

INSPECTION REPORT

WILLOW FARM PRIMARY SCHOOL

Gedling, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122533

Headteacher: Mr T Ross-Gower

Reporting inspector: Mr C Kessell

20695

Dates of inspection: 29th April - 2nd May 2002

Inspection number: 195355

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Willow Lane Gedling Nottingham
Postcode:	NG4 4BN
Telephone number:	0115 9878501
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Langham
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20695	Mr C Kessell	Registered inspector	Mathematics Information and communication technology Geography Physical education	Information about the school The school's results and achievements How well pupils are taught? How well is the school led and managed? What the school should do to improve further?
19693	Mrs S Hall	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?
18701	Ms N Bee	Team inspector	English Music Religious education Provision for pupils with special educational needs Areas of learning for children in the foundation stage	
25577	Mr W Jefferson	Team inspector	Science Art and design Design and technology History Equality of opportunity	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Willow Farm Primary School is slightly smaller than average and has 196 full-time pupils (95 boys and 101 girls) aged between four and eleven. The school serves a mixed area of private and rented housing in Gedling a suburb of Nottingham. The attainment of the pupils when they start school is about average. Nearly all of the pupils are of white ethnic heritage although other ethnic groups are represented in the school. There are no pupils who speak English as an additional language. Fifteen per cent of pupils are identified as having special educational needs; these figures are below average. The majority of these pupils have learning difficulties although some are identified with behavioural problems. There are no statements of special educational need. The percentage of pupils entitled to free school meals, at 10 per cent, is below average.

HOW GOOD THE SCHOOL IS

This is a sound school providing a friendly and caring environment. Standards are improving and currently in Year 6 they are average in English, mathematics and science. Teaching is satisfactory overall. Pupils get a good start to their education in the Reception class. Teaching and non-teaching staff work well as a team and continuing to raise standards and the quality of education are priorities in the school. The headteacher provides effective leadership and is responsible for the positive atmosphere that pervades the school. The governors fulfil their responsibilities well and the school provides sound value for money.

What the school does well

- The majority of pupils are well behaved and have positive attitudes to learning.
- Pupils are keen to come to school. Attendance is very good.
- Provision for pupils' social development is good.
- The range of extra-curricular activities offered to the pupils is very good.
- Procedures for ensuring pupils' welfare are good.

What could be improved

- Standards in English, mathematics and science by the end of Year 2.
- The provision for pupils with special educational needs throughout the school.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of children in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

School improvement has been satisfactory overall since the previous inspection in June 1997. The school has received a School Achievement Award for improving results in national tests between 1998 and 2001. The quality of teaching has improved significantly since the previous inspection although there is still some inconsistent management of pupils. Schemes of work have been developed for all subjects; however, assessment information is not used as effectively as it could be. Subject co-ordinators are given good opportunities to monitor and evaluate their subjects. The positive features identified at the previous inspection, such as the good behaviour and attitudes of the majority of pupils, have been maintained.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	B	B
mathematics	B	C	D	D
science	C	C	D	E

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

The above table shows that when compared to all schools, the pupils' 2001 results were above average in English but below average in mathematics and science. When the same results are set against those of pupils from similar schools standards were above average in English, below average in mathematics and well below average in science. The percentage of pupils achieving the expected level 4 improved in mathematics and science on the previous year. Although the percentage was slightly lower than the previous year in English, the percentage of pupils who achieved the higher level 5 was slightly better than the percentage nationally, which is why the school achieved the B grade. The percentages of pupils achieving level 5 in mathematics and science were much lower. The school's trend of improvement in Year 6 since 1997 has kept pace with the national trend. The school's statutory targets indicate that the percentage of pupils likely to achieve level 4 or above in 2002 is higher in mathematics and the same as 2001 in English. By the end of Reception, the majority of children will achieve expected standards. Standards are below average in English, mathematics and science in Year 2 and average in English, mathematics and science in Year 6. Pupils' achievements through the school are satisfactory overall although some pupils, particularly higher attainers, could do better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have maintained their good attitudes found at the time of the previous inspection. They enjoy coming to school and the majority of pupils are enthusiastic in lessons.
Behaviour, in and out of classrooms	The majority of pupils behave well in lessons and during breaks. However, a small minority of pupils behave inappropriately.
Personal development and relationships	The pupils' personal development and relationships are good. The pupils co-operate with each other in lessons and work well together in groups.
Attendance	The level of attendance is well above the national average. Punctuality is good.

TEACHING AND LEARNING

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

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

Teaching is judged to be satisfactory overall although consistently good teaching was observed in the Reception class and Year 5. Teaching and learning have improved significantly since the previous inspection when nearly a third of lessons were judged to be unsatisfactory. Literacy and numeracy lessons are planned appropriately following the recommendations of the national strategies although there needs to be more consistency in providing suitable work for all ability groups. This also applies to other areas of the curriculum. A small minority of less able pupils find work too difficult or there is insufficient challenge for higher attainers. The majority of pupils are interested in their lessons and apply appropriate effort. They are keen to talk about their work and activities. The classroom assistants often contribute well to the pupils' learning experiences.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school teaches all subjects of the National Curriculum and provides satisfactorily for all of its children. All statutory requirements are met. All teachers endeavour to include all pupils in the activities relating to the curriculum. The school offers very good extra-curricular provision.
Provision for pupils with special educational needs	Provision for pupils with special education needs is unsatisfactory because the identification and assessment procedures are unsatisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision that the school makes for the social development of its pupils is good. Provision for their spiritual, moral and cultural development is satisfactory.
How well the school cares for its pupils	The school is a caring community and has good procedures to ensure the pupils' welfare, health and safety.
How well the school works in partnership with parents	The quality of information that the school provides to parents is satisfactory. The parents' involvement in the work of the school and their contribution to pupils' learning is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The day-to-day management of the school is good. The teaching and non-teaching staff work well as a team and are very supportive of one another. There is a positive atmosphere found in the school. All pupils feel valued. Many of the subject co-ordinators manage their areas of the curriculum well. The school's educational direction is not clear enough.
How well the governors fulfil their responsibilities	The governors' understanding of the school's strengths and weaknesses is good. They are appropriately involved in the development of the school.
The school's evaluation of its performance	Careful analysis is made of data and assessment information. More rigorous use could be made of this information to improve standards and the quality of education.
The strategic use of resources	Staff and resources are effectively deployed and the match of teachers and support staff to the demands of the curriculum is satisfactory. Despite the absence of two key members of the teaching staff, the school ran effectively during the inspection. The school's accommodation and learning resources are satisfactory. Careful thought is given to financial planning by the headteacher and governors to ensure that value for money is achieved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Class teachers and headteacher are approachable. • There is a happy atmosphere and sense of community. • Behaviour in the school is good. • Children like school and enjoy coming. 	<ul style="list-style-type: none"> • Communication between school and home. • The range of activities outside lessons. • Homework.

The views above are taken from the pre-inspection meeting that was attended by 15 parents and the 40 responses to the parents' questionnaire. The inspection team would generally support the parents' positive views although the behaviour of a small minority of pupils is inappropriate. The inspection team would judge communication with parents to be satisfactory overall but there are areas for development and things that could be done better. The range of activities provided by the school outside lessons is very good. Homework provision is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Reception class with attainment that is average. This is similar to the previous inspection although in the ensuing years there has been some variation, with pupils having variable skills in communication, language and literacy or mathematical development. The children's pre-school experiences also vary with some pupils attending nurseries whilst others do not have this opportunity. By the end of their time in Reception, the majority of children will at least reach the expected levels in all areas. Children make good progress because they have positive attitudes to learning and listen well to all instructions. They enjoy coming to school. The children's personal development is well developed. They enjoy listening to stories and most have an appropriate awareness of what books are for and handle them carefully. Children develop early writing skills recording their ideas through drawing and attempting to write independently. They begin to identify and name numbers up to five and use basic mathematical vocabulary such as 'smallest' and 'biggest'. Children name parts of their bodies and learn about other living things. When reading the story of *The Three Little Pigs* they determine what materials would build the strongest house. They handle scissors, paintbrushes and pencils with satisfactory control, play imaginatively with construction toys and show a good awareness of space and each other as they confidently travel on large apparatus and around the school hall. Children sing songs with enjoyment and successfully play percussion instruments. They express their own ideas when taking part in role-play or drama sessions and produce colourful pictures using paints.

2. The National Curriculum test results in 2001 for pupils who were seven show that standards were well below average in reading and mathematics and below average in writing. When compared to schools with similar pupils, standards were well below average in reading, writing and mathematics. Although these pupils made satisfactory progress overall, a minority of pupils could have achieved more. However, this year group of pupils did enter the school with language and literacy skills that were lower than at the time of the previous inspection. Although the slight downward trend in attainment on entry would to some extent, explain why there has been a decline in the proportion of pupils achieving the expected level 2, standards have not been high enough, particularly the percentage of pupils achieving the higher level 3. When looking at attainment over time, there are some significant differences in the performance of boys and girls, particularly in mathematics.

3. The national test results in 2001 for eleven-year-olds were slightly better but not good enough. When compared nationally, standards were well above average in English and below average in mathematics and science. Standards in English were well above average when compared to similar schools but below average in mathematics and well below average in science. Despite the lower standards in mathematics and science the actual percentage of pupils who achieved the expected level 4 in these subjects was an improvement on 2000. The high standards achieved in English were a result of good quality teaching in this subject in Years 5 and 6. In mathematics and science pupils did not experience the same high quality. Evidence provided by the school would indicate that the majority of pupils achieved satisfactorily in relation to their prior attainment. This year group changed significantly from Year 2 to Year 6 increasing in size by nearly forty per cent. The school's trend of improvement since 1997 has been broadly in line with the national trend and the school has recently received a School Achievement Award from the Department for Education and Skills for improving results between 1998 and 2001. The school's statutory targets show an improvement in mathematics on the number of pupils achieving level 4 compared to 2001 and a similar percentage to the previous year in English.

4. In the current Year 2, standards are below average in English, mathematics and science. Although not high enough, this is an overall improvement on the previous year. Speaking and listening skills are about average although some pupils show immature listening skills. Average and higher attaining pupils read accurately and confidently but lower attaining pupils face difficulties when they come across unfamiliar words because they do not have the strategies to deal with this. Standards of writing are below average. Many pupils have problems spelling accurately and work is not always punctuated correctly. In mathematics most pupils have a sound understanding of basic place value and can solve simple number problems. They recognise number patterns such as odd and even numbers and use coins to calculate amounts of money. A significant minority of pupils have a more limited mathematical vocabulary and are less confident solving number problems. Many pupils have learnt the principles of a fair test when conducting scientific investigations and are able to put together a simple electrical circuit using batteries, wire and a bulb. However, there are pupils who show a less well-developed scientific understanding and knowledge.

