

INSPECTION REPORT

KIRKBY WOODHOUSE PRIMARY SCHOOL

Kirkby in Ashfield

LEA area: Nottinghamshire

Unique reference number: 122403

Headteacher: Mr D Kilborn

Reporting inspector: Mr G R Sims
28899

Dates of inspection: 14th – 17th January 2002

Inspection number: 195717

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:	3 – 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T W Jones (Wyn)
Date of previous inspection:	17 th March 1997

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28899	Mr G R Sims	Registered inspector	Information and communication technology	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31729	Mr B Harrington	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?
10911	Mrs C A Deloughry	Team inspector	Design and technology History Music Equal opportunities Special educational needs	
18027	Mrs S Mawer	Team inspector	Mathematics Art and design Geography	
7983	Mr I Johnston	Team inspector	English Religious education English as an additional language	How good are the curricular and other opportunities offered to pupils?
12997	Mrs C Cheong	Team inspector	Foundation Stage Science Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Kirkby Woodhouse, to the south of Mansfield in Nottinghamshire. At present, there are 307 boys and girls on roll between the ages of 4 and 11, with a further 46 part-time children who attend the school's Nursery. It is larger than most primary schools. The school is popular and draws a number of pupils from outside its immediate catchment area. Pupils come from a wide range of backgrounds, but the overall socio-economic circumstances of the area are below average. Very few pupils come from minority ethnic backgrounds and only one pupil has English as an additional language. No pupils are at an early stage of English language acquisition. These figures are below the national average. Around 12% of pupils either join or leave the school other than at the normal time. This is similar to the national average. Around 20% of the pupils are known to be eligible for free school meals, which is just above average. A third of the pupils have been identified as having special educational needs, which is above average. Two pupils have statements of special educational need. The special needs cover a wide spectrum of learning, emotional and behavioural difficulties. The attainment of children when they start school is generally below average. Since the last inspection, various improvements have been made to the school's accommodation.

HOW GOOD THE SCHOOL IS

Kirkby Woodhouse Primary School is a good school, with some excellent features. Under the energetic, enthusiastic and charismatic leadership of the headteacher and his two deputies, the school is outstandingly successful in the way it caters for the overall personal development of all pupils through its range of extra-curricular activities, visits, residential activities and involvement in the community. Most pupils start school with below average skills but, although standards in English are still below average when they leave, the pupils achieve above average standards in many subjects because of the depth of the curriculum and the interesting learning activities provided for them by the teachers. The overall quality of the teaching is good, and there is a significant amount of very good and some outstanding teaching. This school is a very happy, welcoming and friendly place, where both pupils and staff express an open and unassuming joy in all that they do. The school provides very good value for money.

What the school does well

- The provision for all aspects of pupils' personal development is excellent. The result is seen in the very positive attitudes and very good standards of behaviour of the great majority of pupils and the excellent personal relationships which permeate the school.
- Overall, pupils make good progress in their learning, achieving above average standards in a number of subjects because of the richness of the learning experiences provided for them.
- The overall quality of the teaching is good, and the teaching for pupils in the Reception class and the two classes in Year 6 is outstanding.
- The quality and range of learning opportunities provided by the school is very good, and the commitment to providing a broad range of extra-curricular activities, residential activities and educational visits is outstanding.
- The headteacher and his two deputies provide very good leadership. Their commitment, enthusiasm and energy are infectious and imbue the school with a sense of vitality and excitement.
- The staff make this school into a very happy place where learning is fun and life is to be enjoyed. The pupils' response, their openness and friendliness confirm that this is so.

What could be improved

- The standards pupils achieve in English, particularly in writing.
- Standards in mathematics and science at Key Stage 1.
- The provision of library facilities.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not only maintained the strengths noted in its last inspection in March 1997, but has also instigated a good range of improvements which have made the school better than it was. The school responded well to the key issues from the previous inspection. The school has not only tackled the identified weaknesses in its procedures for development planning, but there has been, and still is, a clear commitment from the leadership of the school to improving all aspects of school life. Assessment procedures have improved. The school now analyses its performance data and tracks the progress of its pupils very carefully. Procedures for assessing pupils' attainment in subjects other than English, mathematics and science could still be improved. The senior management team monitors all aspects of the work of the school effectively and has a good understanding of the school's strengths and weaknesses. More responsibility could be given to subject coordinators to monitor teaching and learning within their own areas. The quality of the teaching is better than it was and the school's procedures for improving the quality of teaching and learning, introduction of new initiatives and training opportunities are helping teachers to reflect more carefully about their own practice. Improvements have been made to the school's accommodation and active pursuit of additional funding has resulted in significant enhancements to the school's external facilities which are also used to benefit the local community. Although results in 2001 were not as good as in 2000, the school's results have improved markedly since the last inspection, at a faster rate than the national trend.

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			similar schools	Key	
	all schools					
	1999	2000	2001	2001	Very high	A*
English	D	D	E	E	Well above average	A
Mathematics	C	C	C	B	Above average	B
					Average	C
Science	D	C	D	C	Below average	D
					Well below average	E
					Very low	E*

In 2001, the school's results at the end of Key Stage 2 were well below the national average in English, below average in science and average in mathematics. The results were more favourable when compared to those of similar schools. Even with the poorer performance in 2001 compared to 2000, the school's results are much higher now than they were at the time of the last inspection. The cohort of pupils in Year 6 in 2001 contained a much larger proportion of pupils with special educational needs than normal, which largely accounts for an apparent decline in standards. The school received an achievement award in 2000, as standards were improving at a much faster rate than the national trend. In 2001, the school's results at the end of Key Stage 1 were below average in reading and well below average in writing and mathematics. The inspection findings show that pupils currently in Year 6 are achieving average standards in mathematics and science and that, although still below average, standards in English are improving. Standards are below average in English and mathematics at the end of Key Stage 1, but they are improving in English. The school is keeping a very careful track of pupils' progress, is now setting itself more challenging, but nevertheless realistic, targets and is working hard to achieve them.

The table of results does not give true justice to the standards achieved by the school and the progress made by the pupils. The overall level of attainment when children join the school is below average. Because of its excellent provision for pupils' personal development and its reputation for catering well for pupils with special educational needs, the school attracts an above average

proportion of pupils who experience difficulties with their learning. Some year groups contain a much higher proportion of such pupils than others and this affects overall standards. Children in the Nursery and Reception make very good progress, and those who are currently in the Reception are on course to achieve the standards expected of children before they start Year 1. However, a new group of children will join the Reception class in the summer term and will have had far less opportunity to make progress than their older counterparts. This results in considerable differences in standards, which are very evident in Year 1, where the older pupils are much further ahead than the younger ones. This breadth of experience has a significant impact on the results at the end of Year 2, despite the planning and additional support provided by the school.

The school recognises that there is still work to be done on raising standards in English, but a clearer picture of pupils' overall progress emerges when looking at their achievements across the whole range of the curriculum. By the end of Key Stage 1, pupils achieve average standards in all other subjects and above average standards in design and technology and music. By the time they leave school, pupils achieve above average standards in art and design, design and technology, history, music, physical education and religious education, and average standards in geography. Although standards are below average in information and communication technology, they have been improving rapidly since the school's facilities have improved. Pupils in Year 4, for example, are already reaching the standards expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes towards the school. They enjoy their lessons and speak with great enthusiasm about the many activities that are provided for them, especially their residential visits.
Behaviour, in and out of classrooms	Very good. The great majority of the pupils behave very well, both within lessons and around the school. Pupils are polite, courteous and friendly, and there is no evidence of disruptive, anti-social or oppressive behaviour of any kind. A small number of pupils have behavioural difficulties, but staff deal with these well, and other pupils have sufficient maturity not to be influenced.
Personal development and relationships	Excellent. Relationships with the staff and amongst pupils is excellent. They respond very positively to any duties they are given, and carry them out with maturity and responsibility. Pupils are confident, friendly and sociable. They have a good sense of self-esteem and respect the views of others.
Attendance	Satisfactory. Although the level of attendance last year was well below the national average, much of the absence was due to illness amongst the younger pupils. Attendance this year has improved, and the attendance of pupils in Years 5 and 6 is excellent, demonstrating their commitment to and enjoyment of school.

