

INSPECTION REPORT

HOLY TRINITY INFANT SCHOOL

Southwell

LEA area: Nottinghamshire

Unique reference number: 122768

Headteacher: Mrs Jean Hogg

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 6th – 9th March 2000

Inspection number: 195495

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Voluntary Controlled
Age range of pupils: 4 – 7 years
Gender of pupils: Mixed

School address: Westgate
Southwell
Nottinghamshire

Postcode: NG25 0LD

Telephone number: 01636 812067

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Appropriate authority: Governing Body

Name of chair of governors: Ms Judith Robbins

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Brian Male	Registered inspector	Under-Fives Mathematics Science Art Design & Technology Geography History	What sort of school is it/what should the school do to improve further? The school's results and achievements How well are pupils taught? How well is the school led & managed?
Mrs Sue Boyle	Lay inspector	Equal Opportunities	Pupils' attitudes, values & personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr Robert Lever	Team inspector	Special Educational Needs English Information Technology Music Physical Education Religious Education	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

This Church of England Voluntary Controlled Infant School in the historic minister town of Southwell takes pupils from 4 to 7 years old. The school was built in 1848 and still occupies its original buildings. It serves Southwell and the surrounding rural area, with some children coming from outside the catchment area it shares with another infant school. Most pupils start school with standards of attainment slightly above those expected.

At the time of the inspection there were 44 pupils on roll in 2 classes. There were a further 6 pupils attending the Early Learning Unit on a part-time basis. Only one of the pupils in the Reception Class was under five years old. Eighteen per cent of pupils are eligible for free schools meals, which is in line with the national average. There is a very low number of pupils on the Special Needs Register, and no pupil for whom English is an additional language. The number on roll has fluctuated widely over time. Numbers have decreased over the last three years, but are now rising again.

HOW GOOD THE SCHOOL IS

This is a good school where the level of pupils' achievement is high. Attainment in the core subjects of English and mathematics are well above average, behaviour is generally good, and pupils make good progress across the school. This good progress results from the quality of the teaching, together with the pupils' good attitudes to their work and the active support of parents. The targets set are realistically high, and the school is making very good progress towards them. The school provides a very caring but stimulating environment where pupils develop well. The relatively new headteacher has already made a significant impact, there is a real commitment to high standards, and the school gives good value for money.

What the school does well

- Standards in English and mathematics are well above average.
- The headteacher provides very strong leadership for the school.
- There is some good focused teaching that promotes high standards
- The school provides a very stimulating environment that enhances pupils' learning.
- There are very good assessment procedures and these are used very well to promote progress.
- Pupils receive a very good start to their schooling in the Early Learning Unit.
- Pupils get on with their work well and behaviour is generally good in class and around the school.
- There are very close links with parents that support learning.

What could be improved

- There could be more structured opportunities for speaking and listening that would enhance learning.
- Behaviour is generally good, but there is a small minority of pupils who do not always listen attentively to their teachers.

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

The school's strengths far outweigh those areas that could be improved. The above suggestions are to improve what is already good provision.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then standards have risen significantly in reading, writing, mathematics and information technology. This has been brought about by some very focused teaching to which the pupils respond well. Progress in the Key Issues raised by the last inspection has been very good in all aspects: improving assessment arrangements, and providing better facilities for children under five. The work of parents in providing the "Cottage" early learning facility is quite exceptional.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
reading	n/a	B	A	B	well above A average above B average
writing	n/a	B	A	A	average C below average D well below average E
mathematics	n/a	C	B	B	

Standards in all three aspects have risen significantly in the last four years. Inspection evidence indicates that these high standards in reading and writing are being maintained this year, and standards in mathematics have improved even further. This represents very good achievement for the pupils, and a very good response to the school's targets. Standards are now also above average in information technology. All of this is a very significant improvement since the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and are keen to get on with their work.
Behaviour, in and out of classrooms	Behaviour is generally good in class and around the school. At lunchtime, behaviour is exceptionally good. There is a small minority of pupils who sometimes find it difficult to pay attention. Relationships are good across the school.
Personal development and relationships	Pupils respond well to the opportunities for personal development and are generally very caring towards others.
Attendance	Attendance is in line with the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
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Lessons seen overall	Good	Good
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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.

In the school as a whole, almost three quarters of the teaching is good or better and an eighth is very good. This is a very positive profile. Teachers are committed to the school, and work very hard. There is very good teaching of the basic skills of numeracy and literacy and good provision for the range of needs across the school. There are generally high expectations and a very good focus on what is specifically needed to make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a focus on literacy and numeracy in the curriculum that has contributed to the high standards. There are very good arrangements for assessment that feed very effectively into curriculum planning.
Provision for pupils with special educational needs	There are very few pupils with special needs in the school and provision is appropriate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal and social development through the opportunities provided for independence and taking responsibility. There are appropriate opportunities for spiritual, moral and cultural development.
How well the school cares for its pupils	There is a good standard of care. Pupils are valued as individuals but challenged to make the highest achievement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong leadership for the school and has set a very clear educational direction. There is an impressive commitment to high standards.
How well the governors fulfil their responsibilities	The governors have a very good overview of the school and fulfil their responsibilities very well.
The school's evaluation of its performance	The headteacher is very effective in evaluating the school's performance. She is particularly thorough in analysing data, and the staff are commendably rigorous and professional in appraising their work.
The strategic use of resources	This small school is able to offer a very high level of provision to its pupils. It ensures high achievement and offers good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The high standards of attainment - particularly in reading• The good standards of behaviour• The school is open and welcoming to parents• The intimate 'family' atmosphere of the school	<ul style="list-style-type: none">• There is no area where parents want to see improvement

Parents who attended a meeting with the Registered Inspector and who replied to the questionnaire were overwhelmingly supportive of the school. The inspection agrees with all the positive feelings of the parents. This is a good school, providing a high standard of care where good teaching enables pupils to attain high standards.

