dickens, the Egyptians and an environmental workshop entitled, 'Secret Universe'. Workshops in poetry, writing, music, science and technology provide a range of rich experiences, which enhance the pupils' learning as well as their cultural development. Pupils' cultural awareness is highly promoted through the celebration of festivals, as well as through religious education lessons and visiting speakers. Pupils with special educational needs participate fully in the spiritual, moral, social and cultural life of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school continues to give a very high priority to promoting the care of all its pupils and this is one of the main strengths of the school. It takes very effective steps to provide them with a secure environment in which they are happy and can learn steadily. All staff are well aware of child protection issues. They have been suitably trained and briefed, and they implement the policy effectively when necessary. There are still very good procedures for promoting the health and safety of pupils, staff and visitors, which are carefully implemented by all staff. For example, risk assessments are consistently undertaken and the results acted upon. The governing body reviews safety and security on a regular basis and considers ways of ensuring that the environment is safe. All pupils are very competently supervised at work and at play.
37. A key issue in the last report focused on making better use of the information gained from the analysis of assessment data. This has been well-tackled and good progress made, except in music where this is still to be tackled. Effective systems are in place. Teachers are much better than they were at analysing information from pupils' assessments. This information is now used successfully to monitor progress and attainment, as well as to set new learning targets for individuals, groups and classes, especially in the main subjects. Personal development is monitored and recorded by all staff, and personal and group targets are set. Pupils are fully involved in the process; they fully understand what they have to do in order to improve the standard and the quality of their work or their personal development. The procedures are effective in pushing up standards all round. Very good systems are in place for the thorough monitoring and recording of any child with SEN; parents and carers are involved appropriately.
38. Pupils, parents and carers are often reminded of the importance of regular attendance. The system for recording attendance is clearly understood by all teachers and the procedures are carried out efficiently. Very effective measures are in place for promoting good attendance, but the school continues to focus on discouraging parents taking holidays in term time. Attendance and punctuality are carefully monitored and appropriate measures are taken when necessary. The very good level of attendance and prompt start to lessons has a positive effect on pupils' learning.

39. Procedures for monitoring behaviour are excellent. Ways of promoting good behaviour are extremely effective with teaching and non-teaching staff working together, ensuring a consistent approach in dealing with any inappropriate behaviour. This helps to provide a positive climate, which is having a definite impact on learning. Pupils have a clear understanding of the school's expectations of very good behaviour and understand the systems of rewards and sanctions. Anti-bullying strategies work exceedingly well and no bullying or racist behaviour was observed during the inspection. Parents are pleased by the good behaviour and the inspectors' findings fully endorse their perception.
40. The school provides very valuable support and guidance, which helps pupils to make responsible choices. There are very good records of pupils' personal development in the Foundation Stage, but in the rest of the school the monitoring is mostly informal, although there are comments on the pupils' maturity and development in the annual written reports to parents. Parents are appreciative of support given by the school and are well satisfied with the help their children receive, particularly on entering school at whatever age and at any time in the school year. The high mobility of some families, particularly those in the armed forces, is catered for very well. Assemblies celebrate achievement and give pupils opportunities to share their successes in all aspects of school life. This encourages them to do more and boosts their confidence and their self-esteem. Very effective levels of support and guidance are offered to pupils with special educational needs and ensure their needs are met in full. The general ethos of the school helps to develop pupils' sense of responsibility and citizenship. Virtually all parents believe their children are becoming more mature and responsible and the inspection results confirm this.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has improved its links with parents and carers and they are now extremely effective. Parents are welcomed and visits to the school are actively encouraged. The head teacher is willing to see parents whenever possible. Parents believe that all members of staff in the school are easily approachable and this positive climate contributes to pupils' learning at both home and school. The school is seen as a happy place where their children enjoy learning and the inspectors support this view.
42. The overall quality of information to parents is exceptionally good. Parents are kept very well informed about their children's progress. The formal consultation meetings with class teachers often attract 100% of the parents. Open afternoons, when parents are invited to see their children at work in school, are also very popular. These meetings, together with detailed written reports, give parents an unmistakable picture of their children's progress. The informative written reports give details relating to personal and academic development, include targets for the future and give opportunities for parents and children to make comments. Staff are happy to see parents at the end of the school day for brief meetings and are available for longer meetings at pre-arranged times throughout the year. Meetings to give parents a deeper understanding of the curriculum, such as explaining the school's approach to children with special educational needs, are welcomed. The vast majority of parents are very pleased with the progress of their children and the way they are told about it.
43. Letters and leaflets give general useful information such as term dates and details of school events. Information is also accessible via the school's web-site. The web-site is very detailed and informative. It includes a wide range of information about the school itself, including a tour of the classrooms, samples of pupils' work, information about residential visits and many other aspects of the day-to-day life of the school. Parents feel that they are well informed about the school's work. Inspectors agree with them.
44. All parents are encouraged to become involved in their children's learning, which has a beneficial impact on their children's progress. Homework is set throughout the school and is well supported by most parents. However, a small number of them are not sure how best to support their children's learning. The school is taking steps to redress this by, for example, providing a six-week course on numeracy to help parents work together with their children. The amount of homework was identified by a few parents as an area of concern. The

inspectors' view is that the amount of homework set was generally appropriate throughout the school. Parents of pupils with SEN encourage them to complete homework tasks and they are fully involved in the review of their children's IEPs.

45. The school continues to listen to and act upon parents' suggestions and parents are still positively encouraged to help in school. The staff welcome the dedicated volunteers, including both parents and other members of the community, who assist in the classroom, around the school and accompany school trips. This involvement is having a positive impact on standards and pupils' learning. Parents continue to organise a wide variety of successful social and fund-raising activities. The money raised goes towards providing extra resources to benefit the pupils' education.
46. Parents are happy with what the school offers and with their children's progress. Parents believe that the school provides a safe and caring environment in which their children can develop and progress and the inspectors' findings fully support this view.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The high standards reached at the last inspection have been maintained. The headteacher provides excellent leadership. She is very well supported by her deputy, senior staff and a strong team of teaching and non-teaching staff. Administrative staff, caretaking and cleaning staff, and lunchtime supervisors all contribute to the efficient day-to-day running of the school; everyone works together as an effective team. Governors are experienced, and they bring many strengths to the management of the school. They fully support the work of the school, being a 'critical friend' to the headteacher and her staff. Governors are fully aware of the school's strengths and weaknesses. They know what has to be done to make the school even better than it already is. The school has been completely rebuilt since the last inspection. Managing this has been a challenge for the head and her team, and it is to their credit that standards and behaviour have not slipped, especially as a high percentage of pupils move into and out of the school because their families are in the army.
48. There is a very clear educational direction for the school, and high expectations of what can be achieved. Systems for monitoring the work of the school are excellent, and this continues to bring significant improvements to standards, teaching and learning – as it did at the last inspection. The key issues in the last report were comprehensive, covering all aspects of the curriculum and teaching. It is to the school's credit that much has been achieved and good progress made in tackling these wide-ranging issues. The significant improvements in standards, and the quality of teaching, are due to the quality of the school's leadership. The school aims that every pupil will achieve the highest standards that he or she is capable of achieving in every aspect of school life. It is successful in achieving this.
49. The school is much better than it was at setting targets for individuals, groups and classes. Class teachers set targets for individual pupils in English, mathematics and science, and these are monitored every term. Additional targets are set for groups and classes, and these are also monitored regularly. The entire process focuses teachers on the performance of their pupils and contributes to the overall commitment to raise standards. Teaching and learning are monitored in the main subjects of English, mathematics and science by the subject co-ordinators. In the other subjects the co-ordinators monitor teachers' plans, as well as giving training, support and guidance to staff. Budgetary constraints have limited the other co-ordinators' involvement in monitoring teaching and learning through classroom observations. This has been tackled and a planned programme of observations is to start in the Autumn term.
50. The governors' action plan following the last report has been fully implemented and good progress has been made in improving the issues identified. Points on the action plan have been closely costed, priorities decided and funds made available. The staff, headteacher and the governors have monitored the progress of the action plan effectively. This joint approach

means that everyone is involved and committed to improving the work of the school. There is a strong team spirit, and this encourages everyone to work together successfully.