TEACHING AND LEARNING

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

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

The overall quality of the teaching is good and, as a result, pupils make good progress in their learning. The quality of the teaching for pupils in the Reception and the two classes in Year 6 is

outstanding, and pupils make very good progress in these classes. All of the teachers demonstrate great commitment to their work and strive to create a high-quality learning environment for the pupils. The quality of display and the featured areas of interest in many of the classrooms are outstanding and reflect the breadth of learning experiences and interest provided for pupils. The school caters well for pupils of all abilities. More able pupils are provided with sufficient challenge to enable them to achieve above expectations in their National Curriculum tests, whilst lower-attainers and pupils with special educational needs are given good quality support to help them make good progress towards the targets which are outlined in their individual education plans. Children in the Nursery receive a very good introduction to their schooling and join the Reception class with positive attitudes to school. Here, they enter a stimulating, imaginative and educationally rich environment, where they learn to become independent, work hard and become fully involved in their learning. Throughout the school, the range of stimulating activities provided by the teachers across the curriculum and the positive response of the pupils have a very good impact on learning. The teaching of English and mathematics is good, although pupils find it harder to concentrate on some of the more mundane and less exciting aspects of English than they do in other subjects. Numeracy skills are developed soundly through aspects of work in other subjects, but the same is not always true of pupils' literacy skills, particularly writing. Although many opportunities are provided for pupils to write about the interesting activities they are involved in, the teachers do not capitalise on these opportunities to help pupils to improve their basic skills and, too often, accept poor standards of spelling and grammar, with the result that pupils carry on making the same mistakes. The teaching of information and communication technology skills has improved and, although more use could be made of computers to promote learning in other subjects, teachers are beginning to realise the potential of new technology within their lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad curriculum and an outstanding range of other opportunities, such as extra-curricular activities, visits and residential experiences, which motivate pupils and enrich their time at school. There are excellent links with the local community.
Provision for pupils with special educational needs	Good. Provision for pupils with special educational needs is well organised. Individual educational plans are carefully targeted to meet the needs of the pupils and enable them to make good progress. Parents are kept very well informed of their children's progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	An outstanding feature of the school. The attention given to pupils' social and moral development imbues every aspect of school life. The way pupils are taught important core values, respect for all people, insights into their own and other people's cultures, and the importance of appreciating all that life has to offer, promotes rich spiritual development.
How well the school cares for its pupils	This is a very caring school. The teachers are robust in the response they expect from pupils, but risks are carefully assessed and there is very good attention to pupils' health, welfare and safety. Teachers keep careful track of pupils' progress and know them very well.
How well the school works in partnership with parents	The school has a very strong and fruitful partnership with parents, who have a high regard for the school. The school keep parents very well informed about what is happening and the progress their children are making.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and his deputies provide the school with enthusiastic and charismatic leadership which puts a strong emphasis on pupils' all-round development. They set high expectations. Subject coordinators show an enthusiasm for their tasks and, generally, fulfil their roles well.
How well the governors fulfil their responsibilities	Governors fulfil their statutory obligations well. They are not only very supportive of the school, but have a clear understanding of the school's strengths and weaknesses. They maintain effective oversight of the school's development and provide good support in the development of new initiatives.
The school's evaluation of its performance	The school evaluates its own performance well. There is a good impetus for improvement, driven by the school's leaders' desire to do the best they can. All aspects of the school are monitored and evaluated regularly, although greater autonomy could be given to some subject coordinators to carry out the monitoring of teaching and learning within their subject areas.
The strategic use of resources	The school uses its resources well. Finances are managed very efficiently as is the school administration. The school pays very good attention to the principles of best value. The headteacher is very successful in obtaining additional grants which are used to improve the school's facilities.
Adequacy of staffing, accommodation and learning resources	The school has an adequate number of teaching staff, but not enough full-time support is provided in Key Stage 1. The accommodation, although cramped, and the range of learning resources available allow the curriculum to be taught effectively. Outdoors facilities are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents are very enthusiastic about almost all aspects of the school. They particularly like:</p> <ul style="list-style-type: none"> • The fact that their children enjoy school. • The quality of the teaching and the progress their children are making. • The school's links with parents and the information they receive. • The way the school is led and managed. • The excellent range of additional activities, school visits and residential experiences. 	<p>Very few parents expressed any concerns, but these included:</p> <ul style="list-style-type: none"> • The amount of work their children are given to complete at home. • The behaviour of some disruptive pupils. • The support available for children with particularly special needs.
<p>[The views of parents are based on those expressed by the 21 parents who attended the parents' meeting and the 50 parents (16%) who returned the parents' questionnaire, some of whom also added their own written comments]</p>	

The returns from the parents' questionnaire are extremely positive. Over three-quarters of the parents expressed strongly positive views on all aspects covered by the questionnaire, and only two parents expressed any negative views, these having to do with the amount of work their children have to do at home and the way the school works with parents. A few parents who attended the parents' meeting also felt that the school put too much emphasis on homework, but the inspection team felt that the school's approach to homework is good and a number of instances of appropriate homework were observed during the inspection. The team noted that the behaviour of a small number of pupils is occasionally disruptive but, overall, standards of behaviour are very good. The school cares well for pupils with special educational needs, although the circumstances

of a very small number of pupils require further intervention from outside authorities which is not always immediately forthcoming.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards are improving. They are higher now than they were at the time of the last inspection, and pupils are achieving well. After the National Curriculum results in 2000, the school's staff received a School Achievement Award, as the school's results over a three-year period were amongst the most improved in the country. The real strength of the school, however, is seen not in its National Curriculum assessment test results, but in the standards achieved by pupils in other areas of the curriculum which are better than those obtained in many schools. Under the very effective leadership of the headteacher and the dynamic drive of the deputy and assistant headteachers, considerable emphasis is given to these other aspects of the curriculum which are not measured by national tests, but which enrich pupils' learning in a wide variety of ways.
2. The inspection findings and the school's own assessments show that children's attainment when they enter the school spans a very wide ability range. Overall, however, it is below average. The Nursery plays a vital role in providing many children with their first experiences of educational play and prepares children well for entry into the Reception class. Although children make good progress in all areas of learning, and particularly good progress in their personal, social and emotional development, standards are still below average when they leave the Nursery. The picture for children in the Reception is complex. The school admits children whose birthdays fall between September and April at the start of the academic year. These children have the benefit of a whole year in the Reception class. The teaching in the Reception class is outstanding and provides the children with rich, imaginative and stimulating learning experiences which enable them to make rapid progress in all areas of learning and significant strides in their ability to work independently. The children who had the benefit of this excellent teaching last year achieved the standards outlined in the Early Learning Goals¹ by the time they started Year 1, and pupils currently in the Reception class look set to emulate these achievements. Such good progress has not always been the case, and previous year groups did not have the benefit of such exceptional teaching. Children whose birthdays fall between April and August are admitted to the Reception class in the summer term and, therefore, only have the benefit of one term's schooling before starting Key Stage 1. These children entered Year 1 with standards which were still below those expected for their age, despite making satisfactory progress during their one term in the Reception. The differences in provision for Reception-aged children, which arise because of the school's admissions policy, are, therefore, quite marked and are reflected in the very different standards displayed by pupils who are now in the two classes in Year 1.
3. In the National Curriculum assessment tests at the end of Key Stage 1² for the year 2001, the school's results were below the national average in reading and well below average in writing

¹ The Early Learning Goals are a set of standards which it is expected that most children will achieve by the end of the Foundation Stage. They are set out into six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development.

