

INSPECTION REPORT

KILLISICK JUNIOR SCHOOL

Arnold, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122519

Headteacher: Mr P J Fernley

Reporting inspector: Mr D Collard
11122

Dates of inspection: 31st January – 3rd February 2000

Inspection number: 194407

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Killisick Road Arnold Nottingham
Postcode:	NG5 8BY
Telephone number:	0115 9535585
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Cooke
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Collard	Registered inspector	Mathematics Information technology Art Physical education English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught?
Mrs A Moss	Lay inspector	Equal opportunities	How well does the school work in partnership with parents?
Mr M Wehrmeyer	Team inspector	English Design technology Music Special educational needs	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?
Mrs J Morris	Team inspector	Science Geography History Religious education	Pupils' attitudes, values and personal development How well is the school led and managed

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Killisick Junior School is situated in Arnold, Nottingham. There are 204 pupils on roll, split fairly evenly between boys and girls. There is one pupil who has English as a second language but no pupils are at an early stage of learning English. Pupils have well below average levels of attainment when they enter the school. The number of pupils on the register of special educational needs, thirty per cent, is above that usually found for a school of this size. One pupil has a statement of special educational needs, which is about average. Since the previous inspection more rigorous assessment procedures have been put in place and there are now extra pupils receiving help. The inspection confirms that the numbers represent the level of need in the school. The number of pupils eligible for free school meals is close to an average level.

HOW GOOD THE SCHOOL IS

This is an effective school. When pupils arrive at Killisick, the majority have standards well below those expected nationally. By the end of Key Stage 2 pupils achieve standards in English, mathematics and information technology which are still below national levels but the progress that they make is good. Whilst gaining better knowledge, skills and understanding they are also more mature, are able to forge good relationships with adults and their friends and have a thirst for learning. This is achieved by good quality teaching, a desire by the school to improve the opportunities that are offered and by effective leadership and management. The school, therefore, provides satisfactory value for money.

What the school does well

- The quality of teaching is good and never less than satisfactory
- The quality of learning is good
- The quality of leadership and management is good
- The behaviour of the pupils and their attitudes to work are very good both in lessons and around the school
- There are good relationships within the school community
- There is good development of moral, social and cultural understanding
- Pupils are cared for very well and there are very good procedures to ensure pupils are safe
- Parents' views and contributions are considered and valued

What could be improved

- The standards in English are not high enough
- The standards in mathematics are not high enough and these lessons are too long
- The standards are not high enough in information technology and teachers do not yet have sufficient expertise
- The role of the co-ordinators needs developing further to ensure that all subjects have a consistent approach

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has maintained the satisfactory level of education seen at the time of the last inspection in 1996. Standards in the core subjects of English, mathematics and science have remained similar to those seen at that time although they improved at a swifter rate than nationally between 1996 and 1998. The dip in 1999 was the result of a higher than average number of pupils with special needs and a lower number of higher attaining pupils. More effective assessment has been introduced and this has resulted in better monitoring of planning. Job descriptions are now in place for all staff although this

has not yet been fully put into practice. Co-ordinators still have no opportunity to monitor work in the classroom and this means that they do not know whether there is a consistent approach to work that would result in raising standards. The school development plan now has a stronger structure and includes estimates of cost. However, subject co-ordinators do not yet have a full input into its formulation. Spiritual and cultural development have improved and underpin much of the work in other subjects. There has been an improvement in the number of library books and all the health and safety concerns have been addressed. Collective worship meets statutory requirements and the headteacher has monitored lessons. This represents a satisfactory level of improvement since the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds in 1999 based on average point scores in the National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	D	E	E
mathematics	E	D	E	E
science	E	D	D	D

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

In the national tests in 1999 pupils at the end of Key Stage 2 attained standards that were well below average in English and mathematics and below average in science. This was also the case when the percentages were compared with schools of similar type. The number of pupils reaching the higher level 5 was below average in English and science and very low in mathematics. There are only small differences between the performance of boys and girls over the last four years although girls did slightly better in English and science. The 1999 results are not typical of the those from 1996 to 1998. During this time the school had shown improving results year on year in all three core subjects although they were always consistently below the national average. In 1999 the proportion of pupils with special educational needs was much higher and in consequence overall levels of attainment were lower than in previous years. Figures from testing carried out by the school indicates that there are few pupils who have above average levels of overall ability in any one year. Despite the good progress that is made, this is reflected in the low numbers that achieve the higher level 5 in the core subjects. The findings of the inspection generally mirror those of the tests but are closer to the average. In English overall standards are below average but not well below. In mathematics they are consistently below average and in science they are close to average. This is partly due to the low level of writing skills that would enable pupils to record their work more systematically. Standards in information technology are below the national expectation but in religious education they are in line with the expectation of the locally agreed syllabus. The quality of learning is good in physical education and sound in all other subjects. Targets for the next two years are realistic and have been subject to discussion and change in light of extra evidence that has been obtained using tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are well motivated and keen to learn
Behaviour, in and out of classrooms	Very good. A major influence on why pupils make good progress
Personal development and relationships	Good personal development and very good relationships both between adults and pupils.
Attendance	Satisfactory. Procedures are in place

Pupils have maintained and improved the very positive attitudes, values and personal development reported in the previous inspection. They are justifiably proud and very enthusiastic about their school. They take a keen interest in all their lessons and the after-school clubs. Good teaching ensures there are very good attitudes to learning and that pupils are attentive, work hard and sustain concentration. Support staff encourage pupils to have a positive approach to their work and to tackle tasks with confidence.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

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

The overall quality of teaching is good. Three quarters of the forty two lessons seen were good or better and a quarter of the total lessons were either very good or excellent. All lessons were at least satisfactory. This profile of teaching has improved since the last inspection although few observations were made in music and design and technology during this inspection. Teaching is good in both English and mathematics. The better format for planning the literacy and numeracy hour has had a positive impact in other subjects. Literacy teaching is developing well and the numeracy strategy introduced last term is also being taught well although the lessons are too long. The needs of all pupils are met through different forms of setting and groups as well as whole class teaching and individual work, hence learning is also good. The major strength in teaching and learning is the management of pupils and the joint planning. It is less effective when teachers have insufficient subject knowledge, as in information technology or they have not had the benefit of seeing best practice as in mathematics and science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a good breadth and balance although the time given to some subjects is too long and does not allow enough opportunity to undertake experiments in subjects such as science
Provision for pupils with special educational needs	Good. Pupils are well supported and monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good moral, social and cultural development and satisfactory spiritual development.
How well the school cares for its pupils	Very well supported in school. There are few instances of bullying and good procedures for ensuring the wellbeing of pupils. The administrative staff and other welfare assistants provide further effective support.

Partnership with parents remains a major strength of the school. Parents are not yet being adequately informed about homework tasks and Year 6 pupils are not receiving enough homework to help prepare them for their next school. The school provides a sound quality and range of learning opportunities. In its concern to ensure an emphasis on the teaching of basic skills of mathematics and English a larger than usual amount of time is allocated to these on the timetables. Some lessons are too long, and limit the time available for other subjects. This does have an effect on the breadth and balance of the curriculum, such as in art, design and technology, and music. The school, however, seeks to provide a good breadth of experiences and meets the requirements of the National Curriculum and of the locally agreed syllabus for religious education. The school provides a very secure, happy and caring environment for the children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership provided by the headteacher and the experienced senior management team.
How well the governors fulfil their responsibilities	Good. Experienced and cohesive governing body. They fulfil their responsibilities well
The school's evaluation of its performance	Satisfactory. A start has been made in tracking the strengths and weaknesses of groups of pupils and defining how this could be improved. This has had some effect on teaching and planning
The strategic use of resources	Good. The budget is used well although co-ordinators have not been given sufficient responsibility for their own areas.