5. Standards are currently average in English, mathematics and science in Year 6. By the time they are eleven pupils show average speaking and listening skills overall although there is still a tendency for a minority of pupils to call out and not listen sensibly to their teacher or peers. Reading skills are at an appropriate level and pupils also talk confidently about researching information from the Internet and encyclopaedias. They write using a joined and legible style and most can produce work in a range of styles. Pupils have a sound understanding of the relationship between decimals, fractions and percentages. They work with negative numbers as they use co-ordinates and sort and classify data to present findings in graph form. The pupils have a sound scientific knowledge and understanding. They investigate reversible and irreversible change and are familiar with the terminology such as hypothesis and method. The school's predictions indicate that the percentage of pupils achieving the higher level 5 in mathematics and science will be higher this year than 2001. The levels in English will not be so high, but comparable with mathematics and science. There are also improvements predicted for the percentage of pupils achieving the higher level 3 in Year 2 in reading, writing and mathematics. This is an improvement but higher attaining pupils are still not always consistently challenged. Some parents have the view that there is a lack of academic rigour especially for the higher attaining pupils. Inspectors agreed and found an element of truth in this. Over a third of parents attending the pre-inspection meeting, offered concerns about standards.

6. Standards in the remaining subjects are similar to those found in other schools at Years 2 and 6. The exception to this, is religious education in Year 2, where standards are lower than one would expect. The main reason for this is that subject coverage is too superficial. Pupils do not make sufficient progress in this subject in Years 1 and 2. Pupils' achievements in the other subjects throughout the school are satisfactory.

7. The majority of pupils with special educational needs make satisfactory progress when work is accurately matched to their individual needs. However the progress some pupils make is hindered because individual education plans do not all contain clear targets.

Pupils' attitudes, values and personal development

8. All children in the Reception class show positive attitudes to learning, settle in well in the Reception class and enjoy coming to school. Behaviour is good and they develop good relationships with the adults who work with them and with each other. When given the opportunity, the children develop independence skills and begin to tidy up at the end of sessions.

9. In Years 1 to 6 the pupils have maintained their good attitudes found at the time of the previous inspection. The parents say that their children like coming to school and the majority of pupils are enthusiastic in lessons. This was seen in a Year 3 and 4 mathematics lesson when a group of pupils worked in an adjacent activity area, without close supervision. They carefully read about the tasks they had been asked to do, listened to each other's ideas and concentrated hard on their work. They were keen to talk about their achievements and showed pride in their work. There are a few pupils who take a long time to settle to work and they quickly lose concentration. The pupils appreciate the wide range of extra-curricular activities and take part with enthusiasm.

10. As at the time of the previous inspection, the behaviour of the pupils is good. Behaviour in lessons is usually good but varies because of the differing approaches of individual teachers. When teachers have high expectations and praise good behaviour, the vast majority of pupils respond and learn well. In some lessons pupils have not learnt to put up their hands during class discussions and they call out. Some pupils chat and fidget, and there are a small number of older boys whose challenging behaviour has a negative impact on their learning. The pupils' behaviour around the school is good and the pupils enjoy taking part in achievement assemblies when the school celebrates pupils' effort, behaviour and caring attitudes. Pupils show respect for property. For example the pupils used computers sensibly during a wet break. Incidents of bullying and anti-social behaviour are rare and there have been no exclusions in the past year.

11. The pupils' personal development and relationships are good. The pupils co-operate with each other in lessons and work well together in groups. The vast majority of pupils show respect for adults working in the school and feel confident in asking for help. Some older pupils, mainly girls, enjoy taking responsibility around the school and help during lunchtime and assemblies. The members of the school council have brought about changes in school life. For example they decided to change the eating arrangements at lunchtime. Older pupils now sit on mats for a 'picnic lunch' in the hall, instead of eating in the classrooms. The pupils enjoy raising money for charity and gain valuable social skills during residential visits.

12. The pupils' attendance is very good and has improved since the previous inspection when it was good. The attendance rate of 95.3 per cent for 2000/01 was well above the national average and the very small number of unauthorised absences was because the school refused to authorise holidays taken during the time of statutory tests. Punctuality is good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Teaching is satisfactory overall and the quality has improved significantly since the previous inspection. Twenty-eight per cent of lessons were judged unsatisfactory previously compared to only one lesson during the current inspection when a significant minority of pupils were not engaged in the lesson. Ten per cent of lessons were very good, forty-eight per cent good and forty per cent satisfactory. The quality of teaching and learning is judged to be satisfactory through Years 1 to 6 and good in the Reception class. Teaching in Year 5 is consistently good. Very few concerns were offered by parents at the pre-inspection meeting or through responses to the parents' questionnaire. Parents describe the teachers as 'approachable' and this would be confirmed through inspection evidence. The previous inspection's key issue of improving and promoting consistency in the quality of teaching has been achieved, but there are still areas for development.

14. Teaching in the Reception class is at least good and occasionally very good. Speaking and listening skills are well promoted in all activities. The teacher and the teaching assistants interact well within groups, activities are interesting and well resourced and opportunities are not missed as new skills and vocabulary are reinforced. Learning is good during all lessons as the children acquire new knowledge, develop ideas and increase their understanding in all areas of learning. Teachers' planning is sound but lacks detail. Day-to-day assessments are satisfactory but this information is not systematically shown in the weekly planning to move individuals or groups of children on to the next step of learning.

15. Through Years 1 to 6 the national strategies in literacy and numeracy are appropriately used to teach basic skills. These lessons generally follow the strategy recommendations but more rigour could be used in literacy and numeracy and other subjects to ensure that pupils of differing ability are given work that is appropriate to their needs. In a minority of lessons, work is too hard for lower attaining pupils, whilst in others, higher attaining pupils are not challenged sufficiently. Although extension activities are sometimes identified for pupils who finish their work, insufficient demands are made on pupils to complete these activities. The phrase "if you finish" is used rather than pupils being challenged to finish work and move on to more challenging activities. Time targets are not consistently used so pupils can work at a leisurely pace. This does not happen in good or very good lessons. Work is planned to cover the needs of all pupils and there are higher expectations of what can be achieved in lessons. These lessons start swiftly and pupils appreciate what they have to do because they are given very clear and precise instructions as activities are introduced. No time is wasted, for example, by undertaking activities such as drawing tables or charts that have no relevance to the skills being taught in the lesson. In a good Year 2 science lesson, all pupils played a full part in activities related to 'keeping clean'. They were all committed to their work as they responded to a well-organised lesson where the teacher used incisive questioning to ensure pupils were challenged, interested and motivated. A good Year 5 literacy lesson, where pupils were using connectives to join sentences and finding information from text, ensured good learning because activities were well matched to the pupils' abilities. At the pre-inspection meeting with parents, learning was described as being 'at one level'. Inspection evidence supports this view in some classes.

16. Teachers mark the pupils' work regularly and often provide comments that are supportive and encouraging to the pupils. Although this is welcomed, more use could be made of comments that enable pupils to move on to the next stage of learning or provide pupils with further challenge. The school has an appropriate marking policy but the recommended practice is used inconsistently. However, scrutiny of some pupils' work indicates that there are teachers who mark well in the school and are good role models for their colleagues. Other day-to-day assessments are also used inconsistently. Teachers are expected to record observations about their lessons in a 'day book'. This is potentially good practice that would enable teachers to identify pupils who required further help with elements of work or those needed more challenge. The quality of these records varies and in the case of literacy and numeracy lessons it would be easier to record these observations on the weekly planning sheets.

17. The teachers are thoughtful and caring and generally relationships through the school with the pupils are good. However, there are some weaknesses in the management and control of pupils that can sometimes lead to low level disruption. Some of this is due to inconsistencies in approach with pupils who have behavioural problems or who can be potentially disruptive. Teachers with lower expectations allow pupils to call out in lessons and do not ensure that all pupils are listening during discussions or introductions to lessons. Occasionally, the behaviour of a small minority has a negative impact on the learning of the majority. However, the majority of pupils are keen to learn and maintain their concentration. In a Year 2 numeracy lesson a temporary teacher established good firm control of the class by

ensuring that all pupils fully understood what was acceptable behaviour and what was not. In a successful Year 1 literacy lesson, the teacher's high expectations with regards pupils responding to questions, ensured that pupils did not call out but took their turn and listened to the contributions of each other carefully. The previous inspection characterised unsatisfactory lessons as having 'weaknesses in classroom control and management.' Although the current situation is no where near as bad as that, some unsatisfactory behaviour is a cause for concern.

18. The quality of teaching for pupils with special educational needs is satisfactory. Learning is hindered when work is not always accurately matched to the needs of all pupils. In addition the targets that teachers write for the individual education plans are not always clear and this makes progress difficult to measure accurately. These targets are not consistently referred to during lessons or in the marking of work.

19. The classroom support staff contribute effectively to the pupils' learning. They have good relationships with the pupils and provide valuable support to the teachers. Good examples were observed during the inspection, for example, during a Year 3 and 4 physical education session a classroom assistant took one of the activity groups developing games skills and in the same year groups, lower attaining pupils were well supported during a numeracy session. Resources are used satisfactorily to support lessons; a good example was during a Year 2 food technology lesson where pupils were examining and sampling pre-made sandwiches to evaluate their taste and 'healthiness'. However, insufficient use is made of information and communication technology (ICT) to support other areas of learning. At the pre-inspection meeting, parents offered a view that they would like to see homework provision improved. In principle, the use of homework is satisfactory and Year 6 pupils stated that they have regular homework in numeracy and science and occasional literacy work.

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

20. The school teaches all subjects of the National Curriculum and provides satisfactorily for all of its children. All statutory requirements are met, including those for Reception children, which is an improvement since the previous inspection. Appropriate provision is made for religious education. All teachers endeavour to include all pupils in the activities relating to the curriculum that the school offers. However, a few pupils miss important parts of singing lessons when they are withdrawn for extra support to develop basic literacy skills. A group of older girls, given appropriate responsibilities at the beginning of the school year, do not share those tasks with their peers. Consistent planning procedures provide appropriate guidelines for teachers to follow. These policies are written for all subjects. This is a significant improvement since the previous inspection.

21. A clear overall plan of what must be taught each year is broken down into subjects and specific year groups. When mixed age classes are formed, this curriculum plan incorporates a two-year cycle, to avoid pupils repeating work. This is good organisation. For numeracy and literacy, all teachers plan lessons using the national guidelines. These lessons are often well supported by planned links with other areas of the curriculum. For example, in science lessons, pupils are encouraged to write extensively and to draw graphs and charts. This good practice clarifies experiments that they have conducted and develops skills, knowledge and understanding based upon pupils' previous learning. Hour long 'Structured Play' sessions, for Year 2 pupils, are not appropriate to a curriculum that is designed to raise standards and support under achieving pupils.

22. The provision for the children in the Reception class is sound. It is planned according to the new guidance. There are planned opportunities for physical development in the hall but

no regular opportunities for structured outside play. The headteacher is aware of the need to develop this area. Resources are good to support all areas of learning.

