

INSPECTION REPORT

**CARLTON CENTRAL INFANT AND NURSERY
SCHOOL**

Carlton, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122524

Headteacher: Mrs Margaret Churton

Reporting inspector: Bogusia Matusiak-Varley
19938

Dates of inspection: 24-26 September 2001

Inspection number: 194041

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and nursery

School category: Community

Age range of pupils: 3 – 7

Gender of pupils: Mixed

School address: Foxhill Road
Carlton
Nottinghamshire

Postcode: NG4 1QS

Telephone number: 0115 9100887

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Appropriate authority: Governing body

Name of chair of governors: Mr Dean Titterton

Date of previous inspection: 19 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19938	B Matusiak-Varley	Registered inspector	Equal opportunities English as an additional language English Religious education	The school's results and pupils' achievements How well are pupils or students taught? How well is the school led and managed?
11084	Jane Hughes	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22059	Neil Wales	Team inspector	Special educational needs Mathematics Information and communication technology Design and technology History Physical education	
17546	Angela Smithers	Team inspector	Foundation stage Science Geography Music Art and design	How good are the curricular and other opportunities offered to pupils or students?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Carlton Central Infant and Nursery School is an average sized school situated in Carlton in Nottinghamshire, an urban area of mixed housing, with 189 pupils on roll. The school has a 25 full time equivalent place nursery. Pupils are taught in six single aged classes. Staffing levels are static. The nursery and one Year 1 class are taught by teachers who job share. Just over 20 per cent of pupils are eligible for free school meals, and 23 per cent of pupils are on the special educational needs register; this is slightly above average. There are no pupils with statements of special educational need. Attainment on entry is below that expected, especially in language and mathematical development. A relatively high number of pupils enter the reception class without having experienced pre-school education. Three per cent of pupils are of black Caribbean and Indian heritage, but their linguistic skills are adequate to access the curriculum. There have been no exclusions and pupil mobility is low.

HOW GOOD THE SCHOOL IS

This is a good school, which is well led and managed by a caring and dedicated headteacher and governing body. Pupils are well cared for by a hard working staff, who have the best interests of the pupils and their families at heart. By the age of seven, standards are high in reading, mathematics and science and pupils' achievements are good. The quality of teaching is good and the school includes all pupils in all appropriate activities. The school provides good value for money.

What the school does well

- Standards are high in reading, mathematics and science. Generally all groups of pupils achieve well in relation to their prior attainment and are well prepared for their next stage in learning.
- The quality of teaching is good. Homework is exciting and, overall, all groups of pupils make good gains in learning. Pupils have good attitudes to learning and behave well in lessons.
- The provision for pupils with special education needs is good and these pupils are well looked after.
- Assessment procedures and their use to inform planning are very good.
- The leadership and management of the headteacher and governors are good and this results in an orderly community which is dedicated to improving on previous best performance.
- Partnership with parents is good. Parents are well informed of their children's progress and are seen as true partners in learning.
- The school cares well for its pupils, provision for moral and social development is good and pupils have good attitudes to school.

What could be improved

- Standards in speaking and listening, writing, spelling, using and applying mathematics, whilst satisfactory overall, could be higher.

- Learning opportunities offered to pupils could be more rigorously structured to incorporate more use of literacy, numeracy, information and communication technology skills and use of multicultural resources.
- The quality of teaching could be improved even further.
- Range of extra-curricular activities, and opportunities for personal development and independent learning.
- Management responsibilities of the co-ordinators and deputy headteacher could be developed further in monitoring and developing the quality of teaching.
- Attendance rates are not high enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection, which took place in May 1997, in three of the four key issues re completing schemes of work, improving the school development plan re budgetary allocation and implementing a long term staff development programme, and satisfactory improvement in developing the role of the subject co-ordinators. There are still some aspects of teaching that need further improvement and co-ordinators need further training in evaluating the quality of teaching and its subsequent impact on the standards that pupils attain. Standards have risen in mathematics and science and the overall quality of teaching and leadership and management has improved. The good improvement has been brought about by good leadership, the school's commitment to school self-evaluation, performance management, and dedication by all staff to improve on previous best performance.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	C	D	C	B	Very high A* well above A average B above average C average D below average E well below average
Writing	C	E	C	B	
Mathematics	C	E	A	A*	

The table shows that in 2000, in comparison with all schools, the school achieved average standards in reading and in writing, and well above average standards in mathematics. In comparison with similar schools, the school achieved above average standards in reading and writing, and very high standards in mathematics. Teacher assessments in science show that the school attained above average standards in science, placing the school in the highest five per cent nationally when compared to similar schools. Inspection findings show that, based upon this year's group of Year 2 pupils, of whom a high percentage are on the special educational needs register, standards are high in reading mathematics and science and pupils achieve well in relation to their prior attainment. There are, however, occasions when below average attainers could be challenged further, especially in Year 1. Standards in speaking and listening and writing are broadly in line with standards expected nationally, and achievement is satisfactory. In all foundation subjects, pupils attain average standards and pupils' achievement is satisfactory. In information and communication technology pupils' attainment is in line with national expectations, and in religious education pupils attain the expectations of the locally agreed syllabus and their achievements are satisfactory. By the end of the reception year, pupils attain the early learning goals in all areas of learning and make sound gains in their learning. Rates of progress are better in the nursery than they are in the reception year because learning objectives are more specifically stated in planning. Trends over time show that pupils' performance in reading and writing fell below the national average, but in mathematics performance was in line with the national average. Overall, all groups of pupils achieve well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school and are keen to learn. They are interested in lessons and execute their work well.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school.
Personal development and relationships	Good overall. Relationships between pupils and teachers are good. However, pupils' personal development, whilst satisfactory overall, could be improved with further opportunities provided for independent learning and for taking responsibility for jobs around the school.
Attendance	Unsatisfactory. Procedures need to be improved in order to secure good attendance rates. The school has recognised that this is an area for improvement.

There are still a number of families who do not send their children regularly to school. This is an area which needs urgent attention.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Good

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

The quality of teaching is generally good and, overall, meets the needs of all pupils. During the week of inspection only very few lessons were unsatisfactory, with the majority of teaching being good or very good.

The best teaching is in the nursery, Year 2 and one Year 1 class, when pupils are taught by one of the part-time teachers. A small amount of unsatisfactory teaching was seen in Year 1. The overall good quality of teaching supports good learning. The teaching of literacy and numeracy is good and basic skills are taught well, especially reading and numeracy. The good quality of teaching meets the needs of all pupils, but on occasions below average attainers could be challenged further. Pupils with special educational needs make good gains in learning because their individual education plans are well used by teachers in their planning, and their progress is regularly monitored by the special educational needs co-ordinator. Where examples of unsatisfactory teaching were seen in Year 1, teachers' expectations were not high enough, time was not used effectively and pupils were unclear about what they needed to do. A weakness in teaching is that not all teachers mark pupils' work rigorously enough and this prevents pupils from making significant gains in spelling, especially in subject specific words.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is generally broad and balanced but too much time is devoted to story. This time could be better utilised in providing further opportunities for pupils to develop their writing and spelling skills through foundation subjects. The curriculum in the foundation stage of learning is good and provides many opportunities for children to learn using all of their senses, especially in the nursery. Provision for extra-curricular activities could be improved as, at present, it is unsatisfactory.
Provision for pupils with special educational needs	Good. These pupils are well supported and make good gains in learning
Provision for pupils with English as an additional language	Good. The school has a very small percentage of ethnic minority pupils. Their language competencies are adequate to access the curriculum and therefore they do not require specialist support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is good. Whilst satisfactory provision is made for pupils' spiritual, moral and cultural development, further emphasis could be placed on enriching pupils' understanding of the multicultural make up of our society.
How well the school cares for its pupils	Good. Assessment procedures are very good and are well used to inform the next steps in pupils' learning. This results in all groups of pupils making good gains in learning. Procedures for monitoring and improving attendance are unsatisfactory overall and need to be improved.

Extra-curricular activities, attendance procedures and further opportunities for pupils to develop their understanding of multicultural issues are areas which need further attention. The school has a good partnership with parents and ensures that they are true partners in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear educational direction for the school. She is ably supported by her governing body. The co-ordinators carry out their duties effectively, but need further training in assessing and developing the quality of teaching. The role of the deputy headteacher needs to be further developed in relation to the

	greater execution of management responsibilities.
How well the governors fulfil their responsibilities	Good. Governors execute their duties well. They know the school's strengths and weaknesses and fulfil their statutory duties.
The school's evaluation of its performance	Good. The headteacher has undertaken a detailed analysis of the school's strengths and weaknesses and is committed to improving on previous best performance.
The strategic use of resources	Good. All grants are used appropriately. Governors actively apply the principles of best value relating to purchases, but have not fully evaluated the cost effectiveness of spending on staffing. Management information systems are used appropriately.

The accommodation is satisfactory overall, but conditions are cramped. Noise carries from classrooms when pupils are involved in private study and classrooms are used as thoroughfares. The staff and pupils manage this very well, but it can be disruptive when pupils are engaged in private study. The playground is too small for the growing number of pupils. Resources are satisfactory overall, but there are limitations in the range of non-fiction books in the library, multicultural resources, laptop computers and software suitable for pupils with special educational needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Standards are high • The headteacher and staff are approachable • Children are happy at school • Behaviour is good • Homework is used well to support learning 	<ul style="list-style-type: none"> • Provision for extra-curricular activities is unsatisfactory • The playground is too small • Information on learning opportunities that pupils will cover each term

Inspectors agree with parents' positive and negative views. The school has already recognised the areas for improvement, newsletters on curriculum coverage are being devised, but as yet funds are not available for developing the playground.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The 2000 test results show that, in comparison with all schools, standards in reading and writing are in line with the national average. In mathematics standards are well above the national average. In comparison with similar schools, standards are above the national average in reading and writing and are very high (in the top five per cent nationally) in science. In reading, writing and mathematics a high percentage of pupils achieved the higher levels, especially in mathematics. Taking the three years 1998-2000 together, the figures show that the performance of pupils in reading and writing fell below the national average. The performance in mathematics was in line with the national average. This was because in 1999 the cohort of pupils who took the test had a high percentage of pupils with special educational needs, and this brought down the overall percentage point scores. In 2000, on the basis of teacher assessments, standards in science were very high, with many pupils attaining the higher levels.
- 2 Inspection findings show that, based upon this year's cohort of pupils, many of whom have special educational needs, standards are above the national average in mathematics and science and all groups of pupils achieve well in relation to their prior attainment. In reading standards are above the national average, but pupils read more fiction than non-fiction books. In speaking and listening and writing standards are broadly in line with the national average. Standards are generally high enough for these pupils in relation to their low attainment on entry. However, inspection findings show that standards in speaking and listening and writing could be higher. This is an area which the school has recognised could be improved.
- 3 In science pupils attain standards, which are above the national average, and all groups of pupils make good progress. In information and communication technology pupils attain standards expected for their age and achieve well in relation to their prior attainment. In religious education pupils meet the expectations of the locally agreed syllabus and make good gains in learning. In all foundation subjects, standards are in line with national expectations and overall pupils make good progress. However, in design and technology, whilst standards are broadly in line, there is a weakness in pupils' evaluations of their designs, especially in suggesting ways for improvement. By the end of the foundation stage, children attain the early learning goals in all areas of learning and, in relation to their low attainment on entry, they make good gains in their learning, but their rates of progress are inconsistent, they are better in the nursery than they are in the reception class; this is because the planning is more rigorous, learning objectives are more clearly defined and teachers intervene more frequently in children's learning.
- 4 Pupils with special educational needs, and those with English as an additional language, make good progress. Pupils with English as an additional language

have sufficiently well developed language skills to enable them to access the curriculum appropriately. At the present time there are no pupils with statements of special educational needs. All the pupils participate in a full range of learning activities in lessons and they are appropriately monitored and guided. They receive and benefit from a good level of help from support staff both in class and in withdrawal groups. For example, in the 2001 National Assessment tests, the school reports that all pupils, including those with special educational needs, attained at least average standards in mathematics.