The headteacher provides good leadership and has the ability to unite the staff in a shared commitment to school improvement. The governors are enthusiastic and knowledgeable and carry out their responsibilities conscientiously. They are aware of the need to ensure a management structure that allows particular strengths to be fostered. Although governors plan to give co-ordinators time to monitor teaching, this has not yet happened. The level of staffing, accommodation and resources are satisfactory. The school is effectively beginning to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Behaviour is good • Teaching is good • The school is approachable • The school is well managed • The school is helping make their children more mature • The school provides many opportunities outside lessons 	<ul style="list-style-type: none"> • The amount of information about the curriculum

Inspectors agree with the views of the parents and the school is reviewing the type of information that is given and how this can be improved

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the national tests in 1999 pupils at the end of Key Stage 2 attained standards that were well below average in English and mathematics and below average in science. This was also the case when the percentages were compared against schools of similar type. The number of pupils reaching the higher level 5 was below average in English and science and was very low in mathematics. There are only small differences between the performance of boys and girls over the last four years although girls did slightly better in English and science. The 1999 results are not typical of the those from 1996 to 1998. During this time the school showed improving results year on year in all three core subjects although it was always consistently below the national average. In 1999 the proportion of pupils with special educational needs was much higher and many of these pupils needed increased levels of support. Figures from testing carried out by the school indicate that there are few pupils who have above average levels of overall ability in any one year. Despite the good progress that is made, this is reflected in the low numbers that achieve the higher level 5 in the core subjects. Standards have remained at a similar level to the last inspection although there is now better coverage of the various areas of English and mathematics since the introduction of the literacy and numeracy hour, and hence a better breadth in learning.
2. The findings of the inspection, for those pupils in the present Year 6, generally mirror those of the tests but indicate that whilst standards are still below those expected they are closer to the average. In English overall standards are below average but not well below. In mathematics they are consistently below average and in science they are well below average. This is due to pupils' difficulty in writing about their investigations clearly and systematically. Standards in information technology are below the national expectation but in religious education they are in line with the expectation of the locally agreed syllabus.
3. Overall attainment in English is below the national average. Standards in listening are sound, and some pupils achieve levels that are higher. Standards of spoken English are similar although many younger pupils do not have a wide vocabulary. Reading skills are below average. Pupils are able to read the words aloud but give little sense of language or recognise the intentions of the story. They do not have sufficient experience of a wide range of authors, styles and types of books. This is further reflected in the writing standards that are also below average. Teachers direct much of the imaginative writing very closely, suggesting alternatives and developing ideas. However, the higher level skills of thoughtful description, extended paragraphs and comprehensive plans are not fully used. The good teaching that takes place encourages pupils to extend their knowledge and ensures that good progress is made through the school, particularly in speaking skills. Pupils' books show that they learn much as they move through the school. Spelling is undertaken regularly and shows progress through each year. Handwriting and presentation are satisfactory.
4. Standards in mathematics are below average although the progress made is sound. The youngest pupils are still not fully confident in using more than simple numbers when working with more than two digits and a significant minority in Year 3 have not yet reached the standards expected for the end of Year 2. By the end of Year 6 pupils are able to work relatively confidently with numbers in different situations such as money, fractions and decimals. They have an understanding of simple measuring and data but this is still not at a

high enough level. For instance some of the top group during one lesson were unable to explain the relevance of equivalent fractions and what is meant when a fraction has the same denominator and numerator. Only low level data work is understood and since pupils have insufficient time on computers the use of information technology in numeracy is unsatisfactory.

5. In science pupils have a sound scientific knowledge although they do not fully understand the reasoning behind their results. For example, in one Year 3/4 class the pupils knew that heat made solids melt but had not linked this to different temperatures. There are insufficient opportunities to carry out individual testing and experimentation. The overall lack of time available for the subject means that there are insufficient opportunities to complete a lot of work. Higher attaining pupils do not have enough time to think more deeply about what they are learning. This limits their progress and the overall quality of their learning.
6. The provision for information technology is rapidly improving in the school because the computer suite has recently been completed. This has not yet had time to affect the standards and progress of pupils, which are still below that expected nationally. Pupils come to the school with very low levels of ability. Few are able to use a mouse or keyboard confidently and find difficulty manipulating the cursor around the screen. Pupils in Year 6 have some understanding of word-processing but very little about control technology, researching or in using databases and spreadsheets. Despite this rapid progress is being made and the school is now fulfilling the National Curriculum requirements.
7. Learning in religious education is sound and the standards achieved are average. Pupils have a satisfactory level of understanding about the Christian faith and are gaining knowledge about other world religions. They show respect, tolerance and reverence during assemblies and can explain some of their own beliefs and how they have come to their decisions.
8. The quality of learning is good in physical education and sound in all other subjects. When learning is good it is because of the way that teachers use their planning and different methods to interest and stimulate their class. Lessons have an air of excitement and pupils are enthusiastic to learn. When it is less strong such as in information technology this is due to the teachers' lack of confidence about their own teaching and this is then reflected in the opportunities that are given. In art there are sufficient opportunities to develop two-dimensional work through topics and themes and these are carefully built to develop skills and an appreciation of artists and their styles. In design and technology learning again develops skills although pupils do not have enough experience in modifying their original designs. Learning in music is sound overall but pupils show good listening and appreciation. Progress in geography is characterised by learning about themes such as rivers and weather. Pupils are able to explain features of a river structure such as ox-bow lakes. In history pupils have a grasp of time and can increasingly understand the complexities of different periods. The lessons seen in physical education indicate that work in dance, gymnastics, games and swimming are developed well by teachers and this is the main reason for the good learning opportunities.
9. The level of attainment of pupils with special educational needs is below, and often well below, national averages. However, the school's records indicate that these pupils make good progress overall, particularly when they are supported during their work inside and outside the classroom. Realistic targets have been set for the next two years. These are being reviewed on a regular basis to ensure that the quality of learning is monitored closely.