23. Satisfactory provision is made for personal, social and health education, including sex education and information on drug misuse. An appropriate policy includes guidelines that identify opportunities when particular subject aspects should be covered in given curriculum areas. The teaching of sex education during science lessons in appropriate year groups is an example of this. Designated timetable allocation is made in some classes, but this practice is not consistent, nor is the use of Circle Time (Lessons in which pupils discuss feelings and ways of dealing with situations in which they find themselves) to develop personal relationships. The introduction of a School Council is a positive initiative since the previous inspection and gives elected pupils the opportunity to be involved in school direction. Visitors to the school include the local police, who lead invaluable discussions related to drugs awareness. All visitors, such as the school nurse, the vicar and individuals from a good variety of trades and professions, add significantly to pupils' understanding of citizenship. Very good personal development is provided when a pupil from a local special school is included for two mornings each week, to support the development of his social skills. Mainstream peers readily accept him.

24. Teachers are aware of the new Code of Practice for special educational needs and have made plans to implement it fully next term. However the provision for pupils with special education needs is unsatisfactory because the identification and assessment procedures are underdeveloped. There are a number of pupils who are having difficulty acquiring basic literacy and numeracy skills but their needs are not being met effectively. A significant number of other pupils receive extra support because they have been identified as having difficulties acquiring literacy and numeracy skills but they have no individual education plans. The progress many pupils make is hindered because individual education plans do not all contain clear targets and this makes the rate of progress difficult to measure. Reviews are held regularly and parents are adequately informed. Parents commented at the pre-inspection meeting that there was a lack of help for lower attainers and advice was not given to help pupils with special educational needs at home.

25. The school provides a very good range of extra-curricular activities that are on offer to all pupils. They include sporting activities such as football, basketball, tennis, rounders and athletics, in addition to cultural activities including playing the recorder, sewing, drama, dance, art and design and country dancing. All clubs are well attended. Many areas of the curriculum are enhanced by the variety of visits planned for different year groups. Year 6 pupils spend five residential days at the outdoor pursuits centre, Manor Adventure. Years 3 and 4 pupils experience an overnight stay at Dukes Barn and practise skills related to caving. Years 5 and 6 classes visit the Galleries of Justice Museum in Nottingham and the Mansfield Museum, during their studies of the Victorian period. Other visits include the Roundabout Museum, a local synagogue and a Hindu temple. Reception children observe bread-making processes at the Windmill. Workshops at the Roundabout Theatre and visits to the pantomime provide pupils with good opportunities to observe professional singing, dance and drama.

26. There are good links with the community. Parents run a well-supported, weekly Book Club. Representatives from Severn-Trent Water, Parcel Force, a local estate agent and a hairdresser give talks to the pupils about their work. The police operate a drugs misuse, DARE programme, a member of the Church Army talks to the pupils about the hostel run to help people in the community and a member of the Pentecostal Church takes an assembly before talking to pupils in their individual classrooms. Two supply teachers, well known to the pupils, talk about their respective Hindu and Muslim faiths.

27. There are very good relationships with partner institutions. Appropriate numbers of teacher training and nursery students from local colleges gain valuable work experience in the school. Pupils from three local secondary schools work alongside teachers and take small reading groups. The transfer of pupils to their secondary school is very well guided. Year 6 pupils experience a one day induction at the school and secondary teachers come to Willow Farm, to talk to the Year 6 teacher about the needs of pupils about to make the transfer. Relationships are very well supported, when secondary pupils and their teachers give musical performances in the school. Strong links exist with the feeder nursery school providers. Teachers of the Family Schools' cluster group meet each half term for a shared in-service day to discuss consistency of provision for all pupils involved.

28. The provision that the school makes for the social development of its pupils is good. Provision for their spiritual, moral and cultural development is satisfactory. No specific judgements were made at the time of the previous inspection. It was reported that the school provided a caring and supportive environment. Current inspection evidence supports that judgement.

29. The main source of spiritual development is collective acts of worship. These are always of satisfactory quality and encourage pupils to reflect on their actions and those of others. For example, in recovering a picnic table stolen from the school premises, examples of help given by outsiders are linked positively to the story of the Good Samaritan. Assembly the following day, includes the story of Androcles that underlines the idea of people being friendly towards each other. All pupils pay rapt attention as the very well presented story reaches its conclusion. Pupils demonstrate similar feelings of awe during an ICT lesson, when large circles are generated using the 'Colour Magic' program. Good opportunities are missed to promote anti-racist attitudes during a Reception and Year 1 and 2 assembly. The story has racism as its theme but this aspect is not explored with the pupils. During an assembly for Year 3 to 6 pupils, the story of a pomegranate presented to Buddah by a poor woman is told. Pupils are then encouraged to reflect upon the unselfish attitudes of individual to individual. There are insufficient planned opportunities within the subjects of the curriculum, for pupils to gain spiritual development through reflection on aspects of their work. Small numbers of pupils do not behave appropriately during assemblies and this detracts from the overall impact of these occasions.

30. Pupils' satisfactory moral development is supported during an awards assembly with Years 3, 4, 5 and 6 pupils, which included the celebration of good work and good behaviour. Teachers issue a variety of rewards for effort and behaviour but there is an inconsistency of behavioural expectation from class to class. While independence is fostered in a small number of older girls, there are few opportunities for many pupils to take responsibility for their own work. The potential for allowing pupils to show initiative is not fully exploited. For example, in a Year 6 history lesson, pupils were not given the opportunity to research information related to Aztec civilisation, at a time when ten computers in the ICT suite were not being utilised.

31. The good provision for pupils' social development is well supported by a school council. Each class elects two representatives and together they discuss such issues as improving the school environment. Very good opportunities for social interaction outside lessons are provided, through a wide range of out-of-school clubs and a variety of visits to places of educational interest, as pupils progress through the school. Residential visits provide quality opportunity for social development.

32. The satisfactory promotion of pupils' cultural development includes pupils learning about the beliefs, traditions and values of the major world faiths incorporating visits to a temple and a synagogue. Art and music are not playing a sufficiently important role in

promoting awareness and appreciation of non-western performers and their work. Musical festivals, exhibition of pupils' artwork, Christmas Carol services and staged productions, such as Joseph, support pupils' cultural development well. However, pupils are given insufficient opportunities to develop an understanding of the diversity of other cultures, either through stories in literacy lessons or introduction to the works of non-western artists and musicians.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Overall, the school has good procedures to ensure the pupils' welfare, health and safety.

34. The school is a caring community and the headteacher is particularly supportive when pupils and their families have difficulties. Some Year 6 pupils said "the best thing about the school is that it is a friendly place and the teachers want to help us". Most of the adults working in school know the pupils well and the parents value the sense of community. The pupils say that they would feel able to talk to adults working in the school if they were upset. A committed team of supervisors manage lunchtime well ensuring good behaviour. The after school club provides useful care facilities for parents and carers. The procedures for monitoring and supporting pupils' personal development are satisfactory and the teachers make helpful comments in the pupils' annual reports. However, reports home do not provide parents with sufficient information to support learning.

35. The school has appropriate arrangements for child protection and has drawn up a sound policy. The headteacher is the designated member of staff with responsibility for child protection and carries out his duties effectively. Adults working in the school are aware of the school's procedures.

36. The arrangements for first aid are good. Three members of staff are qualified in first aid and pupils who are ill or injured receive very good care and attention. However, there is no medical room. Pupils are treated in the foyer and there is a lack of privacy. Good records are kept of accidents and when medication is given.

37. The school pays due attention to health and safety. The school has drawn up a satisfactory policy and regular checks of the building are undertaken. During the inspection a number of concerns were brought to the attention of the headteacher including the need to complete risk assessments.

38. The school's procedures for monitoring and improving attendance are good. The registers are marked correctly and attendance data is analysed and monitored by teachers and office staff. The school strongly discourages lateness and holidays taken during term time. It rewards pupils with good attendance. The staff follow up unexplained absences and the headteacher works effectively with families when attendance or punctuality is a cause for concern. Consequently, levels of attendance are high.

39. Procedures for monitoring and promoting good behaviour are generally satisfactory. The ethos of good behaviour is reinforced in lessons, assemblies and by the example of adults working in the school. The school has a sound behaviour policy but it does not include clear and detailed strategies to manage behaviour. Teachers use a variety of methods to encourage pupils to behave. Some teachers have high expectations of behaviour, but others struggle to maintain discipline and this slows the pace of learning. The procedures for monitoring and eliminating oppressive behaviour are good. The school has drawn up a sound anti-bullying policy that includes strategies for dealing with bullying. The pupils say that incidents of anti-social behaviour are dealt with effectively.

40. The school has satisfactory links with external agents and uses them when necessary to support pupils with special educational needs.

41. The school has made satisfactory progress in developing assessment procedures since the previous inspection. Assessment procedures are satisfactory for English, mathematics and science and in the process of development for the remaining subjects. Assessment sheets have recently been devised for history, geography, design and technology and ICT.

42. Assessment procedures for pupils with special educational needs are not always effective which results in some pupil's difficulties not being addressed sufficiently. Information collected on all pupils in English, mathematics and science is beginning to be used to track pupils as they move through the school and place them in ability groups within the classes. However, the headteacher is aware of the need to develop this further so that all teachers are using assessment information more effectively to inform their planning and the next step of learning for individuals and groups of pupils. Target setting for groups of pupils and individuals is in the early stages of development. A few classes have writing targets but these are not consistent throughout the school. All targets have little impact on raising standards because they are not regularly referred to during lessons or when marking pupils' work. The school fully complies with the requirements to administer statutory tests at the end of each key stage. Pupils are tested at the end of most years and the school is reviewing these procedures to develop a more effective system. Results of tests are analysed but the headteacher is aware that these systems are underdeveloped and this information is not used effectively to develop individual and group targets to raise standards in particular in English, mathematics and science.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The parents and carers generally expressed positive views about the school at the pre-inspection meeting and through the questionnaires. The vast majority feel that their children like school and they particularly value the happy atmosphere and sense of community. They feel that their children are expected to work hard and that they are making good progress. Parents say that behaviour is good and they are pleased that the school helps the pupils to become mature and responsible. They feel that the school is led and managed well, and they value the way staff are willing to discuss parents' concerns.

44. A significant number of parents feel that the school does not work closely with parents, but the inspection team found that that links with parents were generally satisfactory. The parents value the 'open door' policy and the teachers, including the headteacher are willing to talk to parents at the start and end of the school day and by appointment. The school also contacts and visits parents when there are concerns, for example about attendance. There are no home-school link books and this limits opportunities for communication, especially if parents do not come to school to collect their children. The school does not survey the parents about improvements to school life, but they are invited to comment on policies such as behaviour and homework.

45. The quality of information that the school provides to parents is satisfactory. New parents receive good information about the school, and the prospectus and annual governors' report are informative. Some parents are unhappy about the way the school communicates with parents and the team agrees that there are some weaknesses. Newsletters are not produced on a regular basis. Although they inform parents about future events, sometimes not enough notice is given. The newsletters rarely celebrate the school's successes. The school has invited parents to useful sessions on creativity and statutory

tests, but does not send all parents details of the topics their children will be studying. Over a third of parents who returned the questionnaires said that the school does not keep them well informed about how their children are getting on. The school offers parents appropriate opportunities to meet with the class teacher to discuss their children's progress. Not all pupils' annual reports give parents enough information about their children's progress and how they can improve their work.