The school has maximised the many advantages of its relatively small size to offer a very secure and supportive environment, but also to ensure that every child is challenged to reach the highest standards.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Many pupils enter the school as four-year-olds with standards of attainment slightly above those expected for children of this age. They make good progress across the school and by the time they leave as seven year olds, standards of attainment are well above average in reading, writing and mathematics. This is a significant improvement since the last inspection. Standards in information technology are above expectations across the school.

Children under five

2. Pupils under five years old receive a very good start to their education in the Early Learning Unit where a very favourable staffing ratio and good quality provision enables pupils to develop well, especially in the early numeracy and literacy skills. By the time they are five, overall standards of attainment are above those usually found in language and literacy, mathematics, knowledge and understanding of the world, and in social and personal development.

Key Stage 1

3. In national tests for seven year olds in 1999, the percentage of pupils achieving the nationally expected level (Level 2) and the higher level (Level 3) was well above the national average in all three aspects tested: reading, writing, and mathematics. Compared to schools of similar background, writing was well above average, and reading and mathematics were above average. The school did not take part in the national tests before 1998 and so it is not possible to comment on the trend in standards.
4. Inspection evidence shows that present standards in reading and writing are still well above the national average. Standards in mathematics are higher than last year, and also well above the national average. Compared to schools of similar background, standards in all three are likely to be well above average.
5. Standards in information technology are above average, and in religious education standards are above the expectations of the Nottinghamshire Agreed Syllabus. In other subjects, standards are above expectations in art and broadly in line with expectations in other subjects. It was not possible to see sufficient history or music for a judgement to be made.
6. The good quality of the teaching and the challenge to pupils means that pupils are achieving well in terms of their potential, particularly in literacy and numeracy where standards are well above those of similar schools.

Progress of different groups

7. There are very few pupils with special educational needs. These few make generally good progress in line with other pupils. The variation between the progress of high, average and low attaining groups is in line with that usually expected. Girls tend to score higher than boys in national tests, but this is broadly in line with national trends.
8. Progress in the core subjects of English, mathematics and science is quicker than in other subjects. This is because the school has quite rightly focused on the core

subjects in response to government initiatives.

Core subjects

9. Standards are well above average in English. Most pupils read fluently and with understanding. Writing is also well developed across the school with almost all older pupils able to write sequences of sentences that extend ideas logically. Most pupils are able to talk confidently, particularly on topics that interest them, but standards are not as high as for reading and writing, especially when pupils are asked to explain their work or discuss main points.
10. Standards in mathematics are well above average in all aspects of the subjects. Older pupils have a good understanding of number and most have very good recall of number facts.
11. Standards in science are also well with the national average in both the knowledge-based elements and the investigational aspect of the subject.
12. Standards in information technology are above expectations. Pupils are involved in a wide range of information technology activities, and even very young pupils have already developed confidence and competence.
13. Parents are very pleased with the progress pupils make and the standards they achieve.

Pupils' attitudes, values and personal development

14. Pupils have good attitudes to learning and like school. They mostly enjoy their lessons and work hard. When working independently, they work well and sustain their concentration to complete their work. They are confident learners and are keen to answer questions. They are sometimes so engrossed in their work that they are reluctant to leave it before it is finished. At times, some pupils lose their concentration and start to fidget when they have been sitting and listening for some time.
15. Most pupils behave well, listen to their teacher and do as they are told. There is a small minority of boys who do not always do as they are told immediately and are easily distracted. Teachers through a kind but firm approach ensure that their behaviour does not get out of hand or impact on the rest of the class. Pupils' behaviour in the dining room is exceptional and, as a result, meal times are very pleasant social occasions.
16. Pupils are confident as they move around the school. They are willing to take responsibility and as a "special helper" sensibly help their teacher. Relationships in the school are good. Pupils are happy and feel comfortable to go to their teachers with worries. They get on well with each other, help each other and show initiative; for example, before going outside some pupils, without being asked, helped their partners to fasten their coat. They enjoy their playtimes and play well together. Opportunities for pupils to work together are limited, but they are keen to talk to each other about their work.
17. Attendance rates at the school are in line with national rates. Pupils are punctual and happy to come to school.

18. Parents are very pleased with standards of behaviour at the school.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching and learning is good overall, and this represents a significant improvement since the last inspection. In the school as a whole, almost three quarters of the teaching is good or better, and one eighth very good. This is a very strong profile, and the main reason why the pupils' standards of attainment are well above those of similar schools. The teachers work very hard and are committed to the school.
20. The teaching of children under five in the Early Learning Unit is good overall. There are very good relationships with the children and a very close focus on the basic skills of literacy and numeracy. There is a very high level of challenge to which the children respond very well. For example, in a very good lesson discussing pond life, terms such as 'transparent' were used and pupils were challenged to think carefully by such questions as, "What differences do you notice?". The teacher and nursery nurses have very good knowledge of the needs of young children and have planned a good structure of activities. There is very good management of the pupils and very good teaching of the basic skills. Pupils respond well to this good teaching, and are keen to engage on the activities. They are able to work with concentration and independence, for instance, using the computer.
21. The quality of teaching is also good overall at Key Stage 1. It is satisfactory in design and technology and is good in all other subjects. Insufficient teaching of history, geography or music was seen for a judgement to be made.
22. Pupils are engaged in a good range of activities and the level of challenge is high, particularly in the core subjects. There is a brisk pace to lessons, and high expectations to ensure that pupils acquire knowledge and skills at a good rate. A good example is an information technology lesson in the Reception/Year 1 Class where these young children were very effectively taught to change the fonts on the computer. Explanations are clear and activities well pitched to different ages so that pupils understand well what they are doing. For example, in a Year 1/2 mathematics lesson, Year 2 pupils were well challenged to work with multiples of higher numbers, whilst Year 1 pupils worked on multiples of 2 and 5. Teaching is particularly effective where pupils are enthused by their activity, as was the case in a Reception/Year 1 drama lesson where an excellent introduction caught the pupils' imagination so that they all participated really well.
23. Learning objectives are very clear and are very effectively shared with pupils. For instance, in a very effective Year 1/2 science lesson, all of the key questions were made explicit to the pupils before they engaged on their tasks, and all knew what they were expected to learn and what they needed to do to improve.
24. This clarity comes from the very good assessment procedures that have been introduced. These link particularly well to the National Curriculum requirements so that teachers have a very good knowledge not only of what each pupil can do, but also of what they need to do next in order to progress. This enables teaching to be specifically focused and is a significant factor in the good progress the pupils make.
25. Although teaching is good overall, there is a small minority of pupils who do not always pay sufficient attention to their teacher. The range of strategies to deal with these pupils is limited, and the expectations of close attention are not always clear, agreed and explicit. Whole class sessions, which are the expectation in parts of the literacy

and numeracy hours, are sometimes longer than the attention span of some pupils, and do not always make sufficient use of techniques that require participation as well as listening.