51. The governing body fulfils all of the statutory requirements effectively. Governors know the school well, have an excellent understanding of the school's strengths and weaknesses and they are well informed about what is actually happening in the school. The chairman and other governors visit the school regularly to keep abreast of what is happening. The governing body has a number of committees, which support the smooth running of the school. They undertake their responsibilities conscientiously and they assist in the school on a regular basis, maintaining links between the school and the community. They are clear about the standards the school achieves and are fully involved in setting targets for the school and its pupils. Governors know how the school performs against national standards and those of similar schools. This information helps them when they are setting targets for improvement.
52. Governors are fully involved in the budget setting process. Administrative staff are excellent, giving valuable support to the headteacher and the governors so that they have the most accurate and up-to-date information to guide their financial planning. One of the school's main challenges is managing its budget, combined with the high levels of pupil movement into and out of the school. Resources are very carefully managed, as are the additional funds to support pupils with SEN. These pupils make very good progress, as do their classmates. Governors and the headteacher are totally committed to achieving the best value for money and the principles of best value are always considered and implemented. Priorities are firmly based on the school development plan, and budgets are allocated accordingly. Subject co-ordinators manage their own budgets very effectively.
53. The school has an appropriate number of suitably qualified staff, who are well trained, and this is another reason for the school's success in maintaining high standards. The support staff are well-used, enhancing teaching in the classroom and providing effective support for pupils with special educational needs. The SENCO maintains the register of pupils efficiently and plays an effective part in raising the awareness of all staff. The teachers and the assistants make a very effective team, with all the staff making a positive contribution to the learning, attainment and development of the children.
54. The school building is new, and is of very high quality. This is a considerable improvement since the last inspection. Libraries and the computing suite are used well by all pupils, and standards are enhanced all round. The secure grounds have hard and grassed areas, but currently there is no outside play area for reception aged children. This limits their access to an appropriate outdoor curriculum.
55. The learning resources available to the school are of high quality; the school is generally well resourced and all its resources are used to support learning effectively. Resources for pupils with SEN are generally very good. Effective use is made of visits to places of interest during the school day and of residential visits to enhance teaching, learning and personal development.
56. Standards have been maintained and improved since the last inspection and more pupils are reaching the higher levels. Teaching is very good, and the school provides a quality education for its pupils. The amount of money available to educate the pupils at Chetwynd Road is low compared to that available in other parts of the country. Financial and all other resources are always well targeted so that standards continue to improve. The school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. Chetwynd Road Primary School has made good progress since its last inspection. To improve standards further the governors, headteacher and staff must:

(1) Ensure that all strands of the music curriculum are taught and learnt by:-

- putting in place a policy and scheme of work to guide teachers' planning in the subject;
- ensuring that there is a system for assessing and recording pupils' progress and attainment;
- providing training for all the staff so that they have greater confidence in teaching music.

Paragraphs; 3,21,23,124 – 127

(2) Provide a secure outdoor area for the children in the reception classes, and put in place a suitable outdoor curriculum for them to follow.

Paragraphs; 24,61,67

(3) At Key Stage 2, ensure that all strands of the ICT curriculum are taught as effectively as the communication strand by:-

- ensuring that pupils learn how to collect and handle data and to create a collection sheet;
- creating more opportunities for pupils to monitor and record changes – for example in temperature and sound;
- providing more opportunities for pupils to use simulation programs for modelling.

Paragraphs; 3,21,23,115 - 123

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 75 |
| Number of discussions with staff, governors, other adults and pupils | 29 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 12 | 44 | 32 | 12 | 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) | N/A | 271 |
| Number of full-time pupils known to be eligible for free school meals | | 8 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | 1 |
| Number of pupils on the school's special educational needs register | | 54 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 47 |
| Pupils who left the school other than at the usual time of leaving | 25 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 2.9 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| 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 | 24 | 20 | 44 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 21 | 22 | 22 |
| | Girls | 20 | 20 | 19 |
| | Total | 41 | 42 | 41 |
| Percentage of pupils at NC level 2 or above | School | 93 (95) | 95 (92) | 93 (79) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 21 | 21 | 22 |
| | Girls | 20 | 20 | 19 |
| | Total | 41 | 41 | 41 |
| Percentage of pupils at NC level 2 or above | School | 93 (90) | 93 (85) | 93 (95) |
| | 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 | 22 | 18 | 40 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 21 | 19 | 21 |
| | Girls | 17 | 12 | 16 |
| | Total | 38 | 31 | 37 |
| Percentage of pupils at NC level 4 or above | School | 95 (85) | 78 (70) | 93 (81) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 19 | 20 | 20 |
| | Girls | 17 | 15 | 15 |
| | Total | 36 | 35 | 35 |
| Percentage of pupils at NC level 4 or above | School | 90 (63) | 88 (74) | 88 (70) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 2 |
| Indian | 2 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 243 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 11 |
| Number of pupils per qualified teacher | 24.6 |
| Average class size | 27.1 |

Education support staff: Yr-Y6

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 45 |

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|--------|
| Total income | 427214 |
| Total expenditure | 427777 |
| Expenditure per pupil | 1579 |
| Balance brought forward from previous year | 1577 |
| Balance carried forward to next year | 1014 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 271 |
| Number of questionnaires returned | 106 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 52 | 42 | 2 | 2 | 2 |
| My child is making good progress in school. | 59 | 37 | 3 | 0 | 1 |
| Behaviour in the school is good. | 64 | 34 | 1 | 0 | 1 |
| My child gets the right amount of work to do at home. | 30 | 52 | 15 | 3 | 0 |
| The teaching is good. | 63 | 34 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 43 | 47 | 9 | 0 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 66 | 28 | 4 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 78 | 20 | 1 | 0 | 1 |
| The school works closely with parents. | 54 | 39 | 5 | 0 | 2 |
| The school is well led and managed. | 72 | 26 | 1 | 0 | 1 |
| The school is helping my child become mature and responsible. | 61 | 36 | 2 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 67 | 26 | 6 | 0 | 1 |

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

58. Children are admitted into the reception class at the beginning of the term in which they have their fifth birthday. Some children have only one term in the reception class before they move into Year 1 and many of this group will not achieve their targets by the end of the reception year. A further eleven of the oldest reception age children joined a class of Year 1 children at Easter. All of these children are working within Key Stage 1 of the National Curriculum. They have achieved their Foundation Stage targets.
59. Many children enter reception with broadly average attainment, but there is a wide spectrum, ranging from very capable children to children who are significantly less capable in all areas of their development. Since the previous inspection, language development and the provision for children in the Foundation Stage have been a focus, and these areas have improved significantly. The information from the children's initial assessments is used to provide a broad, balanced and relevant programme, which meets the needs of each individual. The assessments form a good profile of the children's skills, knowledge and capabilities. These help staff to set targets for the children's learning, which are shared with parents – making them part of the education process. Children's work is carefully planned around the stepping stones for learning. This ensures that their learning progresses and develops well. By the end of the Foundation Stage, most children are likely to achieve the Early Learning Goals in communication, language and literacy, mathematical, creative and physical development, and most aspects of knowledge and understanding of the world. The majority of children are on course to exceed the Early Learning Goals in the personal and social area of learning.
60. The quality of teaching and learning is very good, enabling the children to make the best possible progress in the reception classes. Teaching and learning have improved considerably since the previous inspection. Reception staff work closely together and there is very good teamwork between reception and reception/Year 1 classes. This ensures continuity of teaching and learning. Day-to-day assessment is very good and is used to support learning effectively.
61. Overall, a satisfactory curriculum is in place for children in the Foundation Stage, which covers all the areas of learning. Indoor provision for the children is good and the children soon learn to listen, sit quietly, look at books in the reading area and join in the activities in the play area. However, the arrangements for outdoor activities for reception aged children, including those for physical development, are unsatisfactory. There is no suitable outside area or suitable equipment available to promote physical development. Plans are in hand to tackle this, funds are available, and work is to start promptly.