- 5 Higher attaining pupils are well catered for especially in mathematics, when they are often challenged by the high expectations of the teachers in Year 2. The regular setting of homework has a positive effect on the progress of pupils as it reinforces the work done in class and encourages parents to support their children.
- 6 Teachers generally plan well for the needs of all pupils in specific lessons but there are occasions, especially in Year 1, when they are given insufficient opportunity to record their work in written form. At times too much emphasis is placed on worksheets and colouring in pictures. The special educational needs co-ordinator (SENCO) recognises that there are weaknesses in the speaking and listening skills of special needs pupils and arrangements are being made for staff in-service training to improve this aspect of the pupils' education.
- 7 Pupils who are higher attainers make good gains in learning. There are times when these pupils spend too long on completing unchallenging worksheets, but on occasions they could be challenged even further. Pupils who are of below average attainment generally achieve well but there are times when their achievements could be better if teachers raised their expectations and provided more challenging tasks for them to do, especially in literacy and numeracy. In the reception class and Year 1 there are times when all groups of pupils could be making faster progress; this is because teachers have not provided sufficient extension activities for pupils to practise what they have learnt in different contexts.
- 8 In speaking and listening standards are in line with the national average. By the age of seven, pupils are happy to speak, but not all of them speak clearly and audibly. Their choice of vocabulary is unadventurous and, on occasions, average and below average attaining pupils mix up their tenses. There is a distinct lack of evaluations in design and technology and, when questioned, pupils experienced difficulty in understanding how to evaluate their models. Standards in writing are in line with the national average. Pupils write well and they are generally able to use capital letters and full stops, and above average attaining pupils are making good attempts at using commas and speech marks. However, some pupils, who write neatly, are ready to produce cursive script and this is normally taught much later on in the school year, when they are ready to learn this skill at an earlier stage. Standards in spelling, whilst satisfactory overall, nevertheless have weaknesses, especially in spelling subject specific words. The staff work very hard at ensuring that pupils have regular spellings to learn, but teachers' marking

of books reveals that these are not always corrected in pupils' writing. This is an area which needs to be addressed.

- 9 In mathematics, whilst pupils generally attain high standards overall, there is a need to develop further their skills of using and applying mathematics across the curriculum, for example measuring in design and technology and geography, developing chronological skills in history, and in using a wide variety of charts and databases in science. Too much time is spent on colouring in worksheets in Year 1 and overall, insufficient opportunities throughout the key stage are provided for pupils to develop their skills of independent learning such as choosing their own resources and evaluating their work. In science pupils can identify conditions for growth, use their senses appropriately and can identify the life cycle of a butterfly, but do need to develop different ways of recording and presenting their information independently. Whilst average standards are achieved in information and communication technology by the age of seven, further opportunities need to be developed for pupils to use acquired skills in this area to support their learning in all areas of the curriculum. Pupils achieve well in relation to their prior attainment, primarily because the headteacher provides a clear educational direction. Data from test results is analysed and the curriculum is amended according to pupils' needs. In religious education pupils achieve well in relation to their prior attainment, they know a full range of Bible stories, major festivals of both Christian and other faiths, and are beginning to get a clear understanding of the use of symbolism in religion.
- 10 The quality of teaching is generally good, with examples of very good practice in Year 2, Year 1 and the nursery, and teachers have high expectations of pupils. Teachers are very hard working and are keen to improve their practice. They attend courses regularly and good links are established with the local education authority adviser, who has been involved in the school's self-evaluation programme. The quality of assessments is very good, staff are diligent in keeping a record of pupils' progress and use this information well to inform the next steps of pupils' learning, and support staff work well with pupils, they are generally effectively deployed and contribute well to both pupils' emotional well being and academic attainment. Governors are very supportive of the school and ensure that both staff and pupils work in a clean and stimulating learning environment.
- 11 Parents are seen as true partners in learning, the school keeps parents well informed of their children's progress. All these factors contribute to the good achievements of pupils.
- 12 Since the previous inspection standards have improved in reading, mathematics and science, they have regressed slightly in design and technology, and have remained the same in all other foundation subjects, information and communication technology and religious education. Children in the foundation stage have maintained average standards and good rates of progress.

Pupils' attitudes, values and personal development

- 13 The school has maintained this aspect of its work well since the last inspection. The attitudes, behaviour, relationships and personal development of pupils make a strong contribution to the ethos of the school.
- 14 Pupils' attitudes to learning are good and reflect their positive approach to school. This was emphasised by the replies from parents to the questionnaire; they report that their children like coming to school. Pupils are quick to settle to tasks at the start of a session and spend little time fussing. They are polite and responsive; they pay careful attention to the teacher, even when some of the teaching lacks vigour or a task lacks suitable challenge. Pupils are eager to please and happily work with or alongside their peers, sharing resources or toys. When excited by very good teaching, pupils give their all as, for example, during a Year 2 art lesson when pupils carefully completed observational drawings of fruit. Some tried very hard to represent all the tiny melon seeds – "They look like rows of teeth", observed one boy, while others accurately copied the grain in the orange and grapefruit segments and the bumps on the outside of the pineapple skin. Much mirth followed the teacher's next instruction as pupils attempted to draw the same object but without looking at their paper at all. Still they persisted until most had managed to draw a recognisable shape on the page.
- 15 The attitude and behaviour of pupils in lessons is good or very good. They listen well and are keen to take an active part in lessons especially when they are enthused by good teaching.
- 16 Standards of behaviour of pupils with special educational needs, and those with English as an additional language, are good throughout the school; pupils have a clear understanding of adults' high expectations and they are generally sensible. During the inspection no instances of bullying were observed. Parents report that the school quickly deals with any rare occurrences of unacceptable behaviour. There have been no exclusions from school in the past year. Older pupils act as good role models for the younger ones, particularly during large gatherings such as assemblies, when the nursery children follow the lead of older pupils in how to behave. Good manners are apparent in the dining hall where pupils are polite and wait their turn. They sit patiently with their hands raised to attract the attention of lunchtime staff, to whom they show respect.
- 17 Relationships are good throughout the school with pupils and adults working well together. Pupils respond well to staff in and out of lessons and there is a calm and happy atmosphere in the school.
- 18 Pupils make the most of limited opportunities to extend their own personal development, which is satisfactory. The youngest children in the nursery are encouraged to speak to an audience in whole school assembly, choose when to have their snack and generally to take responsibility for themselves. Many choose their own resources for learning. This level of personal development does not extend throughout the rest of the school to the same degree. For example,

older pupils are often led by the hand to and from the hall, physically helped to sit in the correct spot and to stand up at the end, when they demonstrate quite clearly their ability to do these tasks unaided while still in the nursery. Pupils show themselves able to organise and complete homework, with the support of their parents, but they are not offered enough opportunity to look up information in books or undertake simple research on the computer in school.

- 19 Levels of attendance are well below the national average and are unsatisfactory. They have fallen since the time of the last inspection as the instances of authorised absence have risen. The rate of unauthorised absence at the school is broadly in line with the national average. The school has recognised this as an issue to be addressed.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 20 The quality of teaching is good overall, with examples of very good practice in the nursery, Year 1 and Year 2, when pupils were taught by one of the part time teachers. 42 lessons were seen during the week of inspection. Just under two out of ten were very good, almost two out of ten were good, nearly half were satisfactory and just under one out of ten was unsatisfactory. The unsatisfactory teaching was seen in both classes in Year 1 in art, physical education and mathematics. The good quality of teaching contributes to the overall good gains that pupils make in their learning and this is reflected in the high standards attained in mathematics, science and reading. Examples of very good teaching were seen in the nursery, Year 1 in mathematics, music and science, Year 2 in art, English, information and communication technology, mathematics, music, science, religious education. Good teaching was seen in Year 2 geography, mathematics, physical education, Year 1 mathematics and English.
- 21 The teaching in the foundation stage is variable but it is good overall with examples of very good practice seen in nursery. Several examples of satisfactory teaching were seen in the reception class. In these lessons the teacher gave clear explanations but pupils were left too long on activities without sufficient intervention, also too many worksheets were used which did not challenge pupils sufficiently. The quality of planning is good in the nursery and is satisfactory in the reception class. Learning objectives in the reception class are not clearly stated and it would be useful to clearly itemise what pupils will learn when engaged in the various activities relating to the areas of learning. For example, when playing in the sand tray, pupils could be developing their mathematical vocabulary. The foundation stage classrooms are bright, cheerful and stimulating. Relationships are good and support staff make a valuable contribution to pupils' learning. Children feel safe and secure in their learning and this results in them developing positive attitudes to their work. Planning in Year 2 is generally good, clear expectations of pupils are defined but, in one Year 1 class and the reception class, planning is satisfactory because insufficient attention is given to the outcomes that all groups of pupils attain by the end of lessons.
- 22 In Key Stage 1, teachers have secure subject knowledge and know how young children learn. For example, in a very good science lesson in Year 2, pupils made

good gains in learning about the effects of exercise on their body because they made accurate comparison of their pulse rate before and after exercise. The teacher made very good use of the video to support pupils' learning, and this helped pupils develop their skills of observation. Teachers work very hard at ensuring that pupils are provided with stimulating work, but on occasions there is an overuse of worksheets which prevent pupils from developing their extended writing skills further and, on occasions, there is a lack of extension activities to occupy pupils purposefully when they have finished their work. Basic skills are taught well, teachers insist that pupils have a good grounding in phonics and mental mathematics. There are occasions in the reception class and Year 1 when insufficient attention is paid to ensuring that pupils form their letters and numbers correctly, this results in teachers in Year 2 having to re-teach some of these basic skills. However, skills of reading are very well taught and this results in pupils being able to access their learning, and results in high standards.