26. Teachers provide many opportunities for speaking and listening, but more use of paired and small group work where pupils need to explain and respond to each other would enhance learning of subjects, as well as extending speaking and listening skills themselves. This could also be enhanced by developing the role of pupils in the review sessions at the end of lessons, and structuring opportunities for pupils to report back and lead discussion in the context of subject lessons as well as their own experience.
27. Pupils respond well to the good quality teaching and make good progress across the school. They apply themselves particularly well to their set tasks and are keen to get on with their work. They work at a good pace and sustain their concentration well. Even very young children think for themselves and are able to work independently. A particularly strong feature of the pupils' learning is the understanding they are given by their teachers of what it is they have to learn and what they need to do to improve.

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

28. The quality and range of learning opportunities are good and the appropriate statutory curriculum is in place. The curriculum is broad and understandably balanced in terms of time and emphasis towards literacy and numeracy. Religious education is provided appropriately in accordance with the locally agreed syllabus. Curricular provision has improved since the previous inspection. The school has effective strategies for teaching the basic skills of literacy and numeracy and pupils make a particularly good start in these areas.
29. There are good systems in place for long, medium and short-term planning that ensure that the required Programmes of Study are covered. All subjects have policies and there is a clear policy for using the Internet. English and mathematics are well planned against the literacy and numeracy frameworks, which are both successfully in place. The outline long-term plans ensure breadth and balance of the curriculum and that skills are systematically built on. Medium-term planning is particularly good. It is detailed and well considered. There are clear learning objectives and activities are planned against National Curriculum levels. Schemes of work in many subjects are being revised to reflect the recently produced national guidelines.
30. There is an effective curriculum for children under five that covers all the recommended areas of learning for children of this age. Provision for the small number of pupils with special educational needs is sound, and the school complies with the requirements of the Code of Practice. The school ensures equal opportunity and access for all.
31. Health education, including sex education, is taught satisfactorily through the science curriculum, and is effectively supported by contributions from the school nurse. Pupils learn about drugs through a topic on "Ourselves" at an appropriate level to their age.
32. The community makes an effective contribution to pupils' learning. The school has

very close links with the church and makes a constructive contribution to the community through the church. The links with the junior school are sound.

33. There are few opportunities for pupils to participate in extra-curricular activities, but this is not unusual in an Infant School. Educational visits to such places as a castle, local churches and the local field study centre are used well to enhance pupils' curricular experiences and opportunities. The Early Learners make useful visits in the local area.

Provision for pupils' personal development

34. Opportunities for pupils' personal and social development are very good. Through structured opportunities, pupils are encouraged to contribute to the school community: for example, they take turns to be a 'special helper' which requires them to help their teacher by doing some of the routine classroom tasks. In the daily life of the school, they are encouraged to be caring and to help each other. For example, they look after each other after a minor accident, and in doing this pupils demonstrate caring attitudes. Teachers praise pupils when they help each other: for instance, before setting off for a walk, some pupils noticed that their partners were struggling with their zips and helped them; the teacher spotted this and praised them. There is very good provision for playground games, with a rota for equipment which helps pupils to learn about co-operating, sharing and turn taking. Dining room routines encourage and familiarise pupils with polite social behaviour. However, opportunities for pupils to work together in classrooms are limited.
35. Provision for pupils' spiritual and moral development is satisfactory. Pupils have a good understanding of rules and know how to behave appropriately. Collective worship is mostly of a good quality and a special feature is the prayers the pupils have written themselves. In some assemblies, too much time is spent managing behaviour and this detracts from the special atmosphere that the school is trying to create. Opportunities for spiritual development through the curriculum are less evident, apart from in the early years where, for example, children were delighted and amazed to discover wriggling larvae in a sample of pond water.
36. Opportunities for cultural development are satisfactory overall. Through the curriculum, pupils have sound opportunities to study the work of different artist and to recreate art from different cultures. They look at other people's religions and beliefs. Opportunities to listen to and appreciate music are not well developed. Pupils experience their own cultural traditions by participating in events such as an "Easter Bonnet Parade", and through the annual visit to the pantomime. Visits are being developed, linked to the curriculum, to enhance learning and to develop further cultural provision.
37. Parents are very satisfied with the attitudes and values promoted by the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides a very caring, supportive and secure environment, and there are sound arrangements in place to ensure the welfare, health and safety of its pupils. Parents are extremely satisfied with this aspect of provision.
39. The school has adopted the local child protection procedures and headteacher, who is the designated person for child protection, has had appropriate training and is very

aware of child protection issues. Lunchtime staff know who to go to in the event of a concern, but have not been involved in training about child abuse. Awareness raising for pupils is limited. Overall, arrangements for child protection are satisfactory and have improved since the last inspection.

40. It is a small school and pupils feel secure. Because the numbers are small, teachers know their pupils very well and through this are able to effectively monitor and support pupils' personal development, behaviour and attendance. The school is sensitive to pupils' personal circumstances, and families who are experiencing difficulties are well supported.
41. Lunchtime arrangements are of the highest quality. Pupils eat their lunch in an environment which is very pleasant and extremely civilised. The playground is very attractive and there is a good level of supervision by adults who are caring and responsible. Lunchtime supervisors play games with the children and ensure that they get the very best out of their playtime.
42. The school has only recently produced a policy document for equal opportunities. However, there were no equal opportunities issues noted during the inspection and there is a good level of awareness amongst staff.