Personal, social and emotional development

62. The children enter the school with mature skills in personal and social development. Very good progress is made and the children are on course to exceed the Early Learning Goals in this area. This reflects the very good teaching in both classes where children are constantly encouraged to feel confident about what they can achieve. They quickly gain in confidence as they learn the class routines. The quality of teachers' relationships with the children, and care of them, is very good. Children quickly become independent, concentrate and persevere in their learning and ask for help when required. They rapidly learn to work and to have respect for each other when working together. All staff have very high expectations of children's behaviour. They respond well and learn to know what is right and what is wrong and why they should behave in this way. The children clearly understand simple rules for the class and walk quietly through school. They tidy away sensibly and are encouraged to appreciate the efforts of others.

Communication, language and literacy

63. The children enter the school with broadly average levels of communication, language and literacy skills. The quality of teaching and learning in this area is very good. This helps children to make the best progress so that most attain the Early Learning Goals by the time they leave the reception classes. The higher attaining children exceed these goals. Teachers plan the main activities well taking account of the needs of children with SEN. This has a positive impact, moving learning forward at a good pace. Elements of the literacy framework are used well by staff with reception aged children. They have a good understanding of books, and know the meaning of a title, an author and an illustrator. The teachers use good techniques to speed up learning. They cover key letters and words, and encourage the use of predictions as children wonder what will happen next. Much of the children's learning occurs through listening intently to the very good questions asked by the teachers, and they respond well to these. For example, the children were able to talk about what Papa Bear, Mummy Bear and Baby Bear were going to do next in the story of the *Three Bears*.
64. A good understanding of phonics is developed through effective word, sentence and text level work using well-known stories and rhymes. Most children can name sounds in words they use frequently and show confidence when writing for a relevant purpose. They are given good opportunities to practise writing their names and letters and they have many opportunities to write their names, sequence stories and write sentences about them. Speaking and listening through structured role-play is well developed in their attractive teddy bear house. Books are prominent in the classrooms and children enjoy choosing and looking at books. They understand that the books they choose have a story and the majority have made a good start at reading. They take books home from a reading scheme, which enables the parents to share in effective learning activities with their children. Reading is also well developed in the guided reading sessions.

Mathematical development

65. When they start in the reception classes the children's attainment is broadly average, with higher and lower attainment in every group. Teachers make very good provision for the development of mathematical language and number awareness; much of the teaching is good with very good features. This helps the children to learn and they make good progress. By the end of the Foundation Stage most children are likely to achieve the Early Learning Goals through practical activities, such as drawing around their shoes and seeing which shoes are larger or smaller. The most capable can count to 20 or beyond and recognise the numerals. They have a good knowledge of shapes and colours. This knowledge is built on, and extended in the reception/Year 1 class. The children follow the numeracy strategy and good progress is made. The higher attaining children are now able to count to 60 or beyond. The average attainers count well to 20, and are using words such as 'larger than', 'smaller than' and 'heavier' and 'lighter' in their work. The lower attaining children are extending their numbers to 10. This group, about one third of the total group, need more time than the other children to consolidate and reinforce their learning. This area of learning is well taught and children use mathematical language with confidence.

Knowledge and understanding of the world

66. The teaching and learning in all aspects of this area is very good. Children make rapid progress, both in lessons and over longer periods of time. Most of them are likely to achieve the Early Learning Goals by the end of the Foundation Stage. The majority of children enter school with limited general knowledge. Teachers build well on their natural curiosity, and they work hard to help the children to understand the world in which they live. Children can now talk confidently about what they like and dislike about their local area. They can also talk about the changes that have happened to the frogs since they were tadpoles, and the way in which the seeds they have planted have grown. They show a similar understanding of change and time when talking about photographs of themselves as babies, toddlers and school children. Most children can select resources and use tools safely to construct and build. They have a good sense of how things join together. Children are given good opportunities to develop their skills in ICT, confidently using the mouse and keyboard to create pictures.

Physical development

67. Teaching is good and children of all capabilities make good progress. They can run, jump, balance and climb, and show awareness of the needs of others in the space around them. Most children are on course to achieve the standards expected by the end of the Foundation Stage. However there is no secure outside area, and limited suitable equipment is available to promote physical development in the area of outdoor play for either reception class. This limits the progress children can make, especially those children who only have one term in the reception class. Children make good progress in developing skills with construction kits. They can join blocks and equipment together successfully. The most capable are able to revise their plans as their construction develops, but the less capable children find this hard. A good range of suitable activities increases confidence and extends the children's ability to use paintbrushes, scissors, crayons, pencils, paste spreaders and collage materials. They handle scissors well and have good cutting skills.

Creative development

68. This area of learning is well taught and most children are on course to achieve the Early Learning Goals by the end of the Foundation Stage, with some children exceeding them. Children of all capabilities make very good progress. Starting points are around the average. Children enjoy painting and drawing, and they speedily learn how to make recognisable figures, and how to mix their paint to achieve the colour they want. The pictures on display in their own 'Gallery' show maturity when using paint. They create interesting collages using a wide range of well-chosen resources. Less capable children create their collages, drawings and paintings with enthusiasm. Their skills are not as well developed as the other children's skills, but they all mix paints and experiment with colour effectively in their paintings of themselves. All the children enjoy singing nursery rhymes and they join in enthusiastically and respond well to actions. They listen well to the music of Vivaldi, and are beginning to appreciate loud, quiet, fast and slow music. Action songs are lively, and children have been taught how to clap in time to the beat. They have the opportunity to construct their own models from junk materials and many of them do this well, using the skills they have been taught successfully. The children enjoy imaginative role-play, as they re-enact the story of the *Three Bears*. Puppets are made and used. Children's imaginative skills are extended effectively by the sensitive questions of the teacher, as the children interact well with adults as they talk about what the bear is thinking and doing.

ENGLISH

69. Standards in English have improved significantly for both seven and eleven-year-olds since the last inspection. By the age of seven, pupils achieve standards, which are well above average in reading and above average in writing. By the age of eleven, pupils achieve standards, which are well above the national average. Results in the 2000 national tests show that standards were above those in similar schools. Standards in spelling are very good for pupils aged seven and eleven. Test results for the eleven-year-olds have shown significant improvement over the past four years, and the school achieved its rigorous targets for 2000. Girls achieved higher standards than boys, and the school has a higher percentage of pupils achieving the higher level 5 than nationally. This was one of the school's targets, and it has been successful in achieving this. Inspection findings reflect the test results.
70. During the inspection it was evident that pupils are making good progress at Key Stage 1 and very good progress at Key Stage 2. Gains are being made in English because the quality of teaching literacy has improved, and the school has worked hard to improve pupils' writing skills. Pupils with SEN make very good gains in learning because the support they are given is very well focused.