46. The impact of the parents' involvement on the work of the school is good. Parent governors are supportive of the school and help to shape its future. The active Friends of Willow Farm raise considerable funds to improve facilities such as the playground. Parents help around the school for example a working party maintains the environmental area and others run the after school book club. Parents enjoy attending events such as the Nativity play, and the Grandparents' day is a very successful venture. The vast majority of parents have signed home-school agreement.

47. The parents' contribution to their children's learning is good. The school welcomes parents into school and values their help in the classrooms. Parents are keen to support their children and attendance at parent consultations is very high. Parents help their children with their work at home and some teachers send home a helpful timetable of homework activities. Reading diaries not used as effective means of communication between parents and school. The school does inform parents adequately regarding reviewing pupils' progress but a few parents are still unsure about general procedures.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The day-to-day management of the school is good as it was at the time of previous inspection. At the pre-inspection meeting parents identified strong leadership as something they liked about the school and ninety-eight per cent of parents agreed that the school was well led and managed when responding to the pre-inspection questionnaire. Despite the absence of two members of the teaching staff, the school ran effectively during the inspection. The teaching and non-teaching staff work well as a team and are very supportive of one another. The headteacher is popular with the pupils and parents and should take credit for the very positive atmosphere found and the fact that pupils enjoy coming to school. All pupils feel valued and comfortable within the school. However, educational direction is insufficiently focused and limits the rate of development.

49. The school's priorities for development are identified in the school development plan and focus on raising standards and the quality of education. The targets for development are appropriate to the school; however some of the actions or methods to achieve objectives are too general and not specific enough. Likewise, the school analyses data and information about the school very rigorously and identifies areas for development, for example, improving the percentages of pupils achieving level 5s, but not how it could effectively be achieved. The governors by their own admission have a passive role in producing the school development plan, and this limits their overall role in shaping the direction of the school. They receive a draft from the school and approve it after discussion and amendments. They regularly monitor the school development plan through the school year. The governors' understanding of the school's strengths and weaknesses is good. In their role as link governors to different subjects they visit the school to talk to pupils, sit in lessons and discuss issues with subject co-ordinators. Through this role they are able to act as critical friends and challenge the school with regards standards or the quality of education. The governors compare standards with other schools and are aware that standards in the school need to be better. Statutory requirements are fulfilled.

50. As regards financial planning, the headteacher puts together an initial draft budget for the governors to approve. They carefully discuss all issues and are very aware of the importance of getting value for money. For example, they dispensed with the grounds maintenance service provided by the local authority after finding their own contractor who provided a better service and enabled the school to save money. The governors have looked at the expenditure of other schools and compared it with their own. The school's financial management appropriately supports the educational priorities identified by the school and specific funding, for example, the devolved capital grant or infant class size funding, is used for its designated purpose. Subject co-ordinators are expected to 'bid' for financial resources for their subjects and justify expenditure. This is good practice and also indicates the improvement in the role of the subject co-ordinator since the previous inspection. They are fully involved in the monitoring and evaluation of their subjects through for example, work scrutiny or monitoring teachers' planning. Performance management is an integral part of school life for both teachers and governors. In addition to the classroom observations that come out of this process, the headteacher observes all teachers teach at least once a year based on an agreed focus. Feedback to staff is presented in written form and given the significant improvement in teaching since the previous inspection, this procedure has been successful.

51. The co-ordinator for special educational needs was absent during the inspection and the headteacher has taken over the role. Lack of monitoring of special educational needs provision has resulted in unsatisfactory provision. A significant number of targets identified on the individual education plans are not clear which results in pupils' progress being difficult to measure. Sometimes work is not accurately matched to pupils' individual needs which affects learning within lessons and progress over time. In addition there are pupils who have not got individual education plans when they have been identified as having difficulty acquiring basic literacy and numeracy skills. Funding for pupils with special educational needs is used to give additional support to pupils to help them develop basic skills in particular in the areas of literacy and numeracy.

52. The school is satisfactorily staffed with appropriately qualified teachers. In the Reception class at the time of the inspection, the children were taught by a student teacher and the Year 2 pupils were taught by a supply teacher. In both cases, this was due to staff illness. Most teachers have been in the school for a number of years and they have varying levels of experience and subject knowledge. There are appropriate induction procedures for staff coming to the school and for newly qualified teachers. The student teacher speaks highly of the quality of support she received before taking over the Reception class. Teachers are generally deployed to make best use of their training and experience. Three classroom assistants are skilled and well trained and this allows them to contribute positively and effectively to the lessons.

53. Administrative and premises staff are efficient and effective. They do much to enable the school to run smoothly and to enable the teaching staff to concentrate on educational matters.

54. The school makes satisfactory use of its restricted accommodation, which is maintained well. There are particular problems created by the school's original design that leads to some disruption in learning. This was identified at the time of the previous inspection. Shortcomings in the shape and size of the hall detract from the delivery of the physical education curriculum and there is a lack of space for good quality library. In addition, the current Year 5 and Year 6 classes are exposed to disruption from an open access route through the school.

55. There is large outside accommodation, including an extensive, well-drained and well-maintained playing field. An English Nature grant-aided wildlife area, makes a valuable contribution to the support of pupils' learning in a variety of curriculum areas. There are designated play areas for the younger and older pupils but a number of manhole covers are raised above play area levels. Set in a quiet location, the appearance of the school is very attractive with its tiled frontage and is surrounded by grassed areas and trees.

56. Throughout the school, the overall quality and range of resources is satisfactory. They are good for the Reception year, science and art and design. Weaknesses in library provision, identified at the time of the previous inspection have been addressed but the quality and range of research facilities is limited. There is no provision of magazines, periodicals or a designated computer base to motivate pupils to use the library or to undertake independent study.

57. With the pupils' positive attitudes and good behaviour, the improvement in teaching and improving standards, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to improve the standards and the quality of education further, the headteacher, staff and governors should:

- (1) Raise standards in English, mathematics and science in Year 2 by:
 - more rigorous planning of work for different ability groups and better use of day-to-day assessment;
 - better use of assessment information to monitor pupils' progress and the future planning of lessons;
 - a more consistent approach to behaviour management;
 - the further development of target setting.(Paragraphs: 2, 4, 9, 10, 13-17, 39, 42, 49, 70, 71, 74, 78, 80, 81, 85, 87, 88, 90, 94)

- (2) Improve the provision for pupils with special educational needs by:
 - developing earlier identification procedures;
 - providing clear targets for pupils' individual education plans particularly in literacy and numeracy;
 - linking the pupils' targets with classroom practice and teachers' marking and monitoring pupils' progress more rigorously.(Paragraphs: 7, 18, 24, 51, 75, 78, 82)

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	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	20	17	1	0	0
Percentage	0	10	48	40	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	29
Number of pupils on the school's special educational needs register	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	11	11	13
	Total	21	22	24
Percentage of pupils at NC level 2 or above	School	78 (78)	81 (71)	89 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	11	12	12
	Total	22	23	25
Percentage of pupils at NC level 2 or above	School	81 (78)	85 (95)	93 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	10	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	14
	Girls	9	8	10
	Total	22	19	24
Percentage of pupils at NC level 4 or above	School	85 (88)	73 (68)	92 (88)
	National	75 (75)	71 (71)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	15
	Girls	9	8	10
	Total	23	19	25
Percentage of pupils at NC level 4 or above	School	88 (82)	73 (74)	96 (88)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	175
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.5
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	79

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

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.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
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	£
Total income	394 372
Total expenditure	399 605
Expenditure per pupil	2 137
Balance brought forward from previous year	18 745
Balance carried forward to next year	13 512

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	40

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	5	2	0
My child is making good progress in school.	55	38	7	0	0
Behaviour in the school is good.	38	55	5	0	2
My child gets the right amount of work to do at home.	30	55	11	2	2
The teaching is good.	60	28	10	0	2
I am kept well informed about how my child is getting on.	30	35	30	5	0
I would feel comfortable about approaching the school with questions or a problem.	68	25	5	0	2
The school expects my child to work hard and achieve his or her best.	50	45	2	0	3
The school works closely with parents.	30	43	25	0	2
The school is well led and managed.	53	40	5	0	2
The school is helping my child become mature and responsible.	53	43	0	2	2
The school provides an interesting range of activities outside lessons.	25	28	23	7	17

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

59. At the time of the inspection there were 22 children in the Reception class. No children are identified as having special educational needs. Children are admitted to the Reception class at the beginning of each term. After they have completed the well implemented induction programme the children settle in quickly and enjoy coming to school. Attainment on entry to the school is average, which is similar to the previous inspection

60. Two teachers, who share the role, teach the children in the Reception class. They are supported well by teaching assistants. During the inspection one of the teachers was absent. The school has worked hard to develop the provision for these young children since the previous inspection when they were criticised for exposing children too early to the National Curriculum. This is no longer an issue. All children are well supported by the adults who work with them. Adults continually promote the development of basic literacy skills in particular the importance of listening carefully at all times. There are good opportunities for children to begin to develop confidence when speaking during class discussions. Mathematical skills are similarly well promoted in many areas such as when developing counting skills when singing number rhymes.

61. Learning resources are good to promote all areas of learning inside the classroom. The children go outside for structured outdoor sessions but none were seen during the inspection because of the wet weather. A 'Bear Hunt' was planned for but this session took place in the hall. The headteacher is aware of the need to plan more regularly for these outdoor sessions, in particular because there are some young Reception children in the class who have only been in school a few weeks. Reception children have regular opportunities to use the apparatus in the main hall to develop physical skills.

62. Teaching is at least good and occasionally very good. The teacher and the teaching assistants promote all basic skills well. The children are well managed and adults have high expectations regarding behaviour and consistently develop personal and social skills effectively. All adults interact well within groups and opportunities are not missed as they reinforce skills and develop vocabulary. This was done particularly well during a lesson where vocabulary such as 'inside', 'over' and 'next to' was developed. Children were given good opportunities to articulate their thoughts, which they did with confidence. This resulted in good learning because the children concentrated and listened well and sat quietly when appropriate because the adults who worked with them expected it. This good teaching in Reception impacts on learning during all lessons. It clearly shows the good progress all children make during their time in the Reception class. Teachers' planning is satisfactory but it lacks detail. The head teacher is aware of the need to link it more closely to the small steps in the national guidance from which they plan. Day-to-day assessments are satisfactory and are used to move children onto the next stage of learning.

63. The curriculum for the Reception class is closely linked to the nationally recommended targets for children of this age. Profiles, which indicate what each child can do are in the process of development in literacy, language and mathematical development but are underdeveloped in other areas. The co-ordinator for early years is aware of the need to develop a system to show individual progress as the children move through all the areas of learning. The use of ICT to support learning in the Reception class is unsatisfactory.