Assessment and monitoring of pupils' academic performance

43. The school has very effective arrangements for assessing pupils' attainment and progress and these are well used to inform future planning. These very good arrangements are very effective in raising pupils' achievements. In addition to the statutory assessments, the school is currently using other test materials to make annual assessments. The school also makes ongoing, informal assessment and keeps appropriate records of pupils' attainment and progress in the Programmes of Study of the core subjects. The information is used appropriately to identify pupils who are experiencing difficulties and to set targets. This target setting with pupils is a very useful development that is already beginning to improve standards through the provision of effective support and advice to pupils on their academic progress.
44. Assessment procedures for children under five are effective. The school uses its own entry profile when children enter the Early Learners at the age of four alongside the authority's entry assessment. Baseline assessments, undertaken when children start school, are used to plan suitable programmes of work. Individual targets are set and these are reviewed regularly to check children's progress. Staff make clear ongoing assessments which effectively inform the planning of new work.
45. There is effective assessment to identify pupils with special educational needs and this feeds appropriately into the individual education plans. The resulting targets are sufficiently precise to enable progress to be accurately monitored.
46. The clear, detailed assessment, recording and reporting policy provides useful guidance for staff, contributing to a whole-school approach to assessment, and is much improved since the last inspection. Assessment information is analysed effectively and is used to identify areas for development for raising levels of pupils' attainments. A portfolio has been developed giving examples of work in English, mathematics, science and information technology at each National Curriculum level, including intermediate levels. An analysis of pupils' work is undertaken twice yearly which ensures consistency and progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has established a very effective partnership with parents who are extremely supportive in their views and in their contribution to the work of the school. A very good example of this is the Early Learning Unit which was renovated and decorated by parents. They plan to extend this by developing the garden and work on this is already underway. Parents are very involved in children's learning; they help in classrooms and nearly every parent listens to their child read on a regular basis. Attendance for parent consultation evenings and assemblies is very good.
48. The school provides good quality information for parents. The home school agreement makes a significant contribution to the school's success because it clearly sets out responsibilities for parents, children and the school, which are well fulfilled. Pupils' annual reports vary in quality. Most have comprehensive information about the progress pupils have made and what they can do. Some have information about what children need to do to improve their work. Some reports, especially the reports of the younger children, focus on the work covered with too little information about the progress pupils have made or the skills learned. Information for the parents of children starting school is very helpful with ideas to enable parents to support learning at home. The homework policy is particularly helpful because it tells parents what children are expected to learn in each school year.
49. There has been a significant improvement since the last inspection in the way in which the school works with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The headteacher and senior staff

50. The headteacher is providing very strong leadership for the school. She had been in post for only just over a year at the time of the inspection, but had already made a significant impact on the quality of educational provision and the standards the pupils' attain. She has set a very clear educational direction and has ensured a very high level of shared commitment to high standards. She sets a very good tone for relationships with pupils and parents, and sets a very good example in her own teaching. There is a particularly impressive openness in her approach in which she not only monitors the teaching of her colleagues, but also encourages them to monitor hers. This has had a significant impact on standards of teaching and learning.
51. This is a small school where the two full-time and one part-time teachers share the subject responsibilities and work together well as a team. Teachers work very hard in fulfilling these wide-ranging responsibilities and manage their subjects well.

The governors

52. The governing body exercises a very effective overview of the school and fulfils all its responsibilities very well. Governors are very well informed about the school and keep a very close contact with its work. They are very effective in helping to shape the direction of the school and have a very good understanding of its strengths and developments.

Monitoring, evaluation and targets

53. The headteacher has been very effective in evaluating the school's performance. She is particularly thorough in collecting and analysing data and has built up a very detailed overview. This, together with the very effective monitoring of teaching and learning, has impacted very significantly upon standards.
54. Targets set for pupils are appropriately challenging and very good progress is being made towards these. One of the many advantages of a small school is that it is possible to track the progress of each pupil individually, and this is done very effectively indeed.

Strategic use of resources and principles of best value

55. The overall size of the budget is low, although the cost per pupil is relatively high in a small school. The governors have worked well within this somewhat restricted set of circumstances to ensure a high standard of provision. There is a very good strategic use of resources to support its educational objectives, and all decisions are rigorously considered and debated. All specific grants are used effectively for their designated purposes, and the principles of best value are appropriately applied.

Staffing, accommodation and learning resources.

56. There is a good number of teaching staff, well qualified to match the demands of the curriculum and the age range. There are very good arrangements for the professional development of staff through access to courses, and particularly through monitoring and support within the school.
57. There is a high level of support staff in the Early Learning Unit, who are very effective in the provision they make. The staffing level was particularly high during the inspection with only six children and two staff. There is no ancillary staff in the main school and this is unusually low. The classes are small at the moment, and the teachers particularly able, and so they are able to cope effectively. However, the school will need to reconsider this allocation as numbers rise.
58. There is a good provision of mid-day supervisory staff, who work very effectively to create a very pleasant atmosphere where pupils can enjoy their lunch break and participate in games. Pupils' behaviour whilst dining is exceptionally good as are the games organised by the mid-day staff. They make a significant contribution to the 'family' atmosphere of the school. Also very effective in this respect is the very efficient secretary who is always welcoming and helpful.
59. There is a satisfactory provision of teaching and learning resources for all subjects except in physical education, where the provision of large apparatus is inevitably restricted.
60. The classroom accommodation is spacious and is very well used to provide a very effective and stimulating classroom environment. It is very well cleaned and maintained. The absence of a hall makes arrangements for physical education difficult, but the school copes very well to make provision as effective as it can be within these circumstances. The teachers are to be commended on their work in this respect. The outside environment has been developed well to provide very attractive and effective recreational and educational space. The development of the 'Cottage' and the work put in by parents in this respect is quite exceptional.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to build upon the school's good provision and high standards, the headteacher, governors and staff need to:

1) Provide more structured opportunities for speaking and listening that would enhance learning by:

- making more use of paired and small group work;
- developing the role of pupils in the review sessions at the end of lessons;
- structuring opportunities for pupils to report back and lead discussion in the context of subject lessons as well as their own experiences.