² The words 'Key Stage' refer to the different stages of learning in schools. Children start school in the Foundation Stage, which caters for children aged 3 to 5 and generally refers to children who are in the Nursery, Reception or Early Years classes. Key Stage 1 is the first stage of compulsory primary education. It caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2. Key Stage 1 is also frequently synonymous with the term Infants. Key Stage 2 is the second stage of primary education. It caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6. Key Stage 2 is also frequently synonymous with the term Juniors. At the age of 11, pupils start Key Stage 3, which marks the beginning of their secondary education.

and mathematics. When compared to the results of schools in similar contexts³, they were average in reading, below average in writing, and well below average in mathematics. Around 85% of the pupils achieved the national expectation of Level 2 in all three areas, and a quarter achieved the higher Level 3 in reading. A much smaller percentage achieved the higher level in writing and mathematics. Since the last inspection, there has been considerable fluctuation in the school's results, but the overall trend in reading and writing is one of improvement, at a faster rate than the national trend. In 2000, the results were above the national average in reading and writing. The lower results in 2001 reflect the fact that this year group contained a greater percentage of pupils with special educational needs, but the results were still higher than those obtained at the time of the last inspection. The picture in mathematics is not quite as positive, as standards in 2001 were lower than those pertaining at the time of the last inspection. The inspection findings show that the standards of attainment at the end of Key Stage 1 are currently below average in English and mathematics, reflecting the fact that almost half of the pupils in the current Year 2 are on the school's register for special educational needs. Pupils in Year 1, who have benefited from the very good preparation during their year in the Reception class, are achieving standards which are higher in relative terms than those achieved in Year 2.

4. At the end of Key Stage 2, the National Curriculum assessment test results in 2001 were very close to the national average in mathematics, just below average in science and well below average in English. When compared to schools in similar contexts, the results were well below average in English, average in science and above average in mathematics. When compared to the results these pupils achieved in 1997 at the end of Key Stage 1, pupils made appropriate progress through Key Stage 2 in mathematics and good progress in science. The results in English indicated a slower rate of progress than that which is expected. English is certainly the weakest subject at Key Stage 2, and only just over half of the pupils achieved the nationally expected Level 4, although a quarter of the pupils also achieved the higher Level 5. The picture in mathematics is much healthier, with almost three-quarters reaching the national expectation and a quarter achieving the higher Level 5. In science, almost nine out of ten pupils achieved the national expectation, and a third achieved the higher level. These results mask the fact that the school's results have improved significantly since the last inspection in all three subjects at a faster rate than the national trend. In all three subjects, standards are significantly higher now, than they were at the time of the last inspection. The inspection findings show that these improvements are continuing and that pupils are achieving average standards in mathematics and science, although standards in English are still below average.
5. The school is very aware of the standards it achieves and keeps a careful track of pupils' progress in English, mathematics and science. All staff are involved in setting targets for each pupil, and progress towards these targets is monitored carefully. The overall targets for literacy and numeracy, which are agreed with the local education authority, are also reviewed regularly and the school endeavours to set targets which are not simply a reflection of pupils' predicted grades, but which represent a degree of challenge. Although past targets appear to have been somewhat low, they have been appropriate within the school's context, and the school has been successful in meeting its targets. The assessment coordinator analyses the school's results and pupils' performance very carefully, gaining a clear picture of what pupils need to do to improve, and staff are involved in devising appropriate action to enable the pupils to improve.

³ The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 1) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

6. Although there is little difference in the results achieved by boys and girls at the end of Key Stage 1, there are marked differences at the end of Key Stage 2, with girls performing much better than boys over the last three years, particularly in English. The school analyses its results by gender, but has yet to find logical explanations for these differences. Nothing was observed during the inspection to indicate that boys are treated any less favourably than girls or to suggest why these differences exist. Pupils with special educational needs make good progress in all areas of the curriculum. Teachers and classroom assistants work very effectively with the pupils, usually in small groups, often enabling them to share the same tasks as their classmates. This is having a positive effect on their progress and achievement. The school only has one pupil with English as an additional language, but positive encouragement from home and good support from school has ensured not only very good overall progress, but happy and successful integration into all other aspects of school life.
7. Although standards in English are lower than in most other subjects and, overall, are below average throughout the school, the inspection findings reveal an improving picture, and some significant strengths. In speaking, for example, many pupils perform at levels which are above those expected for their age. This is the result of the many opportunities which the school gives to develop speaking skills through drama and discussion, and also reflects the very good relationships which exist between staff and pupils which encourage pupils to speak. Given the fact that many pupils start school with poorly developed speaking skills, progress in this aspect of learning is particularly good throughout the school. Most pupils listen well, but many have difficulty in remembering, except when the topic is particularly interesting. This is an obstacle to their learning, particularly where the subject matter lacks excitement, and is a factor which inhibits pupils' progress in some of the more mechanical aspects of writing which, for many, is their Achilles' heel.
8. Although standards of writing are much improved at both key stages, they are still not high enough. Teachers place great emphasis on handwriting skills, spelling and punctuation through their teaching during the literacy hour, and there are examples throughout the school of well-constructed and imaginative pieces of writing. But the good input provided by the teachers is not followed through consistently when pupils produce writing in other contexts. Because they find it hard to retain the mechanical aspects of writing, the standards of spelling and punctuation are frequently poor and, often, simple mistakes are repeated again and again. Teachers rarely correct pupils' written English when it is produced within the context of other subjects, with the effect that pupils' incorrect assumptions are reinforced. There are many good opportunities for pupils to write, and many stimulating experiences are provided to form the basis for their writing, but rigour in marking pupils' work and acceptance of only the highest standards of accuracy are lacking.
9. Pupils' reading skills are generally much better than their writing skills, but still show a great deal of variation across the school. In each class, there is a significant number of pupils who are making good progress and who are reaching the expected level for their age, but there are also significant numbers, generally related to the number of pupils in the year group with special educational needs, who do not reach the expected level. Staff are aware of the issues and provide many good opportunities for pupils to improve their reading so that standards improve as pupils move through the school from below, and in some years well below, average standards to a level which is close to the national average.
10. The picture in mathematics is one of improvement, particularly at Key Stage 2, where better teaching and new initiatives have raised standards and are helping pupils to achieve well and make good progress. Pupils with special educational needs also make good progress, although they do not reach the same standard as other pupils. Progress is particularly good in Year 6 because of the outstanding teaching in the two classes in that year group. Standards have risen from well below average to average, and pupils leave the school well-equipped with good basic numeracy skills and the ability to solve mathematical problems. Although satisfactory, progress at Key Stage 1 is not as good as at Key Stage 2, and standards are still

below average. Disparity in the amount of time pupils have had in the Reception class, difficulties in the organisation and planning for pupils in Year 2, some of whom are taught in a mixed-age class with pupils from Year 3, and an inadequate number of teaching assistants to provide appropriate levels of support are all factors which affect pupils' progress.

11. Standards in science are also improving and, as in mathematics, have risen at Key Stage 2 from well below average to average. All pupils, including those with special educational needs, achieve well and make good progress. Much of the pupils' learning derives from practical work, and pupils enjoy and learn well from this style of teaching. Pupils have a sound knowledge and understanding of an appropriately wide range of scientific topics. Standards at Key Stage 1 are below average and, although pupils make satisfactory progress, the overall planning for science at this key stage lacks clear progression as pupils in Years 1 and 2 carry out identical work.
12. There has been significant improvement in the school's provision for information and communication technology since the last inspection. Pupils of all abilities are making good progress throughout the school. In this subject, the pattern of mathematics and science is reversed, as pupils at Key Stage 1 and in Years 3 and 4 achieve standards which are in line with national expectations. Although pupils in Years 5 and 6 are making good progress and are catching up the ground lost before the school was properly equipped to teach the subject, standards are still below those expected in various aspects of the curriculum. Nevertheless, pupils are rapidly acquiring key skills and, by the time they leave the school, they are confident in using essential computer programmes. There are good examples throughout the school of information and communication technology being used to reinforce learning in other subjects, but the wider use of computers and other technological aids is still an area for further development.
13. Strengths in other aspects of the curriculum are already emerging at Key Stage 1, where the work in all other subjects is of a higher standard than that achieved in English, mathematics and science. There are particular strengths in design and technology, where pupils have a good understanding of the process of designing and making and show good practical skills; in music, where pupils' performing skills are good; and in religious education, where pupils' understanding of Christianity and Judaism is enhanced through visitors to the school, visits to places of interest and informative displays within the classrooms. In art and design, geography, history and physical education standards are in line with national expectations.
14. At the end of Key Stage 2, standards in geography are similar to those found in most schools, but in many other subjects they are above average. Not only have standards risen significantly in the core subjects, but the school has managed to continue to provide a broad and stimulating curriculum which capitalises on the way pupils learn best, through interesting practical activities and experiential learning. The wide range of school trips and residential experiences offered to pupils throughout the school stimulate pupils' interests in subjects such as art, history and religious education, and act as a spur to learning. At Key Stage 2, pupils of all abilities make good progress and achieve well in all subjects. Evidence of the good work produced in art lessons is seen in some outstanding displays of pupils' work around the school, and pupils show a high degree of motivation and great pride in their work, with a genuine interest in learning about other artists. In design and technology, pupils acquire a good breadth of skills and clearly enjoy planning, carrying out and evaluating a variety of projects and show a determination to overcome problems. In history, pupils have a very clear understanding of the difference between fact, fiction and opinion and have a clear understanding of the principles of historical study. In music, pupils' ability to perform well continues to be the main strength. In physical education, the pupils learn to work well together and demonstrate a good range of skills. The very good extra-curricular provision has a significant impact on pupils' progress in physical education. Pupils' concepts of faith and religion are well developed by the time they reach Year 6, and many religious education