- 23 Teachers have appropriate expectations of their pupils, they generally ensure that they set challenging tasks for them and check their understanding so as to minimise any chance of failure. Support staff execute their duties well and help pupils to carry out their tasks. In all lessons teachers manage their pupils well, they ensure that pupils are fully aware of the behaviour policy and pupils know that there is zero tolerance of unacceptable behaviour. Time is used well in lessons but, on occasions in Year 1, the pace is slow and pupils become restless, this is because the focus of the lesson is not made sufficiently clear; lessons start promptly but not all teachers carry out the prescribed timetable. For example, in Year 1 when pupils showed signs of tiredness, the lesson stopped abruptly and pupils went out to play. Although this is rare, teachers need to be more aware of structuring lesson content to meet the interest levels of pupils and monitor that sufficient time is spent on each subject. The headteacher is already monitoring this aspect of provision. A strength of the teaching is the quality and use of assessments, especially in Year 2. This contributes to the good gains made in learning because teachers are sure of what the next steps of pupils' learning need to be. However, a weakness in teaching is that insufficient notice is taken of marking pupils' spelling mistakes, especially those of subject specific words. Scrutiny of pupils' work reveals that many pupils spell important words, such as Jesus, incorrectly. This is an area which needs to be addressed as it slows down pupils' rates of progress.
- 24 In Year 1 there are occasions, when pupils are gathered together in lessons and explanations are too long, and this slows down pupils' rates of learning, because some pupils have short attention spans. Literacy and numeracy are taught well, clear explanations are given and learning objectives are shared with the pupils. This results in pupils being very clear about what they need to do.
- 25 Homework is used very well to support pupils' learning. It is interesting and covers the majority of subjects in the National Curriculum. Teachers have worked very hard to establish regular, systematic and exciting ways to encourage pupils to learn at home. Parents are very appreciative of the homework that is set for their children. In the very good lessons seen, especially in Year 2, teachers had very high expectations of their pupils and channelled their thinking into higher

levels. For example, in literacy when pupils were studying the book “Whatever next” by Jill Murphy, every opportunity was taken by the teachers to familiarise pupils with grammar conventions embedded in the text, this resulted in pupils making good gains in their learning. The teaching of literacy, numeracy and religious education is good overall; in science the teaching is very good. The teaching of information and communication technology is satisfactory, but further opportunities need to be developed in all lessons to ensure that pupils make even better gains in learning. The best teaching of information and communication technology is seen in Year 2. The teaching in all other foundation subjects is good overall. In the unsatisfactory lessons seen in Year 1, the teachers spent too long on consolidating pupils’ learning rather than extending it; time was not used effectively; there was a lack of extension activities; too much emphasis was placed on pupils filling in worksheets and sessions at the end of the lesson were not sufficiently stimulating in order for all groups of pupils to make at least good progress.

- 26 In classes the quality of teaching of pupils with special educational needs is good overall, especially in Year 2 and sometimes in a Year 1 class. When this is allied to the effective and efficient use of individual education plans all are aware of the needs of the pupils. These are well used in lessons and contribute to the good gains that pupils make in their learning. The plans contain suitable targets that are specific and attainable over a short period of time. Both teachers and support staff have had the benefit of in-service training and this is having a beneficial effect on the progress of the pupils. Teachers should continue to ensure that they plan closely with support staff so that the aims and content of the work to be done by the pupils closely matches the targets in their education plans.
- 27 The good quality of teaching generally meets the needs of all pupils and results in them making good gains in learning.
- 28 Since the previous inspection the quality of teaching has improved from satisfactory to good. This is because teachers have embraced the principles behind the teaching of literacy and numeracy and apply these to other subjects. Teachers have also attended many courses and this has helped improve their practice. However, teaching can improve even further if staff learn from one another, especially the examples of very good teaching seen in Year 2.

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

- 29 The curriculum provides a sound range of learning opportunities for the pupils. The school provides a broad and generally balanced range of opportunities for all its pupils, in spite of the high allocation of time given over to English. This is nevertheless proving to be effective in the high standards that pupils attain and their good rates of progress, but the school might usefully consider how best to develop literacy through allocating slightly more time to the foundation subjects. The curriculum meets statutory requirements, including religious education and collective worship. It prepares all pupils well for the next stage in their education.

- 30 The curricular provision for children in the foundation stage, which includes children in the nursery and reception year, is good. There is a range of stimulating learning activities and the curriculum covers all the areas of learning as specified in the national guidance. The provision is planned effectively to support the systematic development of skills, knowledge and understanding as children progress from the nursery to the reception year and prepares them well for Key Stage 1. Ample opportunities are provided for children to develop their understanding of the world by using their senses. As a result pupils are actively involved in their learning. Planning is better in the nursery than it is in the reception class. This is because objectives for all activities are very clearly stated and shared with all children.
- 31 The curricular provision for pupils in Key Stage 1 is planned effectively. Currently, good use is made of national guidance to support the systematic development of knowledge, skills and understanding. This is gradually being adapted to meet the individual needs of the pupils within this school, and this will improve the curriculum provision further. Time is allocated to all subjects but this is not always monitored rigorously by the co-ordinators. On occasion in Year 1 insufficient attention is given to the percentage of time devoted to the teaching of foundation subjects. Long, medium and short term planning is satisfactory overall, but the school would benefit by rigorously identifying opportunities for literacy, numeracy and information and communication technology in medium and short term planning, in an attempt to enable standards to be raised further.
- 32 The timetable arrangements seen during the inspection did not lead to an appropriate allocation of time. For example, in some subjects, art and history, the time allocated was not used fully, and in one case was not used at all. The length of time allocated to English overall is too long and the additional time spent on story does not fully impact on the standards achieved by pupils and needs reviewing in relation to providing further opportunities for pupils to develop their skills of speaking, listening and writing. The headteacher is aware of this and, at present, is monitoring time allocation.
- 33 The provision for pupils with special educational needs and those with English as an additional language is good. Pupils have individual education programmes, which are well matched to their needs.
- 34 Overall the provision for pupils with special educational needs is good and enhances the pupils' access to the broader curriculum. The school has a strong commitment to providing for the needs of these pupils. On occasions the pupils are withdrawn for individual or group help but the majority of support is within classes. There is a need to develop the use of information and communication technology and to consider in more detail the use of literacy and numeracy across the curriculum.
- 35 The school has taken account of the national guidance for the teaching and learning of literacy and numeracy and has put in place good strategies. Satisfactory links have been established across the curriculum in numeracy, for example data for graphs is collected in both science and geography sessions.

The links in literacy, whilst satisfactory overall, are less well developed, as the recording of subjects such as science, history and geography is not always effective and in some classes there is too great a dependency on photocopied worksheets. There is a school library and CD-ROMs are also used to teach information retrieval skills, but there are occasions when higher attaining pupils could further develop their research skills, and pupils with special educational needs would benefit from software specially tailored to develop their skills of independent learning.

- 36 The range of extra-curricular activities is unsatisfactory. The school does not provide additional activities during the lunchtime break or after school. Parents have expressed their concerns over this lack of provision and the school has identified this as an area to be addressed.
- 37 All pupils have an equality of access and opportunity to the curriculum, and the school is fully inclusive of its practices. The learning opportunities offered to pupils respect social and religious diversity, but further emphasis could be placed to develop pupils' cultural awareness of the multicultural nature of our society. This could be developed through purchasing a range of multicultural resources to support all subjects of the National Curriculum.
- 38 The provision for pupils' personal, social and health education is good. Due attention is given to health education, particularly during science and physical education lessons. Sex education meets the statutory requirements and pupils are made aware of the dangers and benefits of drugs. There are good opportunities for pupils to learn to express their personal feelings and discuss matters, which concern them, during circle time. The school places good emphasis on teaching pupils to live in a caring community, and pupils are involved in devising the rules by which their classes maintain a supportive learning environment for all. Personal development is satisfactory and, whilst pupils are given some personal responsibility, this is not fully developed and older pupils could do more.
- 39 The school has satisfactory links with the community. For example, pupils visit the local supermarket and it provides them with additional resources for specific purposes. The providers of local services, such as the fire service, visit the school to discuss their work and pupils are aware of public services within the community.
- 40 There are good links with partner institutions, the secondary school band gives live performances and the school involves the pupils in drama projects. There are visits with a school for pupils with special educational needs and this helps pupils develop their awareness of the different learning needs of their peers. The staff share expertise with other local schools to support the curriculum provision and links with the junior school are satisfactory.

- 41 The provision for spiritual, moral, social and cultural development is good overall. The provision for pupils' moral and social development is good and for pupils' spiritual and cultural development is sound. Pupils are provided with opportunities for reflection during assemblies and they are encouraged to experience an excitement in their learning and awe of the world around them. Pupils visit farms and marvel at new life. They listen to Saint Saën's Carnival of the Animals and reflect on the skill and talent required to orchestrate music.
- 42 All pupils know the difference between right and wrong in actions and words and this is emphasised well in the teaching and ethos within the school. There are effective displays to remind pupils to be thoughtful and considerate. The role models of, and relationships with, all adults in the school support pupils in following a code of conduct that supports both their moral and social development. Pupils are encouraged to work together in small groups and they care for one another at lunchtime and playtime. They donate harvest provisions to local charities to be distributed within the locality.
- 43 School visits to Southwell Minster, Nottingham Castle, Wollaton and Snibston Hall provide pupils with an insight into their own cultural heritage. They regularly listen to music by a variety of composers and study the work of artists from around the world. A wide range of festivals is celebrated at different times, for example festivals of Light and the New Year. Pupils are aware of cultural differences in food, clothing and beliefs. They benefit from visitors who bring artefacts, and talk about their way of life. However, further emphasis needs to be placed on learning about the different traditions and ways of life in today's society. The school has maintained its effective provision for pupils' spiritual, moral, social and cultural development as identified in the previous report, and provision for satisfactory learning opportunities has been maintained.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 44 The school cares well for its pupils. Standards of pastoral care are good; pupils experience a happy and secure learning environment in which they are supported, achieve well and make good progress.
- 45 Effective systems are used to monitor pupils' health, safety and general well being; these are communicated to all staff who are familiar with the school's health and safety procedures. Lunchtime staff are well briefed and they maintain the same high standards expected from class teachers regarding behaviour and self discipline. They establish warm relationships with pupils and have a clear understanding of their medical and dietary needs.
- 46 Secure child protection arrangements are in place. The headteacher is designated responsible for this area and she ensures that all staff are up to date with the latest guidance from the local authority. Appropriate links are maintained with outside agencies to ensure children and families are offered appropriate levels of support. The headteacher is very tenacious in her attempts to secure suitable help for the children in her care.