(paragraph 26)

2) Improve the attention of a small minority of pupils by:

- ensuring that expectations are clear, agreed and explicit;
- developing the range of strategies to respond to any inattention;
- using techniques in whole-class sessions that require participation as well as listening;
- making whole-class session shorter and more focused.

(paragraph 25)

The school may also wish to address the following minor issues and could also make them the subject of an action plan:

- ensure that pupil reports are of a consistent quality (paragraph 48)
- consider the employment of classroom ancillaries in the main school (paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

62. Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	9

63. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	11	60	26	3		

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

64. Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	44
Number of full-time pupils eligible for free school meals	N/a	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	4

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	5
Pupils who left the school other than at the usual time of leaving	3

65. Attendance

Authorised absence	%
School data	5
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

66. Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	17	17	17
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	93 (78)	93 (76)	93 (87)
	National	82 (80)	83 (78)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	17	17	17
	Total	29	29	30
Percentage of pupils at NC level 2 or above	School	97 (82)	97 (77)	100 (83)
	National	82 (80)	86 (83)	87 (85)

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

67. Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	44
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

69. Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	17.6
Average class size	22

Education support staff: YR – Y2

Total number of education support staff	0
Total aggregate hours worked per week	0

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	-

Total number of education support staff	2
Total aggregate hours worked per week	35

Number of pupils per FTE adult	22
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FTE means full-time equivalent.

68. Exclusions in the last school year

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

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

70. Financial information

Financial year	1998-1999
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	£
Total income	165,385
Total expenditure	157,751
Expenditure per pupil	3,155
Balance brought forward from previous year	-363
Balance carried forward to next year	7,270

71. Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	44
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	16	0	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	45	50	0	0	5
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	50	50	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	15	0	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	80	20	0	0	0
The school is well led and managed.	55	45	0	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	45	25	15	15	0

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

72. The school's provision for children under five is made through an 'Early Learning Unit' (ELU) staffed by a nursery nurse and an assistant, and a mixed Reception/Year 1 Class. The Reception Class teacher is also the teacher in charge of the ELU. Children attend the ELU for two terms before moving to the Reception Class in the term before their fifth birthday. At the time of the inspection, there were six children under five in the ELU and one under five in the Reception Class. The quality of the provision has been improved since the last inspection.
73. Most children enter the ELU with standards of attainment that are already above average for their age and have made good progress by the time they are five in all the required areas of learning.

Teaching and learning

74. Teaching is good overall. There are very good relationships with the children and a very close focus on the basic skills of literacy and numeracy. There is a very high level of challenge to which the children respond very well. The challenge is high in terms of the language used, for instance, 'life cycle' when talking about the frogs and tadpoles, and in terms of the questions posed. There is very good teaching of the basic skills. The teacher and nursery nurses have good knowledge of the needs of young children and have planned a good structure of activities. Pupils respond well to this good teaching, and are keen to engage on the activities. They are able to work with concentration and independence, for instance using the computer. There is a very high ratio of adults to children in the ELU, and adults are careful to ensure that they balance their direct teaching with allowing pupils sufficient time to explore their activities and find out through first hand experiences. In the Reception Class, there is a good balance between the needs of children under five, and those of the older children in the same class.
75. **Personal and social development is above average.** Children develop co-operation, as well as independence, and they share equipment fairly, for instance, taking turns to use a magnifying glass when looking at pond life. They show high levels of concentration, as when drawing and using the computer. Children develop very good relationships with staff, are eager to explore new learning, and display caring attitudes towards each other.
76. **Standards in language and literacy are above average by the age of five.** Children listen attentively to stories, respond thoughtfully to adults' questions, and use a growing vocabulary with developing confidence. They handle books carefully and know how books are organised. They are taught effectively to write and to recognise letter sounds, and most are able to read appropriate words and phrases.
77. **Standards in mathematics are above average.** Children develop good mathematical skills through well organised practical activities and games; for example, counting the 'speckled frogs' jumping into the pond. By the time they are five, they have developed a good understanding of simple addition and subtraction of number. They can identify basic shapes and recognise and recreate patterns.
78. **Children develop a good level of knowledge and understanding of the world.**

There is a high level of work in the ELU that involves children in a wide range of knowledge and understanding. The topic on the life cycle of frogs that was being studied at the time of the inspection extended knowledge and understanding well. There are good opportunities for children to explore materials and find out how they can join and shape these. In the Reception Class, children under five are involved in some of the same activities as older pupils, such as exploring the different sorts of housing in the locality, and this is a high challenge to which they respond well.

79. **Standards in creative development are above average.** Children experiment with a wide range of tools and techniques, for instance, to find different ways of making prints, with growing confidence. They explore colour, texture, shape and form in their paintings and are able to use a computer program to draw and explore colour. Children are able to sing simple songs and rhymes and they listen and respond well.
80. **Physical development is above average.** Children have good access to a wide range of tools and implements and they learn to use these well. They handle a range of small tools, such as scissors, gluesticks and paintbrushes, carefully and safely. Manipulative skills with the computer mouse are good. Children in the ELU use the playground equipment and larger wheeled apparatus effectively, and in the Reception Class, children join well in the physical education activities with the older pupils and reach a good standard.