lessons are characterised by lively, interesting and exciting discussions which help pupils to develop understanding and sensitivity towards spiritual matters.

15. Over the last few years, the school has made significant progress in improving standards of attainment. The school is determined to get to grips with some of the organisational issues which impede learning at Key Stage 1, and is well aware of the ongoing problems many pupils experience with writing. Overall, however, the school adds significant value to pupils' learning, and pupils leave at the end of Year 6 with a good range of basic skills and, importantly, an interest in and enthusiasm for learning.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to school are very good. They are generally keen to come to school and are enthusiastic learners. Most pupils involve themselves in the wide range of activities that the school provides at lunchtime and after school. They are attentive in assemblies and show due respect during prayers and when others are speaking. They are eager to demonstrate what they can do and enjoy participating in role-play and formal presentations. Older pupils are sufficiently confident to share their learning experiences with visitors. For example, during a drama lesson shared with some secondary school staff and pupils, pupils working in small groups involved teachers and visitors in their development of Physical Theatre presentations. All adults in school take great effort in promoting positive attitudes among pupils, and this encouragement has raised pupils' self-esteem and confidence to significantly high levels which are beginning to be acknowledged as the norm. Almost all parents agree that their children enjoy school.
17. Pupils' behaviour in and around the school is very good, and the school is often commended for the very good behaviour of pupils undertaking visits. In some classes, there are a few pupils who have difficulty in managing their own behaviour, but teachers and other adults have developed good strategies for dealing with any outbursts, so that their impact is minimised. Most pupils are sufficiently mature to disregard any poor behaviour that occurs within their class. On a very small number of occasions, the behaviour of a few pupils interferes with the learning of the rest of the class. There is no evidence of any bullying, sexism or racism in school, and parents are pleased with the good standards of behaviour. The school has never had the need to exclude pupils.
18. The personal development of all pupils and their relationships with adults and amongst themselves is excellent, and this is a fulfilment of one of the aims of the school. In some classes, registration time is used very effectively for promoting good attitudes, with pupils showing special consideration for their teachers through the thoughtful responses they provide. Pupils throughout the school are respectful of the opinions and views of others and spontaneously applaud the good work of their classmates. This mutual respect extends beyond the classroom, and pupils present themselves to the larger community as helpful and polite. Older pupils respond very well to the very high expectations of their teachers by demonstrating a commitment to learning, by helping in the day-to-day running of the school through the organising of younger pupils, and by adopting the values that the school promotes as their own. Almost all parents agree that the school is helping their children to become mature and responsible. Pupils with special educational needs are totally included in all school and classroom activities. They form very good relationships and participate fully in performances, such as class assemblies.
19. The team of adults who work with the children in the Foundation Stage develops children's attitudes, behaviour and relationships very well. They help the children to develop very positive attitudes to their work. Through areas of the curriculum, such as in physical education where they work with a large parachute, the teacher stresses the importance of working together to achieve group goals as well as individual achievements. Behaviour is generally very good, again helped by the strong input of all the staff. Through their planned and incidental

discussions with children, staff reinforce child-to-child relationships while being good role models themselves through their calm and friendly manner. In both classes, there is a happy orderly atmosphere, in which children feel secure.

20. Attendance is satisfactory. During recent years, the rate of attendance has been broadly in line with the national average, but deteriorated last year to below the national average. This was generally due to sickness among younger children and family holidays being taken during term time. The school's strict monitoring and promotion of good attendance has resulted in improved rates for the current school year. The weekly attendance of individual classes regularly exceeds 95%, and the attendance of pupils in Years 5 and 6 often exceeds 98%, which further demonstrates their commitment to the school and its values.

HOW WELL ARE PUPILS TAUGHT?

21. The overall quality of the teaching is good, as a result of which, pupils make good progress in their learning. Parents feel very strongly that their children are being taught well, and the inspection evidence endorses this perception. Four out of five of the lessons observed during the inspection were good or better, and a third were very good or better. There was no unsatisfactory teaching. The teaching is strongest in the two classes in Year 6 and in the Reception. In Year 6, the dynamism and enthusiasm of the two teachers and their very high expectations enthuse the pupils and frequently result in very good progress in pupils' learning. The quality of the teaching in the Reception is outstanding. The learning environment is stimulating, the planning is meticulous and detailed, and the range of activities provided is first-class. The children who work in this environment for a year make exceptionally good progress. The teaching throughout the rest of the school is good although, overall, it is slightly more effective at Key Stage 2 than at Key Stage 1 for a variety of organisational reasons. The pupils' positive attitudes to school and to their work in most lessons complement the teaching and result in good learning. There is plenty to challenge the more able pupils and careful consideration is given to those with special educational needs so that, overall, all pupils make good progress in their learning.
22. The quality of the teaching has improved since the last inspection. Although the previous inspection judged teaching to be good, the weaknesses mentioned in the report have been rectified, and other evidence, such as the significant improvement in standards of attainment at Key Stage 2 and in English at Key Stage 1, indicate that the teaching is much more rigorous than it was. All of the positive aspects noted in the last inspection, such as the teachers' subject knowledge, questioning techniques, relationships between teachers and pupils and the use of resources and support staff, have been maintained. Introductions to some lessons were criticised for being too long; this is no longer the case, as all teachers strike a good balance between whole-class teaching, group and individual work. Teachers no longer rely heavily on commercially produced worksheets, with the result that the work provided for pupils is generally more challenging than before. Teachers are conscious of the needs of more able pupils, who now receive sufficient challenge in most lessons and in most parts of the school. Procedures for assessment have improved, and staff have a clear idea through assessment of the progress their pupils are making. The school, as a whole, is conscious of the need to seek improvements wherever possible. There is a regular programme to monitor the quality of teaching in the core subjects. Most of these observations are carried out by the headteacher, who is experienced in such work through his involvement with school inspections. Feedback is given to teachers after lesson observations and areas of development are used to inform the school improvement and training plans. This expertise and the responsibility for monitoring the teaching in different subjects needs to be shared out amongst other staff in order to broaden teachers' perceptions and bring even further improvements to the quality of teaching. Many of the staff have joined the school since the last inspection, but their induction has been carried out well, and many good lessons were observed being taught by relatively new and inexperienced teachers. The school's teaching

and learning policy is reviewed regularly and provides good guidance for staff. The teachers are committed and very hard-working, and are prepared to take on board new initiatives.