Personal, social and emotional development

64. Teaching is good because this area is well promoted in everything the children do. Behaviour is good and most children listen well in all situations. By the end of the Reception class most children are likely to at least reach the expected levels. Progress is good. The children show positive attitudes to learning and enjoy coming to school. Personal independence is well developed, for example, most children change by themselves for physical sessions in the hall. A few children who have only recently started school need a little help. There are many opportunities for the children to work in pairs and small groups and begin to develop the skills necessary to work independently. Most children select activities with confidence and even the youngest children are encouraged to tidy away at the end of sessions. Planning and past work shows that the children begin to develop a basic understanding of festivals such as Diwali and Christmas.

Communication, language and literacy

65. The quality of teaching of communication, language and literacy skills is good. Speaking, listening, reading and writing are consistently promoted in all the children do. A lovely reading session was seen where children sat either sharing a book with an adult or a friend. A few choose to read by themselves. The session promoted reading and the love of books very well and clearly showed the children's positive attitudes to learning and reading. All demonstrated a sound awareness of what books are for and handled them carefully. Most children sustained concentration well as they sat and looked at them. Many began to tell the story by looking at the pictures and more able children identified familiar words such as 'on' and 'I'. All children listen carefully to the stories they hear such as 'We're going on a Bear Hunt'. They begin to learn phrases in the text as they act out the story in the hall. During this session the children worked well together and listened very well to the adults who were working with them. Most children are likely to at least reach the expected standards. As they develop early writing skills they record their ideas and experiences confidently through drawing and attempting to write independently at a low level. Above average children write showing a developing understanding of letters. Many have a confident attempt at writing their names others who are not sure get out their 'name card' to copy their name correctly. All children are regularly shown how to write letters with the correct formation. There are many opportunities to develop writing skills, for example above average and average children 'write letters to a bear' whilst the youngest children, with support, write party invitations. Progress is good in this area.

Mathematical development

66. Teaching is good and the children enjoy the many experiences they are given to develop basic number skills. All children have opportunities to learn mathematical skills in the many activities they are offered for example; they all learn number rhymes, which reinforce the sequence of numbers up to 10 and the sequence from 10 back to zero. Children begin to identify and name numbers up to 5 and as they get older many recognise numbers up to ten and above. All children begin to develop an idea of the correct way to form their numbers. Children begin to be aware of how to add and subtract numbers and as they get older they learn how to record simple addition and subtraction sums. Adults interact well within the groups and give the children many opportunities to articulate their thinking to develop their mathematical understanding. The children begin to develop a satisfactory understanding of basic mathematical vocabulary such as 'smallest', 'biggest' and 'middle-sized' as activities are linked to the story of Goldilocks and the Three Bears and the work they do in this area. Progress is overall good and most are likely to at least reach the expected levels by the end of their time in Reception.

Knowledge and understanding of the world

67. Teaching is good and most children make good progress. Past work shows that children have learnt the names of parts of their body. They use developing literacy skills to label body parts on a worksheet. Children begin to learn about living things as they look at the life cycle of frogs. Tadpoles in school reinforce the facts they learn and clearly show the children how they need to look after all living things. This area links well with developing writing skills as children write 'The tadpole has turned into a frog'. Adults take advantage of reinforcing ideas taught previously and the majority of children are likely to reach the expected levels for their ages by the end of the Reception class. The children look at different types of houses, in particular what they are made of. Work is linked to the story they listen to about 'The Three little Pigs' and they decided which materials would build the strongest house. They learn how to join materials together by using a range of tools such as a hole punch and split-pins as they make bags from various types of paper. They use construction toys to build models as they work together in small groups or choose to work alone. There was little evidence of basic skills being promoted through the use of ICT either by using computers or by using programmable toys. However, planning indicates the class is due to take photographs with a digital camera in the near future.

Physical development

68. Teaching is good. No structured outdoor play sessions were seen because of wet weather but planning indicates that there are too few planned for. However, there are regular opportunities for children to develop physically in the hall. A good lesson was seen where after a very active, rigorous warming up session, children were observed showing a good awareness of space as they travelled on climbing apparatus around the hall. All children responded with confidence as they showed maturity in the awareness of their own body limits. Activities were challenging but the teacher had high expectations and social skills such as the importance of taking turns was emphasised well. Learning is good because instructions are clearly understood and all children are expected to listen. The children use the climbing equipment with enthusiasm and enjoyment. Most children handle scissors, paintbrushes and pencils with sound control. All children play imaginatively with construction toys. Progress in this area is good and most children are likely to reach average standards by the end of the Reception class.

Creative development

69. Most of the children are likely to reach the expected levels by the time they end their time in Reception. The children sing songs with great enjoyment and have opportunities to play percussion instruments. The majority of children express their own ideas and communicate their feelings through well-organised role-play sessions in the home corner and during drama sessions. Past work shows the children made bear masks using a range of different papers and fabrics to support their 'Bear Hunt' drama session. They developed their use of scissors as they cut out bear shapes and then coloured them in carefully. Paints were used confidently as they painted colourful pictures of 'springtime'. Sound quality displays enhance the learning environment inside the classrooms. Teaching is satisfactory and pupils make satisfactory progress in this area.

ENGLISH

70. The standards attained by the current Year 6 pupils are average. The tests for 11-year-olds in 2001 showed that standards overall were above the national average and reflected the consistently good teaching in English which they received. Reading and writing standards in Year 2 are currently below average. Writing standards reflect the national results

for seven year olds in 2001 but there has been is an improvement in reading. This is due to a refinement in how reading books are graded and pupils are now less likely to choose a book that is too difficult. They therefore make better progress. The number of pupils reaching the average level is higher than last year.

71. The progress made by most pupils is satisfactory. Learning is good during lessons where work is carefully planned to match all abilities, listening skills are well promoted and teachers have high expectation regarding behaviour. Progress is hindered when work is too difficult or when higher attainers are not challenged sufficiently. A few pupils do not have positive attitudes to learning and this affects the progress that they make over time.

72. Teachers plan lessons thoroughly using the National Literacy Strategy. They state clearly what it is that they want pupils to learn and share this at the start of lessons so that pupils focus on their learning. However, not all teachers return to these learning intentions at the end of lessons to let pupils assess for themselves whether they have learned what was required. Sometimes the last part of the lesson, the plenary, is too short because teachers run out of time. Pupils have many opportunities to use their developing literacy skills in other subjects such as in Year 2 when they write using bullet points as they collect facts about Florence Nightingale. In Year 5 pupils write an account of a visit they made to Dukes Barn an outdoor pursuits centre. They wrote in detail about their personal opinions and feelings as they experienced abseiling. ICT is beginning to be used to support the subject, in particular to develop word processing skills.

73. Speaking and listening skills for seven and eleven year-olds are about average. Teachers in all classes provide satisfactory opportunities for speaking skills to be practised and pupils generally listen well during lessons. However, in some lessons teachers do not promote listening skills well and allow pupils to chatter or shout out whilst the teacher or other pupils are talking. This affects learning within these lessons. Most pupils are confident speakers, for example in Year 1, pupils enthusiastically answer questions as they watch a video which helps them to develop a good understanding of the sounds 'ee' and 'ea' in words like 'bee' and 'leaf'. Pupils in a Year 3 and 4 class confidently articulated the lines of the poems which they developed.

74. Standards of reading are below average in Year 2 but average in Year 6. The seven-year-olds have suitable books and enjoy reading. Pupils have regular opportunities to read to adults in school, particularly in group reading activities in literacy. All pupils keep reading diaries, which clearly show which books, have been read. However there are too few teacher comments that show the pupils what they need to do in order to improve in particular, with regard to developing their idea of how to attack words that are unknown to them. The reading records that teachers keep, are unsatisfactory and this continues to be an issue from the previous inspection.

75. Higher and average attaining pupils in Year 2 read accurately and confidently adding suitable expression. They talk knowledgeably about the characters and plot of their book but average attaining pupils have difficulty reading phrases such as 'a hearty breakfast' with accurate understanding. Although most pupils know the sounds of individual letters not all pupils in Year 2 have acquired the ability to blend sounds and build unknown words. 'Control' was a problem for a pupil and 'sides' was difficult for a lower attaining pupil. By the end of Year 2 most pupils develop a satisfactory idea of the difference between fiction and non-fiction books. By Year 6, most pupils make satisfactory progress in developing reading skills. However lower attaining pupils and those with special educational needs still have difficulty when they come across unknown words because reading diaries do not clearly identify what they need to do to improve. In addition adults do not always give lower attaining pupils and those with special educational needs enough guidance when choosing their books. This

results in a few pupils selecting books, which are too difficult for them, and ultimately affects the progress they make in reading. Most average and higher attaining pupils understand the texts that they select to read. For example a girl in Year 6 clearly explained the phrase 'It was like a person wringing their hands'.

76. Pupils know that a dictionary gives them the meaning of words and in most classes they explain clearly how to use one. In the upper part of the school pupils talk confidently about researching information either by using the Internet or encyclopaedias. This is an improvement since the previous inspection.

77. The school has begun to address the issue from the previous inspection regarding developing their stock of library books. The local library services have been into school and re-coded all books in the two mini-libraries situated in the upper part of the school. They are clearly sign posted, one being for fiction books and the other solely for non-fiction. The co-ordinator has correctly assessed the need to timetable these mini-libraries to develop library skills. Most pupils in Year 6 know the library system in the school but lower down in the school many are unaware of the process. Although teachers have worked hard to enhance the learning environment by carpeting areas and by improving the shelving, there is still a lack of seating where pupils can sit, read and gather information from books. Pupils are able to borrow books but there is not consistent system that ensures that they are all returned. The co-ordinator is aware of the need to develop an audit of all books in the school.

78. Standards of writing in Years 2 are below average. All pupils have opportunities to develop their letter formation and many begin to join their letters. Pupils begin to understand that a different style of writing is required when they write for example in poems such as their Diwali poems, instructions, letters and during the time they spend writing their own diary extracts. Most pupils begin to understand that when they write stories there needs to be a beginning, middle and end. Stories are sometimes planned before they are written as they sequence pictures to guide their writing. The higher attaining pupils write accurately in sentences as they extend their ideas logically. Average attaining pupils have more difficulty with spelling but work is understandable and pupils begin to use capital letters and full stops to punctuate their work as they write descriptively such as about 'Jack's Dad'. Lower attaining pupils do not always demarcate sentences correctly and spelling is often weak but words are usually spaced apart. Pupils with special educational needs are sometimes given writing work that is too difficult for them because teachers do not always use previous assessment information on individuals to inform their planning.