Pupils' attitudes, values and personal development

10. Pupils have maintained and improved the very positive attitudes, values and personal development reported in the previous inspection. They are justifiably proud and very enthusiastic about their school. They take a keen interest in all their lessons and the after-school clubs available. Good teaching ensures very good attitudes to learning and that pupils are attentive, work hard and sustain concentration. Support staff encourage pupils to have a positive approach to their work and to tackle tasks with confidence.
11. The standard of behaviour is very good and staff have high expectations of pupils' behaviour. The school is an orderly community and pupils exercise control by moving around sensibly. They treat the buildings, resources and the property of others with care. Displays and artwork are admired and left undisturbed. Behaviour during morning breaks and lunch-time is very good. Pupils are very courteous, friendly and welcoming to visitors and answer questions readily. There have been no exclusions in the school year prior to the inspection. At the parents meeting a few minor cases of bullying were mentioned but in interviews with pupils, no one recalled any incidence of bullying and none was seen at the time of the inspection. A few pupils say they feel the school would soon prevent bullying if anyone tried it. The school is very good in its freedom from harassment and oppressive behaviour.
12. Relationships are very good. Pupils get on well with their teachers, support and other staff to whom they show respect and friendship. Pupils enjoy good relationships with their peers and work well together in lessons. They socialise and play well together in the playgrounds at breaktimes and lunchtime.
13. Pupils have a very good understanding of the effect of their actions and words can have on others. They are very courteous and considerate of the feelings of others. An example of this is the way they help pupils with special needs to succeed. They are unstinting in the unselfish support they give them. Through religious education they acquire knowledge of the symbols and festivals of other religions and a respect for the values and beliefs held by others.
14. Pupils show good initiative in developing their personal responsibilities. A number of responsible tasks are undertaken competently by pupils around the school such as acting as register monitors and preparing the hall for assemblies. Pupils take part in fund-raising activities, helping elderly neighbours as well as gaining success in competitions at local sports clubs. Many pupils have considerable capacity for taking responsibility. Insufficient opportunities are given to show their initiative or undertake more complex and responsible tasks. When asked they respond with maturity. Similarly, too few opportunities are offered to pupils to develop independent learning and research skills in science, mathematics and religious education of which many are undoubtedly capable.
15. The attendance rate at the school is satisfactory, being broadly in line with the national average, so that the effect on continuity and access to the curriculum is positive. Registration procedures are properly documented and effectively implemented, meeting statutory requirements, and lessons begin and end on time.
16. Pupils with special educational needs maintain a positive self-image and have a willing and confident attitude to their work. Their behaviour is mostly very good. Support assistants encourage independence in the pupils to tackle challenging tasks with determination.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is good. Three quarters of the forty two lessons seen were good or better and a quarter of the total lessons were either very good or excellent. All lessons were at least satisfactory. There is a higher level of good teaching since the last inspection although few observations were made in music and design and technology.
18. The best lessons are characterised by a good subject understanding that is transmitted to the pupils in language they understand and an enthusiasm to make learning exciting. These qualities were apparent in some lessons by all the teachers. In the best lessons teachers also have a clear understanding of how to ensure that progress is made by pupils of different abilities and challenges their previous knowledge. This helps develop understanding at a higher level. In those lessons that are satisfactory rather than good, teachers do not have such a secure subject knowledge, as in information technology, or they do not move the work set at a fast enough pace as in some mathematics lessons. In all lessons teachers are well prepared, use the resources they have effectively and have no trouble controlling their class.
19. Subject knowledge is generally good in English, religious education, geography, history and physical education. The successful introduction of the literacy hour has sharpened teachers' planning and this structure has been adapted for use in mathematics. Teachers write down exactly what the children will be able to do by the end of the session. These are sometimes written on the board and shared with the pupils at the start of the lesson. In this way pupils know what they are expected to learn and can judge for themselves if they have been successful in achieving the objectives. Overall teachers have a good understanding about teaching the basic skills of English through grammar, reading and writing and mathematics through number work. Particularly good work is done with special educational needs pupils. In information technology not all teachers have the confidence to teach the subject securely because their own skills are not at a high enough level. When the teacher has good skills, as in one Year 3/4 lesson, then the planning reflects this. Specific IT skills are learnt as well as being able to integrate the work within another subject.
20. Teachers are enthusiastic about teaching. This is evident in the way that discussions are conducted. Questions are asked about work that has already been done and, in a relaxed way, pupils are encouraged to give appropriate answers. Teachers often refer back to previous work and challenge thinking by probing and searching for a connection between that work and the present lesson. In this way pupils have to think hard and the progress they make is then good. Many different methods are used to interest and motivate groups. In a science lesson pupils were finding out about solids and liquids. The teacher heated up different materials and pupils were encouraged to look at what happened. In another lesson pupils had cards they were holding up to show the different points of the compass. Although the class found this exciting the teacher was already assessing their understanding by a system of colour coding the cards. Both interest and learning were noticeably good. The methods used in numeracy lessons are satisfactory overall. Although teachers are following the suggestions set out in the national numeracy strategy carefully, the amount of time they allocate to lessons is much longer than that recommended. As a result the pace of learning sometimes drops when pupils are asked to work on their own because insufficient account has been taken for one hour lessons lasting for seventy-five minutes.
21. Standards of behaviour are very good and this has a direct effect on the quality of teaching and learning. Teachers have developed good classroom routines that are understood by all the pupils even those who have behavioural difficulties. In this area little time is lost during lessons ensuring that pupils are listening or concentrating on what they are doing. Rewards and sanctions are used unobtrusively and there is an expectation that pupils will behave at a high

- standard. In this way learning is not interrupted.
22. Classroom assistants are used well. Teachers brief them before the lesson and they know what is expected of them. Pupils respond well to the help they are given and interact well as a group. Resources are often arranged on the desks ready so little time is wasted settling down after a class discussion. Pupils know the routines for ensuring that they have all they need and often sort out their own problems before interrupting the teacher. In this way the teachers have more time to devote to others who need it. A satisfactory level of homework is given to each class. This includes regular reading and spellings for the younger pupils and research tasks, mathematical exercises or English writing for the older pupils. Pupils do not worry about the level of work they have been given but are not always clear about whether it is being regarded as homework. Whilst this is a good system for the youngest pupils it does not develop a sufficient structure in readiness for transfer to the next school for the older pupils.
 23. Marking is undertaken conscientiously. Teachers correct work and in the best cases also explain their comments to the pupils in a way that develops pupils' understanding. Last year the teachers underestimated the standards that would be achieved in the national tests, especially in English and science. It is acknowledged that this was due to being too cautious but also partly reflects teachers' lack of understanding about the differences in the levels. In one case a pupil making good progress through the year had been said to achieving level 3 in pieces of work over a period of months. Whilst this was correct, no account had been taken of the level of improvement and that he might well be able to achieve a level 4. The school is aware of this shortcoming in the assessment procedures and is already addressing this through better systems for moderation.
 24. The overall quality of learning by the pupils is good. This is a result of the consistently high level of teaching in a range of subjects. Pupils are able to quickly acquire new skills and understanding especially in the basics of English and mathematics. They work hard, enjoy what they are doing and put in a lot of effort in their lessons. A feature of very good lessons is the way that pupils become absorbed in the task they have been set. This was noticeable in one dance lesson. The pupils were putting together routines in pairs ready to perform to the class. For an extended period the concentration was so high that pupils were unaware of what was happening around them. In this lesson the learning was very good and the final routines were creatively performed to the piece of music. Teachers do not always assess this acquisition of skills sufficiently as, for instance, in science where tasks are set too mechanically. Although coverage of the subject is assured there is little to ensure that it has been understood to a high enough level. This is one reason why national test results are disappointing as the number of pupils being taught work at the higher level 5 is not consistent.
 25. The teaching of pupils with special educational needs is very good overall. Very good teaching of basic skills on carefully selected material is linked to the targets shown on the pupils' individual education plans. Teachers create good learning conditions of trust and encouragement, in a context of appropriately high expectations. Close teamwork between class teachers and support assistants ensures the effective transfer of instructions and feedback. Particularly good precision teaching of mathematics, based on very effective resources, is enabling a lower attaining group of pupils to make good progress.

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

26. The school provides a sound quality and range of learning opportunities and seeks to provide a good breadth of experiences. The curriculum is strengthened through the programme of extra-curricular activities, visits to centres of educational interest and the contribution of visitors to school to share their expertise with pupils. Provision meets the requirements of the National Curriculum and of the locally agreed syllabus for religious education. In the planning of the curriculum, however, there are weaker aspects. The school's planning for English is taken from the National Literacy Strategy, without a curriculum map or scheme to ensure that the rate of progress within the planning meets the needs of the pupils. In its concern to ensure an emphasis on the teaching of basic skills of mathematics and English, a larger than usual amount of time is allocated to these on the timetables and lessons exceed the recommended times. This leaves less time for some other subjects, such as art, design technology, and music. Since the previous inspection the school has increased the amount of discrete teaching, which is providing a more rigorous foundation for subjects. The curriculum has improved in that the requirements for the daily act of collective worship are met, policies are in place for all subjects and schemes of work are used in most.
27. The school provides a good programme for personal and social education, which covers health and sex education and awareness of drugs misuse. The strategy for teaching literacy is well established and a sound start has been made on the numeracy hour. In their short term planning teachers make sure that effective links are made between the different parts of the curriculum. For instance, pupils use the skills learned in IT lessons to record their science and to plot graphs in mathematics. Discussions in English are used to extend pupils' moral awareness of issues like vivisection.
28. Provision for special educational needs is good, and has improved since the previous inspection as the quality of pupils' individual education plans are more consistent, and pupils' targets are more clearly defined. In the strongest teaching these targets are incorporated into the specific tasks set for the lower attaining pupils, usually in support groups for mathematics and literacy. This practice is not always carried on when pupils are taught in whole class lessons. The school aims at all times to ensure equality of access to the curriculum. This may take the form of planning to ensure that pupils with special educational needs going to their groups outside the classroom do not repeatedly miss important lesson introductions, or it may lie in the planning of work suitable for particular ability groups. Consistently better progress was noted in lessons where this kind of differentiated planning was used.
29. The school is good at enriching the curriculum by drawing in the potential of both the local and more distant communities. Links with local sporting organisations enhance pupils' training in athletics and cricket. Visitors from the local churches bring a living dimension to religious education. The local history trail supplies much fascinating detail about the local area in times gone by. Similarly the school values, and contributes, to good relationships with neighbouring schools. These are constructive and work to the benefit of pupils, by easing the infants' entry into junior education, and providing a smooth induction of Year 6 pupils into the senior school.
30. Provision for pupils' spiritual, moral, social and cultural development is good overall. Particular strengths lie in moral, social and cultural education. The spiritual dimension is satisfactory and adequately covered in religious lessons. Opportunities are provided in some lessons, such as English with the older classes, for pupils to reflect on their learning before making considered conclusions, but overall more opportunities are needed.
31. Pupils clearly know right from wrong. This message is consistent in the high expectation for

correct behaviour, reinforced numerous times in the excellent example set by staff and the older pupils. The headteacher has particularly good rapport with the pupils, contributing to the calm and positive ethos of the school. Many opportunities are planned for pupils to work in social contexts, usually as paired or group work in lessons. Assemblies and serious discussions about current issues allow pupils to discuss different moral choices. The opportunity for pupils to take on jobs to help in the daily life of the school is valuable. An exciting residential visit introduces some pupils to living away from home.