ENGLISH

81. **At the end of Key Stage 1, standards of attainment are well above the national average, and well above the average of similar schools. Pupils make good progress across the key stage. Standards are above those found at the last inspection.**
82. In national tests for seven-year-olds in 1999, the proportion of pupils attaining the expected level (Level 2) and the higher level (Level 3) was well above average. In terms of the average point score, the school's scores were above average, and above the average of similar schools.
83. Inspection evidence shows that pupils are on course to maintain these high standards by the end of Key Stage 1. Standards are well above average nationally, and likely to be well above the average of schools of similar background. This represents a good level of achievement for the pupils. Standards are higher in reading and writing than in speaking and listening.
84. Standards in speaking and listening are above average. Careful listening skills are encouraged well and teachers act as good speech models. Pupils generally listen actively and attentively to poems, stories, explanations, instructions and to each other. They generally communicate their ideas simply and clearly using a growing vocabulary and respond appropriately to what others say. Most pupils are able to talk confidently, particularly on topics that interest them, but standards are not as high as reading and writing, especially when pupils are asked to explain their work or discuss main points.
85. Standards in reading are well above average. Pupils handle books confidently and have a good understanding of their organisation. Almost all pupils' reading of simple passages of writing demonstrates understanding and is usually accurate. Many read

independently, establishing meaning through appropriate strategies, and employ alphabetical knowledge in locating books and information. Comprehension skills are above average.

86. Pupils' writing is well above average. Most pupils convey meaning in simple sentences and sequence them correctly to make stories or descriptions of a length and quality appropriate to their age. The many higher attaining pupils are beginning to use interesting vocabulary and to develop their ideas well. They draft their work and many are becoming adventurous in their description; for example, a Year 2 pupil began a story with "One sloppy, snowy, foggy, freezing morning John woke up." Simple words are usually spelt accurately and pupils improve their understanding of spelling through good focused teaching. Handwriting is well taught and is generally clearly shaped and consistent in size, and pupils use full stops and capital letters correctly. Basic grammatical structure is usually correct. They show good understanding of characterisation and write for an increasing range of purpose.
87. Standards in literacy are above average and the development of literacy skills across the curriculum is good. The strategies adopted to improve writing are well developed in subjects such as history, geography and religious education. Information technology is well used to support pupils' reading and writing.
88. The quality of teaching and of learning are good overall. This is an improvement since the previous inspection, when the teaching of English was judged to be "satisfactory and often good". A significant feature of the subject is the shared commitment of staff and pupils to the subject and to the creation of a positive working ethos. The National Literacy Strategy is well in place and contributes significantly to the high standards. Teachers have good knowledge and understanding of the subject. They extend pupils' skills in reading and writing well, but they provide too few planned opportunities for pupils to speak in a range of contexts. Tasks are well matched to pupils' ability levels and all make good progress.
89. Strengths of the teaching and learning were well illustrated in a drama lesson in Class 1: the excellent introduction and scene setting led to a high level of response and great excitement as the teacher sprinkled her "magic dust". The teacher really sparked their imagination, and all pupils participated with excitement in their role-play. In a Class 2 lesson, the teacher set challenging objectives for the higher attainers on work on connectives. Pupils were keen to start writing and the teacher used timed activities to ensure that pupils worked at a brisk pace. This resulted in high output. In a lesson that was less successful, the teacher pitched the lesson somewhat high for the youngest children, and the organisation of the lesson meant that they were not effectively engaged for much of the time.
90. The curriculum is broad and balanced and meets the requirements of the National Curriculum. The format of the National Literacy Strategy is well established and teachers show confidence in managing its different components. Assessment procedures are very good and successfully inform future planning and teaching. Planning is detailed and levelled. Lessons have clear learning objectives, which are shared with the pupils. Homework is used effectively to reinforce and extend the work covered in class. The quality of marking is good. Teachers offer praise and encouragement and provide pupils with positive and informative feedback about their work and their next learning goals.
91. The management of the subject is good. The co-ordinator has secure oversight of

provision and staff observe and evaluate each others' teaching. Resources in English are satisfactory and book resources are enhanced by library provision. The book areas in classrooms are not as attractive as they might be, and do not provide opportunities for pupils to sit comfortably, browse and enjoy books.

MATHEMATICS

92. **At the end of Key Stage 1, standards of attainment are well above the national average, and well above the average of similar schools. Pupils make good progress across the key stage. Standards are above those found at the last inspection.**
93. In national tests for seven-year-olds in 1999, the proportion of pupils attaining the expected level (Level 2) and the higher level (Level 3) was well above average. In terms of the average point score, the school's scores were above average, and above the average of similar schools.
94. Inspection evidence shows that the standards of attainment of this year's pupils at the end of Key Stage 1 are higher than the 1999 scores. Standards are well above average nationally, and likely to be well above the average of schools of similar background. This represents a good level of achievement for the pupils. Standards in the aspects of number and shape, space and measures are higher than those in data handling.
95. By the age of seven, pupils have developed a good understanding of place value in number and can perform a range of calculations accurately. Most have good recall of number facts and tables, and a good ability to perform simple calculations mentally. Many are able to work with very high numbers; for instance, finding multiples of five and ten in numbers beyond five hundred. Almost all have developed a good understanding of a range of measures such as length, time and capacity. They can combine and apply their knowledge of length and angles in practical applications such as working out the route and destination of the programmable 'roamer' in an information technology lesson. In data handling, most are able to record results in simple charts and block graphs, but relatively few are able to interpret information from bar charts where groups of units are represented.
96. Pupils have very positive attitudes towards learning and enjoy the subject. They are keen to get on with their set tasks, and are willing to explain their methods and thought processes. Most take a pride in their work, and are concerned to be accurate. They behave, listen and concentrate well, applying themselves confidently to their work. This has a positive effect on their progress. Pupils of all groups, including those with special educational needs, make good progress.
97. The new National Numeracy Strategy has been well introduced, and is functioning effectively to raise standards. There is appropriate use of numeracy in other subjects; for example, making charts in science and using angles in information technology. Literacy skills are appropriately enhanced by the extension of mathematical language.
98. The quality of teaching and learning is good. Teachers have good subject knowledge, and plan their lessons very effectively. There are some very clear explanations, together with good quality teaching materials that assist the development of understanding, such as the charts prepared for a Year 1/2 lesson on multiples. Activities are well planned to take pupils through a sequence that promotes understanding; for instance, a Reception/Year 1 lesson on the sorting and sequencing of shapes which built up carefully to more complicated shapes. Particularly effective is the way in which teachers are so clear about the required progression through the subject, and the very good knowledge they have of each

pupil's level of understanding. This allows teaching to be focused very precisely on what needs to be learned next, and it is this feature that is so effective in promoting good progress. The specific learning goals are shared very well with the pupils and this enhances learning significantly, as each pupil is aware of what they must do to improve. This is very good practice indeed.