23. The overall quality of teaching in English and mathematics is good. The school has implemented the National Literacy and Numeracy Strategies effectively, and the teaching methods advocated have had a positive impact on pupils' learning. Within English lessons, the skills of reading and writing are taught well, but pupils' writing skills are not consolidated as effectively as they could be through written work produced for other subjects. The teachers provide many opportunities for pupils to write, some of them inspired by the very good range of visits and activities which the school provides for pupils. However, when teachers mark pupils' work, little attention is paid to the quality and accuracy of pupils' written English, with the result that pupils are unaware of their frequent spelling and punctuation errors. This is a major factor accounting for the below average standards in writing, and a more consistent approach to the development of pupils' writing skills needs to be established across the curriculum. In contrast, some of the written work produced in English lessons shows that pupils are capable of producing good quality writing when the teacher helps them to focus their minds on the task. Various booster sessions are provided to give additional help to pupils who are struggling in English, and these are proving effective.
24. Well-paced mental mathematics sessions at the start of each lesson have helped pupils to improve their ability to carry out calculations quickly and accurately in their head. Indeed, many pupils enjoy the challenge of these sessions, and older pupils seek to extend their mental agility by learning beyond their ten-times table. One pupil was being tested by the headteacher on her 35-times table! Careful analysis of previous test results has identified those aspects which pupils undertake less successfully than others, and extra attention is given to these aspects. Pupils' numeracy skills are developed effectively through other subjects, particularly in science, although some opportunities are missed to link pupils' work in mathematics with units of work in information and communication technology. Basic skills in other subjects are generally taught well, such as skills of historical enquiry or the ability to make different artefacts in design and technology. There has been a significant improvement in the teaching of information technology skills and, although not yet at the expected level, most pupils leave the school with the ability and confidence to use a range of computer programs. Good attention is given to the development of pupils' speaking skills, with the result that pupils have the confidence and the desire to participate in discussion in all subjects and are not afraid to air their views.
25. There are no subjects in which the teaching is weak. The teaching of information and communication technology has improved significantly since the last inspection. Better resources and clearer guidance for planning have led to increased confidence and a marked improvement in pupils' information technology skills. Good use is made of the sessions timetabled in the school's computer suite, and some teachers extend the learning which is started in these lessons by giving pupils the opportunity to consolidate their learning or finish work on the classroom computer, by retrieving files saved on the central server. At Key Stage 1, the teaching is satisfactory in mathematics, science and physical education, and in all other subjects it is good. Various organisational aspects have an adverse impact on the overall effectiveness of the teaching at Key Stage 1. Pupils enter Year 1 with widely differing experiences from their time in the Reception and the two-year planning cycle which operates in subjects such as science does not always cater adequately for all ability levels. A further complication is the fact that, whilst most pupils in Year 2 are taught together in one class, a number are taught together with pupils from Year 3. The planning in these two classes is not coordinated and some of the work for the pupils in the mixed-age class is not always appropriate to their needs. At Key Stage 2, the teaching is good in all subjects.
26. The overall quality of the teaching for children in the Foundation Stage is very good, with particular strength in the teaching in the Reception class. Some very good and some excellent teaching was observed during the inspection. Teachers' planning is very good. Their

management of learners is very good, with excellent management seen in the Reception class. Teachers' subject knowledge is very good. Play and active learning are used very well to promote children's learning and understanding and these methods are very appropriate for children in this age group. Teachers and teaching assistants collaborate well. Teaching assistants make a valuable contribution to the children's learning and the smooth running of the classrooms. They receive clear guidance from the teachers so that they understand the reason for an activity and how to challenge children further.

27. The school works hard to meet the needs of all pupils. The system of grouping pupils by ability for mathematics in Key Stage 2 is generally successful, in that it helps teachers to target their teaching more closely to pupils' needs. The grouping arrangements are not so successful at Key Stage 1, where some pupils in Year 2 are taught together with pupils from Year 3. Much improved procedures for tracking pupils' progress enable teachers to identify pupils who need additional support, and individual targets are set for pupils to help them to be aware of what they need to do next to improve. Teaching assistants fulfil their roles well, but not enough assistance is available in Key Stage 1 and this makes it difficult for teachers to meet the needs of all pupils all of the time. Planning in some subjects at Key Stage 1 revolves around a two-year cycle in order to cater for mixed-age classes but, in some subjects, such as science and information and communication technology, the cycle does not necessarily ensure systematic development of pupils' skills. The school has dealt effectively with the criticism in the previous report that it did not cater for the more able pupils. There is now plenty to challenge the more able, and the percentage of pupils achieving higher grades in their National Curriculum tests shows that they are reaching appropriate standards for their abilities. The teaching of pupils with special educational needs is good, and often very good. Teachers plan work to match the targets on the pupils' individual education plans well. Classroom support staff work closely with the teachers, enabling the special needs pupils to make good progress. On some occasions, however, they provide too much help and do not provide enough time for the pupils to think for themselves and learn from their errors. Good support is provided for the occasional pupil joining the school with English as an additional language, and the care provided by the school enables them to become well-integrated members of the school community.
28. The overall quality of learning throughout the school is good. Teachers use a good range of teaching methods to help pupils maintain their concentration, and the wide variety of stimulating activities and extra-curricular opportunities generates an interest in learning. Relationships between pupils and their teachers are very good, and this helps to create a positive learning environment. Pupils are confident about making suggestions and sharing their ideas, and are secure in the knowledge that their views will be valued and respected. Discussions are often lively, with many pupils participating and eager to contribute their views. Their learning is enhanced by their positive attitudes to school and to work, and many examples were observed during the inspection of pupils engrossed in their learning tasks and making good progress. Although most pupils concentrate well in lessons, their ability to retain details means that the more mundane aspects, for example of English grammar or spelling, have to be revisited many times before pupils remember. In some classes, not enough emphasis is given to this. Although some parents feel that the school gives pupils too much work to do at home, there is no doubt that the work completed or researched at home makes a significant contribution to pupils' learning.

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

29. The quality and range of learning opportunities provided by the school is very good. The school provides a good curriculum for all its pupils, and this is enriched and enhanced by a very good range of activities, including visits and visitors as well as extra-curricular experiences which stimulate the pupils and provide them with very good opportunities for

learning. This is an improvement upon that reported at the time of the previous inspection, and all of the areas for improvement in that report have been targeted successfully.

30. The curriculum provided for children in the Foundation Stage, built around the national guidance and the suggested Early Learning Goals, is very broad and appropriately balanced, and provides children with stimulating and exciting learning opportunities. It ensures that prior attainment is built on systemically. Teachers provide a very good range of learning experiences across all the six areas of learning. Planning is very good and sometimes excellent.
31. In Key Stages 1 and 2, statutory requirements are fully met in respect of the National Curriculum and religious education. The National Literacy Strategy and National Numeracy Strategy have been successfully implemented. The school is confident with them and uses the structures effectively in planning for subjects across the curriculum. However, teachers do not consolidate the work introduced during the literacy hour during other lessons or when pupils produce written work for other subjects. Consequently, pupils' writing skills are not developed as well as they should be. All subjects are taught regularly, ensuring that pupils' learning is developed systematically. This is particularly evident in the foundation subjects where the school provides a rich curriculum and where, in several subjects, pupils are attaining higher than expected levels. All pupils, including those with special educational needs, have full access to all of the curricular provision.
32. The provision for pupils who have special educational needs is good and makes a significant contribution to the progress they make towards meeting the targets on their individual education plans. The plans are very good, with the class teachers setting the targets, supported by the coordinator and outside agencies as appropriate. The needs of pupils with statements are being fully met
33. The plans for teaching are well supported by appropriate schemes of work for each subject. These are well considered, and there are strong links across the curriculum where this enhances learning opportunities. The school makes very good provision for pupils' personal, social and health education, and staff have worked hard to provide a good quality whole-school programme which includes sex education and raising pupils' awareness of the dangers of drug abuse.
34. A real strength of the school's provision is the very good range of opportunities which it provides for the enrichment of the curriculum. Pupils have valuable opportunities throughout both key stages to experience a vast range of educational visits and activities designed to stimulate their interest. Younger pupils are taken to visit places of interest connected with their school work, such as the nearby church. Older pupils have these experiences as well. These visits include days at outdoor activity centres, short residential experiences, including time on a canal barge, and longer residential opportunities, including visits to other parts of this country and to the other side of the English Channel. These visits are full of interest and support much of what the children do in school. The programmes of activity are carefully planned and include opportunities for social development as well as educational items of interest. The pupils talk animatedly and excitedly about these trips which have had an obviously beneficial impact upon their learning. Further enrichment is provided by visitors to the school, to support specific topic work or to provide expert teaching in subjects like drama and music.
35. The school's links with its community are excellent. This aspect is considered important enough to have a member of staff responsible for publicity and promotion. The links range from holiday activities for the pupils to fund-raising for specific targets, from help in school to supporting charities which the pupils organise for themselves. These charities include the ongoing sponsorship of several children in Africa. Very strong two-way links have been established with nearby secondary schools who provide expert teachers and technical

support for some activities and join with this school for discussions about standards of work and expectations of pupils' attainment.