32. While there is no policy or scheme to guide consistency of planning, considerable thought has been given to cultural development. Provision has improved since the last inspection, and is now good. Comprehensive opportunities exist in art, music, dance, literature and the study of cultures in geography and history. A good programme of arrangements raises pupils' awareness of the diversity of cultures in modern Britain, well supported by visitors into the school, and visits to places of multi-cultural interest.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school has very good procedures for ensuring pupils' welfare, and the pastoral care is a strength of the school. It provides a very secure, happy and caring environment for the children. The induction procedures for those children entering the school and the transfer procedures for those going on to secondary school are good.
34. Procedures for monitoring and supporting pupils' personal development are good and those for monitoring and improving attendance are satisfactory. Staff have very high expectations for good behaviour and effective measures are in place for promoting discipline and eliminating oppressive behaviour. Teachers and support staff all make a very significant contribution to providing a caring atmosphere and a safe environment for learning for all pupils. They know the children well. There are very good procedures in place for child protection and the health education programme is implemented in lessons across the curriculum. Emphasis is put on raising self-esteem and politeness. The children are confident in their dealings with each other and in approaching any member of staff. The staff receive appropriate training to enable them to keep up-to-date with aspects of care and welfare, and responsibility for health and safety is clearly defined. There are regular formal risk assessments.
35. Assessment has improved since it was a key issue in the previous report. Teachers' record keeping is more comprehensive and more thorough. The use of assessment information to inform the planning of further teaching is satisfactory. The school has good arrangements for assessing pupils' attainment and progress overall. Arrangements for National Curriculum testing are in order. The school is able to track progress in reading through teachers' reading records and the regular standardised reading tests. The headteacher analyses the results of the national standard tests carefully. This gives the school important information to adjust the curriculum in detail, where it finds gaps in pupils' knowledge.
36. Teachers' assessments of pupils' levels in English, mathematics and science in 1999 significantly underestimated pupils' performance in the actual tests. This is a case of teachers erring on the side of caution. The method of assessing writing is very good, giving a detailed breakdown of pupils' skills and levels. This information is shared with the pupils, giving

them an insight into their own learning and suggesting ways in which they might improve.

The school has shown that when it uses assessment particularly well, as in English, it is able to identify pupils' levels from an early stage in Year 3. Some of the levels identified for Year 3 and 4 pupils are higher than the work they are given. This gives a false impression of the standards and results in work being planned that is below some pupils' potential.

37. The school is good at identifying pupils with special educational needs at a very early stage, so that its work to improve basic skills can be most effective. The teachers use the information gained from Key Stage 1 well as a baseline to be checked thoroughly as pupils settle in to the juniors. Pupils are then monitored continuously until their progress suggests they are ready to be taken off the register. If progress is felt to be insufficient, specialist help is sought from the Local Education Authority.
38. The school has very good relationships with many specialist agencies, particularly the educational psychology service and the outreach support unit, which have helped to raise pupil welfare to a high level. The school uses its knowledge of its special pupils effectively to give guidance on behaviour and academic improvement. The pupils are well prepared for their transfer to the senior school through the links created in the cluster family of schools.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has established very good links with parents of pupils with special educational needs. Parents are fully involved in the identification procedure, and are kept well informed of their children's progress.
40. The partnership with parents remains a major strength of the school and this has the effect of consolidating and extending pupils' learning. The quality of relationships between parents, staff and governors is very good, and the governors and staff are working hard to further strengthen these links. Parents feel welcomed into the school where they make a valuable contribution to the children's learning by, for example, helping with reading in the classrooms and with swimming.
41. The parents take an interest in what the school has to offer and the parents' association manifests this through effective fundraising efforts. The majority of parents speak highly of the systems of communication, but inspectors support the views of some parents that they are not being adequately informed about homework tasks Year 6 pupils are not receiving enough support as regards homework to help them to prepare for secondary school. A homework policy has just been drawn up but has not, as yet, been circulated to parents, and the literacy and numeracy evenings planned for the future will give parents further opportunities to help their children at home. The school is supplying information about the delivery of the curriculum and the parents receive numerous newsletters to keep them informed of what is happening in the school.
42. Teachers work hard at producing reports, and in the best examples these are informative giving clear indications of pupils' progress, strengths and weaknesses and areas where they may be helped at home. However, this is not done in all classes.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the school is good and the standard of management found at the time of the last inspection has been maintained. The headteacher provides good leadership and has the ability to unite the staff in a shared commitment to school improvement. He has a clear, but not fully cohesive educational vision. Assessment evidence is not used to set challenging targets for the school or high goals for pupils. The staff combine effectively as a team and are supportive of each other. The curriculum co-ordinators are hard-working, enthusiastic and knowledgeable and have specific responsibilities for ensuring that curriculum development is continuous and progressive. However, whilst the headteacher informally monitors classroom teaching, the structured evaluation of teaching and learning through classroom observations by the co-ordinators is not yet formally established. This makes it difficult for them to know what the standards are and how best to work with colleagues in order to raise them further. Neither do they hold a maintenance budget and therefore cannot be responsible for auditing and evaluating subject resources fully. All staff and pupils are highly valued. The very good relationships and communication between staff and pupils ensures that the aims and values of the school are reflected in all its work. Teaching staff have previously been regularly appraised but the system has been suspended until the school has been informed of the new regulations. The school is waiting to hear from the local authority information regarding the new arrangements to be introduced in the near future.
44. All staff and governors are involved with the priorities currently identified in the school's Strategic Development Plan. Since the last inspection the Development Plan has been improved with targets prioritised and details of cost, time-scales and success criteria included. After consideration has been given to the implementation of national priorities such as the Literacy and Numeracy Strategies, co-ordinators look at the progress within their subject. This information along with other identified areas and budgetary considerations are then discussed at length. The commitment to school improvement is ensured through the headteacher, governors and staff sharing available information in order to ensure the right priorities are set for development.
45. The governing body has considerable expertise and is well established. It is led by a very experienced and supportive Chair who visits the school regularly. The governing body plays a full part in shaping the future direction for the school, carrying out its responsibilities effectively. Statutory requirements are met except that details of risk assessment are not yet included in the school's Prospectus. Governors participate in a variety of courses to improve their expertise and understanding of their work. Full use is made of the committee structure and all governors have job descriptions. The Chair and other governors visit the school regularly but rarely visit classes. This makes it harder for them to have a personal context for decision making and gain first hand understanding of the strengths and weakness of the school and the challenges it faces. They are fully aware of the extra work teachers have to undertake due to large mixed-age classes.
46. Effective use is made of specific grants for designated purposes and educational priorities are supported by careful financial management. Effective use is made of information technology to run the school's basic administration routines and budget. The headteacher delegates subject responsibilities effectively but their role in monitoring the teaching and standards is underdeveloped.
47. The match of teacher expertise to demands of the curriculum has recently been reviewed and these are now more closely matched to their subject qualifications. Support staff are effectively employed. There is an agreed programme for the induction of new staff. Although class

numbers are large, accommodation is used effectively to enhance the learning. Good use is made of areas outside classrooms for group work and both fiction and non-fiction books are easily accessible to pupils and staff. Overall, resources are well used to bring practical experience and enrichment into lessons.