99. The subject is well co-ordinated, and the preparation for the introduction of the National Numeracy Strategy was thorough. The co-ordinator has a very good overview of progress, and effective targets are set and reviewed. There is a good range of teaching and learning resources that are well used across the school, and the classrooms have been filled with mathematical charts, equipment and numbers that stimulate learning well.

SCIENCE

100. **Standards of attainment are well above national expectations, and likely to be well above the average for similar schools. Pupils make good progress across the school. This is an improvement since the last inspection.**
101. There is no national test in science for seven-year-olds, but assessment by teachers in 1999 indicates that standards were well above the national average, and well above the average for similar schools. Inspection evidence suggests that the school is maintaining these high standards this year.
102. By the end of Key Stage 1, pupils develop a good level of ability to carry out practical investigations. They are able to use simple equipment appropriately, record findings in various ways, and use appropriate scientific terms. Pupils in a Year 1/2 lesson on magnets were able to devise ways of comparing the strength of different magnets and could record their findings accurately. Pupils can identify a range of everyday materials, and can sort them into groups according to their properties, explaining why some materials are suited for different purposes; some very young pupils had already attained this level in a Reception/Year 1 lesson. Pupils develop a very good level of knowledge of physical processes. They can explain that a circuit is needed before a bulb will light, and understand the attracting and repelling forces of magnets.
103. Pupils, including those with special educational needs, make good progress, and their skills, knowledge and understanding are consolidated and extended in a structured way. Pupils make a very good start in the ELU, where they are already investigating pond life and the life cycle of frogs, and continue this good progress through the school.
104. Pupils have positive attitudes to the subject and enjoy carrying out investigations. They behave well in lessons and concentrate well on their tasks. They are interested in their learning and keen to talk about what they are doing.
105. The quality of teaching is good and often very good. There are some very clear explanations of scientific processes, and some good questioning that promotes pupils' thinking and understanding. For example, the very good questioning of pupils during a Reception/Year 1 lesson on materials extended the pupils' vocabulary very well through use of terms such as "transparent" and "flexible", as well as making them think about aspects of the materials they had not considered before. Teachers have a very good understanding of the requirements of the National Curriculum

Programmes of Study and have made some very effective assessments of each pupil's level of understanding. They use this assessment information very effectively to target their teaching and ensure that pupils are well challenged. This was evident in a very good Year 1/2 lesson on magnets, where the key questions of the lesson were shared with the pupils so that they all knew what they needed to learn and what they needed to do to improve.

106. The subject is well co-ordinated and there is good planning that ensures progress through the school. Assessment procedures are very good and data are well used to evaluate provision and promote progress. There are sufficient resources, and the school grounds are used effectively as a resource for investigational activities.

ART

107. There was only one lesson observed during the inspection. Judgements are based on this lesson, a scrutiny of previous work, planning and discussion with teachers and the co-ordinator.
108. **At the end of Key Stage 1 the standard of attainment is generally above that found in other schools. This shows an improvement since the last inspection, when standards were found to be average.**
109. Pupils work with a range of materials, tools and techniques both practically and with imagination, producing both 2D and 3D work. There are some good observational drawings of a bike across all classes, which shows good development in observation and skills in drawing as pupils become older. They recognise differences in approaches and methods of various artists, and make links with their own art. This is evident in the good work in Year 2, where pupils use chalk, pastels and paint to produce pictures based on Lowry's "The Playground".
110. In the lesson observed, teaching is good. The teacher shows good knowledge of aboriginal art and this shows in the quality of learning, as pupils show good interest in the meaning of symbols and are enthusiastic about their work. They enjoy art and their work shows great care and concentration. All boys and girls, including those with special educational needs, make good progress in developing their skills. They use a range of techniques and materials and older pupils explore the use of fabric paints.
111. The subject is well managed. There is an effective policy and scheme of work in place. Resources are good and there is good use of information technology to support the subject. This is particularly evident in the good work in Class 1, when pupils use an art package to "paint" in the style of Mondrian.

DESIGN AND TECHNOLOGY

112. **By the age of seven, standards of attainment are broadly in line with those found in the average school. Pupils make satisfactory progress across the key stage.**
113. By the age of seven, pupils use pictures and models to develop and communicate their designs. When making, they select from a range of techniques, tools and materials. They assemble and join materials in various ways and handle tools safely. When working with food, they know the rules of hygiene and reasons for washing

hands.

114. Pupils in Year 1 show appropriate skills in cutting, gluing and folding. They are aware of safety and remind others to “mind your fingers” when making a house. In Year 2, they read instructions and follow the recipe for making painted biscuits. Previous work shows appropriate designing and making of spoon puppets. In both classes, pupils show appropriate skills in using construction kits. Pupils enjoy design and technology. They enjoy working collaboratively and in teams and enjoy problem solving.
115. Teachers have sound knowledge and skills in the subject. Work is planned to offer a range of activities for designing and making, and this ensures that pupils build on their knowledge and skills. This is seen in the advancing skills and quality of finish when making puppets with paper fastening joints. Pleasant relationships result in enjoyable sessions in which pupils behave sensibly and concentrate on the tasks in hand and make sound progress in both designing and making. Good use is made of adult helpers, particularly for food technology. Resources are satisfactory. There is an appropriate range of materials, which are efficiently stored and easily accessible.