71. Standards in speaking and listening are good throughout Key Stage 1 and are very good at Key Stage 2. Pupils listen attentively and show great interest in what other pupils say. In the infants, pupils share ideas and answer questions fully, making good progress. In a Year 2 lesson pupils were keen to discuss the 'Caterpillar Diary'. Very good questioning by the teachers, ensures that all pupils are drawn into the subject being studied and they benefit from being given good opportunities to contribute their own ideas. Pupils respond very well to the friendly and stimulating atmosphere created by teachers at both Key Stages. In Years 3 and 4, pupils are developing greater competency with the spoken word across the curriculum. In Years 5 and 6 they clearly express their own points of view, having made very good progress across the key stage. Throughout the school the use of Standard English is encouraged by teachers, who act as very good role models and who guide learning in a sensitive way.
72. Reading standards are well above average by the end of Year 2. Teachers use every opportunity to develop pupils' reading skills across the curriculum. Pupils enjoy exploring stories and talking about what might happen next. Higher attaining pupils read books that challenge their skills, while pupils with individual difficulties are well supported. Pupils are eager to blend sounds and use their skills with phonics successfully. They all enjoy reading and regularly take books home. Very effective use is made of the home reading diary and all pupils have individual targets which are known and understood. They make very good progress.
73. Reading standards are well above average by the end of Year 6 and very good progress is made in reading. The skills that pupils need to read with deeper understanding are being well taught at an appropriate level in whole class and guided group reading time. For example, Year 6 pupils read expressively and are keen to identify the difference between fact and fiction. Pupils have access to a wide range of books, which ensure that there is breadth and progression in learning, particularly for the more able readers. This group is able to identify key features of their reading to support their views, and they are adept at selecting the essential points in their texts. They are very good at making their own inferences from the text, so that they readily understand the author's meaning.
74. Writing skills are above average in the infant classes and most seven-year-olds write well. They have been describing story settings and introduce excitement in their poems. They write for a range of purposes, including stories, letters and accounts. Spelling is improved, punctuation is accurate and sentences are grammatically correct. Handwriting using a cursive style is consistently used. Standards of writing are well above average by the age of eleven and pupils use a wider range of vocabulary. Pupils in Years 3 and 4 learn to inject an element of humour into their poems. By the age of eleven, pupils have a very good knowledge of grammar and punctuation. Their historical narratives and scientific reports include interesting, appropriate and varied vocabulary. They pay very careful attention to characterisation and plot and use different forms of writing appropriately. They show a particular flair in their metaphor poetry. For example, 'A candle is a smooth hard pole, dripping like rain when blazing with light' writes an eleven-year-old. 'The sun is a ball of fire floating in the sky at day and then hiding behind a black curtain at night,' writes another. Standards of handwriting are very good in the pupils' books. Younger pupils practise forming letters correctly and older pupils develop a neat cursive style. Spelling is very good throughout the school and teachers' marking is diagnostic and helpful in target setting.
75. Pupils' achievements match the quality of teaching in English. Teaching and learning is good at Key Stage 1 and very good at Key Stage 2. There were examples of very good teaching at both key stages; this ensures that the pupils make the best possible progress. There has been a general improvement in teaching throughout the school and teachers are confident in delivering the National Literacy Strategy. There are many planned opportunities to develop speaking, listening, reading and writing skills and the effectiveness of planning is very good. Learning is built upon and developed well because there is a consistency in the management of lessons. Objectives are clear and tasks are matched well to pupils' knowledge and understanding of the work covered. Teachers use rich and wide vocabulary to promote the pupils' interest in new words such as those used by Year 6 pupils when examining Shakespearean theatre. Teachers check what pupils understand on a daily basis, and very good use is made of assessment so that attainment and progress are monitored successfully.

Marking is carried out regularly and there is consistent use of individual and group target setting for pupils. Pupils are well motivated and eager to learn during lessons. They participate fully in discussions and work well together.

76. The co-ordinator is providing excellent leadership for the subject, which ensures very clear educational direction. She has monitored the effectiveness of teaching, planning and learning throughout the school. There is very good, shared commitment to the improvement of the subject. Very good use is made of ICT for pupils in order to improve their independent learning skills and knowledge in all aspects of English.

MATHEMATICS

77. Standards in mathematics are good. There was a significant fall in attainment following the previous inspection, when standards were also good. Recently standards have improved considerably. Children's attainment when they leave the Foundation Stage is at the expected level for their age. Pupils make good progress through Key Stage 1 so that they achieve better than expected standards by the end of the key stage. Pupils continue to make good progress through Key Stage 2. The vast majority of pupils are expected to reach or exceed the expected Level 4 for their age in national tests; higher attaining pupils attain very high standards. Last year 78 percent achieved or exceeded level 4. This is a higher percentage than most other schools.
78. Leadership by the co-ordinator is excellent. It is through her management of the subject that standards are rising. Her professional approach to analysis and review is exemplary. Lessons have been observed, pupils' work assessed, test results analysed and the curriculum evaluated. Following her in-depth review of the information gained, changes have been made to the way in which teachers teach and the format of lessons. She has adapted the scheme of work so that there is a better balance between numeracy and other aspects of mathematics. She carefully monitors and evaluates the work in each class to ensure that all pupils make the best possible progress. A computer suite has been installed recently. The use of computers to enhance learning is built into the programme of work for each class. The co-ordinator has established good links with the local secondary school to help the systematic development of skills and knowledge when the pupils transfer there. All teachers are given opportunities for further training to increase their expertise.
79. Changes brought about by the review have resulted in improving standards. Teaching is good in most lessons, it is often very good and with the oldest pupils it is sometimes excellent. All teachers have high expectations and challenge pupils of all capabilities. Lessons are carefully evaluated and pupils' understanding recorded each week; the information is used to plan subsequent lessons.
80. All lessons begin with oral practice of number facts. The use of individual white boards involves all pupils in finding answers. Teachers can easily see if any are having difficulties, and these pupils are helped. During whole class teaching all teachers effectively assess how well the pupils understand their work. They adapt their questions and explanations to match pupils' different levels of understanding and ability, and this gives them extra information that guides their planning well. The pace of lessons is good so pupils maintain good concentration especially during the oral mental mathematics time. The higher attaining pupils are challenged well to extend their understanding, and to enable them to tackle more complex questions. Pupils are given opportunities to devise their own methods of working and explain how they arrive at their answers. This helps them clarify their thinking.
81. Most pupils are enthusiastic and interested in their work; they take care in presenting their work neatly and accurately. In the majority of lessons the pupils work at a very good rate, building on what they have previously learned. Lower attaining pupils have work carefully matched to their needs. Additional support for individual pupils with special needs is very effective so that they make good progress. Many younger pupils are not forming their numbers correctly, and this needs to be tackled.