48. The school is careful to get value for money in its spending and consults widely before any major spending decision is made. It endeavours to apply common principles of best value in its tendering and purchasing arrangements. These principles will be further refined once more specific information is received from the local authority.
49. The management of special educational needs has established a very effective and caring provision, well supported by the governing body. The organisation of the complex timetable for the support arrangements is effectively worked out and running smoothly. The manager for special needs is constantly evaluating the provision to find areas for improvement. For instance the present administration of paperwork, although very thorough, is by hand. This is not the most efficient way of doing this. The manager is preparing to put all the data into a suitable computer programme, which will save time in the long run, and enable the efficient production of detailed individual education plans. The funds available to the school for special needs are very efficiently used for maximising the provision, and resources are placed to achieve the most beneficial effect.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standards in the school the headteacher, governors and staff should:

Raise standards in English and its use in other subjects by:

- Ensuring the curriculum makes more demands on the pupils and helps them reach the higher levels
- Providing opportunities to increase an earlier stronger vocabulary base for pupils to discuss the books they read
- Ensuring assessments are more closely moderated to enable the correct level of work to be given
- Assessing the effectiveness of any new systems which are put in place by evaluating the effectiveness of the new literacy format

(See particularly paragraphs 1, 3, 19, 23, 26, 36 and 50-54 of the main report)

Raise standards in mathematics by:

- Restructuring the time given to the subject and ensuring that all elements of the numeracy strategy are followed
- Ensuring that the tasks given constantly challenge the pupils
- Assessing the effectiveness of any new systems which are put in place

(See particularly paragraphs 4, 18-19, 23, 26, 35-36 and 55-61 of the main report)

Raise standards in information technology by:

- Improving the skills and competence of all teachers
- Improving the use of hardware and software
- Devising ways of assessing the present capability of pupils
- Developing the draft scheme of work to continuously build upon specific information technology skills and ensuring that all aspects of the subject are addressed

(See particularly paragraphs 6, 18-19, 27 and 82-86 of the main report)

Improving the role of the subject co-ordinators so that they have a clearer view about the development of their subjects by:

- Increasing their involvement in the monitoring of classroom practice
- Deciding what action needs to be taken to improve the provision
- Using this information to develop consistent practice across the school
- Assessing the effectiveness of their actions

(See particularly paragraphs 43-44 and 49 of the main report)

In addition to the key issues above the governors should also consider the following minor points for inclusion in their action plan:-

- Giving more opportunity for initiative *(paragraph 14)*
- Assessing understanding more closely *(paragraph. 24)*
- Incorporating work from support groups with that in class lessons *(paragraph. 28)*
- Circulating the homework policy to parents *(paragraph. 41)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	85

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	19	53	26	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		204
Number of full-time pupils eligible for free school meals		48

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		75

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	28	28	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	18
	Girls	16	13	20
	Total	27	24	38
Percentage of pupils at NC level 4 or above	School	48 (55)	43 (50)	68 (58)
	National	70 (65)	69 (59)	78 (65)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	8	8	7
	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	27 (48)	27 (50)	29 (58)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	9
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	190
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	27.2
Average class size	34

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	61

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	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.

Financial information

Financial year	1998/99
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	£
Total income	347842
Total expenditure	352739
Expenditure per pupil	1730
Balance brought forward from previous year	7095
Balance carried forward to next year	2198

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	58	39	0	0	3
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	27	61	8	3	0
The teaching is good.	56	41	0	0	3
I am kept well informed about how my child is getting on.	41	41	17	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	29	2	0	0
The school expects my child to work hard and achieve his or her best.	66	31	2	0	2
The school works closely with parents.	49	39	8	0	3
The school is well led and managed.	76	19	0	0	5
The school is helping my child become mature and responsible.	61	36	0	0	2
The school provides an interesting range of activities outside lessons.	37	53	7	0	2

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

ENGLISH

50. Pupils' standards in the results of the 1999 tests indicated that the number of pupils achieving level 4 or above was well below average and the number of pupils reaching the higher level 5 was below average. When compared to schools of a similar background the school's results were well below their average also. Over the last four years girls have performed better than boys. In 1996 girls were about two terms ahead, but this gap has been narrowing. The 1999 results were untypical of the school's improvement since the previous inspection. Standards had been rising from the previous inspection, at a faster rate than nationally. There are particular reasons for the dip in 1999. That year group had a higher than usual proportion of pupils with special educational needs, and a higher than usual proportion of these were on the higher stages of the register. Also an unusually large number of pupils missed gaining level 4 and 5 by one or two marks. The school has analysed the test results carefully question by question, and adjusted the curriculum to counter the gaps that it found, particularly giving more emphasis to the teaching of writing. The assessments teachers made of the likely results were well below the actual performance, an unusual situation.
51. The standards achieved during the inspection are overall still below average, but not well below. Standards of listening are at least average, and for a large minority above. Pupils pay good attention in class for long periods and as a whole can take in, and act upon information and instructions. Pupils with special educational needs have a shorter concentration span, but they also listen attentively and want to make the best use of the instructions they hear. Standards of speaking, too, are not far away from average. In the top classes a minority of pupils can speak articulately, but not enough pupils can do this. In every class there are a few, mostly silent, individuals. Standards in reading are below average. The mechanical side of reading and recognising and saying the print on the page is the stronger element. This approaches the average. The number of pupils who can draw their impressions from a very wide range of authors, and clearly express their comparisons, and awareness of beneath the surface meaning of text, is below average. During the inspection several pupils had ideas that they wanted to convey about the books they had read, but could not get the words out. Writing, in terms of secure, high level skills needed for success in the standard tests, is below average.
52. Nevertheless, this picture represents an improvement on the previous inspection. The growth from well below average represents good progress, and reflects that observed in lessons. Pupils show many strengths. The oldest pupils are particularly good at thinking about a piece of writing, improving and extending it, re-drafting it in good, neat, longhand script. The younger pupils are good at getting and using the resources they need, such as dictionaries, texts, spelling books, and in using these to make their work more accurate. The range of the oldest pupils' reading and writing has improved. Pupils in the lower school have also developed enthusiasm. Their interest in poetry is obvious in the range they select from. When necessary they invent categories of their own, such as rhyming triplets. Pupils with special educational needs show determination in getting to grips with basic spelling and phonics. Pupils' response has improved since 1996. No longer 'mainly good', pupils' attitudes and behaviour are consistently good and at times excellent. These well-behaved pupils are a credit to their parents and teachers.

53. Teaching is good overall. Teachers are particularly good at planning thoughtful and interesting lessons. They set tasks of varying difficulty to meet the needs of the wide range of abilities in their classes. They create a logical structure and set the scene with spellbinding introductions which hold the pupils enthralled. In this way they encourage concentration in the pupils. The most effective learning occurs in those lessons where the introductions are shorter and teachers transferred more of the intellectual demand onto the pupils. So in a strong lesson where pupils used a checklist to evaluate a book, and were shown clearly and effectively how to use it to extend their understanding of who, what, when and why in their writing, they made good progress. In another lesson where pupils were given less information they had to wrestle with the sorting out of their own criteria of ideas on vivisection. In the longer plenary session they made very good progress, having more ownership of process. Teachers explain how they are building on earlier learning, often by sharing the objectives of a lesson with pupils.
54. The literacy hour has been implemented effectively. Teachers are confident in using the strategy. It is not, however, a scheme of work. Consequently, the school lacks a curriculum map which defines precisely the rate of progress it expects for each ability band from Year 3 onwards, to enable the increasingly demanding targets to be achieved in Year 6. The assessments which show the levels pupils achieve each half term, are particularly useful because they are discussed with them, and increase their knowledge of their own learning. Some of the lower school assessments over-estimate the pupils' achievements and reflect a somewhat lower expectation of what the pupils' need to achieve to succeed in years 5 and 6. Planning is better when it builds on previous knowledge in subsequent lessons. The planning that makes the work significantly harder for each ability group is meeting the needs of individual pupils more effectively than that which keeps the steps between the groups too small. The school does not give sufficient opportunity for the co-ordinator to link scrutiny of planning with observation of teaching that would provide better evaluation of the subject.