79. Standards of writing in Year 6 are average. Most pupils' handwriting is joined and legible and ink is used to present work neatly. The higher attaining pupils write at length using a wide range of interesting vocabulary and paragraphs. Punctuation used to represent speech is usually correct. Average attaining pupils use adventurous vocabulary but find spelling more difficult however they do not readily check their efforts with a dictionary. The lower attaining pupils in Year 6 sometimes forget to use punctuation and often produce untidy pieces of work with simple words spelt incorrectly in their desire to express their ideas. In all year groups pupils look at different texts for example, in Years 3 and 4, pupils wrote interesting diary extracts as if they were Ellie, after listening to *'The Diary of a Killer Cat'* by Anne Fine. One Year 4 girl wrote clearly showing Ellie's feelings, 'I felt very sorry for the bird's parents and family'. In Year 6 all pupils looked at the poem called *'The Snow-Shoe Hare'* by Ted Hughes. Higher attaining pupils confidently identified alliterations; several words in one sentence which begin with the same letter, metaphors; where the writer writes something as if it were really something else and similes; where the writer compares a subject to something else. Many average and lower attaining pupils were confused between these terms, in particular metaphors.

80. Teaching and learning is satisfactory overall. Good teaching and learning was observed in approximately half of the lessons. In good lessons activities are well chosen and meet the needs of all abilities. Relationships within the class are good and support is used well to enable all to succeed. Teachers have high expectations regarding not shouting out and not interrupting whilst others are talking. The pace of the lesson is maintained throughout. The main weaknesses in lessons are that some teachers do not plan different work to meet the needs of particular groups of pupils. When all pupils are given the same task the above average are not challenged sufficiently and the below average struggle, for example to read the worksheet. This sometimes results in them having unfinished work in their books. Sometimes lower attaining pupils are given too little guidance to complete tasks in particular when they have to write independently. Not all teachers promote listening skills well and some teachers have low expectations regarding acceptable behaviour. When this is so, teachers allow pupils to talk whilst they give out information or instructions and this disrupts the lesson and affects learning. Resources are used effectively, particularly white boards that allow pupils to draft and re-draft their efforts. Teachers generally mark work thoroughly, praising pupils' efforts when appropriate. However this is not consistent throughout the school and the best examples are when the pupils are made aware of what is needed in order for them to improve. Marking does not refer to the literacy targets for improvement that are in the front of some pupils' books and pupils themselves cannot always recall what those targets are.

81. The co-ordinator leads the subject well. She has recently produced useful writing targets that teachers can use to move individuals and groups of pupils onto the next stage of learning. However, these have not been consistently implemented throughout the school. Where they are in place they have not been used for long enough to raise standards within the school. She has looked at past work and colleagues' planning to monitor the subject and has correctly identified that the presentation, marking and handwriting varies in quality from class to class. Assessment procedures for English are satisfactory and are still being developed. The school is reviewing the testing which it currently does in Years 3, 4 and 5 by devising a system that will be more informative and enable teachers to track progress more effectively. Writing assessments are undertaken each term. However although assessment information is used to place pupils into ability groups with classes, there are a few pupils in each year group who have had difficulty acquiring basic reading and writing skills. They have not been identified as having special educational needs and have not been given an individual education plan with literacy targets to work to.

MATHEMATICS

82. In Year 6 standards are average. Pupils in Year 2 attain standards that are below those expected for their age. Although they could be better overall, this represents an improvement on the previous year when standards were well below average in Year 2 and below average in Year 6. Standards are similar in Year 6 to the previous inspection but lower in Year 2. The pupils' current mathematical development on entry to school is lower than at the time of the previous inspection but there are also pupils who are underachieving, particularly higher attainers who are not always challenged sufficiently in all areas of the school. However, the percentage of pupils predicted to achieve the higher levels (3 and 5) in the current Year 2 and 6 represents an improvement on the previous year. Pupils with special educational needs make satisfactory progress overall but when they receive good support, progress is better. There are some marked differences in the performance of boys and girls when looking at trends over time and the school has not addressed this issue sufficiently.

83. By the age of seven, pupils are able to complete simple number problems and identify number patterns for example, finding 'missing' numbers. They recognise odd and even numbers. Using coins they calculate amounts totalling to 20p and work out change from fifty-pence. As part of data-handling they produce graphs indicating 'the types of houses we live in' and measure accurately, using centimetres. In mental mathematics they add different numbers to ten and can identify objects weighing less than a kilogram. A significant minority of pupils have a limited mathematical language and less are confident in using their numeracy skills to solve problems.

84. At eleven, the majority of pupils have a sound understanding of place value and can relate this knowledge to the relationship between decimals, fractions and percentages. They are able to solve multiplication and division problems and understand the concepts of ratio and proportion. Pupils use negative numbers in their work with co-ordinates and solve number problems that involve brackets. They are able to sort and classify data and present findings in different types of graph. A significant minority of pupils, who happen to be girls, are very confident mathematicians who consistently produce work of a high standard.

85. Although a number of lessons were judged to be good during the inspection, teaching and learning is satisfactory overall through the school. The good lessons were characterised by purposeful teaching and effective pace. No time was wasted and the pupils maintained their concentration and effort. In a good Year 5 session, pupils reinforced their knowledge of number facts effectively in a well-conducted start to the lesson. If pupils gave wrong answers they were encouraged to think about 'why they were wrong' but the session was led in a supportive and enthusiastic manner that built pupils' confidence. This lesson got off to a good start and no time was wasted. Equally, in a good Year 6 lesson, pupils of all abilities were given appropriate work and support to allow them to be effectively challenged and make progress. Teachers are familiar with the National Numeracy Strategy and make satisfactory use of the recommended three-part structure to lessons. However, providing different ability groups with work that is appropriate is not always as effective as it could be particularly for the higher attaining pupils who are not always sufficiently challenged. Time-targets in which pupils are expected to cover a certain amount of work or challenging extension activities for the pupils who are good at mathematics are insufficiently used. In good lessons, pupils are provided with different questions in the mental mathematics start to the lesson so that the higher attainers are challenged and the lower attainers are able to participate without becoming frustrated. Work is marked regularly, often with positive observations to support and encourage pupils, but insufficient use is made of comments that challenge pupils in their thinking or guide them on to the next stage of learning. Day-to-day assessment is inconsistent. In the best practice, good notes are kept of pupils who need further help with their work or require more challenging activities. This information is helpful in planning future lessons, but this is not always the case. Although the control and management of the pupils is satisfactory overall, in some lessons the unsatisfactory behaviour of a very small minority of pupils gives cause for concern.

86. Pupils use mathematics satisfactorily to help learning in other subjects. For example, Year 6 pupils have produced gradient graphs as part of their geography work on rivers. However, the use of ICT to develop pupils' mathematical skills, knowledge and understanding is underdeveloped and this is recognised by the school as an area for development.

87. Mathematics is satisfactorily managed by the subject co-ordinator. The need to raise standards is recognised by the school and the subject has a prominent place in the current school development plan. Formal assessment procedures are satisfactory and national test results are analysed well but better use could be made of the information gained from this process in planning and monitoring pupils' progress. Resources for the subject are satisfactory and effective use is made of commercial materials to support teaching. National

strategies such as 'Booster' classes and targeted support for Year 5 pupils are used appropriately. The school has made satisfactory improvement since the previous inspection. There is evidence that standards are rising and the school recognises the need to challenge its higher attaining pupils more effectively. As with the previous inspection, unsatisfactory behaviour is still an issue with some pupils.

SCIENCE

88. Standards in Year 6 are similar to those found nationally because these pupils develop knowledge and understanding, by writing their own investigation findings in a scientific manner. Inspection evidence identifies that standards by the end of Year 2 are below the national average. This is because there are a significant number of pupils not achieving as well as they should. Overall, progress through the school is satisfactory.

89. At the time of the previous inspection, standards at the ages of seven and eleven were in line with national expectations. Following that inspection, standards rose significantly until year 2000. The current Year 6 class contains a good proportion of pupils who work at a level above expectations because sufficiently demanding tasks are set. This is an improvement since the previous inspection, when the standards of higher achieving pupils were below average.

90. The science curriculum is satisfactory. The nationally recognised scheme of work is used well and good links are made with other subjects. The previous inspection identified poor support for teachers' planning but this has been overcome with the implementation of this new guidance. Assessment procedures are underdeveloped and there is some inconsistency in the use of end-of-topic assessment provided within the scheme. Year 6 pupils use good quality revision guides that challenge all abilities. They provide good quality, science curriculum development. The school is currently looking to introduce targets, related to National Curriculum goals. They are to be written in language that pupils can understand.

91. Pupils have a developing knowledge and understanding across the science curriculum. Year 2 pupils learn the principles of a fair test before investigating melting ice. They discuss what will happen before conducting an experiment to test those predictions. They investigate how a torch works before setting up electrical circuits using batteries, wire and a bulb. They learn about forces when they evaluate how weighing scales and spring balances operate on push and pull principles respectively. A developing understanding of gravity allows pupils to predict that this force will allow 'Slinky', a moving toy, to walk downstairs.

92. This understanding of gravitational pull is fostered in Year 3 and 4 classes when related to up-thrust of air and its effect on a falling parachute. Pupils experiment to test magnetism, when working with a variety of magnets to establish differential pulling power. Good subject links are made when card butterflies are made, before wiring to a battery source to make the antennae light up. Understanding of how electricity works is increased, when a variety of conductors are used experimentally within circuits. Danger related to use of electricity is incorporated into discussions. Investigation skills are developed well when pupils sort solids using magnets and sieves. They record the objective of the experiment, the equipment they will need and also how the experiment should proceed using 'fair test' principles. They then evaluate their initial predictions.

93. Year 6 pupils investigate using scientific terminology to record hypothesis, method, results and conclusions. Working with materials, they separate soil and water-mix using sieves with progressively smaller size of mesh, before investigating reversible and irreversible change. They mix vinegar with bicarbonate of soda and later investigate

'melt/freeze' and 'condensation/evaporation', to clarify their understanding of these changes. Using filters and a heat source, they successfully separate a mixture of salt, sand and water. They identify and record the changing state of materials used. Knowledge and understanding of electricity is enhanced when pupils investigate using multiple batteries and bulbs when building circuits.

94. During the inspection, the overall quality of teaching and learning in lessons was good. This represents good improvement compared to the previous inspection, when a large proportion of lessons, were judged to be unsatisfactory. In a very good practical, investigative lesson with Year 5 pupils, the teacher's very good subject knowledge and class management skills ensure that all pupils make very good progress in their understanding of seed dispersal. Good use of humour supports a positive learning environment. Pupils' identification as 'young scientists' motivates them well. Previous knowledge is used and built upon successfully. In a very good Year 2 lesson, very good planning and use of resources enables pupils to work on three different investigative tasks. The teacher strongly emphasises the importance of a fair test before three pupils wash equal amounts of paint from their hands, using a variety of cold, warm and soapy waters. Some pupils research the care of teeth while the third group produce individual body outlines before labelling the various body parts. All pupils are fully involved in practical work and make very good predictions. Good or better teaching always includes effective, class management skills and good quality marking. Teachers correct misconceptions and encourage pupils with comments and stickers. In other lessons small, but significant, numbers of pupils do not concentrate on what the teacher is saying and marking is not always supportive.