- 47 Since the previous inspection, when the rate of attendance was judged as satisfactory, pupils' levels of attendance have declined and are now unsatisfactory, they are well below the national average. Although it is very early in the new academic year, attendance levels are currently still well below the national average. This is partly because the school is not yet employing positive enough strategies to encourage parents to send their children to school every day. The instances of unauthorised absence are broadly in line with the national average but there are too many occasions when pupils are authorised as absent because parents are willing to condone them having time out of school. The school, in partnership with the local education authority welfare officer and parents, needs to be more effective in the promotion of benefits to children of regular attendance.
- 48 The school cares well for pupils with special educational needs and those with English as an additional language. The provision for care, welfare, health and safety is good and effective strategies have been established to identify and support these pupils. The special educational needs code of practice is well implemented and plans are in place to implement the new code of practice. In the lessons seen, provision generally matched that recommended in the pupils' individual education plans. These are reviewed and drawn up each term and are of a good quality. Teachers should continue to plan with support staff to ensure that the pupils' work is relevant to the targets in the plans. A 'Record of Achievement' booklet is kept for individual pupils and this is reviewed regularly by the co-ordinator. Procedures have not been developed to monitor the frequency of absence of pupils with special educational needs and, with low attendance rates, the school should monitor pupils' absenteeism more carefully.
- 49 Staff promote good standards of behaviour through the consistent implementation of the school's comprehensive behaviour policy. They also act as very good role models for pupils in their care, and mutual respect is evident between all members of the school community. The school is a calm and orderly environment, both in classrooms and outside in the playground.
- 50 There are good procedures for monitoring and supporting pupils' personal development. Those children who attend the school's own nursery are assessed early on in the year and staff soon have a clear understanding of their individual needs and what they can do. Staff throughout the school know pupils well and are able to set challenging targets for their personal and academic development. The weekly "Gold Book" assembly is a good example of how personal achievements are celebrated in all year groups. Pupils from the nursery upwards listen carefully and appreciate what each pupil has accomplished to be entered in the "Gold Book".
- 51 Procedures for assessing pupils' attainment in all areas of the curriculum are very good. This is an improvement on the previous inspection report. Statutory requirements for assessment are met. Very good systems have been established to assess pupils' progress in English, mathematics, science, information and communication technology and the foundation subjects by making use of the skills

identified in Qualifications and Curriculum Authority documentation. The information from assessments for English and mathematics are used to help teachers plan work that is matched to the needs of the pupils. In mathematics an analysis has been made of national test results to determine the strengths and weaknesses of teaching and learning. This is used to alter curriculum provision. Targets are set for English, mathematics and science. Though, for example, the school did not achieve its target of 50 per cent Level 3 at the end of Key Stage 1 in the national tests, it did achieve some 38 per cent at that level and 100 per cent at or above level 2. These high expectations have a positive effect on standards. The school is setting high targets and this is having a beneficial effect on the attainment and progress of pupils. The pupils' work is marked regularly, and marking overall is satisfactory, but it is variable, as, in some classes, good guidance about improvement is not always given especially in relation to spellings of subject specific words. There is a need for all staff to be consistent in marking. Reading diaries are well kept and are effective in collating information from parents and teachers, which informs progress and is a good record of attainment. Samples of work are kept in Record of Achievement files, and these do contain information about levels of attainment and progress. The emphasis placed upon moderating pupils' work is having a positive effect on standards.

- 52 Good records are kept of the pupils' personal development. These include references to physical, intellectual, social, behavioural and communication development. There is no evidence, however, of the monitoring of attendance by gender, race or special needs, and this is a matter which needs to be addressed.
- 53 Since the previous inspection the school has maintained its level of good care for the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 54 The school has a good partnership with parents. Parents are positive in their views of the school. Only the lack of extra-curricular activities caused noticeable concern. Opinions at the parents' meeting were very favourable with parents praising the hard work of the staff. They feel that the school encourages parental support and participation and that they are valued as partners in their children's education. Inspection findings support these positive views.
- 55 The school establishes good links with parents and this ensures they feel well informed about what is happening in school. A well considered pre-school induction programme helps parents to have a clear understanding of the school's expectations of their children; parents feel their children settle quickly into school routines. Regular newsletters are sent home and occasional workshops enable parents to keep up to date with new initiatives. Informal, verbal communication between staff and parents is good in this school. A particularly effective idea is for parents to be invited into school at the start of the day to stay with their children and share in some of their initial activities. Parents see, at first hand, what their children do and this encourages some to become further involved in helping in school. Staff are also able to talk with parents during this period. Many parents appreciate this informal start to the school day.

- 56 Parental opinion is sought on various issues concerning school life and the headteacher is always keen to listen to suggestions. Parents consider that she and the staff are very accessible and that any concerns are effectively dealt with.
- 57 Another strength of the school's communication systems is how well they inform parents of the progress their children make. This is largely due to the very effective assessment procedures that are in place. Termly parents' meetings are arranged when parents meet with staff and look at children's work. Good quality, evaluative, written reports are sent to parents at the end of the year, highlighting pupils' attainments, what they do well and what they need to do next to improve. These are individualised and give parents a very good overview of the progress their child is making.
- 58 The school provides good opportunities for parents of pupils with special educational needs to maintain links with the school and to follow their children's attainment and progress. They are provided with a copy of the individual education plan and have the opportunity to discuss this in meetings with teachers. In this way they are encouraged to help their children at home. Good links are maintained with support agencies and specialist services provided by the local authority. All advice offered is regularly implemented in the classroom and this contributes to the good gains that pupils make in learning.
- 59 Informal opportunities exist for parents to discover what topics are being covered during the term, but there is a lack of formalised procedures to ensure that all parents receive clear information about what their children will be studying. Provision of more detailed information would allow parents to be even more supportive of children's work at home and at school.
- 60 The home school agreement has been well supported by most parents and this is particularly apparent regarding pupils' behaviour and homework. However, parents could play a greater role in ensuring their children attend school regularly, as the instances of authorised absence are high.
- 61 Since the last inspection, the school has maintained its good partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 62 The leadership and management of the school are good and are contributory factors to the high standards that pupils attain, the good quality of teaching and the good partnership with parents.
- 63 The headteacher is caring, dedicated, very hard working and provides a clear educational direction for the school because of her commitment to school self evaluation and improving on previous best performance. She has ensured that the school is inclusive in all of its practices, and she is committed to providing good quality training for subject leaders. She is aware that they need further training in monitoring the quality of teaching and learning because, up until now, the headteacher has been largely responsible for this aspect of the school's provision. The headteacher is effectively supported by her key staff, but as yet the role of the deputy headteacher is underdeveloped in relation to her management responsibilities. The deputy headteacher fulfils her duties as a class teacher, but is not fully involved in the management of the school, this results in an inequitable distribution of responsibilities between herself and the headteacher and is not

cost effective. Co-ordinators' roles have improved since the previous inspection and an effective lead is provided in developing all subjects of the National Curriculum. However, improvement can be made in ensuring that co-ordinators identify examples of best practice in teaching so that staff can learn from one another.

- 64 Good administrative systems for special educational needs have been set up and are efficiently carried out. The special needs register is well kept and class teachers have the relevant individual education plans for their classes. The co-ordinator is experienced and well qualified, though only works in the school for one day per week as she is covering for a member of staff who has been seconded. With the help of the teachers she ensures that reviews take place regularly and that targets are set. Regular discussions are held with teachers to explore any concerns regarding pupils. There is a governor with responsibility for special needs, who is well informed of all new developments. Resources for special needs are satisfactory, though there is a need for more computers and software that is suitable for these pupils.
- 65 The governing body fulfil their duties well. They account well for the performance of the school. They are well informed of the school's strengths and weaknesses and have a clear strategic overview of what the school needs to do to move forward. They are knowledgeable, enthusiastic and totally dedicated to the school. They do, however, need to re-examine the cost effectiveness of spending in relation to ensuring that managerial duties are equitably distributed between the headteacher and deputy headteacher and that the examples of very good practice in teaching are made available to all staff so that the quality of teaching can improve even further.
- 66 The school monitors and evaluates its performance effectively. The thorough implementation of performance management systems has resulted in standards being raised in mathematics and science. Staff are now more focused in relation to target setting and courses are helping to raise standards and improve the quality of teaching. The leadership and management of the headteacher, key staff and governing body is well focused on inclusion and promotes racial harmony, but more multicultural resources are needed (for example, posters, books, artefacts) in order to prepare pupils for life in a multicultural society even better. The school does not experience difficulty in recruiting staff because the turnover of staff is very low.
- 67 The school development plan is a well thought out comprehensive document, which itemises priorities for improvement well and is appropriately supported by careful financial budgeting. Information management systems are effectively managed by a hard working, temporary secretary, who executes her duties well.
- 68 The principles of best value of comparison, challenge, consultation and competition are appropriately applied to the school's securing and using resources and services effectively. Financial administration is good and the governors are well informed of spending decisions. The budget is correctly managed and all spending is accounted for. The school has an adequate number of teaching and support staff, who are well deployed. Accommodation is

adequate but the playground is too small for the increasing numbers of pupils. Displays around the school are bright and attractive and stimulate pupils' curiosity levels. Resources are satisfactory overall, but the library is underused for research work, and non-fiction books for the majority of subjects are just satisfactory. The range of multicultural resources is limited in relation to posters, artefacts and books, music and paintings reflecting the wide variety of cultures in our society. There is a need to improve resources for pupils with special educational needs, especially software for computers. The school could also benefit from some laptop computers, as space is limited, to put extra computers in classrooms. The school makes best possible use of its accommodation, but there are times when noise carries from classrooms and this has a negative effect on private study.

- 69 Since the previous inspection the leadership and management of the school have improved and are now judged as good due to the effective implementation of the key issues identified in the previous report, raised standards in mathematics, science and reading and effective implementation of performance management.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 70 To raise standards further, the headteacher and governing body, with the help of the local education authority, should:

- provide further opportunities for pupils to develop their skills of speaking and listening, writing, spelling, using and applying mathematics and information and communication technology, by
 - ensuring that all pupils contribute to plenary sessions by evaluating the quality of their work, especially in design and technology;
 - identifying opportunities in schemes of work for speaking and listening, writing, using and applying mathematics;
 - ensuring that pupils have more opportunities to read and discuss non-fiction books;
 - ensuring that information and communication technology is used to support learning in all subjects;
 - ensuring that pupils participate in a range of extra-curricular activities;
 - providing further emphasis on the spelling of subject specific vocabulary.

Paragraphs 2, 3, 6, 8, 31, 35, 90, 94, 100, 108, 115

- further develop learning opportunities offered to pupils by:
 - providing more opportunities for pupils to carry out independent research;
 - increasing the provision for pupils to learn more about lifestyles of a multicultural society;
 - providing further opportunities for pupils' personal development and independent learning.