MATHEMATICS

55. Pupils' standards were well below average in the 1999 national tests at the end of Key Stage 2 when measured against all other schools and to similar types of schools. The number gaining the higher level 5 was also below average. Before 1999 there had been a steady improvement in figures from 1996 to 1998. The improvement had been better than the national trend. Despite being below average, the teachers' underestimated how well pupils were likely to do in the tests and they performed better than expected. This was because the teachers had not exchanged information well enough about how they were assessing each pupil's performance. In light of this experience systems are now being put in place to rectify the discrepancy.
56. Standards in the present Year 6 are still below average but closer to the national average than in 1999. Overall the pupils enter the school with below average standards in number skills. About one in ten pupils in Year 3 still have difficulty in recognising digits and adding small numbers together, which is a level below that expected of Year 2 pupils. There are only a few pupils who show they have skills above average. In Year 4 the more able pupils can use money with some confidence and are able to find the right coins. However, because they do not have sufficient expertise in using numbers, they find difficulty in giving the right change when the subtraction involves carrying numbers across. The oldest pupils have a better understanding of using numbers and the majority are able apply the knowledge they have learnt in real life situations. They can multiply and divide two digit numbers by using various strategies and are able to explain these to the teacher and the rest of the class. There are good

examples of the use of these in science. Pupils are able to use data and know the right type of graph that should be used to represent their findings. Unfortunately there are not enough times when this information is put together using computer programs. Pupils throughout the school are able to recall work they have done this year. They have made sound progression because teachers give them many opportunities to return to themes that they have studied previously especially during mental tests.

57. Since the last inspection the standards have remained at a similar level. At that time there was an issue related to continuing to improve standards and this has improved despite a dip in the 1999 national tests as have the procedures for assessment. These are more clearly defined through better documentation and professional training and pupils now have more opportunities to demonstrate their understanding through applying and using their skills.
58. The quality of teaching has improved and is now good. Pupils work in ability sets throughout the school, divided between the upper and lower age groups. All teachers have a good understanding of the level of ability and are able to develop understanding through the good use of appropriate language and work. In the best lessons, which are in the majority, teachers plan well using the national numeracy strategy guidelines. They ensure that resources are laid out ready and they give clear indications about what is going to be learnt and whether it has been completed. Consequently learning is good. Pupils are able to build on work they have already done and show great enthusiasm to move on from this point. For instance, in one lesson two pupils got very cross with themselves when they could not remember the word 'tessellation' because they had learnt it in another lesson the previous term. However, the teacher was very patient and had anticipated in the planning that some work would have to be explained further. This shows a good understanding of the needs of the group. In general, teachers have high expectations of both behaviour and of ability. It is particularly good with the middle and lower groups. Here work is challenging and learning is high. In the upper ability groups it is satisfactory although the small number of more able pupils are not given a range of different tasks that would give them even better opportunities to develop their mathematical expertise.
59. Classroom assistants and other teachers are used with the lower ability groups very well. These pupils often have difficulties with even small numbers and learning is ensured through good methods. Small steps are made and frequently repeated to ensure that they learn such information as the number to 100, how to add, subtract, multiply and divide and the different properties of shapes. There is extension work for those who finish one task or who find it too easy. Marking is used to reinforce good work and to suggest how it can be improved. In the best examples they also increase learning by following up any mistakes and conducting a dialogue about what needs to be done. Behaviour is very good in lessons and this ensures that pupils have the best chance to learn. They are eager, enthusiastic and concentrate well on what they are doing.
60. Mathematics lessons are too long. The pace of learning drops especially during the middle part of the lesson, when there is individual or group work, because pupils are only expected to complete one task. Teachers work hard to try and keep up the momentum but the progress made by pupils is not as good as it could be. The reason for this is the way that the format of the numeracy strategy has been adopted. Outlines for planning within this document have been geared towards a lesson of approximately fifty minutes and teachers have to plan this into one and a quarter hours. Consequently the coverage of themes is assured but learning is slowed down.

61. The co-ordinators for the subject have worked hard to introduce new working methods. In this they have been successful. All teachers have been involved in professional development and this is ensuring that common practice takes place. Unfortunately the co-ordinators have been unable to monitor the effectiveness of this in the classroom and are not aware of the strengths and weaknesses of its introduction or have examples of best practice that they can share. Resources have improved since the last inspection although, again, the co-ordinators are not able to monitor their own budgets for the subjects and develop a costed development plan over the longer term.

SCIENCE

62. The results of the national tests in 1999 show that the number of pupils reaching the expected level of attainment at the end of Key Stage 2 (level 4 and above) are below national expectations. When compared to similar schools, then results are also below average. Taken over the last three years, attainment is below average but on a rising trend. There are no significant differences between the attainment of boys and girls. Teachers' assessment of pupils' attainment is significantly underestimated at both levels 4 and 5. The standards seen in lessons and in pupils' books are now broadly in line with national expectations and support the rising trend over the last three years. Standards have been maintained since the previous inspection. The low level of pupils' writing skills has a negative effect on attainment in science.
63. By the end of the key stage, pupils have retained a sound knowledge and understanding across the full range of the curriculum. They are aware of the best conditions for plant growth, the function of its root, how plants reproduce and their seeds disperse. They know that the earth spins around its own axis and how day and night are related to this spin. They are able to understand and use scientific terms such as evaporation and condensation to describe changes. Sometimes though, they know what they wish to say but have difficulty in expressing themselves. This restricts their ability to write clearly and gives the impression that they do not know the correct answer.
64. Pupils of all abilities make good progress in their scientific knowledge and understanding. Pupils with special educational needs make good progress, especially when working with a classroom assistant or other adult. Younger pupils develop the concept that solids will melt at difference temperatures and that sometimes this can be reversed such as after melting chocolate. In Year 6 pupils know the properties of different materials and can classify substances as solids, liquids and gases. They describe some methods such as filtration that are used to separate simple mixtures. However, progress in the development of scientific skills is not developed enough. Whilst pupils can predict and understand the concept of fair testing they do not have sufficient opportunities to organise and carry out their own investigations or to use computers to record and analyse results. These were noted at the last inspection. This limits the progress of all pupils, particularly the higher attainers, in learning to think objectively and make good progress in the development of their scientific skills.
65. Teaching is good. Planning in the medium and short term is good and teachers co-operate well together to ensure parallel provision between classes. Lessons are well-planned and build on pupils' previous knowledge. These were noted at the last inspection. Lesson plans incorporate good learning objectives which are shared with pupils. This provides a good starting point for pupils to be aware of their own learning. In a lesson on forces teachers use good questioning skills and reinforce appropriate scientific terms. This makes pupils think for themselves and enhances the development of both their vocabulary and understanding of scientific method. Pupils in all classes respond very positively to good teaching. They concentrate hard, listen attentively to the contributions of others and behave well. Pupils of all abilities enjoy practical

work and show motivation and perseverance. This makes learning effective and ensures progress. Often though, lessons are over-directed and teachers plan the investigation and determine methods of recording without involving the pupils. This means that pupils are not fully challenged and limits their opportunities to think intellectually.

66. Regular assessment tasks are undertaken by pupils at the end of a topic area in order to monitor progress in knowledge and understanding but they are used insufficiently to plan future work. Likewise, there is no assessment of pupils' investigative skills that could be used to inform planning, ensure continuity and progression, and ultimately raise attainment.
67. The permanent co-ordinator, who is currently on maternity leave, has updated the policy and begun the task of updating the scheme of work to take into account new recommendations and the Curriculum 2000. Currently the school has not yet set targets for the current Year 6. The policy indicates the use of intermediary national tests for Years 3, 4 and 5 the results of which would help the school to set targets for the subject for subsequent years. The co-ordinator does not currently monitor and evaluate teaching and learning in the classroom. This limits her ability to provide appropriate support and guidance for staff and ultimately raise standards.