GEOGRAPHY & HISTORY

116. It was only possible to see one geography lesson during the inspection and so no overall judgements can be made. It was not possible to see any lessons in history.
117. In the Reception/Year 1 lesson seen, pupils attained a good standard in terms of looking at the various types of housing in the locality. Pupils were able to recognise the features of the different sorts of houses they saw and to discuss the impact these would have on the people living within them. Some of the older pupils were already able to work at the higher level (Level 3) in terms of making comparisons between features of housing in Southwell and in Nottingham.
118. Discussion with older pupils reveals that they have developed a good awareness of places beyond their own locality, and can talk about the reasons why geographical features change. There is a good awareness of environmental issues such as pollution, and pupils can express views on what makes a place attractive or unattractive.
119. Pupils have good attitudes to the subject and enjoy finding out about other countries. They showed great interest in the investigation of different houses and were keen to record their findings. The teaching was well planned and prepared and challenged the pupils to attain the higher levels.

INFORMATION TECHNOLOGY

120. **By the end of the key stage, attainment is above that normally found in most schools and pupils make good progress overall. This shows an improvement since the last inspection when attainment was average and pupils made sound progress.**
121. By the age of seven, pupils generate and communicate ideas using text and pictures. In Year 2, pupils use word processing to lay out work in the same style as the original

text, using spacing and changing the style and size of fonts. They have collected data and used the computer to present it in different ways, such as block graphs and pie charts. All show appropriate knowledge of the keyboard and confidently and competently use the mouse. They use the features in a variety of programs. They use information technology simulations to explore imaginary situations, and write a series of commands to produce a variety of outcomes when using controllable toys. They have good knowledge of the use of control in everyday life. Year 1 pupils have produced some pleasing art work in the style of Mondrian, using an art package. Pupils can access the Internet with help and can send an e-mail.

122. Both teachers now plan a specific weekly lesson in information technology and the quality of teaching is good. This results in good quality learning, where pupils are interested and concentrate well, and make good progress in developing their knowledge, understanding and skills. In Class 1, pupils learn how to change fonts and in a Class 2 lesson they wrote a sequence of instructions to control a programmable toy. Teachers are competent within the range of software allocated to their class and at a personal level and computers are well used. This ensures that pupils receive sufficient time and a full range of activities to build systematically on what they have previously learned. When pupils are working on computers, teachers show good awareness and intervene appropriately.
123. Management of the subject is good. The co-ordinator has set clear targets and has reviewed the schemes of work in line with new national guidance. She is skilled and knowledgeable and gives clear educational direction for the subject. She offers good support to colleagues and has ensured appropriate training. Planning now has a clear structure and builds systematically on skills learnt. This was a weakness in the last report. Clear assessment systems are now in place. Resources are below average in terms of the computer ratio and about half the systems are old. The school does not have access to a scanner or a digital camera, with which to fully exploit the new computers and support more fully work across the whole curriculum.

MUSIC

124. It was not possible to see sufficient music during the inspection for a report to be made on the subject.

PHYSICAL EDUCATION

125. **By the end of Key Stage 1, pupils' attainment is overall in line with expectations for pupils of the appropriate age and pupils make satisfactory progress.**
126. By the age of seven, in the two indoor lessons seen, pupils planned and performed simple skills with safety, and controlled the linking of actions. They made simple judgements and were able to discuss what they and others had done. They used the very limited space well, and changed direction and moved at a level appropriate to their age. They sustained activity over the duration of the lesson and knew about the effect of exercise on their bodies. In Class 1, pupils concentrated on movement and explored a range of balances. In Class 2, they explored different ways of performing basic actions of travelling on the floor.
127. The quality of teaching and learning are good. This shows an improvement since the

last inspection. Both teachers plan their lessons well for pupils to make best use of a very restricted space, which limits the range of movements achievable. They need to exercise good management and control of the class in order for pupils to perform safely, and for all, including pupils with special educational needs and the higher attainers, to make progress. Teachers start physical education lessons promptly and in a well-organised manner. Warm-up activities are appropriate and interest the pupils, who work at a good pace. Teachers show secure knowledge of the subject in the instructions and demonstrations that they give and these factors, along with their use of pupils to demonstrate, help to ensure that the pupils understand what they are doing and acquire new skills.

128. Pupils respond well in lessons and show good attitudes. They behave sensibly and safely. They all change quickly into appropriate kit and enjoy physical activity. They take part enthusiastically in physical activities and co-operate well in pairs.
129. Management of the subject is sound and resources are adequate. The indoor accommodation remains restricted, but teachers make good use of the space. Since the last inspection, an area of artificial turf on the playground has improved the outside facilities. The leisure centre is no longer used and swimming lessons no longer take place.

RELIGIOUS EDUCATION

130. Only one lesson was observed during the inspection. Evidence is based on this lesson and a scrutiny of previous work, discussions with the co-ordinator and staff.
131. **By the age of seven pupils' standards of attainment are above the expectations of the agreed syllabus. Pupils make good progress. This shows an improvement since the last inspection, when standards were found to be average.**
132. By the end of the key stage, pupils know special days in the Christian calendar and describe how they are celebrated. They know some of the words and names that refer to religious people, places, objects and events, and can retell some Biblical stories from the Old and New Testaments. They have an understanding of the similarities and differences between different religions and describe the festivals of Diwali and Hanukah. They know that the Qur'an is the Muslim sacred book and know the Hindu story of Rama and Sita. Pupils are able to express their ideas and feelings about the world in which they live, including their views on "right and wrong".
133. In the lesson observed, teaching was good. The teacher had chosen a good story, "Sammy Spider", to tell the pupils about Shabbat and how Jewish people prepare for the celebration. She made good use of resources associated with the celebration. Other evidence indicates that teachers have good knowledge and understanding of the subject and pupils produce a good range and good standard of work. Work is soundly planned against the authority's guidelines. Pupils make good progress throughout the key stage in developing their religious knowledge and understanding.
134. The subject is well managed. The co-ordinator gives clear educational direction for the subject and has built up resources since the last inspection. The school makes good use of visits and visitors within the Christian churches, but has not made any links with other faiths.