82. In Year 2, the pupils learn how to round two digit numbers to the nearest ten. When the teacher is confident that all the pupils understand the concept, they are given different individual tasks to complete. Higher attaining pupils round three digit numbers to the nearest ten and nearest hundred. The teacher works with lower attaining pupils, using number cards to sort them to the nearest ten. By talking with the pupils she ensures that, by the end of the lesson, all pupils understand the concept. All pupils make good progress and are appropriately challenged.
83. In a Year 3 / 4 lesson on ratio the teacher recorded, in a table, the number of fingers on hands alongside drawings, so that all pupils can understand. The tasks set are sufficiently varied so these younger pupils continue a sequence of differently coloured squares, recording the numbers to show an emerging pattern. The higher attaining pupils create their own pattern and table, and generate questions based on it. These pupils quickly recognise the relationship between the emerging pattern and the times-tables. They calculate the answers to their questions using known multiplication and division facts.
84. A Year 6 class developed their confidence in understanding the equivalence between fractions, decimals and percentages by practical activities. Pupils rearranged equivalent values into the correct order on a number line, explaining why each value should be in a particular position and giving the alternative forms. The higher attaining pupils were well extended in their thinking and understanding by working out tasks that focused on converting a range of values, sometimes using a calculator. The teacher worked successfully with lower attaining pupils, helping them understand decimal place values.
85. In another imaginative lesson, more capable Year 5 pupils used calculators and trial and error method with the known equivalence - $\frac{1}{4}$ equals 25% - to discover how to convert a fraction to a percentage. One pupil also discovered how to use the % key correctly during this activity.
86. Teachers assess pupils' attainment each half term. There are regular tests of number bonds and tables facts. Formal testing is undertaken each year using standardised tests. The results are carefully analysed to monitor progress of individual pupils, classes, and by gender. Results are used to set targets for individual pupils. The targets are linked to National Curriculum attainment levels, and the pupils are helped to monitor their own progress effectively because the targets are pasted into their books. Detailed annual reports keep parents fully informed of their children's progress. Very good efforts are made to show parents how they can help their children through the guidance printed in the regular homework diaries. This helps the parents to improve their own understanding of their child's work, as well as helping to boost standards.

SCIENCE

87. At the time of the last inspection standards in science were judged to be above average at the end of Key Stage 2. Since that time attainment has varied. The eleven-year-olds achieved standards in the national tests in 2000, that were in line with the national average. Boys performed slightly better than girls and the proportion of pupils achieving the higher levels was in line with that in similar schools. Inspection findings agree with these results. This year Key Stage 2 pupils have speeded up their rate of progress because of improved teaching. Many of them are making very good progress; especially the higher attaining pupils, who are being well challenged to extend their investigative and enquiry skills, as well as their knowledge. The teachers assess science attainment for the seven-year-olds. This group make good progress, attaining the expected level for their age. Higher attaining pupils are challenged and extended by the tasks they are asked to do, and this is an improvement since the last inspection.
88. Pupils in Year 1 and 2 cover the same topic as part of a two-year cycle. They investigate a variety of topics, which centre on themselves and extend into the conditions plants and animals need to grow and also incorporates simple aspects of physical science. The programme builds on pupils' previous knowledge and is developed so those pupils cover all aspects at their level. In an excellent lesson, pupils used photographs of themselves in order to make comparisons about how they were similar in some ways but different overall. They

learn how to classify and interpret information and pay careful attention to detail. Teachers use a variety of questions in order that the pupils can make progress and draw conclusions. Work in books reveals how pupils in Year 2 are required to examine further information and develop their independent research skills. Some pupils are more competent than others at this. The teachers have identified this and give good support, so that pupils' investigations are more focused next time around. Pupils record the information and the conclusions they reach in a variety of formats; diagrams with labels, notes and simple explanations. Teachers successfully capture the pupils' interest by introducing a variety of growing things. This makes learning more meaningful, helping pupils to use the correct scientific words to describe how plants grow, or how caterpillars emerge as butterflies, for example.

89. In Year 3 and Year 4, pupils plan how to conduct a fair test and investigate scientific ideas. Teachers are competent at planning work at the right levels, so that learning moves forward at a good pace. In one lesson the pupils were able to identify the key points about the strength of various types of magnets. They used skills and knowledge they have learnt to define how the test must have consistency, and to achieve precision in their measurements. The teacher gave good support, encouraging the pupils to record their findings accurately, collaborating with other groups to compare results and draw conclusions. By her very good questions, the teacher encouraged the groups to understand why their results are not the same as their prediction. Test results are recorded in a variety of ways, with lower attaining pupils learning effectively through investigation. This was difficult for pupils in this group, and they need more support before they fully understand what is meant by a fair test. Pupils in Years 5 and 6 revisit all aspects of the science curriculum. They are able to apply successfully the skills, knowledge and understanding they have learnt earlier. They develop these and use a wider range of methods to plan an investigation and test their hypotheses. All pupils, including those with SEN, use a wide scientific vocabulary and are learning how to be very specific about the test they are undertaking. In an excellent lesson, with Year 6 pupils, they had to think and work very hard to respond to the teacher's challenging and brisk questioning. Her questions covered condensation and evaporation, developing their thinking in statements like the 'greater the volume of water, the slower the evaporation', and then provide the converse statement. The consistent approach, and the use of diverse questions, enabled all pupils to make very good progress.
90. Teaching is very good overall. Teachers are secure in their subject knowledge and they take every opportunity to improve as the subject matter becomes more demanding. In one lesson where there was a slight error the pupils were sufficiently confident to challenge the statement, and developed their knowledge through the discussion which ensued. This issue was handled very well by the teacher, learning points were well drawn out, and consolidated effectively, so that learning was reinforced. Classroom management, and the efficient organisation of the resources, are evidence of how effectively teachers stimulate pupils to engage with enthusiasm in a variety of scientific activities. In the very high quality lessons, pupils are always challenged by their teachers, so that they have to apply their knowledge in order to solve problems. In a Year 6 lesson, after the pupils had investigated how to return a gas back to a liquid, they were required to report the results and respond to a series of letters. These were addressed to a scientist, querying how problems about condensation and evaporation could be resolved in real situations. In this instance the teacher encouraged the pupils to focus on specific situations, making learning more meaningful, and focusing their attention onto the application of science.
91. Pupils use their other skills effectively. For example, Year 2 pupils looked at similarities and differences about themselves. They carefully avoided making personal remarks, and considered very carefully before they classified the information into various headings. They demonstrate similar care when observing plants and mini beasts, treating the creatures carefully, making observations and suggestions about the conditions needed. Teachers' planning is clear and concise. It is sufficiently detailed, taking into account the progress pupils have made in the lessons that are part of the unit. Pupils' science books record sufficient depth and coverage of all aspects of the subject. Homework tasks complement and support classwork well. There is comparability in homework between all classes, and work is marked so that pupils receive clear guidance and support enabling that they make good progress

92. Science is very well led and managed by the co-ordinator, who has worked very hard to ensure that a policy and guidelines are in place. These give the staff valuable support in planning pupils' work. Much has been achieved, and the next stage is to improve all pupils' investigation skills. The use of ICT is not sufficiently developed. Pupils do not have enough opportunities to use data handling programs to organise results. There is insufficient sensor equipment linked to the computer, which can record specific measurements in pupils' investigations. This holds back progress.