36. The school has very good facilities for outdoor games. Apart from the school's own wide range of sporting clubs, the floodlit play areas are made available to the community in the evenings. This provision is very much appreciated by the neighbouring parents, pupils and friends. At lunchtimes and after school, many teachers run sports clubs for the pupils, and there are also effective links with professional clubs. There are regular opportunities for pupils to join groups for recorders, choir, chess club and the like. These are all of a high standard and it is evidence of the teachers' commitment to these activities that they are so well supported and that the attainment of pupils is so high. A significant feature of the school's work is the high-quality presentation of musical productions involving so many pupils. These are widely acclaimed and highly thought of by parents.
37. The school's provision for pupils' personal development is excellent and is better than at the time of the last inspection. The school thinks carefully and works very hard at this aspect of school life and is extremely successful. The excellent provision for pupils' spiritual, social and moral development and the very good provision for their cultural development help form the school into a vibrant, but thoughtful and caring community, in which pupils are able to grow and develop into caring, thoughtful and friendly citizens.
38. The excellent provision for pupils' spiritual development is evident throughout the school. It is strongly fostered through religious education and collective worship. Well thought-through, well-structured acts of collective worship give pupils excellent opportunities to contribute and reflect on a very wide range of issues. This supports pupils' spiritual development by encouraging pupils to share their thought and ideas and respect the views of others. In acts of worship and class assemblies, issues such as world peace are considered. In a weekly house assembly, pupils from all different age groups come together to consider subjects such as the making of promises. Pupils are helped to an understanding of themselves and their place in the world through challenges on the residential visits and by visits to local places of worship such as a church, Hindu temple and a pilgrimage to Southwell Minster. Many class lessons also have a spiritual dimension, from religious education lessons where pupils in Year 6 express their feelings and aspirations for the world to pupils' sense of awe and wonder in Year 1 at the feel of a guinea-pig's fur. The way the teachers listen to the pupils, value their ideas and celebrate their successes is another excellent feature of the school's work that promotes spirituality. An outstanding assembly, which incorporated songs, poetry and reflections written by the pupils in Year 6, and a drama depicting the story of the Good Samaritan in a modern idiom, which was performed quite exquisitely by the whole class, transcended the normality of school life, gave pause for thought to all who were present, and, in a wonderful conclusion of a dance performed as a prayer, epitomised the added dimension which makes the school such a special place for pupils, staff and the local community.
39. The school makes excellent provision for the moral development of pupils. Issues such as 'Why we should not make promises unless we mean to keep them' are tackled in assembly. Opportunities to consider real moral dilemmas were observed, such as the version of the Good Samaritan acted out in the class assembly in which the injured man was helped by a 'punk rocker'. Pupils have a clear understanding of the difference between right and wrong. Schools rules and expectations are generally adhered to very well. Pupils are helped towards an understanding of the rules by a strong positive behavioural management policy and consistent practice by the staff. Relationships throughout the school are excellent. Pupils are welcomed into classrooms and they come into school with happy and positive attitudes to their time there. Teachers are thoughtful and consistent about the routines, organisation and management of pupils, and this helps them to know exactly what they should do and the way they should behave.

40. The school's provision for pupils' social development is excellent. There are myriad opportunities given to pupils to develop their social skills. Pupils of all age groups collaborate in lessons such as music, where they play together in assemblies, in science and in physical education. All pupils take part in trips and residential visits, and many organise and contribute to fund-raising activities. An example of this was the fund-raising for the Blue Peter appeal which was entirely organised and run by two girls in Year 5. All staff provide good models for pupils on which to base their own behaviour and relationships. There are excellent opportunities for pupils to learn social conventions through contact with visitors. Pupils' social development is also promoted strongly through the responsibility older pupils assume for supporting younger children. A good example can be seen at times for house assemblies, when older pupils go to collect the younger ones from their classrooms and ensure that they return to the correct part of the building.
41. Provision for pupils' cultural development is very good. The school strives hard to establish a community where pupils can learn about their own local culture and the culture and traditions of others. The school's ethos of inclusion is very strong, and this has a very positive impact on the life of the school. Pupils learn about cultural festivals, such as Diwali, in religious education lessons, and the visit of a Jewish lady gave pupils an insight into Shabbat and the mezuzah. They also learn about other cultures in geography. The very strong emphasis the school places on raising money for worthwhile causes also promotes pupils' cultural understanding very well; for example, for Christian Aid, with consideration of the abolition of third world debt. Less strong is the amount of non-European art and music, which is small.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has very good procedures in place to ensure the health, safety and welfare of all pupils. The headteacher is nominated to deal with any child protection concerns and has received recent training in this, details of which he has shared with his staff. He is supported in this role by the deputy headteacher and the coordinator for special educational needs. A termly risk assessment of the premises is undertaken by governors and presented to the governing body. Any hazards identified are monitored until resolved. A daily check provides the site manager with prioritised tasks. Formal risk assessments are undertaken in advance of all visits undertaken by pupils, and the findings are shared with supervising staff.
43. Almost all teachers, supervisors and support assistants have received recent training in first aid, and two have undertaken extended training. This ensures that pupils receive immediate attention when they have hurt themselves or feel unwell. The excellent relationships that exist in school and a high level of pupil supervision contribute to the formal procedures that promote pupils' well-being. The involvement of many outside agencies helps to ensure the suitability of health and safety procedures.
44. The school is extremely effective in the educational and personal support that it provides for all pupils. There are effective procedures in place for monitoring attendance, the findings of which are used to celebrate the good attendance of individuals and classes. Registration is carried out efficiently and politely. The school has very well developed procedures for monitoring and promoting good behaviour and for the elimination of all forms of oppressive behaviour. Where appropriate, these procedures are supported by class rules which are understood and observed by all pupils. Teachers are adept at managing those few pupils who have difficulty in managing their own behaviour. Teachers' expectations of pupils reflect their knowledge and understanding of pupils' social, personal and academic development. Pupils' success in achieving individual targets is recorded, and staff recognise and reward improvements in pupils' work. Pupils are provided with positive but challenging feedback on their development which successfully encourages self-esteem. Opportunities for all older pupils to take part in residential visits help to promote self-reliance and responsibility and leads to a greater independence and a sense of self-worth.