95. Effective co-ordination of the subject has supported the improvement in standards since the previous inspection. The co-ordinator was absent during the inspection but is identified by the school as a good teacher. She monitors medium term planning and, on an annual basis, visits colleagues' classrooms to monitor delivery of the science curriculum. She does not monitor the quality of teaching and learning and cannot help staff develop the quality of their teaching. The co-ordinator is qualified and experienced and has a good awareness of what improvements are required, particularly in the procedures and use of assessment. Resources to support the teaching of science are good.

ART AND DESIGN

96. Throughout the school, standards in art and design are similar to those found nationally. A good range of techniques is taught, and media offered. The position is unchanged since the school was inspected in 1997.

97. There is a regularly up-dated policy and the school has developed a satisfactory scheme of work that includes all requirements of the National Curriculum. Together they provide good support for teachers to plan their work. This represents improvement since the previous inspection, when there was no policy in place.

98. As part of the annual process for teachers' development, an annual 'Art Exhibition' was initiated and from photographic evidence, a good range of painting, collage, drawing and design in a variety of media is established. It gives pupils good opportunities to take pride in their own work and to compare skills with those of their peers. Year 6 pupils copy the style of William Morris and Year 5 pupils use primary colours to copy the style of Matisse and Picasso. There is little evidence in displays of pupils' work around the school to identify a range of styles relating to non-western, painters or sculptors. The art and design curriculum is enhanced with Art and Sewing Clubs. The art and design group of seven older girls make good progress in detailed sketching of the back of the hand, using pencil or ink. An artist visits the school to talk to pupils and to demonstrate skills, but there is no evidence of the use of

the Portrait Gallery website to widen pupils' experiences. However, standards are judged to be satisfactory from scrutiny of portfolios of work, wall displays and pupils' work in individual sketch-books.

99. The quality of teaching and learning is always satisfactory. In a good lesson with Year 3 and 4 pupils, good cross-curricular links are made with science. Pupils work with shadows to create artistic designs, formed by shining a torch on a small object from different angles and inclinations. Good group support teases out potential for improvement related to the complexity of work and creativity. A good opportunity is missed by not making resources available to work in a variety of media. Year 5 and Year 6 pupils, following a two-year cycle, work separately in adjacent rooms to link ICT and art and design. Pupils have previously taken photographs around the school with a digital camera. They use a card viewfinder to concentrate on a particular aspect of a chosen photograph. They mentally enlarge and then copy the chosen image. A small number of the older class are mildly disruptive and this detracts from an otherwise good working environment. Quiet, background music supports good behaviour and relationships in the Year 5 classroom. Overall standards of work produced are satisfactory but a good number of pupils, in both classes, achieve very well. During an satisfactory lesson, Year 1 pupils continue previous work to first design and then enlarge a pattern, using string and matchsticks. Good quality demonstration and questioning supports pupils' learning well. Weakness in planning the previous lesson, results in pupils making over-elaborate designs that necessitate too much adult support to cut string and to glue.

100. The co-ordination of art and design is good. Good use is made of the co-ordinator's knowledge, skills and understanding of the subject. Time has been allocated for her to monitor planning. She has identified batik as a purposeful method of developing her subject, to include work from other cultures. Resources are now in place for this to be undertaken. Resources are generally very good and stored conveniently for teachers to use.

DESIGN AND TECHNOLOGY

101. Standards in design and technology are similar to those found in other schools. The position is unchanged since the school was previously inspected.

102. Good use is made of the nationally recognised scheme of work to plan tasks appropriate for pupils' ages. It is adapted to incorporate work being undertaken in other curriculum areas. This represents improvement since the previous inspection when no scheme of work was in place. This is good planning, because pupils' new learning in one subject reinforces and extends their learning in others. There are particularly good links with the study of materials in science. For example, when Year 3 and 4 pupils study castles during history lessons, they later design and make good quality drawbridges.

103. It was possible to inspect only one lesson. In the very good Year 2 lesson observed, pupils are to examine, taste and evaluate on healthy eating criteria by sampling a good selection of pre-made sandwiches. They record their evaluations before designing and making a healthy sandwich for future lunch-boxes. Good use is made of support staff and volunteers as they enable children to have group guidance. In this way, pupils can work at tasks well matched to their abilities.

104. Scrutiny of displays identifies much satisfactory and good work. Year 1 pupils design a tool to help clean up their school environment. They make good quality dolls' houses from shoeboxes, card, paper and junk materials. Year 2 classes make their own 'Joseph's Technicolor Dream-coats' by making and cutting paper patterns. They then use vibrant

colours to good effect. They add significantly to the quality of classroom displays. Pupils make very good, large-scale, moving cranes using good quality, construction kits

105. Year 3 and 4 pupils design and make Diwali Divas to support their geographical and cultural development. In planning to make drawbridges, these pupils identify the need to saw diagonally and to use a wood-drill to accommodate the 'chains'. This identifies good skill development in the use of tools and materials. In Year 5, pupils design, plan and then make a box to package a biscuit they have made and decorated. They design and make paper flower with colour and scent. Skills of design are further developed in Year 6 when they discuss ideas related to a fairground ride. They identify the design, record the resources required and write detailed proposed method of construction. Side, bottom and bird's-eye view perspectives are incorporated into planning. Literacy and numeracy are well supported by using extended writing and measurement skills.

106. From scrutiny of photographic evidence and teachers' planning documents, the breadth and balance of work covered satisfy requirements of the design and technology curriculum. Display of completed work in design and technology is very much restricted by the cramped nature of the school's accommodation.

107. The co-ordinator is not a subject specialist. She monitors teachers' planning. There is little evidence of links with the ICT co-ordinator to develop the subject by incorporating control technology or to widen the existing scheme of work. Resources are satisfactory to support learning. There are good opportunities to promote the development of social skills in the subject, as pupils work together in groups sharing tools and materials.

GEOGRAPHY

108. Standards in geography are similar to those found in other schools for pupils at seven and eleven. This is a similar picture to the previous inspection. All pupils make satisfactory progress as they move through the school. Some of the weaknesses identified at the previous inspection have been overcome. For example, the geography curriculum develops appropriately following a national scheme of work, whereas previously there was not a whole school scheme. However, assessment procedures are still underdeveloped in the subject.

109. Pupils in Year 2 have studied life on an island and have a good knowledge of places in the United Kingdom including identifying where they live. They talk about countries with hot climates and make sensible suggestions about places that would be cold. In links with science they have kept weather records and produced simple diagrams of the water cycle. The pupils have undertaken some basic work on direction. In Year 6 the pupils have made an in-depth study of river systems and can identify features such as source, waterfall, flood-plain and confluence. They identify famous rivers such as the Orinocco, Danube, Nile and Mississippi and in good links with numeracy, produced gradient graphs. Using the temperature and precipitation figures from the Angara and Yenisec river system, the pupils converted the information into line graphs. They worked with four-figure grid references to locate positions on a river map. In discussions with Year 6 pupils, they were able to locate central America, in relation to their history work on the Aztecs, and were able to identify similarities and differences between that area of the world and their own country. Looking at a map of the world the pupils identified the approximate location of countries and could name the continents they belonged to.

110. Teaching and learning is satisfactory overall. Work scrutiny indicated that there is appropriate curriculum coverage but there is not enough consideration of the range of ability found in all classes and pupils are doing similar work. This does not provide enough challenge for the higher attaining pupils. In a well-organised Year 1 lesson, pupils carefully

identified and recorded features about life in Greece as they developed an understanding of the differences between people in the world. Resources such as video and photographs supported the pupils learning well and in good links with other areas of the curriculum, pupils made tzatziki and weaved place mats using their own designs. Year 3 and 4 pupils sensibly discussed the differences between their own lives and that of a boy living in Bombay after watching a video following a typical day in the boy's life. They showed tremendous respect for a different culture and life-style and a genuine fascination with life in India. After a good start, with the pupils looking very carefully at the particular characteristics of India, the challenge in the lesson became less intensive as pupils of all ability covered very similar work and were involved in non-geographical activities such as drawing charts. More challenge to the higher attaining pupils would have made this lesson better.

111. Scrutiny of school planning indicates appropriate coverage and the subject is taught in 'blocks' that alternate with history. Because of some mixed-age classes, two-year cycles of planning have been developed to ensure that pupils do not cover the same work twice. The subject co-ordinator was absent during the inspection but appears to have a good understanding of the strengths and weaknesses in geography. For example, she has identified the need to develop the use of ICT to support the subject more effectively. Resources for the subject are satisfactory. The skills of literacy and numeracy are developed appropriately, for example, the Year 1 pupils had to independently list features that they had found from photographs of Greece. The subject has developed satisfactorily since the previous inspection.

HISTORY

112. Throughout the school, standards in history are similar to those found in other schools. This is the same picture as the previous inspection. All pupils make satisfactory progress in the subject.

113. The nationally recognised scheme of work has been implemented and is proving to be beneficial in supporting teachers' planning. The curriculum is well supplemented by a good use of visits. They include the Galleries of Justice Museum and Stoke Bardolph Mansfield Museum to support understanding of the Victorian era. Other visits are made to Green's Mill with Reception children and to Wollaton Hall and White Post Farm. This is very good provision. There are good links with other subjects. History supports literacy very well, particularly with the older pupils and practise in extended writing.

114. History is taught in blocks of three terms in two years alternating with the teaching of geography. These subjects are taught on a rolling programme to accommodate any mixed age classes. This ensures that there is no repetition of work as pupils pass through the school. Because of timetable fluctuation, only one history lesson was observed. In a satisfactory Year 6 lesson, pupils used a black and white picture depicting scenes from daily life in the time of Aztec civilisation in Central America as a source of evidence. This is sufficient to move the lesson along but good opportunities to use the nearby computer suite were missed. Higher achieving pupils chat socially as they wrote in response to questions, but were not encouraged to access information from CD-ROM or the Internet to deepen knowledge and understanding of life at the time of the Aztecs. ICT was used by a small number of boys to word process their responses to questions related to the picture. Scrutiny of pupils' work would indicate that the teaching of history is satisfactory overall. More work needs to be done to challenge higher attaining pupils.

115. Good quality displays in classrooms and in open areas of the school promote the subject well. Judgements related to standards and curriculum coverage are made from close scrutiny of pupils' workbooks. They show good encouragement to appreciate change over time. Pupils consider such changes related to life in the times of Ancient Greeks and Aztecs, Tudor and Stuart monarchs as well as life at the time of Queen Victoria. They study the work of important people of the times such as Henry VIII and Florence Nightingale. They construct appropriate time-lines to develop their understanding of chronology.

116. Management of the subject is good. The co-ordinator was absent through illness at the time of the inspection but a regularly updated policy provides clear guidance for teachers to plan their work. Resources to support teaching are satisfactory. The Internet is insufficiently used to motivate and support the development of historical knowledge and understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards in ICT are average through the school. All pupils make satisfactory progress overall. The school has developed soundly since the previous inspection, increasing its resources and improving the confidence of teachers. However, insufficient software for the older pupils, means that it is difficult for the school to challenge pupils further and ICT is not used sufficiently and consistently to support other areas of the curriculum. The subject co-ordinator still retains the enthusiasm for the subject that was identified at the previous inspection.