ART AND DESIGN

93. The issues raised at the last inspection have been tackled thoroughly by the co-ordinator, and very good progress has been made:-
- attainment is better than it was for both the seven and the eleven-year-olds. The seven-year-olds achieve good⁶ standards and the eleven-year-olds achieve very good standards.
 - teaching has also improved and is now very good overall.
 - there is a whole school policy in place, and this helps teachers to pitch pupils' work at the right levels for them.
94. Younger and older pupils, including those with special educational needs, make very good progress as they learn how to create images in pencil, paint and collage. One strength is the way in which the pupils' skills and techniques are taught successfully as the pupils move through the school. Each year the pupils make a drawing of a teddy bear. Their work in portfolios shows that they are consistently developing greater confidence, accuracy and detail in their drawing skills. By the end of Year 2 pencil shading is used to good effect to portray the fluffy coats of the bears. In Year 5 pupils are adept at using different shades and tones to create the character of the bears. By the time they are in Year 6, the pupils' use of perspective and shading combines to create work of a very high standard. Very good teaching demonstrates how to use different techniques to achieve a range of images, and standards are improved.
95. Teachers have a firm focus on 'first-hand experiences'. Pupils are encouraged to experiment and use different techniques, such as 'framing' and sketching different views of objects. Sketch-books are used effectively to prepare and develop ideas. Teachers' input into this process guides the pupils and extends their skills well, enabling them to produce higher quality work. The quality of pupils' work improves rapidly as they experiment for themselves. There are many examples. In Years 3 and 4 the pupils have been looking at, and creating, patterns and designs in tones and shades of grey. Their drawings in the style of Lowry, focus successfully on perspective, with some interesting examples of pupils experimenting with the shape and depth of tone to create feelings of mystery. Other pupils have been involved in this project. Year 2 pupils have collaboratively produced a large wall picture in the style of Lowry. Very good use of tone and colour portrays the sombre mood exactly. Year 6 pupils have used a range of different paper to create a collage of a Greek vase. The subtle use of colour, pattern and texture using black, grey and white, has resulted in a very effective image.
96. Throughout the school the work of well-known artists is used successfully as a model for pupils' own work. Pupils, using a range of different types of paper, readily capture Cezanne's 'blocks of colour' technique. Paintings created in the style of Aboriginal art, show great attention to detail using different sized brushes, and the good use of colour, to achieve the desired effect. Studying artists' work from different cultures quickly extends pupils' own cultural development.
97. Pupils are good at making their own choices about the materials and equipment they use. They really enjoy their art and design, and pupils of all ages are very good at evaluating the

⁶ Good is above the level expected for pupils of a similar age, and very good is well above the level expected.

quality of their own and each other's work. Ideas and suggestions are readily incorporated into pupils' own creations. Good use is made of ICT to support pupils' learning across the board. Staff are confident in what they are doing, and they have very good expertise. They provide a range of challenging activities, which promote high standards. The high quality two and three-dimensional work provides examples of what the pupils are capable of achieving when they are well taught.

DESIGN AND TECHNOLOGY

98. Attainment in design and technology is satisfactory for both the seven and the eleven-year-olds, as it was at the last inspection. Few lessons were observed during the inspection. In the lessons seen, teaching was good at Key Stage 2 and satisfactory at Key Stage 1. Teachers plan lessons well, so that there is clear progression in pupils' learning. Great emphasis is placed on the designing and evaluating processes so that pupils achieve well, and standards are good. Pupils' skills are less well developed when they come to the making stage of design and technology. Younger pupils do not have enough time in any one lesson. This holds back their progress, as they are spending too much time on the design process, leaving insufficient time for them to make their objects and artefacts. Consequently, the pupils sometimes lack the motivation to complete their work to a good standard.
99. Sewing skills are developed well in Key Stage 1. Pupils design and make attractive glove puppets, joining the pieces with different stitches. Higher attaining pupils use blanket stitch, whilst less skilled pupils use overstitch or simple running stitches. Details are glued on. Younger Key Stage 2 pupils use different joining skills to make different kinds of picture frames. Too many of these use sticky tape when other joining methods would be more appropriate. Pupils successfully learn how to use pneumatics to make a monster with moving parts. Older pupils learn about other mechanisms such as gears and electric motors when making working fairground models, and this extends their skills successfully. Many of them are adept at using their existing skills, and applying them in a range of different situations.
100. The curriculum plan covers all the required elements of the National Curriculum. Resources are about adequate for the planned tasks. Progress is assessed at the end of each unit of work, but there is no consistent procedure for recording pupils' competence in their making skills. This limits the amount of information available to teachers when they are planning the next set of work for their pupils. The attractive portfolio of work would be more useful if the examples were annotated to include the year group and level of attainment. It could then be used as an exemplar of expected standards for each age group.

GEOGRAPHY

101. Since the last inspection standards have been maintained, and are broadly in line with national expectations at the end of both key stages. History and geography were reported together in the last inspection. The weakness relating to opportunities for extended research work has been addressed in full for the older pupils in Key Stage 2, but independent work and research skills remain weak in Years 3 and 4. The quantity and availability of resources were limited in the last inspection. This is still the case. There are few opportunities for Key Stage 1 pupils to undertake fieldwork. However, fieldwork in Key Stage 2 is good. Good progress has been made in developing a system for assessing and recording pupils' progress and achievements in geography. Assessment procedures now identify clearly what pupils know, understand and can do, and assessment informs teachers' future planning fully.

102. No lessons were timetabled during the inspection week. However, judgements are based on discussions with teachers, talking to pupils and the scrutiny of work. Pupils enjoy geography, and they are keen and eager to talk about their work and activities.
103. Younger pupils at Key Stage 1 look at different houses and homes, and they use the computer to draw a picture successfully. Other pupils look at similarities and differences in the changing seasons. They study the houses, landscape and transport, on the imaginary island of Struay, and they successfully use a key to identify buildings, the sea, trees and plants on the island. Teachers extend this work successfully by planning activities that contrast and compare the life of a family in Mexico with their own family in Toton. Pupils are able to recognise how different places have evolved, and how they continue to change. Pupils' understanding and knowledge are extended well, as the pupils build on their ability to draw and label a map about their journey to school. They plot Barnaby Bear's visit to China, and most of them know about differences between hot and cold countries, and the differences in clothes and lifestyle. Good progress is made as they develop their mapping skills. There are many good opportunities for the pupils to use and apply their literacy and numeracy skills in lessons. They make good use of the computer suite to extend their written work.
104. In Key Stage 2 the pupils' mapping skills continue to be well extended, and they make good progress. They draw sketch maps to show the water features of the River Trent with an associated key. Older pupils have a clear understanding of the water cycle, and pupils of all capabilities can name the source, mouth, and estuary of a river. Learning is used and applied successfully as pupils draw up plans of the water systems in the school. They then use their investigative skills effectively to find ways of producing clean water by making a filter. Teachers make good links with other subjects, helping pupils' learning to be more meaningful. Numeracy skills are used successfully to estimate the number of litres of water that are used by a household over a weekend, as part of a homework assignment. This helps parents to be more involved in their child's learning, as well as extending pupils' understanding effectively.
105. Mapping skills continue to be very well developed as the pupils move through the school, making good progress. They make good use of maps, atlases and globes, and can identify and explain varying scales. Aerial photographs are used effectively as pupils locate features on local maps, and compare and contrast the local industries of Toton with those in Newquay. Older pupils make good use of ICT to support and extend their learning by retrieving information from CD ROM, the Internet and spreadsheets. Fieldwork is a strong feature of learning in Key Stage 2; attainment and progress are enhanced as the pupils use and apply their knowledge in fieldwork investigations. Orienteering skills are fostered very well when pupils are on residential visits, and this also extends their knowledge and understanding successfully.
106. Teachers' plans make it clear how lessons will provide different tasks to meet the different needs of the pupils. As a result, pupils with SEN make very good progress. Teachers' marking of pupils' work is consistent across the key stages, helping them to improve their work.
107. The subject is well managed by the geography specialist. There is now a policy in draft form, with linked assessments, and the two-year cycle of topics ensures that the scheme of work underpins teachers' planning successfully. Plans are monitored, and time has been made available for the co-ordinator to observe teaching. This will give additional information on the quality of teaching and learning, enabling the subject to continue to move forward successfully.

HISTORY

108. Since the last inspection standards have been maintained, and are broadly in line with national expectations at the end of both key stages. History and geography were reported together in the last inspection and the weakness identified together. These are outlined in the above section on geography. Satisfactory progress has been made in tackling the issues.