45. Pupils with special educational needs are cared for well, and their needs are identified at an early stage. The school is revising its procedures to take into account the new Code of Practice for special educational needs. The pupils are well supported in their learning, usually within the classroom, but sometimes in small withdrawal groups for literacy or numeracy. Care is taken, however, to ensure that pupils who are withdrawn from normal lessons continue to receive access to the full National Curriculum.
46. The arrangements for assessing pupils' attainment and progress are satisfactory overall. At the last inspection, the use of assessment was a significant weakness. Several improvements have been made since then in the assessment of pupils' academic performance. Procedures are good in mathematics and satisfactory in English and science. National and other standardised tests are now used in most year groups and provide a good amount of data so that the progress pupils are making can be monitored effectively. Test scores are also carefully tracked in order to identify where additional support needs to be provided for pupils who are not doing as well as they could be. Results of tests are also analysed to identify any areas of weakness in the teaching and learning.
47. Teachers have devised a very comprehensive system of assessment for children in the Foundation Stage and carry out their initial assessments early in the year. These are then used to track children's progress against the 'Stepping Stones', the developmental stages in the curriculum for this age group. Children's attainment is then constantly updated and work is planned to ensure the correct level of challenge is given to each child. This very comprehensive and detailed system is working very well indeed.
48. Satisfactory progress has also been made in making assessment a more secure part of everyday teaching and learning and in using the information to assist with future planning. Target-setting has recently been introduced for writing and mathematics, and this is beginning to help teachers to plan their work more successfully in order to meet the needs of individual pupils. However, it is not yet clearly embedded in practice through the school. Teachers are expected to keep a record book in which they record their own assessments of pupils' progress and record evaluations of their lessons. Good practice is being shared amongst teachers, but the system is not yet being used consistently by all teachers to evaluate whether changes are needed to the planning and teaching of further lessons. This is needed to enable teachers to match the work more accurately to the wide range of ability within each year group and to help raise standards of attainment and achievement still further. Marking is generally thorough in informing pupils of what they have achieved, but comments for development are not usually linked closely enough to the targets that have been set or to the objective of the lesson to be sufficiently helpful. An area of weakness in assessment that the school has recognised is the need to find manageable systems for assessing and tracking pupils' progress successfully in the non-core subjects. Currently there are no consistent practices through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents are extremely pleased with the work of the school. All parents responding to the inspection survey believe that the school expects their children to work hard and are pleased with the progress that their children are making. They think that the teaching is good and that the school is well led and managed. All parents feel comfortable about approaching the school with questions or a problem, and all agree that the school provides an interesting range of activities outside lessons.
50. The school provides parents with very good quality information about the school and the progress of their children. Almost all parents agree that the school works closely with them and keeps them well informed about how their children are getting on. In addition to general publications, such as the school's prospectus, newsletters and the governors' annual report

to parents, parents are invited to four consultation sessions and are provided with a report on the progress of their children.

51. Parent governors provide parents with a direct link to the governing body, and parents have been consulted on the development of the homework policy and the home-school agreement. During the last year, a significant number of parents attended mathematics and writing workshops organised by the school, and a number of parents avail themselves of the school's facilities for information and communication technology.
52. Most parents involve themselves in the work that their children do at home, especially in listening to them practising their reading. A very small number of parents are unhappy about the amount of homework that their children receive, although the inspection findings show that the school makes effective use of homework. Parents are encouraged to communicate with staff, both in person and in writing, and many parents use the homework diaries to that end. A large number of parents attend assemblies and school productions in support of their children, and some help on school trips, residential visits, parties, religious services and in class. Some friends of the school make a significant contribution to pupils' learning by providing additional help for individual pupils within the classroom.
53. Links with parents and carers of children in the Foundation Stage are good. Arrangements for starting the Nursery and Reception classes are good and, as a result, most children settle in to school life quickly. The written information given to parents when their children start the Nursery is currently being updated. Information is sent out to the parents regularly, and parents are kept well informed of the curriculum that the classes are going to cover during the term. Many parents regularly assist with reading and other early learning tasks at home.
54. Links with parents whose children have special educational needs are good. Parents are kept informed, on a termly basis, of their children's progress and any alterations to the targets on their individual learning plans, so they can support them at home. Parents are very satisfied with the arrangements made for their children. Regular contact is also maintained with the educational psychologist, and an inclusion officer has recently been appointed to advise and support the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. All of the positive features regarding the school's leadership and management, which were noted at the time of the last inspection, have been maintained. The leadership and management provided by the headteacher and the deputy and assistant headteachers are very good. All three provide energetic, enthusiastic and charismatic leadership and share important convictions about the way pupils should be educated. They seek to provide pupils with enriching learning experiences, not only through the formal curriculum, but also through a very wide range of additional activities, visitors to the school, educational visits and exciting residential experiences. These additional opportunities demand a very high level of commitment, over and above normal teaching duties, but they have a significant impact on the life of the school and are greatly appreciated by parents and pupils alike. They contribute significantly to the fulfilment of the school's aims, which are fully inclusive as they seek to provide the best possible education for all pupils. The headteacher pursues every possible avenue in order to bring further improvement to the school and to enhance the school's contribution to the local community. For example, he has secured grants to provide an all-weather outdoor playing surface and floodlights for the school playing field. These facilities not only benefit pupils during the school day, but also different groups within the community after school hours. His strong conviction that no child should be disadvantaged because of their home circumstances is carried out many times in practice, as additional funds are found for any pupil unable to afford to participate in any of the school's visits or residential trips. Thus, rich learning experiences are provided for pupils who would otherwise not have access to

such opportunities. Governors, parents, staff and pupils value his energy and commitment to the school and his positive and encouraging leadership, which has created such a happy and vibrant school.

56. The headteacher receives very good support from his two deputies to whom he delegates major responsibilities for assessment and financial management amongst many other duties; they carry out their roles very well, with a similar energy and enthusiasm. Both are excellent classroom practitioners, and provide other teachers with models of good teaching practice, which have been effective in raising standards. Over recent years, the headteacher has managed a large number of staff changes well. New staff have been integrated successfully, and contribute positively to the school's ethos. All of the subject coordinators are keen and enthusiastic to fulfil their roles and have clear ideas about how their subject areas can be developed. Their roles and responsibilities are clearly defined, but the reins are not always handed over completely, so that some coordinators are not entirely sure how far they can go in exercising their leadership roles. Delegation of full responsibility to all subject coordinators and help in developing their roles could strengthen the overall leadership within the school even further. The leadership of the Foundation Stage, which is jointly managed by the two class teachers, is very good. They meet regularly, and systems are jointly devised and put into place by them both. The leadership of the Reception class teacher is particularly strong. The coordinator for special educational needs is dedicated and conscientious, she knows the pupils on the register very well and willingly provides help and support to the teachers and support assistants. The designated governor is well informed and very supportive. The school has made good progress towards the implementation of the new code of practice. The coordinator has ensured that all the staff are aware of the changes, and is providing staff with a monthly written update on new developments.
57. Governors fulfil their roles well, showing not only very good commitment to the school, but a good understanding of the school's strengths and weaknesses. They fulfil their statutory responsibilities and provide very good support for the headteacher in the pursuit of any new initiative. They appreciate the unique strengths of the school and fully support the direction given to the school by the headteacher and his deputies. Each governor has an area of interest and involvement and meets with their respective subject coordinator. The headteacher ensures that the governing body is well informed about what is happening in every area of the school, and governors also receive reports from other members of staff from time to time. Their involvement in decision-making is, therefore, well informed. The headteacher, chair and vice-chair of governors enjoy a good, productive relationship. They maintain effective oversight of the school's development and provide good support in the development of new initiatives.
58. The school's procedures for monitoring, evaluating and taking action to improve are good. Coordinators are expected to monitor and evaluate the quality of teaching and learning with their subject areas and to contribute to the school's development plan. They monitor teachers' long- and medium-term planning to ensure content and coverage comply with guidelines given in the National Curriculum and schemes of work. Non-contact time is provided for coordinators to fulfil their roles, but more planned opportunities for coordinators to observe teaching would enable them to obtain a clearer picture of what is happening within their subject and provide a valuable tool for further improvements. Most lesson observations have been undertaken by the headteacher and members of the school's senior management team and others could profitably be involved in this process. There are many other procedures to monitor a whole range of aspects of the school's work, and these are used productively to keep the headteacher and other staff as fully informed about what is happening as possible. Arrangements for the professional development of staff are good, although little training has been provided in recent years for some of the foundation subjects. The monitoring and evaluation processes help to inform the school's development plan, which is good. It identifies the most important aspects for future development and is used effectively as a tool to bring further improvement to the school.