118. Pupils in Year 2 confidently describe how they use ICT to support their literacy and numeracy work. They have made up their own tunes using the computer and discuss how they found 'high' and 'low' notes. When word processing, pupils can use different fonts and are able to save and print their work. They are less confident in being able to control the computer to complete tasks. Eleven year-old pupils have their own files on computers in the school computer suite and are able to open these to show web pages that they are completing. They talk about using the digital camera as part of their art and design work and confidently discuss the pros and cons of ICT and its effective use outside school in banks, hospitals and shops. Many of the pupils use ICT to undertake their homework and confidently use the Internet to research information.

119. The teaching and learning of ICT skills is satisfactory overall and the staff are currently undertaking in-service training in the subject. However, some teachers are more confident in using the computer suite than others. In the two lessons observed during the inspection, teachers used the suite effectively and with good support provided by classroom assistants, were able to ensure that an appropriate number of pupils were using the suite whilst the remaining members of the class undertook a linked activity. Year 1 pupils were observed using icons correctly as they produced different two-dimensional shapes using the program 'Colour-Magic'. Most of the pupils showed appropriate keyboard and mouse skills and they eventually printed off their work. Year 3 and 4 pupils, successfully amended text from '*Bill's New Frock*' and in good links with literacy, changed the meaning of the passage from the original. Although both of these lessons were well organised and had many strengths, more attention could have been paid to what individual pupils were actually achieving so that higher attaining pupils were challenged further.

120. The subject co-ordinator has a good understanding of the school's strengths and areas for development. The school's resources fulfil government expectations and are satisfactory overall. The school uses the national scheme of work to ensure the subject develops effectively and this is regularly reviewed so that the effect of having mixed-age classes can be taken into account. The ICT subject development plan clearly identifies where

the subject is going. Although ICT is used to support other areas of the curriculum, for example, with word processing in literacy and data-handling in numeracy, this is an area of development for the school. Assessment procedures have recently been developed but it is too soon to judge their impact on monitoring pupils' progress and future subject planning.

MUSIC

121. It was only possible to observe one music lesson in Year 6 and a singing lesson in Years 1 and 2. Evidence was gained through listening to pupils sing in assemblies and discussions with teachers and pupils. Further evidence was gained by looking at planning. Standards by the ages of seven and eleven are similar to those expected for pupils of seven and eleven.

122. Progress in music is satisfactory which is an improvement since the previous inspection when the boys' singing in the upper part of the school was considered to be unsatisfactory. There is too little evidence to make a judgement on teaching but in the two lessons seen teaching was good. Teachers develop good relationships with the pupils and had high expectations regarding taking part in the lessons and behaving well. Planning is satisfactory and learning objectives were clearly identified. All activities were interestingly thought out. This results in pupils concentrating well, showing interest and enthusiasm in the subject and working well together.

123. Pupils throughout the school sing tunefully and with enjoyment. By the age of seven they confidently identify untuned percussion instruments and recognise and explore how sounds can be arranged. They have a satisfactory idea of composing their own tunes after working in small groups and then performing their efforts. By the age of eleven, pupils confidently maintain their own part whilst performing. They are aware of how the different parts fit together and the need to achieve an overall effect. Pupils work well together in small groups and show enjoyment in composing and performing. However the majority of pupils have little idea of famous composers even though there are opportunities for them to listen to pieces of music. Most have difficulty explaining what vocabulary specific to music means. For example, few are aware that the term 'dynamics' means louder, quieter or silence or that 'tempo' means faster or slower when related to music. There are few music displays in the school to promote musical terms, famous composers and to reinforce skills and knowledge that has been taught.

124. The school has developed clear guidelines by incorporating two published schemes that have been cross-referenced to the national guidelines. These have not been in place long enough to impact on standards but are an improvement since the previous inspection when the subject was criticised because there was no consistent format used for planning. The co-ordinator who has recently been appointed is aware of the need to monitor these guidelines. Resources are in the process of further development. There is a satisfactory selection of untuned percussion instruments but the co-ordinator is aware of the need to increase the amount of tuned percussion instruments, posters, tapes and videos to promote the work of famous musicians.

125. Music tuition is offered to all pupils in the upper part of the school. Approximately ten pupils have lessons to play the clarinet and the guitar. All pupils have the opportunity to learn how to play the recorder during weekly lunchtime sessions. In these sessions pupils clearly enjoy themselves as they play '*London's Burning*' and '*Lord of the Dance*'. At Christmas pupils take part in a concert at the local church where they have the opportunity to sing and play musical instruments. A music festival is arranged locally and pupils have the opportunity to take part. Assessment procedures are under-developed and there is little evidence of ICT supporting the music curriculum.

PHYSICAL EDUCATION

126. Standards in physical education are average through the school. The pupils are enthusiastic about the subject and all make satisfactory progress overall. Swimming is offered to the pupils in Years 2 and 4 and discussions with teachers and pupils, indicates that the majority achieve the national recommendations in the subject, but the school keeps no formal records of pupils' progress and achievements in swimming and this is a weakness.

127. Only three lessons were observed during the inspection. The quality of teaching and learning was good overall. Year 3 and 4 pupils enthusiastically participated in a very active dance lesson as they completed traditional style English folk dances. The pace of the lesson was good, so much was achieved and the pupils sustained good physical effort. The classteacher interacted well with the pupils playing his accordion as accompaniment and carefully monitoring their progress and offering suggestions and support. Good links were made with music, as pupils were encouraged to count bars before they started their dances. In another Year 3 and 4 session, pupils took part in small games activities to develop their catching and striking skills and further their understanding and knowledge of strategies and tactics. This well organised lesson involved two classes that were divided into three separate activity groups, one lead very effectively by a classroom support assistant. After an energetic and useful warm-up session, the pupils spent ten-minutes at each activity before moving on to the next group. This provided the pupils with a good range of useful games experiences and maintained the pupils' enthusiasm and effort. In a good Year 5 dance lesson, the pupils practised and refined a class dance composition that had been developed around South American styled music and linked to the class history topic on the Aztecs. The class warm-up session was closely related to dance activities and the pupils were able to identify the importance of warming-up. The pupils were actively encouraged by the teacher to listen very carefully to the music and move accordingly. Consequently, the pupils performed with control, precision and co-ordination understanding the importance of performance. A particular feature of this lesson was the successful participation of a pupil with special educational needs from a local school. He integrated well and was very much part of the lesson. In all of the lessons observed insufficient time was provided for pupils to judge the performance of others and then offer ideas for improvement. Pupils who did not participate through injury or other reasons, were not given any worthwhile or related activities. For example, monitoring the lesson and providing feedback to the whole class.

128. The subject co-ordinator has a good understanding of the subject and is an experienced practitioner. Analysis of the school's planning indicates that pupils are provided with an appropriate balance of activities. The school's residential visits also provide pupils with an opportunity to experience outdoor and adventurous activities although these experiences are not officially part of the physical education curriculum. The school's very good extra-curricular activities also support the subject well as do the opportunities to participate in competitive sport with other schools in football, basketball, athletics and rugby. This provision has been well maintained since the previous inspection. Resources for the subject are satisfactory overall. Resources for games are good but equipment for gymnastics is old fashioned and difficult for younger pupils to handle. The school hall is unusually shaped and does not lend itself to dance or gymnastics lessons with large classes. The subject co-ordinator has a good understanding of the school's strengths and weaknesses and monitors planning. She has developed assessment procedures for the subject that have yet to be used. Progress since the previous inspection has been satisfactory.

RELIGIOUS EDUCATION

129. By the age of eleven pupils attain standards in religious expected for their age. Standards are below those expected for pupils aged seven. No judgement can be made on the quality of teaching because only two lessons were observed. Judgements made are based on these lessons, talking to pupils and teachers and looking at planning and the small amount of past work available. There are a number reasons why standards are below those expected by the end of Year 2. Firstly, although pupils have opportunities to learn about religion and to learn from religion, there is too little recording of these planned opportunities. The amount of work covered from looking at books is minimal in Years 1 and 2 and many pupils are confused as to what religious education is. Pupils in Year 2 speak in a very limited way about what they have recently learnt. For example, they said they listen to stories from the Bible during assembly but could not recall the titles of any of them. Pupils spoke vaguely about the Easter story but could not recall what happened at the end of the story. In addition teachers talk about religious education also being covered after and during assemblies and during personal, social and health education lessons. Past work and lack of displays in Years 1 and 2 shows there is too little emphasis on the teaching of religious education as a subject and this results in the standards being lower than during the previous inspection. As pupils move through Years 1 and 2 they do not make sufficient progress.

130. In Years 3 and 4 pupils think about what Jesus may have looked like. They learn about different religions in particular, Hinduism. A visit to a Hindu Temple enables them to develop a deeper understanding of the elements of this religion. Pupils in Year 5 develop their understanding of different religions by studying Islam. They look at the life of the prophet Mohammad and learn about 'The Five Pillars of Islam'. Pupils learn new vocabulary that is specific to the subject such as the 'Ka'ban', which is a cube shape building that stands in the large courtyard at the Great Mosque in Makkah, Saudi Arabia. They learn that only Muslims can visit it. Pupils look closely at the symbols found in Christianity such as the cross, the halo and the dove and think about what they represent. In Year 6, pupils look at Judaism and listen to the story of how God created the world in seven days. They study the Bible and the many stories found in it. Progress is satisfactory as pupils move through Years 3, 4, 5 and 6. Pupils in Year 6 spoke satisfactorily about what they have learnt about religions and from religions. For example they recognise the specific characteristics and beliefs of different religions.

131. Teaching and learning is satisfactory through the school. A limited number of lessons were seen and one lesson was judged to be unsatisfactory because the teacher did not manage the pupils well and allowed them to talk whilst he spoke and they remained off task for too long. Expectations were too low regarding the quality and amount of work produced which resulted in a significant amount of children making less than satisfactory learning during the lesson. Added to which, the writing task was too difficult for lower attaining average pupils to cope with and they were not supported effectively. In the upper part of the school, past work shows some variation in quality and quantity. Some teachers do not have high enough expectations regarding the presentation of work produced. Work is not always accurately matched to the pupils' abilities and the less able pupils occasionally achieve little.

132. There is a two-year cycle for the teaching of religious education. Although past work shows coverage of topics, many topics have been covered in a limited way and there is too little work recorded in most year groups. The headteacher is currently overseeing the subject and he is aware of the need to monitor more closely what is being taught in each class. Assessment procedures are unsatisfactory. Resources are sound to promote the subject and videos and visits are used to enhance the curriculum. However, there are few displays that promote the concepts that have been taught. ICT is beginning to be used to support the subject. Provision for religious education meets statutory requirements.