109. No lessons were timetabled during the inspection week. However, judgements are based on discussions with teachers, talking to pupils and the scrutiny of work. History is enjoyed. Pupils are keen and interested and they enjoy researching the subject, finding out about aspects such as the Fire of London, or the history of lace-making in Nottingham.
110. At Key Stage 1 the pupils talk about the Fire of London, explaining that the fire started in a baker's shop in Pudding Lane, London in 1666. They know that King Charles II was on the throne. To support this work, making it more meaningful for the pupils, teachers invited Beeston fire service to visit the school so that the pupils could compare and contrast old and new methods of fighting fires. This first hand experience enhanced the pupils' understanding, as well as giving them pleasure by making learning enjoyable. The majority of pupils can answer question about the past. They are beginning to understand the way the past can be represented, and why people acted in different ways. For example, the pupils sing the round, *London's Burning*, and act out the Fire of London - making a chain to carry the buckets of water to put out the fire in Pudding Lane. Good progress is made overall.
111. At Key Stage 2 pupils successfully produce a time line based on the world according to Homer in 1000 BC, demonstrating their secure understanding of chronology. Pupils in Year 6 study the changing face of Nottingham from 1610 to 1831. As part of a topic on the Victorians, pupils are able to make judgements about the difference between reliable and unreliable historical evidence. They use primary resource materials, such as photographs and census returns, to successfully interpret where people lived in Toton and their occupations. Literacy skills are used well to write an account of the history of the Nottingham Goose Fair. Pupils successfully produce an oral history topic as part of a homework assignment; they use a computer to word process their work and use their speaking and listening skills effectively to interview a relative about the past. These activities successfully develop pupils' knowledge and understanding, enabling them to make good progress across the entire school.
112. Older pupils make the best use of the computer suite to retrieve information from CD ROM, and the Internet, to support homework topics. Educational visits are a strong feature of learning, and workshops in the school based on the Vikings help pupils in Years 3 and 4 understand people in the past. For example, the pupils in Years 5 visit the village of Eyam and Haddon Hall, a Tudor manor.
113. Teachers' marking of pupils' work is consistent across the key stages, and this helps them improve their work. Teachers' plans make it very clear how lessons provide different tasks to meet the different needs of the pupils. As a result pupils with SEN make very good progress.
114. The subject is well managed by the headteacher, currently the co-ordinator. There is a policy in place and a two-year cycle of topics ensures that the scheme of work underpins teachers planning successfully. Assessment procedures are in place, but these are not always used consistently to inform teachers' planning. The school has identified that teachers need more training if the subject is to continue to improve. Resources are limited at present, but this is being tackled.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards in ICT are satisfactory at the end of Key Stage 1. At the end of Key Stage 2 they are satisfactory in communication skills, but unsatisfactory in other aspects.
116. Since the last inspection there have been enormous developments in technology, and expectations for pupils have risen accordingly. The school had a new computer suite installed recently, but technical difficulties outside the school's control meant that the opening was later than planned. The school is well placed to meet the revised demands of the National Curriculum. Pupils enjoy good opportunities to learn and practise new skills and procedures in communication. There has not been enough time to focus sufficiently on control and monitoring at Key Stage 2, and pupils do not reach the standards expected for their age. All

teachers have undertaken training to bring their own skills and knowledge up to the necessary levels, and this is boosting standards.

117. Teaching is good overall with examples of very good teaching at the end of each key stage. Teachers plan the lessons carefully so pupils build on what they already know and can do. Where pupils are already confident they are given greater challenges or taught new skills. Pupils enjoy using computers and mostly concentrate well. They work well together in pairs or small groups. They share control of the mouse and discuss options sensibly so they develop their decision-making skills well, and here the pupils make good progress in most lessons. The pace of a few lessons is slow. Too many procedures are introduced too quickly for pupils to use them independently. Pupils then spend too much time waiting for help so behaviour and noise levels deteriorate.
118. Pupils in Key Stage 1 develop good mouse skills. They open and close programs with little adult help. Year 2 pupils explore symmetry in mathematics using a paint program. They enter data and produce tally charts and block graphs. They use simple word-processing facilities to produce an attractive book of poems. Pupils know how to create a program to make a floor turtle move⁷ in a square. More capable pupils use the repeat procedure for this. The most capable pupils use the repeat facility to make the turtle move in a rectangle. All the pupils transfer the skill to a computer program using a screen turtle. By the end of Key Stage 1 pupils achieve the expected level in all aspects of ICT.
119. Key Stage 2 pupils have concentrated on developing communication skills. Younger pupils in the key stage manipulate text facilities well. They change the style, size and colour of print, arrange text on a page, and import pictures. Most of them are capable of interrogating reference sources for information.
120. Older pupils have made very good progress in communication skills since the suite was installed. They plan a series of slides to accompany a presentation on a chosen topic, and they use the Internet confidently to find information, illustrations and sound effects. Pupils know how to manipulate facilities to change the style, size and colour of print, and to create special effects such as spinning pictures and moving titles using a multi media program. They achieve well and good levels of discussion take place between pupils working on these projects. Attainment in this aspect meets the expected standard and is better than in many schools.
121. Data handling and exploring shapes and angles is developed through mathematics lessons in the computer suite. Pupils have yet to learn how to create a data handling sheet using numeric and alpha numeric fields.
122. Key Stage 2 pupils have had little experience of control technology and none in monitoring. Attainment in these aspects is below expectations for the age groups. There has not been enough time for the oldest pupils to experience the full curriculum since the acquisition of the necessary equipment. The well-planned scheme of work will ensure that in future years this will no longer be a problem. Pupils' progress is monitored through the work they produce in class lessons. A procedure for recording skills is being developed. This will ensure that tasks are appropriately matched to individual pupils' attainment in future.
123. What is missing is an overview of learning across the whole curriculum. The co-ordinator knows the scheme of work for individual ICT lessons but does not know how well the subject is being used to develop skills and knowledge across the curriculum. There needs to be a proper balance between the different aspects of learning at Key Stage 2, so that pupils have opportunities to use sensors to monitor changes in the environment, such as temperatures or sound levels. There are gaps in the pupils' experiences of creating a set of instructions to make things happen, for instance controlling a floor or screen turtle. Older pupils have had insufficient opportunities to learn how to use spreadsheets, or to evaluate 'What if...' questions. They find it difficult to investigate and evaluate the effect of changing values, or to identify patterns and relationships.

⁷ Small piece of equipment that the pupils can program.

MUSIC

124. Since the last inspection standards have not been maintained, and, as a result, attainment is currently below national expectations at the end of both key stages. The principal reasons why standards have not been maintained is that there has been no co-ordinator for the subject until the current term, teachers lack confidence and subject knowledge, there is no policy for music, and resources are not readily accessible for composing and performing music. The music curriculum is therefore not broad and balanced across the key stages.
125. A limited number of lessons were timetabled during the inspection. No class music lessons were observed in Key Stage 1. Judgements are based upon the examination of pupils' work and discussions held with teachers and pupils. Progress at both key stages is unsatisfactory, particularly in performing and composing. There is no evidence of picture or graphic scores being used to record pupils' compositions. The quality of singing is good in both key stages, although opportunities for the pupils to explore pitch, tempo and structure are not well developed overall. There are not enough opportunities for pupils to perform or become actively involved in creating music. There are insufficient opportunities for pupils to evaluate the work of others, and to explore and enjoy the music of a variety of cultures and times. In Key Stage 2 there are very good opportunities for the pupils to explore the timbre of the voice, and the different registers of male and female voices. They listen and appraise music effectively, and most can identify the high and low voices in Benjamin Britten's, *Noye's Fludde* (Noah's Flood) and Mozart's *Requiem*. Pupils know the Italian musical symbols, 'piano', 'forte' 'crescendo' and 'diminuendo' and can translate these with accuracy when singing a song.
126. In the limited number of lessons observed, pupils' attitudes to music were very good in Key Stage 2. They work well in their groups, and they enjoy singing and listening to music. Pupils with special educational needs make very good progress in lessons. Pupils in Key Stage 2 are extending their vocabulary when learning the Italian words for musical terms and the different register of a soprano, alto, tenor and bass.
127. The quantity and accessibility of tuned and untuned instruments is unsatisfactory. Pupils' opportunities for developing their capability in the use of ICT in the subject are currently weak. A significant number of pupils choose to be involved in the school choir, and tuition in recorder, violin, guitar and woodwind, provide good opportunities for pupils to extend their musical knowledge and understanding. However, there is an inconsistent approach to music teaching across the school. There are no systems for assessing or recording pupils' progress in music, and during the absence of a co-ordinator there has been no mechanism for raising standards or improving the quality of teaching and learning. Music workshops provided by visiting musicians, and educational visits to the Royal Concert Hall for carols, a performance of the Nutcracker ballet, and a local Nottingham schools' band, make a significant contribution to the cultural development of the pupils.