ART

68. Opportunities for progress and learning are satisfactory. Pupils are given a range of different media to experiment with, and from the scrutiny of work on display, the quality of this is satisfactory. Younger pupils are able to use pencil, crayons and pastels and have produced recognisable portraits although the style is sometimes immature. Older pupils use artwork to illustrate work in other subjects and there are good links made to history topics. During the inspection there were few lessons seen but it appears that work using three dimensional media is more limited. Pupils also keep sketchbooks. There are some records of different textures that have been investigated and planning for other work. These are not yet used extensively.
69. There is no scheme of work although the teachers plan opportunities jointly to ensure that there is a range of experience. Whilst there is some continuity the work does not link well with other year groups and so skills are not developed continuously year on year.
70. The co-ordinator has a good overview of the development and monitors the planning, children's work and portfolios. No monitoring of teaching has taken place but the co-ordinator is approached in an advisory capacity should teachers have difficulties. In the past there has been an artist in residence and the local feeder school has been to assess the ability level of the pupils in preparation for their move to Year 7.

DESIGN AND TECHNOLOGY

71. No lessons were observed during the period of the inspection. Pupils' work is displayed in several classrooms. The displays indicate that teachers give considerable thought to planning topics where the design and making of finished products have relevance to other areas of the curriculum. For instance the models of Tudor houses in Years 4 and 5 was useful in showing the style and practices of housebuilding in the period studied in history. Similarly, in Year 3 and 4 a detailed project on food technology linked to healthy eating in the science work.
72. The quality of work in both these projects demonstrates the care which pupils take. In

discussion pupils can explain how the items were planned and constructed and refer to their design drawings. They are not sure how they set about modifying their work if they encounter difficulties. Some could recollect using writing to evaluate the completed articles.

73. Planning indicates that teachers are trying to include most of the curriculum requirements with work on structures, mechanisms, food and textiles. The work planned gets progressively more difficult. Teachers do not have the guidance of an ordered scheme of work to bring consistency to planning, but a new national commercial scheme is due to be adopted. The time allocated on the timetable is quite small. The subject has not progressed sufficiently since the last inspection. The demands of introducing the literacy and numeracy hours have delayed the programme of upgrading teachers' expertise in design and technology. However, the management of the subject is being re-established, and plans are being drawn up to bring the subject into line with the new curriculum orders.

GEOGRAPHY

74. During the inspection it was only possible to see two parallel geography lessons. Evidence has also been taken from teachers' planning, pupils' written work and discussions with staff and pupils. In the work seen learning matches those of pupils of a similar age and all pupils make at least satisfactory progress. This maintains the standards seen at the last inspection.
75. Younger pupils understand that a map is a birds-eye view and they use a map of the local area to identify the school, church and roads. Some pupils were able to identify their own house from an aerial photograph of the area around the school. Pupils make satisfactory progress in acquiring and using geographical skills. Good links are made to other subjects such as religious education when pupils find places of Christian interest on maps of the United Kingdom and trace the path of Muslim Pilgrimages to Mecca. They build on and extend their work of a geographical nature when they study how the landscape influences the way of life of people in Zimbabwe. They are able to discuss the physical features on a map, have knowledge of scale and the use of the grid system. Discussion with pupils in Year 6 reveal they understand the water cycle and use simple instruments to test the strength of the wind and to measure rainfall. They learn to use a compass to check wind direction and a thermometer to measure temperature. Pupils develop their knowledge and understanding of the features of a specific river and understand specific vocabulary such as meander, gorge and waterfall. Pupils develop an awareness of the conservation issues and the effect of pollution on rivers and plant life. Lesson observations and interviews with pupils show that they are interested in the subject and their response is good.
76. Teaching is sound overall with satisfactory planning and learning objectives shared with pupils. However, some of the activities were not best suited to the ability of the pupils. Some lacked challenge and the expectations of pupils was too low while other pupils were found their work too difficult. Teachers emphasise subject vocabulary so that pupils' learning and understanding of maps is extended. Good use is made of field trips to areas such as Eyam as a contrasting area to Arnold. Other visits are planned to places such as Kingswood in Norfolk but this is limited to pupils who can afford to pay. The co-ordinator monitors planning and pupils work but does not currently observe standards of teaching and learning in the classroom. She has formulated an action plan in order to develop monitoring and evaluation of the subject but this has yet to be incorporated into the school's Strategic Development Plan.
77. Since the last inspection a policy and scheme of work has been put into place. This is now

being revised in response to recent guidelines and will incorporate the requirements of Curriculum 2000. However, a manageable system of recording of pupils' progress has not yet been fully developed.

HISTORY

78. Only one lesson was seen during the period of the inspection but from the evidence available in pupils' folders and on wall displays it is clear from the level of work that the quality of learning is at least satisfactory. Pupils make satisfactory progress and by the time they leave the school their knowledge and understanding of history is what is expected for pupils of this age. This level has been maintained since the last inspection.
79. In their study of the Vikings younger pupils develop their sense of the passing of time by comparing their own lives with those in the past. They have knowledge of the way of life of a Viking family and understand why monasteries were good places to raid. They are able to re-tell the story of King Alfred the Great. At the end of the key stage pupils have a good understanding of life in Britain since the beginning of the 1930's. They study various aspects of the way of life during the Second World War and the effect on people of the Blitz and food and clothes rationing. Good examples of links with Literacy were seen when pupils imagined the life of a soldier at the Front and wrote letters home illustrating their experiences. More able pupils undertake independent research using reference books to develop their skills and extend their historical knowledge. There are good links with art with pupils undertaking meticulous drawings of Tudor portraits and other line drawings associated with the current topic area. Appropriate use is made of information technology.
80. The quality of teaching observed was good. Teachers make good use of video material to illustrate life in the 1960's which acts as a good starting point for learning. Through their enthusiasm and knowledge of the subject they are able to create good learning conditions for pupils who concentrate and behave well and are keen to answer questions. This enables pupils to make good progress. Visits to places such as Edon Camp and Southwell Minster add relevance to pupils' learning as well as provide opportunities for pupils to enhance the cultural and social aspect of their lives.
81. There is now a scheme of work in place based on a two-year cycle and is in line with the new recommendations. This which supports staff in developing pupils knowledge, skills and understanding of the subject This is an improvement since the last inspection. The enthusiastic co-ordinator is not currently required to monitor or evaluate the quality of the teaching and learning in lessons. This makes it difficult for her to know what the standards are and how best to work with colleagues in order to raise them further.

INFORMATION TECHNOLOGY

82. Standards by the end of Key Stage 2 are below the national expectation. Pupils come to the school with low abilities in using computers. Only a small number of them are able to use a mouse confidently and they have no more than very basic keyboard skills. They are not confident in using a variety of different programmes for different applications or to word processing their work. Pupils in Year 6 are better able to type in their poems and stories and can change fonts, colours and size of the scripts they are using. There is little experience of researching projects using computer encyclopaedias or about the use of computers to work in other subjects. Up until recently most pupils had irregular access to a computer during the school day and consequently progress and learning opportunities were very limited.