Paragraphs 38, 43, 63, 86, 95, 125, 133

- improve the quality of teaching further by:

- raising teachers' expectations in the reception class and Year 1;
- ensuring that planning in the reception class and Year 1 clearly states what all groups of pupils will do;
- providing more challenging learning opportunities to raise the rates of progress of below average attainers throughout the foundation stage and Key Stage 1;
- improving the quality of teachers' marking, especially in relation to pupils' spelling;
- ensuring that extension activities are provided for pupils who finish their work early, especially above average attaining pupils;
- providing further opportunities for pupils to become independent learners;
- limiting the use of worksheets, which restrict pupils' extended writing skills.

Paragraphs 6, 7, 8, 18, 21, 23, 77, 79, 93, 95, 98, 102, 107, 112

- improve the role of the co-ordinators by:
 - ensuring that they monitor teaching and learning and share examples of best practice among the staff. **Paragraphs 63, 86, 95, 125, 133**
- improve the role of the deputy headteacher by:
 - ensuring that there is an equitable distribution of management responsibilities between the headteacher and deputy headteacher and that governors consider the cost effectiveness of spending in relation to duties undertaken by the senior management team. **Paragraphs 63, 65**
- continue to raise attendance rates by improving attendance procedures and taking part in national projects aimed at raising attendance. **Paragraph 47**

Minor Issues

The headteacher, governing body and local education authority may wish to consider the following minor issues. **Paragraph 37**

As and when funds allow,

- improve the playground as with growing numbers, pupils are cramped
- purchase more laptops and improve software for pupils with special educational needs;
- purchase more non-fiction books for the library
- purchase more multicultural resources to improve even further pupils' multicultural awareness.

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

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	7	19	3	0	0
Percentage	0	31	17	45	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	25	189
Number of full-time pupils known to be eligible for free school meals	0	32

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	43

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	25	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	24
	Girls	20	20	23
	Total	42	42	47
Percentage of pupils at NC level 2 or above	School	82 (72)	82 (81)	92 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	21	26
	Girls	21	21	23
	Total	44	42	49
Percentage of pupils at NC level 2 or above	School	86 (84)	82 (77)	96 (75)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	
Black – other	1
Indian	3
Pakistani	
Bangladeshi	
Chinese	
White	110
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	27.3
Average class size	27.3

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	103

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	32 hrs 50 m
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.2

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

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	403,618
Total expenditure	401,706
Expenditure per pupil	2,392
Balance brought forward from previous year	6,300
Balance carried forward to next year	8,212

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	4	2	0
My child is making good progress in school.	64	31	2	0	2
Behaviour in the school is good.	49	44	4	0	2
My child gets the right amount of work to do at home.	44	40	7	0	9
The teaching is good.	69	27	2	0	2
I am kept well informed about how my child is getting on.	49	44	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	64	31	0	0	4
The school works closely with parents.	47	47	7	0	0
The school is well led and managed.	60	38	0	0	2
The school is helping my child become mature and responsible.	44	51	0	0	4
The school provides an interesting range of activities outside lessons.	20	29	20	7	24

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 71 Children are admitted to the nursery during the year in which they are four and enter the reception class in the term prior to their fifth birthday. Nursery children attend on a part time basis and reception children attend full time. Currently there are 25 children in each nursery session and 20 children in the reception class.
- 72 Children enter the nursery with levels of attainment that are below average. They make good progress and broaden their skills, knowledge and understanding in all areas of learning in the Foundation Stage. By the time children are ready to start Year 1, they are likely to meet the expected targets of the early learning goals. Children with special educational needs make good progress. All children are prepared well for the next stage in their learning.
- 73 Overall planning and provision for the Foundation Stage is good. The quality of teaching and learning is good in the nursery and sound in the reception class. Relationships are very good. The good provision has been maintained since the last inspection.

Personal, social and emotional development

- 74 By the end of the Foundation Stage the majority of children are likely to meet the expected early learning goals in this area. Nursery children confidently enter the classroom, sit quietly while responding to the register and quickly select their chosen activity from the good range on offer. They are able to share and co-operate when using the outdoor equipment and while playing in the role-play area where they answer the telephone and check the stock in the shop. They respond politely when being offered tomatoes, using thank you for acceptance or no thank you if they do not want one. Reception year children collaborate while drawing a very long picture of a train and take turns sending the programmable toy to one another.
- 75 The provision is good. Adults act as positive role models through what they say and do. Praise is used effectively and children are encouraged to take risks while exploring new learning. Clear boundaries for behaviour are set up. The organisation of the nursery enables children to make independent selections, initiate ideas and solve simple practical problems, and these skills are

consolidated in reception classes. Teachers have secure subject knowledge and know how these young children learn. The role-play areas encourage individual and co-operative play and enable children to begin to make sense of their world through acting out scenes; for example, in the shop. They are supported through good modelling of language and actions within this area so that they learn from adults. Children in the Foundation Stage are well behaved and have good attitudes to learning.

Communication, language and literacy

- 76 Children enter the nursery with limited language skills. They make good progress and, by the time they enter Year 1, the majority will meet the national expectations. Children in the nursery speak with growing confidence, responding to questions about the flowers they are drawing, and listen appropriately to questions and instructions. Higher attainers are beginning to read simple words, the majority identify the difference between words and letters and know that print conveys meaning and that in English text, print is read from left to right. They enjoy listening to stories and respond by naming red objects, such as strawberries, after listening to 'Ready for Red'. Writing skills are beginning to develop, children form letters which are correctly shaped, copy simple words correctly and can write their own names. Reception children build on these skills and retell stories, and identify characters. They begin to write simple sentences with support and recognise words within the text. They learn simple phonics.
- 77 The quality of teaching is good. The modelling of language as a tool for thinking is developed effectively through good questioning techniques. Staff read stories expressively, and use stimulating and lively language that motivates children. There is a good balance of direct teaching and stimulating activities, which supports learning, and plenty of opportunities are provided for children to learn through their senses. Resources are used effectively. Classroom organisation and management enables children to be independent and to find support when they feel it is necessary. The quiet book areas provide a good range of interesting material. Children are encouraged to listen to tapes of stories, rhymes and poems. Role-play areas are set up as a shop and a home and support learning well. The direct teaching in the reception year is less effective in extending learning. For example, when children are given the task of re-telling the story and identifying the characters of 'The Little Yellow Chick', the expectations, questioning and organisation do not ensure that the children complete the task to the best of their ability. This is largely due to teachers' planning not clearly stating learning objectives for different groups of pupils. The puppet theatre provides good opportunities to retell stories and develop language.

Mathematical development

- 78 Children enter the nursery with below average levels of mathematical knowledge and vocabulary. They make good progress within the Foundation Stage and, by the time they enter Year 1, they meet the nationally expected goals. Children in the nursery are beginning to use mathematical language to describe quantity, shape, position and size. They recognise a circle, triangle and square. They

enjoy number rhymes, such as 'Five Red Poppies', and counting games. They say and use number names in order in familiar contexts, for example while stock taking in the shop. Children in reception count reliably up to 10 everyday objects, and recognise the numerals 1-9. They are able to use language, such as 'more' or 'less' to compare two numbers and calculate 1 more or less from numbers to 10. They can copy and continue a pattern.

- 79 The quality of teaching in the nursery is good, a range of practical tasks is planned and counting, shape and pattern are incorporated into many activities undertaken. There is a stimulating environment that makes good reference to mathematical vocabulary. The role-play area includes opportunities for mathematical development, for example coins to pay for merchandise purchased in the shop. The quality of teaching in reception is sound, as on occasions children do not form their numerals correctly. This is an area which needs to be addressed. Generally teachers have secure subject knowledge and plan stimulating activities for the pupils which are firmly rooted in everyday experiences. Good use is made of the role-play area, where children practise their skills of buying, selling, weighing and measuring. Teachers intervene well to develop pupils' language skills and learning experiences. Some children are allowed to spend too long colouring in and so the number activity is not completed within the time.

Knowledge and understanding of the world

- 80 Children achieve the early learning goals by the time they complete the reception year. They build and construct with a range of objects, concentrating for long periods, setting up a road map and making vehicles move in various directions. They are confident using the computer and use the mouse to move the cursor through educational programs. Children in the nursery learn the correct terminology for petal and stem while drawing flowers and, through very good use of questioning, realise that plants need water to live. They closely follow the path of the spider when it appears outside. Children in the reception year enjoy making programmable toys travel a designated number of squares forward. They care for living things, feeding the hamster and looking after stick insects.
- 81 The good range of activities provided makes useful links to children's own experiences at home and within the community. Adults frequently use carefully framed questions. In reception, while handling the hamster the teacher is a good role model, showing children appropriate techniques and ensuring that it is treated with care and concern for its well being. When developing the concept of moving the programmable toy forward a designated distance, the resources are very well organised, but the opportunity to maximise learning is missed, as the objective is insufficiently reinforced. This is largely because the learning intention has not been appropriately identified in teachers' planning.

Physical Development

- 82 By the end of the reception year, children have appropriate co-ordination and control of their movements and standards meet the expected early learning goals. Nursery children run, jump and climb. Reception children travel around, under, over and through balancing and climbing

equipment. They throw and catch. Children handle tools, such as scissors and pencils, and use construction kits to build towers and vehicles with increasing control. They handle malleable materials to squeeze, pinch and stretch. They are able to thread laces through holes.

- 83 There is a good range of resources for children to access both indoors and outside. The outdoor play area is well organised. Staff ensure that the designated space is safe and children are dressed appropriately. A range of stimuli is used to support movement, including action rhymes and music. Staff model actions and use the correct vocabulary associated with the action. There is a good range of small world toys and a variety of tools to develop fine motor skills. Direct teaching of skills, such as throwing and catching, support learning effectively. Teachers have secure subject knowledge, use time well, give clear explanations and have good working relationships with the pupils.

Creative Development

- 84 Children's attainment in the creative area of learning is as expected by the end of the reception year. Nursery children undertake observational drawings of flowers; they use paints and crayons in imaginative pictures and textured materials in collage pictures. Reception children use ready mixed paint to illustrate Old MacDonald's Farm and use a variety of textured media to depict cats' faces and birds. Nursery children play a variety of instruments, following the rhythm given by an adult, and reception children choose and play un-pitched percussion instruments while singing nursery rhymes. They know many of the words of the songs they sing. They develop imaginative scenarios in the role-play areas and while using the puppet theatre.
- 85 The quality of teaching is good. The aesthetically pleasing displays enhance the environment. Resources are good and set up appropriately. Activities incorporate other areas of learning; for example children in the nursery draw red flowers to consolidate their learning of the colour red. Adults are supportive and develop creative language well while children are playing with the puppet theatre. Although tasks, such as making cats' faces, teach children skills, they do not allow sufficient opportunities for children to use their own imagination. Teachers plan stimulating activities, which grip pupils' attention. A wide variety of tools, paints and materials are used which stimulate children's interest levels. Teachers manage time effectively, give clear instructions and support pupils who are struggling.
- 86 The curriculum takes account of the recent national guidance, and staff work well together to develop and plan the range of opportunities provided. They have attended in-service training that has supported their own efforts to make the required changes within the new national guidance. Their support for one another is good; the monitoring now needs to be more rigorous so that the current best practice is disseminated. Assessment procedures are good. Resources support the curriculum and are well cared for. The outdoor area is used effectively across all the areas of learning.