PHYSICAL EDUCATION

128. The satisfactory standards that were reached at the previous inspection have been maintained for both the seven-year-olds and the eleven-year-olds. A significant number of more capable pupils achieve higher standards at both key stages. Many pupils achieve well above the standard expected in dance. This is because of the very good teaching by the co-ordinator, who is well supported by the staff as well as a specialist dance teacher. There are a number of other improvements:-
- the curriculum is now good. All the elements are covered well, (including swimming and dance) and the teachers now have a scheme of work that helps them to plan work at the right levels for their pupils;
 - More pupils are achieving higher standards and awards because their skills are developed effectively;

- ❑ Staff have been well trained. The overall quality of teaching is better than it was and is good overall, with a number of very good lessons;
 - ❑ There is a very good range of extra-curricular activities that are well attended by both boys and girls.
129. Good progress is made by boys and girls, including those pupils with special educational needs, both in lessons and over longer periods of time. All the pupils are very keen and they really enjoy their lessons. Most of them try hard and they are not afraid to 'have a go'. In one good example, in a Year 3 / 4 gymnastics lesson, the pupils worked with a partner to devise a sequence of balances and movements involving 'shadowing'. Pupils observed and evaluated the movement of the 'shadow' and this helped them to improve their own sequences. By the end of the lesson the most capable pupils had devised a sequence of five movements with a clear start and finish. They also included a number of controlled balances at different levels and at different speeds. The other pupils did not reach this standard, but the average and the less capable pupils were all able to devise a sequence of movements with their partner. What they found difficult was balancing at different levels. The lesson was successful because the class was well organised, and the teacher's high expectations meant that the pupils rose to the challenges set for them.
130. Younger pupils are developing their ball skills well. In one lesson the Year 1 pupils worked individually and with a partner, keeping the ball under control and close to their feet. The teacher's very good demonstrations, as well as her support for individuals and pairs, meant that the pupils quickly built onto their previous learning. They learnt how to keep the ball close to their feet, and how to pass it to their partner accurately. Everyone enjoyed the final team game; as their confidence grew, the pupils used their new skills successfully.
131. Dance teaching is a strength, and high quality teaching and learning is evident throughout the school. Year 5 pupils worked on the story of *The Blue Boy*. They had already devised a set of sequences, using expressive movements to interpret the acceptance and rejection highlighted in the story. This was aided by the teacher's skilled intervention, using exaggerated gestures to portray strong movements. Key points, such as how to interpret mime into dance, were discussed and put into practice. Pupils are extremely adept at synchronising their movements. A number of them commented about the high quality of the synchronised movements in their evaluation of each other's work. Their teacher developed this point very effectively, pushing everyone's attainment up just that little bit further.
132. The co-ordinator has worked hard in tackling the issues raised at the last inspection, and he has been successful. What is missing is a consistent approach to assessing and recording pupils' attainment and progress as they move through the school.

RELIGIOUS EDUCATION

133. Pupils' attainment at the end of both Key Stage 1 and Key Stage 2 is in line with the standards expected in the locally agreed syllabus. Teacher's expectations are high and pupils respond well. Older pupils have a background of Bible stories and recognise stories from other major world faiths including Islam and Sikhism. Pupils make good progress throughout the school, learning about different faiths and beginning to recognise how teaching from all faiths can influence and guide their lives. Teachers plan lessons in sequence from the school's scheme of work, which is based on a two-year cycle to meet the needs of pupils in mixed age classes. The scheme covers all elements of the agreed syllabus effectively.
134. The teaching of religious education is good throughout the school. Pupils make good progress and the impact of the teaching ensures pupils have positive attitudes towards the subject. Each lesson has a clear objective, and this helps to develop the pupils' knowledge and understanding successfully.
135. In a Year 2 lesson pupils discussed their recent visit to a local church. They recognise aspects about the building and relate the symbols, which distinguish it as a Christian place of worship.

Pupils can identify the main participants in a baptism and have learnt the significance of a naming ceremony, the symbolism of water as a cleanser, and the roles of the vicar and godparents. They record their newly acquired knowledge and impressions in a series of diagrams. The teacher uses technical names for example the font, altar and pew, ensuring that the pupils understand their meanings.

136. In a very good Year 6 lesson, the teacher's clear objectives centred on belief, and how the Christian church developed. Pupils were required to role-play in order that they could understand self-doubting and not believing. In a drama situation known as 'hot seating' pupils explained how they felt and their reasons for doubting the evidence. The teacher assisted pupils' learning by directing a series of challenging questions and extending pupils thinking about themselves, the biblical characters and how to collaborate with each other. This worked very well, and pupils made very good progress in the lesson. Pupils successfully used the skills they have learnt in literacy lessons in order to persuade their audience. All of them had, by the end of the lesson, a secure knowledge about being a member of a group and the story of 'doubting Thomas'. Pupils' behaviour in these lessons is very good, they listen well and discuss with sensitivity a variety of subjects related to religious education.
137. By the end of Key Stage 2 pupils recognise the diversity and differences between major faiths. Teachers handle discussions carefully and with sensitivity, beginning with younger pupils so that by the end of Key Stage 2 pupils can consider and debate a variety of issues, linked to both moral and ethical issues, associated with religion. Teachers consider carefully the activities they ask pupils to do, so that all pupils can develop and make progress.
138. A wide range of visits out of school, and visitors to school, support the teaching and learning of religious education effectively. Local ministers, and others, visit the school regularly, and pupils visit local churches, Southwell minster, a mosque and a temple. These visits successfully encourage pupils to explore the different types of building, and the use of religious symbolism and artefacts, helping them to make comparisons between different beliefs.
139. There are sufficient resources and artefacts to reflect the range of religions taught in the school, and this aids learning. There is clear guidance on how to treat and manage different sacred objects. Pupils in Year 5 have used the Sikh symbols and artefacts to produce a booklet to explain the significance of the objects to a Sikh, extending their understanding very well indeed. There are sufficient Bibles in school, but a variety of translations would enable pupils to compare different accounts and the uses of language.
140. There is a procedure to assess pupils' knowledge and understanding, but insufficient focus is given to learning from religion. The school is beginning to develop this aspect effectively. In the review of the policy and guidelines the co-ordinator recognises this aspect and is using national guidelines together with the local guidance to develop pupils' thinking and learning from religion.
141. The co-ordinator continues to develop and manage the subject very well, teaching remains strong, and there are now sufficient planned opportunities to monitor all planning. Standards remain good, and pupils with SEN make good progress, like their classmates.