83. At the time of the last inspection pupils were considered to have standards in line with that expected nationally. This is not now the case. However, the school has recently built a computer suite and class lessons have started with each year group this term. The subject is, therefore, in a period of rapid development. Lessons seen during the inspection confirm that learning is now better. Pupils are being given a programme to increase their understanding of the skills needed to type out documents enabling them to use a new skill each week. These works combined well in one lesson where pupils were being taught about using bullet points at the front of a line and were then typing out their plans for a story. This is a sound basis for increasing this area of the IT curriculum. Some pupils in Year 3 and 4 are also using a control programme confidently to move a screen turtle. This involves them giving directions and angles that will enable it to draw a shape. However, work across the school is not yet fully integrated within other subjects such as mathematics, science, history and geography where opportunities are lost such as entering data, confirming hypothesis or finding out information. The present Year 6 have not had this opportunity for long enough and have, therefore, not had either progressive or continuous learning during their time at the school.
84. Individual teaching sessions seen during the inspection were satisfactory. These teachers had sufficient subject knowledge and were already able to use the networked computers with some expertise. However, over time the teaching of information technology has suffered because of the lack of subject knowledge. Teachers are not confident about their own ability and are not sure how computers can be integrated within the other areas of the curriculum. This affects the learning of pupils as they are not given enough planned work that will enable them to improve. Teachers have not been able to teach the basic skills of the subject because the hardware, until recently, was old and unreliable and there was a lack of suitable software for all subjects. The hardware has now been improved and it is hoped to increase the numbers of computers. There is still insufficient software to enable teachers to plan effectively for their lessons. Because teachers have insufficient subject knowledge, they are not sure how well pupils should be doing and when they have achieved the correct level for their age. This means that pupils are either given tasks that are too hard or too easy. An example of this was seen in one lesson when the teacher planned to tell the pupils about identifying grammar mistakes whilst many were still unable to identify the keyboard confidently. Time is much better used since pupils have been using the suite. Each class has at least one hourly lesson per week and can use the room at other times. The best lessons move at a good pace and by the end the majority of pupils have learnt at least one new skill. Some time is wasted because the teacher in charge cannot move around the room easily and is not able to see when pupils are having difficulties.
85. Behaviour is good and sometimes exemplary. Pupils work hard are keen to get on with the work, work well with each other and wait patiently when they need help. This helps to ensure that learning is good. Pupils are beginning to acquire a range of new skills and this in turn is helping to ensure that their ability increases. At present it is difficult to develop independence in learning because pupils have to wait for their lesson. However the school is aware of this problem and is hoping to enhance the provision of the subject to include computers around the school.
86. The co-ordinator for the subject has a clear understanding of the priorities needed to ensure a better standard of IT teaching. There is a realistic subject development plan that has been introduced and the quality within other schools has been monitored before decisions were taken about the purchase of materials. This has been cost-effective. As yet the computer suite has not been in operation long enough to monitor the effectiveness of lessons but unfortunately this element has not been built into the development in any detail. The school will not, therefore, have a measure of its success.

MUSIC

87. A musical tradition is well established in the school. Satisfactory teaching promotes appropriate opportunities for pupils to learn and practice a balance of skills. Nearly half of the lessons are good. In these lessons teachers are particularly good at creating strong learning conditions where the intellectual and creative effort is transferred to the pupils. Pupils use the opportunities well. They discuss animatedly in groups, reach agreement and rehearse the pattern they have decided upon. In these lessons pupils make most progress. Progress overall is sound.
88. Pupils are particularly good at listening. When they enter the hall for assembly or hymn practice they listen attentively to the music that is playing. The school does not make enough use of these occasions to tell the pupils more about the music and the composer. Pupils are also good at working together to create simple harmonies, either to illustrate what they have just learned about pulse, or to interpret, for instance, a work of art. The oldest pupils can write their work in symbols and follow the notation to replay the piece when required. They can explain their feelings and impressions of the music, although not with an extended technical vocabulary. They are skilled in ensemble playing, keeping together, and relish the dramatic effect of silences and rests. What pupils are not so good at is the background knowledge of the music and the composers' style, so that they can make connections with their own work.
89. Teachers share their competent subject knowledge with pupils in well structured lessons, with a good balance between the instruction and the pupils' chance to try things out. They ensure that the instruments are available ready for use. A shortage of tuned percussion instruments is restricting the development of skills in that area. Teachers develop and use numeracy skills well when they are counting simple beats and extending to more complex rhythm patterns and notation. Literacy skills are well employed where pupils use reading skills to follow the instructions for their group work. Teachers also give time to developing the sizeable school choir, and the smaller group of recorder players. These pupils can make a good contribution to the life of the school by supporting singing in assemblies. Furthermore they enjoy contributing to the life of the community with concerts for parents and local senior citizens' groups.
90. Part of the music tuition is for the whole school during hymn practices. The teaching is well controlled and includes detail points about phrasing and use of breathing and posture. The expectation for quality does not fully reflect the pupils' willingness to listen and readiness to work, nor to grasp the full spiritual potential of the occasion. Pupils' attitudes to music lessons are positive and their behaviour is very good. Pupils with special educational needs particularly enjoy music lessons, where they can often be freed from the constraints of number and text.
91. Teachers are trialing a new commercial scheme of work with the upper school. This is proving successful and the benefits are soon to be transferred to the whole school. The co-ordinator has plans to extend the use of information technology in music to capitalise on the new computer suite.

PHYSICAL EDUCATION

92. Pupils make good progress in physical education. The school provides a good range that ensures all elements of the curriculum are addressed. In gymnastics pupils are able to build sequences, work at different levels and mirror the movements of others. They are then able to transfer these sequences onto the larger equipment. In dance older pupils were observed performing advanced routines that had been rehearsed over a number of weeks. Both boys and girls show very little inhibition and are willing to demonstrate their finished performances. In these they used a range of limb movements that interpreted the music that was being used. There are opportunities to undertake swimming lessons and these have been thought out well to ensure as many pupils as possible reach the required standard by the end of Key Stage 2. Outdoor and adventurous activities are undertaken through visits to local outdoor centres. These include canoeing, climbing and team games. There are some school teams such as football, swimming and netball. There have been a number of successes in local competitions.
93. Teaching for the subject is good. Pupils are encouraged to ensure they have warmed up and are told the safety rules. When using the larger apparatus they are encouraged to set it out themselves. This was seen with the younger pupils who managed very well. The teacher then ensured that it was safe before any activity began. At the end of sessions teachers practice a good warm down before finishing. In this way pupils are being prepared for sport for life.
94. The co-ordinator for the subject is a subject specialist and has built up a range of planning to help other teachers. Through her contacts there have been other opportunities to visit the water sports centre. The school holds a sports day each year that involves the majority of pupils. Resources for the subject are plentiful and of good quality. They are stored well and are easily accessible.

RELIGIOUS EDUCATION

95. Standards at the end of Key Stage 2 are in line with the expectations of the locally agreed syllabus. Observations from lessons and scrutiny of pupils' work indicate that most younger pupils are developing a good factual knowledge of the Christian faith and where its beliefs link to Buddhism. They were able give thoughtful consideration to the differences between the material gifts and other gifts such as the family and a healthy body. At the end of the key stage pupils are aware of other faiths such as Islam and Judaism and Sikhism, although they have limited factual knowledge about them. However, they know that Muhammed was the founder of the Muslim religion. There are good links to geography when pupils trace the route of the Muslim Pilgrimage to Mecca and the importance of the compass on a prayer mat. Pupils can identify places of Christian importance on a map of the British Isles and study the beliefs of people living in Zimbabwe. Other curriculum links are made to literacy when pupils write stories about the Church Mouse after visiting a local church and poems about the gifts in life that they have.
96. Teaching was good in the lessons seen and standards noted in the last report have been maintained. Lessons were well-planned with good learning opportunities and balance between a variety of activities that keep the lesson moving at a good pace. Very clear exposition and good subject knowledge by teachers ensured pupils are very attentive and show high levels of interest in the subject. Good use of resources such as the special garments worn by Muslims when making their pilgrimages aided pupils' understanding of the

customs and beliefs of the religion. Teachers' planning indicates an emphasis in many lessons on oral work and discussion. However written work in folders suggest that too much reliance is given to worksheets that are too low key for the more-able pupil. Pupils are not given enough opportunities to extend their knowledge and understanding through individual research.

97. The school has reviewed its planning in order to ensure that schemes of work take into account the more recent locally agreed syllabus. Other plans include a focus on the development of the subject linked on learning objectives. Good use is made of visits to local churches to enhance the curriculum as well as with visitors who come to talk to pupils about their faith during assemblies and classes. A review of resources has been undertaken as it was indicated in the last inspection that these are barely adequate. However, the school has access to a wide range of resources from parents and governors that they agree it is not necessary to purchase more for the time being. The enthusiastic and knowledgeable Co-ordinator supports colleagues well but she is not required to monitor evaluate the quality of the actual teaching and learning in lessons. This makes it difficult for her to know current standards and how they may be raised.