ENGLISH

- 87 The 2000 test results show that, in comparison with all schools, standards in reading and writing are in line with the national average. In comparison with

similar schools, standards are above the national average. This is an improvement on the results of 1999 when standards were below the national average in comparison with all schools in reading, and well below in writing; this is because the school had a very high percentage of pupils on the special educational needs register. This has had an impact on average point score interpretations, as over three years the performance of pupils in reading and writing fell below the national average for their age. There have been no significant differences in attainment by gender. 2000 test results show that the percentage of pupils attaining the higher levels in reading was close to the national average and the percentage attaining the higher levels in writing was well above the national average.

- 88 Inspection findings show that pupils' attainment in reading is above the national average and their attainment in writing is in line with the national average. All groups of pupils are achieving well in relation to their prior attainment and overall are making good gains in their learning. In speaking and listening standards are broadly in line and pupils' achievements are good. Inspection findings show that, whilst standards are high enough for these pupils, there are nevertheless areas for improvement, especially in speaking and listening and writing.

Speaking and listening

- 89 By the time that pupils leave the school they can describe incidents from their own experience and they can order events using story language, but they do on occasions forget details, confuse tenses and their use of adjectives is narrow. Pupils use the conventions of story telling and can end accounts effectively, but pupils with special educational needs do not always speak with clarity and intonation. Higher attaining pupils and those with English as an additional language ask relevant questions, identify what they have learnt and, in whole class sessions, use selected and relevant details to identify their understanding. However, not all pupils participate effectively in these sessions and do not always readily offer answers. This is because, at times, the sessions are too rushed and not all staff make effective use of time, especially in the youngest classes.

Reading

- 90 By the time pupils are seven, they can read fluently and with understanding. This is largely due to the good teaching they receive, appropriate emphasis placed on phonics, and the good partnership with parents who help their children read. Pupils understand the work of authors and illustrators, compare stories, identify preferences and discuss actions of characters. They read in sections to explore plot and development of character, using prediction. They can read examples of directions and instructions but they experience difficulty in using structured devices to extend their research skills such as index, contents and captions. Pupils' reading diet consists mostly of fiction books and too little emphasis is placed on reading a wide range of non-fiction material.

Writing

- 91 By the age of seven, pupils attain average standards and achieve well in relation to their prior attainment. They use language of time to sequence events in their stories, they write poems with specific organisational patterns and above average attaining pupils plan stories in paragraphs. They use singular and plural appropriately, but do not always ensure that there is subject verb agreement. They write invitations, letters and generally use correct punctuation, but there are times when spelling of subject specific words is incorrect.
- 92 Pupils have good attitudes to learning. They stay on task and are keen to succeed. They take turns, are polite to one another and are generally attentive. However, they get restless when they are not sufficiently challenged and do not have suitable extension activities when they finish their work.
- 93 The quality of teaching is generally good and this contributes to the good gains that pupils make in learning. Examples of very good teaching were seen in Year 2. In these lessons teachers challenged their pupils into producing their very best work, explanations given were clear and very good relationships were maintained with pupils. A very purposeful learning environment was set up in which all pupils' responses were valued. Time was used very effectively and both teachers

demonstrated a passion for teaching. In the reception class and Year 1 teaching was variable. Whilst satisfactory overall, it nevertheless was better when one of the part time teachers taught Year 1. Satisfactory teaching consolidated rather than extended pupils' learning and this resulted in uneven progress. Pupils were left too long colouring in worksheets and insufficient attention was paid to developing pupils' extended writing skills, because worksheets used were not sufficiently demanding. Teachers teach basic skills well, but further rigour is needed in the reception class and Year 1 to ensure that all pupils form their letters correctly. Teachers mark pupils' work regularly, but unfortunately, too often spellings are left unchecked and pupils are not made aware of how to improve the quality of their work. A strength in the teaching is the way that teachers assess pupils' work and then use this information to inform the next steps in pupils' learning. This is particularly effective in Year 2.

- 94 The use of information and communication technology in lessons, whilst satisfactory overall, is variable. The best examples were seen in Year 2. In these lessons teachers provided opportunities for pupils to practise both their spelling and writing skills and this ensured that all groups of pupils made good progress. In the reception class and Year 1, information and communication technology is underused to promote pupils' learning. Support staff are well deployed to support pupils' learning, they intervene appropriately in pupils' learning and know the content of pupils' individual education plans; this results in pupils making good gains in learning.
- 95 The subject is appropriately resourced, but insufficient use is made of the library to develop pupils' skills of independent research. There is a lack of non-fiction books and books reflecting multicultural issues. The co-ordination of the subject is satisfactory, but the co-ordinator needs to undertake a thorough analysis of the time devoted to story in the afternoons. This time could be more effectively used to develop pupils' writing skills in foundation subjects through a targeted approach to providing more opportunities to teach the principles of shared and guided reading and writing. At present the co-ordinator has not monitored teaching and learning to help all staff further improve their practice based upon the expertise available in the school.
- 96 Since the previous inspection, standards have improved in reading and are now above average. In speaking and listening and writing, sound standards have been maintained. The quality of teaching has improved and is now judged as good.

MATHEMATICS

- 97 The 2000 National Curriculum assessment test results at the end of Key Stage 1 show that pupils attain standards which are well above the national average and very high when compared with similar schools. Evidence from the school indicates that in 2001 all the pupils attained average standards (Level 2) or above. This confirms a pattern of steadily rising results over time. This year there is a substantial number of pupils in Year 2 who are on the special educational needs register and so inspection findings suggest that, whilst standards are above the

national average at the present time, they may not be as high as in previous years. Overall, pupils, including those with special educational needs, make good progress. This judgement indicates a substantial improvement since the previous inspection report and is a result of the hard work and conscientiousness of the teachers in implementing the National Numeracy Strategy. The school has established a very good structure for the teaching of number and shape, space and measure and this is having beneficial results. The results of national assessments are analysed and the information well used to help teachers plan future work. The school deserves praise for the progress it has made in recent years in mathematics.

- 98 By the age of seven standards in using and applying mathematics are in line with those expected nationally. This is an area on which the school needs to place more emphasis. Pupils develop a good understanding of mathematical language, due to its reinforcement in classroom activities. Teachers spend time discussing with pupils the different forms of vocabulary, for example addition and subtraction, doubling and the names and properties of shapes. This begins at an early stage and very young reception children are able to talk about squares, rectangles and circles with some confidence. Through continued discussion and reinforcement, pupils have developed a good understanding of basic mathematical language by the time they leave the school. Higher attaining pupils are able to discuss their work and explain what they are doing. There is, however, a weakness in setting challenges and investigations, which link this mathematical knowledge to everyday life, or in linking mathematics consistently with work in other curriculum areas.
- 99 Standards in number are above those expected nationally, by the end of the key stage. Every lesson seen during the inspection began with a short session of mental mathematics, often, but not always linked to number. Many pupils are able to choose the appropriate operation when solving simple addition and subtraction problems. Over time these sessions enable the pupils to develop a fluency and confidence in their numerical ability so that, for example, many have a secure knowledge of number bonds. Most pupils, including those with special educational needs, are developing a sound understanding of number up to one hundred, and higher attaining pupils work with larger numbers. They identify, and use, halves and quarters, have an understanding of the use and value of coins and recognise odd and even numbers.
- 100 Standards in shape, space and measure are above those expected nationally. Pupils know about a cube, cone, sphere and pyramid and discuss the number of sides and corners they have. They measure with a good degree of accuracy and understand phrases such as longer and shorter than. Pupils develop a good understanding of time, begin to be aware of right angles and are introduced to liquid capacity through litres and millilitres. They begin to investigate rotational turns and symmetrical reflections. Standards in data handling are in line with those expected nationally and could be improved by more use being made of information and communication technology. There is some evidence of simple graph work, but this is not as well developed as it might be, and so pupils do not have sufficient opportunity to extract and interpret information from graphs.

- 101 Overall, pupils make good progress due to the generally broad and balanced curriculum, good teaching and their behaviour and attitudes. Teachers gain in confidence as they see their efforts rewarded in the success of pupils in the National Assessment tests. The school has a policy of giving regular homework and this has a positive effect on the progress of pupils, as it reinforces the work done in class and encourages parents to support their children. Pupils with special educational needs make good progress due to the support they receive from classroom assistants, and many of them attain standards that are in line with national expectations.
- 102 The response of pupils to mathematics is good and often very good. They respond to the initial mental mathematics session and are very willing to take part and answer questions. Pupils are nearly always well behaved and work with concentration and effort, both individually and when discussing in group work. Their work is usually well presented in a logical mathematical fashion. The quality of teaching is good overall, especially in Year 2, and on occasions in a Year 1 class. Lesson planning indicates the lesson objective but not the level of attainment being aimed for. This is something the teachers might usefully consider doing in the future. Good use is made of the initial mental session. Teachers, especially in Year 1, do not always take sufficient care that they keep to time limits and ensure that the slow pace of the lesson does not cause the pupils to lose interest. Many teachers are lively and enthusiastic and motivate their pupils well. Marking is satisfactory, though there are occasions when more written comments could help higher attaining pupils to improve further. Teachers make good use of resources. There is a need to extend the links between mathematics and other curriculum areas.
- 103 The management of the subject is good. The co-ordinator and staff have established a good structure to the teaching of mathematics. The teaching of mathematics, and the standards attained by the pupils, is now one of the strengths of the school. Published materials are well used to supplement the numeracy strategy, though there is an overuse of worksheets and this has a detrimental effect on the development of pupils' writing skills. The monitoring of teaching and learning by the co-ordinator needs to be developed to ensure that the good practice, for example in Year 2, is extended throughout the school. There is also a need to extend the use of information and communication technology in mathematics. Resources for the subject are satisfactory and contribute well to the good gains that pupils make in learning.

SCIENCE

- 104 In 2000 teachers assessed standards as well above average. Inspection findings show that standards in the current Year 2 are above average; this slight decline is due to a higher number than average of pupils with special educational needs. Standards have improved since the last inspection because of the very good teaching in some classes.

- 105 Pupils make good progress over time, and in lessons, at times, they make very good progress and achieve well, from an initially low level of understanding. Year 1 pupils taste a variety of foods and are able to use their sense of taste to describe it with appropriate vocabulary. For example, crisps are salty, lemon, sour, pineapple, sweet and juicy. They are able to record the information they collect and collate data from the whole class to make a graph. Year 2 pupils understand that exercise brings about changes to the body and, through the practical tasks they undertake, are beginning to understand the concept of cause and effect. They realise the importance of a healthy diet and can group foods into categories.
- 106 An analysis of pupils' work shows that there is good coverage of all aspects of science. While studying life processes and living things, Year 1 pupils use the local environment to find out about the habitats of snails and ants and they follow the life cycle of a butterfly. Year 2 pupils progress to studying the conditions needed for growth. Pupils can group materials, recognising similarities and differences, and explore and describe how some everyday materials change when they are heated or cooled. They describe the properties of wood, paper and clay as; it is hard, it bends, and it sinks or floats. They understand simple concepts relating to electricity, forces and motion, and light and sound. For example they observe everyday objects, such as doors and windows, and determine whether they use a push or pull force to open and close them. They make simple electrical circuits connecting bulbs and batteries. They can identify different sources of light and understand that darkness is an absence of light. They can record their experiments accurately, but the range of charts and graphs they use is limited.
- 107 The quality of teaching is very good. There are high expectations within sessions and the work challenges pupils and ensures that they are engaged in the work, for example while investigating changes to the body during exercise. The range of experiences offered is structured, developmental and relevant and so pupils are excited by their learning and are eager to ask questions. Teachers use a wide range of resources that capture and hold pupils' interest. For example Year 1 pupils enjoy looking at their tongues through magnifying glasses and tasting a range of foods and are keen to talk about them and describe them. Much of the work is recorded on photocopied sheets and this is sometimes less effective and does not always give opportunities for pupils to learn about different ways of recording the subject. Pupils of average and above average ability are given appropriate recording tasks to consolidate their learning, but the tasks for lower attainers are not always sufficiently demanding and pupils do not apply themselves with the same application. Insufficient opportunities are provided for pupils to become independent learners, for example pupils are not actively involved in independent research and too few opportunities are provided for pupils to choose their own resources for learning. Opportunities for information and communication technology, whilst satisfactory overall, could be improved. Marking offers encouragement and praise but does not ensure the correct spelling of scientific words and this is detrimental to pupils' learning. Good use is made of homework.

- 108 The curriculum is planned very well. However, further opportunities could be provided to enable pupils to develop their skills of independent learning further. It is carefully monitored to ensure that investigative skills are developed throughout all aspects of science work; this is a strength of the provision and is a contributory factor to high standards. Assessment procedures are thorough and very good. They enable staff to track pupils' progress and to set accurate targets for individuals. Assessment information is used effectively to inform future planning. The curriculum is enhanced by relevant visits to places of interest and the school makes good use of the immediate locality. The co-ordinator is knowledgeable and supports colleagues well. Test results are appropriately analysed. However there is insufficient rigour in the monitoring of teaching to ensure that the very good practice evident is disseminated throughout the school.
- 109 There has been an improvement in the provision since the last inspection; this is largely due to the improved quality of teaching and learning, good use of assessments to inform planning and the good leadership given by the subject co-ordinator.

ART AND DESIGN

- 110 The attainment of seven-year-olds is in line with that expected for their age, and pupils achieve well in relation to their prior attainment. The displays of artwork around the school are bright and aesthetically pleasing and provide pupils with the opportunity to take a pride in their finished products and aim for high standards.
- 111 Year 1 pupils can mix paints to make shades and tones. They try out tools and techniques while cutting out and assembling teddy bears from card. They follow instructions and all produce a similar 3-dimensional model. They are able to thread holes around a template of a cat. They work individually, in one to one situations with an adult, and combine their work to be part of a large group collage. Year 2 pupils have more opportunities to communicate their own ideas. They investigate visual and tactile qualities in materials, and make images and artefacts for different purposes. For example they make spiders' webs and use straws to depict the skeleton. They paint colourful boats on an ocean, using different techniques such as splatter painting. They paint in the style of other artists, copying a print of the Sunflower picture by Van Gogh. They are able to use a computer program to generate pictures of people and faces.
- 112 Overall the quality of teaching is good, but this is variable and results in uneven gains made in learning. Achievement is good in Year 2, where teaching is very good. Pupils learn to observe very closely, using magnifying glasses, and sketch what they see. They are taught the skills for shading and discuss the need to look carefully at the shape and size. Resources are good and suit the learning outcome well. They look at cross sections of a range of fruit, consider the textures, the position of the pips and the thickness of the skin and try to reproduce the detail of what they can see. Good work is praised regularly so that pupils are encouraged to apply themselves and produce their best creative effort. Pupils make less progress in Year 1 where teaching is sometimes unsatisfactory, and

timetabled sessions are missed. In unsatisfactory sessions classroom organisation and the use of resources are insufficiently thought through to enable the pupils to maximise their learning. A small group of pupils works at the main activity in a cramped area and with unsuitable resources. Lower attainers are provided with unchallenging tasks, such as colouring in. Many pupils spend too much time colouring in across all subjects of the curriculum, and this does not encourage them to always produce work to the highest standard and use crayons as a creative tool.

- 113 The curriculum is broad and balanced and is frequently connected to work in other areas, for example science. Planning takes account of national guidance and is adapted to meet the needs of the school. The co-ordinator is effective in supporting colleagues, but there is insufficient rigour in the monitoring of teaching and learning to facilitate a spread of the very good practice, evident in some sessions, throughout the school.
- 114 The school has maintained the satisfactory provision since the last inspection, and average standards have been maintained..

DESIGN AND TECHNOLOGY

- 115 Due to timetable arrangements it was only possible to see limited teaching during the inspection. Judgements have therefore been made on a scrutiny of work around the school, photographs of previous work and discussions with teachers and pupils. Standards of attainment at the end of Key Stage 1 are in line with national expectations and pupils, including those with special educational needs, make satisfactory progress. This indicates a regression in standards since the previous report, but it must be emphasised that the school is now required to place more emphasis on other areas of the curriculum and so subjects, such as design and technology, have had less time available to them. Whilst there is evidence of the designing and making elements of the subject, that of evaluation is less well developed. There was very little written evidence available in relation to this aspect of the designing process during the week of the inspection.
- 116 By the time they leave the school at seven, pupils use a variety of materials to make models such as wood, card, junk materials and cloth. They learn to cut, assemble and join materials and to use tools such as scissors safely. Younger pupils design and make a fire engine and construct human figures out of straws. Older pupils design and make puppets, listing the materials and equipment they are going to use. Rockets are made with a sliding mechanism and skeletons with moving joints. This work links well with topics covered in science. During this work pupils learn to cut, stick, fold and staple. Year 1 pupils design and plan a playground with equipment such as a climbing frame, swing and slide. Large construction equipment is available and used, for example to make a model of a rocket. In the lesson seen pupils drew a human figure in preparation for cutting out the various body parts and joining them so that they moved.
- 117 It is not possible to make a judgement on the quality of teaching, but the planning provided by the co-ordinator has provided teachers with a very good structure on

which to base their lessons. Teachers are aware of the key elements of the subject though it is apparent that the evaluation element is under-developed. These key elements are presented in such a way that teachers are able to assess and record the progress of pupils from year to year and so to plan work, when necessary, to meet the individual needs of pupils. Teachers are conscientious and it is obvious that all classes do have the opportunity to develop their skills in the subject. Photographs and evidence of models indicate that pupils take care with their work and enjoy the practical nature of the subject. Links with other subjects, such as science, are made, though the school has given insufficient attention to how English, mathematics and information and communication technology can be included in pupils' work. In spite of providing an effective lead on the subject, the co-ordinator has not had the opportunity to monitor the quality of teaching and learning. Resources for the subject are satisfactory.

GEOGRAPHY

- 118 By the time pupils reach seven years old their attainment is that expected for their age. All groups of pupils make good gains in learning and their achievements are satisfactory.
- 119 Younger pupils are able to observe and record details about their houses. They complete traffic and car park surveys locally. They are beginning to develop mapping skills by drawing plans of their classrooms and they identify the component parts of the British Isles by naming England, Scotland, Ireland and Wales on a map. Older pupils further develop their knowledge of place by looking at the globe and identifying land mass and water. They are able to identify the position of Nottingham on a map of the United Kingdom. They improve their geographical vocabulary by producing a glossary of terms about the coast to include words such as beach and jetty. They study the island of Struay, identifying natural and man-made features and producing a key for their map. They learn the difference between different perspectives, for example side view and plan view of objects, and use computer generated programs to produce plans and pictures of an urban locality.
- 120 The quality of teaching and learning observed is good and this results in pupils having good attitudes to learning. Learning is consolidated by recapping previous knowledge of the world and the position of the British Isles on the globe, and extended by identifying their own locality and then finding the nearest town beside the sea on a map. Good questioning and resources enable pupils to develop an understanding of the differences between an urban and coastal environment. Learning is supported effectively through the use of CD-ROMs that provide pupils with the opportunity to use information retrieval skills. Scrutiny of pupils' work indicates that much of the recording takes place on photocopied worksheets which are marked regularly with comments which praise effort. There is insufficient attention in the marking to ensure that pupils use the correct spelling for geographical terms.
- 121 The curriculum is satisfactory and covers all the programmes of study, but time allocation is just satisfactory. This is evident from the timetabled lessons during

the inspection, the quantity of work within the pupils' folders and the planning. There are changes to the way the curriculum is linked in the current year, and coverage of the national guidance is being used and monitored. The co-ordinator is new to the post and has a good overview and is supportive of colleagues, but does not fully monitor teaching and learning. Fieldwork supports pupils' learning through visits to Wollaton and Snibston Hall and the immediate locality.

- 122 Sound standards of attainment have been maintained since the last inspection. There has been some improvement in the role of the co-ordinator in that an effective lead has been made to develop the subject, but monitoring of teaching and learning and showing examples of good practice are limited.

HISTORY

- 123 Due to timetable arrangements it was possible to see only one history lesson during the inspection. Judgements are therefore made on the evidence gained from a scrutiny of pupils' work and discussions with staff and pupils. Standards are in line with national expectations and pupils, including those with special educational needs, make good progress when their attainment on entry to the school is taken into account. This is a similar judgement to the previous inspection report.
- 124 By the time they leave the school at the age of seven, pupils make good progress in understanding the passing of time and of knowledge of events from the past, for example the Great Fire of London and the Gunpowder Plot. They gain a sound knowledge of famous people through work on Henry VIII, Guy Fawkes and Florence Nightingale. Historical enquiry is encouraged through the comparison of old and new teddy bears and also by comparing seaside holidays today with those in years past. Pupils have an understanding of Remembrance Day and the significance of the poppy. In Year 2 there is evidence that work is recorded in a written form and this promotes the development of writing skills. However, in Year 1, the majority of recording appears to be the colouring in of pictures. There is a danger that the overuse of worksheets inhibits the development of writing skills. The school is developing the use of information and communication technology programs. These are used, but there is a need for teacher training in this area to ensure that they are used more regularly, especially in developing pupils' writing skills. The school has not yet adequately addressed how the core areas of English, mathematics and information and communication technology might be more systematically included in history. Pupils have good attitudes to learning, they enjoy learning about the past, especially when comparing old and new objects.
- 125 It is not possible to make a judgement on the quality of teaching as only one lesson was seen and that only lasted for twenty minutes. However, from a scrutiny of pupils' work it is apparent that history is taught on a regular basis, in spite of limited time allocation, and teachers have secure subject knowledge. The curriculum is enhanced by a good range of visitors and visits. Visitors to the school contribute to History Days and visits, for example to a castle, enthuse the pupils and contribute to their progress. The co-ordinator is well organised and

has a clear overview of the subject. The school is beginning to amend national documentation to suit its needs and the planning documentation is supportive to the teachers. The co-ordinator has had some opportunity to monitor the quality of teaching and learning, but this has been limited, and as yet examples of good practice have not been disseminated among staff. Resources are satisfactory. The school does not have a vast range of resources for the subject. Artefacts are in short supply and have to be borrowed when needed.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 126 Standards in information and communication technology are in line with national expectations and pupils, including those with special educational needs, make satisfactory progress. This is a similar judgement to the previous inspection report.
- 127 The school has developed a very good programme of identifying techniques and skills that pupils need to learn in Years 1 and 2. This programme of work also serves as a good method of assessing the progress that pupils are making, and enables staff to quickly determine the next stage of their teaching for groups and individuals. Pupils are developing satisfactory control of the mouse to move the cursor, and higher attaining pupils can use a variety of keys and icons to, for example make capital letters, save and retrieve text and print their work. Pupils can use a simple painting program and have begun to use programmable toys such as the 'Roamer'. There is evidence from teacher assessment that pupils use CD-ROMs to research information for other subjects, but this needs to be developed further. In the lessons seen pupils become aware of the differences between hand-written and word processed text and have experience of printing their names on the word processor. They learn how to use the space bar and shift key. Pupils are aware of the technical language associated with computers and learn about words such as keyboard, hardware, screen, monitor, mouse, printer and CD-ROM. They also have the opportunity to use other items of technology, such as listening centres. Pupils with special educational needs have the same opportunity as other pupils, but there is a need to extend the availability of resources to meet their specific needs.
- 128 In the lessons seen the quality of teaching was satisfactory overall. Teachers plan well for the lessons and are thorough and precise in their delivery of information. They have been conscientious in extending their own knowledge by attending courses and are to begin their national training for information and communication technology in the near future. Lesson objectives are shared with the pupils and initial demonstrations are clearly given. As a result the pupils understand what is expected of them and most are able to complete the tasks successfully. They enjoy the practical nature of these lessons when given the opportunity to use computers. Each class has two computers so pupils have to wait for their turn to use them. The school is aware that this creates difficulties and hopes, finance permitting, to purchase more resources in the future. There is a need for the school to give more thought to the use of information and communication technology across the curriculum and to structure this more thoroughly in order to provide more opportunities for the pupils. There is evidence from lesson

observations that computers are used, for example in mathematics and English, but their use is not consistent. As teachers become more confident through the training they are to receive, this aspect should improve.

- 129 The subject is well co-ordinated and the identification of skills to be taught to pupils provides good support for teachers. The co-ordinator does not, however, have adequate opportunity to monitor the quality of teaching and learning across the school. Assessment procedures are very good and enable teachers to see at a glance the progress individual pupils are making. The co-ordinator is aware of the need to extend the resources available to the school, especially the provision for laptops, and to continue to ensure that information and communication technology is included in other curriculum areas.

MUSIC

- 130 Pupils attain the standards expected for their age and enjoy their music making activities. They achieve well in relation to their prior attainment. They sing well, showing good control of pitch, dynamics and rhythm. They compose and perform simple pieces using un-pitched percussion instruments
- 131 The quality of teaching and learning is very good. Teachers are very well organised and the pace of the lessons is brisk with a good range of different activities for the pupils to undertake and so their concentration is sustained. The sessions are structured and developmental, and pupils progress from simple to more demanding tasks. For example Year 1 pupils start by clapping the rhythm of their name and then progress to following the beat of simple nursery rhymes, such as Three Blind Mice and Humpty Dumpty, with un-pitched percussion instruments. Year 1 pupils are given some responsibility for their learning by choosing the closing activity and show their confidence in performing to their friends. Teachers have secure subject knowledge; they give very good explanations and enjoy teaching the subject. This results in pupils staying on task and making good gains in learning. There are, however, too few opportunities for pupils to further develop their writing skills through listening to a full range of music, especially that of other cultures.
- 132 The role of a conductor is gradually being introduced to pupils and they learn to follow hand signals while playing the instruments. Year 1 pupils make their notes loud or soft and Year 2 pupils make their sounds long or short. The very good teaching in Year 2 ensures that the instruments provided for the pupils do make long and short sounds and the good questioning techniques elicit from a pupil that, during the long sound, the triangle is vibrating. Relationships are very good and pupils are given lots of confidence and are happy to perform and thoroughly enjoy the sessions.
- 133 The curriculum is satisfactory. It follows national guidance and is currently being adapted to meet the needs of the school. Pupils have the opportunity to learn to play the recorder during the school day. There are opportunities in assembly and designated singing sessions for all the school to sing together, but the range and type of song is not planned for in the long term, nor monitored to ensure a broad

and balanced coverage. Pupils listen to a wide range of music as they enter and leave the hall for assembly, and they are made aware of the composer and performer of this music and this supports their cultural development effectively, as does the visit of the secondary school band to perform live music. The co-ordinator is knowledgeable and the subject is managed well. She is supportive of colleagues, but the monitoring of teaching and learning lacks rigour and this would identify individual strengths and enable other teachers to learn from the good practice and improve their performance. Assessment procedures are good and are well used to support the next stage of pupils' learning.

134 The sound provision has been maintained since the last inspection.

PHYSICAL EDUCATION

135 Standards in physical education are in line with national expectations and pupils, including those with special educational needs, make good progress. This is a similar judgement to the previous inspection report. The curricular provision is satisfactory and fulfils the requirements of the National Curriculum. The programme is used effectively to teach the safety requirements of the subject.

136 By the time they leave the school, pupils learn to travel with different parts of their body touching the floor. They are able to use their bodies to make different shapes and move, with some imagination, to music. Pupils are aware of space and understand that they must use the space available when practising ball skills. They are able to pass a ball to each other by slowly rolling it along the floor and begin to control the direction the ball travels. Similarly, they begin to control the direction of the ball when hitting it with a bat. The great majority of pupils are able to respond quickly to instructions. Older pupils learn to play team games and demonstrate the ability both to understand instructions and to work together in teams with co-operation.

137 Pupils enjoy physical education lessons and many are developing good listening skills and a quick response to teacher instructions. They are normally well behaved and put a lot of effort into the activities. The quality of the behaviour of pupils and their attitudes to the subject are particularly good in Year 2 due to the good quality of teaching. The pace of lessons is good and the teachers use their voices in such a way that calmness, attention and quiet are encouraged. Time is used well, activities being short before they are changed. In this way pupils' interest is maintained and they are motivated. Good use is sometimes made of the demonstration of good quality work. It is noticeable that, when the teacher takes an active part in lessons, the pupils respond well because a role model is setting a good example for them. In some Year 1 lessons the quality of teaching did not always contain some of the above positive points and, on those occasions, the pupils did not make satisfactory progress. All teachers are trying to establish good routines that ensure safety and good behaviour. Pupils enter and leave the lesson quietly. Teachers' planning always indicates warm-up and cool down sessions in addition to the main activity. There are no opportunities for pupils to take part in extra-curricular activities and this is an area the school might like to consider in the future.

- 138 The experienced co-ordinator has a clear overview of the subject and helps staff with the provision of medium term planning that takes account of national guidelines, but which are beginning to be adapted to the needs of the school. A skills checklist has been introduced for each pupil and this provides teachers with the opportunity to assess progress. Visitors provide occasional skills' coaching, for example in soccer and dance, and this contributes to the progress of the pupils. There is a need to more rigorously monitor the quality of teaching and learning to ensure that pupils always make at least satisfactory progress. Resources for the subject and the accommodation available are good and contribute well to pupils' learning.

RELIGIOUS EDUCATION

- 139 By the age of seven, pupils attain the expectations of the locally agreed syllabus and make good gains in learning because the scheme of work provides good guidance for teachers from which to plan their lessons and the quality of teaching is good overall.
- 140 By the time that pupils leave school, they know that Jesus told many stories and that these stories are written in the Bible. They know that stories pass on messages and they have good insights into the feelings of both the father and the prodigal son. They understand the concept of jealousy and respond sensitively to values and concerns of others. They can explain the concept of forgiveness and they know the meaning of parables. Pupils know the symbolism of a cross, paschal candle, dove and eggs. They know that Jesus died on a cross and that good always triumphs over evil. They know that a church is a special place for Christians and that it is important to show respect for the faith community. Pupils know that the Torah is a holy book and that it is not touched with fingers but with a kad, they know that both the Bible and the Torah carry important messages as to how we should lead our lives, and both provide guidance for living.
- 141 Pupils are taught how to distinguish right from wrong. They know that the Ten Commandments are rules to live by and they understand the need to obey rules to ensure the safety of others. This makes a positive contribution to their moral development. Pupils have good attitudes to learning, they are thoughtful, respectful, handle artefacts with care and are keen to find out about other religions, such as Islam and Hinduism.
- 142 The quality of teaching is generally good. Teachers plan lessons well and have secure subject knowledge, they manage pupils well and create a positive learning environment where respect, empathy and understanding of other faiths prevails. Teachers use time appropriately, but opportunities for extended writing in Year 1 are limited and on occasions pupils spend too long colouring worksheets. Teachers have good questioning skills and encourage all groups of pupils to participate. In a very good lesson in Year 2 the teacher used a variety of teaching methods to get across the concept of specialness and uniqueness. By handing around a box with a mirror, pupils could see that they were very special by looking

at their own images. In this lesson pupils made very good gains in learning because a sense of awe and mystery was created which kept all pupils on task.

- 143 The co-ordination of the subject is good. The co-ordinator has written an effective scheme of work, which helps teachers to plan their lessons. However, opportunities to develop their writing skills need to be more clearly identified, this will help raise standards further. Resources for the subject are satisfactory but the library is insufficiently used to enable pupils to develop their research skills, and books reflecting the various aspects of life in a multicultural society are limited.
- 144 Since the previous inspection average standards have been maintained.