59. The effectiveness of the school's procedures for evaluation and development is seen in the good range of improvements which have occurred since the last inspection. The school has not only maintained the strengths noted in that inspection, but has improved in many areas and is now an even better school than it was. The school's response to its previous key issues was good. Development planning and assessment procedures have improved measurably, and the school now analyses its performance data and tracks the progress of its pupils very carefully. Procedures for assessing pupils' attainment in subjects other than English, mathematics and science could still be improved. The senior management team monitors all aspects of the work of the school effectively and has a good understanding of the school's strengths and weaknesses. The quality of the teaching is better than it was. Improvements have been made to the school's accommodation, and active pursuit of additional funding has resulted in significant enhancements to the school's external facilities. Although results in 2001 were not as good as in 2000, the school's results have improved markedly since the last inspection, at a faster rate than the national trend. In 2000, the school received an achievement award for the improvement in standards achieved by pupils at the end of Key Stage 2. The headteacher has been very successful in building a cooperative, hard-working team of teachers and support staff who are fully committed to the school. Their good team spirit and positive attitudes show that there continues to be very good capacity for further improvement.
60. The school has very well established routines for the development and implementation of the school budget. The finance and general purposes committee sets the initial budget from a draft prepared by the system manager and headteacher. The proposed budget, with clearly identified priorities, is presented to the governing body for discussion and approval. When setting the budget, all decisions are linked to educational priorities, including national initiatives and the local authority's requirements. The priorities identified in the school development plan receive an estimated costing, and funds are duly allocated, with high-cost projects planned for over a relevant time-scale. The committee meets at least termly to monitor finances and to ensure that spending is on target.
61. The school applies the principles of best value very well. The assistant headteacher has responsibility for monitoring best value decisions using appropriate comparative data which is available locally. The school has justified the purchase and use of a minibus by comparing transport costs, and by the realisation of free transport for all pupils including those from families who would experience difficulties in meeting the cost of school visits. The school evaluates the purchase of resources and services to identify the supplier which gives best value. For example, school meals are managed and provided by the school in preference to subscribing to the county provision. In this way, the price of school meals is specified by the school and is currently lower than the alternative provision. The school follows auditors' recommendations in respect of best value principles which influence the school budget, as the financial provision per pupil is close to the lower quartile of the national expenditure distribution.
62. The school has a sufficient number of staff, who are committed to the school and its work, including organising a wide range of extra-curricular activities. A number of recently qualified teachers benefit from the good strategies that are in place for staff development. The teaching assistants are generally well deployed, although there is an insufficient number of them in Key Stage 1 to provide the support needed by the younger pupils.
63. The school's accommodation is satisfactory and well maintained. The buildings and services have been improved recently, and the construction of internal walls has helped to provide a better environment for lessons. Much of the outside area has been developed and, in addition to an all-weather pitch, floodlights have extended opportunities for after-school events. Pupils have planted 500 trees in the grounds, and most hard-play areas have been resurfaced. Further plans for the improvement of the building and grounds are creative and show a commitment to fostering excellent community links. The two halls are small for the number of

pupils in school, and their use is limited because one is carpeted. Some classrooms are small and are used as thoroughfares by other classes which can have a disturbing effect on some lessons. The standard of decoration is high throughout the school, and this is enhanced by the imaginative thematic use of quiet areas and by the very high-quality display of pupils' work about the school, making the school a very pleasant environment for teaching and learning.

64. Overall, learning resources are satisfactory. Resources for art, history and the Foundation Stage are very good, and the school has significantly improved the resources for information and communication technology since the last inspection. However, the library has been closed in order to provide additional space for teaching pupils with special educational needs. Its loss is bemoaned by pupils, who no longer have access to a full range of non-fiction books or journals, and have no suitable place for browsing or independent study. Plans are, however, well advanced for the construction of a new hall on school grounds for community use, and part of this new facility will be used to re-site the library.
65. The school has a number of outstanding features, particularly in the way it caters for the overall personal development of all pupils and seeks to ensure that all pupils have the opportunity to participate in everything the school offers. Although the quality of pupils' writing is lower than it should be, standards generally are improving and pupils are achieving well. In the light of the well below average funds received, the good quality of education provided by the school, including the good standard of teaching and learning, the good progress made by pupils, and the very good leadership and management provided by the headteacher and senior staff, the school is deemed to be giving very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to improve the quality of education provided and the standards pupils achieve, the governors, headteacher and staff should work together to:

1) improve the standards pupils achieve in English by *:

- ensuring that skills taught in English lessons are consolidated through written work produced in other subjects;
- being much more rigorous in the marking of pupils' written English and ensuring that pupils learn from their mistakes;
- providing a whole-school approach to the development of pupils' handwriting and presentational skills.

[paragraphs 3, 7, 8, 15, 23, 31, 65, 80, 84, 85, 89, 90, 91, 110, 124, 127, 135, 139, 147, 164]

2) improve standards in mathematics and science by the end of Key Stage 1 by ensuring that:

- planning is always appropriate to pupils' needs, particularly those who are taught in a mixed-age class;
- wherever possible, pupils are organised into more homogeneous groups;
- there are appropriate procedures for assessing pupils' attainment and progress;
- sufficient help is available from teaching assistants, especially in classes which have a large proportion of lower-attaining pupils.

[paragraphs 3, 11, 13, 25, 27, 93-113]

- 3) reinstate the school's library facilities at the earliest opportunity*

[paragraphs 64, 88, 139]

* These issues have already been identified as priorities in the school's development plan.

67. In addition to the key issues for improvement, the school should consider the following areas for improvement:

- providing greater autonomy for subject leaders and more opportunities for them to monitor teaching and learning *[paragraphs 22, 58, 136, 141]*;
- encouraging greater independence in pupils' learning *[paragraphs 27, 109, 112, 116, 118, 122]*;
- procedures for assessment of foundation subjects *[paragraphs 48, 122, 136, 148]*.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

91

Number of formal discussions with staff, governors, other adults and pupils

[In addition to this figure, there were many informal discussions with staff, other adults and pupils]

62

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	22	43	18	0	0	0
Percentage	9	25	46	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	307
Number of full-time pupils eligible for free school meals	–	52

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	98

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	8.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	22	22	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	17	20
	Girls	19	19	18
	Total	38	36	38
Percentage of pupils at NC level 2 or above	School	86 (98)	82 (80)	86 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	19	19
	Girls	19	15	15
	Total	39	34	34
Percentage of pupils at NC level 2 or above	School	89 (88)	77 (98)	77 (98)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	15	21	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	11	13
	Girls	13	13	15
	Total	19	24	28
Percentage of pupils at NC level 4 or above	School	53 (62)	67 (72)	78 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	12	12
	Girls	14	15	15
	Total	21	27	27
Percentage of pupils at NC level 4 or above	School	58 (58)	75 (68)	75 (81)
	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	2
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	303
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	25.2
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	5.2
Total aggregate hours worked per week	174

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	2.5
Total aggregate hours worked per week	75

Number of pupils per FTE adult	6.6
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	623,117
Total expenditure	602,019
Expenditure per pupil	1,536
Balance brought forward from previous year	21,279
Balance carried forward to next year	42,377

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	307
Number of questionnaires returned	48
Percentage of questionnaires returned	16%

Percentage of responses in each category⁴

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	79	19	0	2	0
My child is making good progress in school	77	23	0	0	0
Behaviour in the school is good	58	42	0	0	0
My child gets the right amount of work to do at home	45	51	2	2	0
The teaching is good	77	23	0	0	0
I am kept well informed about how my child is getting on	71	27	2	0	0
I would feel comfortable about approaching the school with questions or a problem	77	23	0	0	0
The school expects my child to work hard and achieve his or her best	83	17	0	0	0
The school works closely with parents	75	21	4	0	0
The school is well led and managed	81	19	0	0	0
The school is helping my child become mature and responsible	67	31	2	0	0
The school provides an interesting range of activities outside lessons	79	21	0	0	0

⁴ Because of rounding, percentages may not add up to 100.

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

68. The education children receive in the Nursery and Reception classes is very good. The school's detailed assessments show that the standards displayed by children when they start school are, overall, below the standards found nationally for this age group. By the time they move to Year 1, most of the children, including those with special educational needs, will have achieved most of the Early Learning Goals, and a substantial minority will have exceeded some of them. At the time of the last inspection, provision for the youngest children in the school was found to be good. Since then, the provision for the Foundation Stage has improved and is now very good. This is helped by particularly strong teaching in the Reception class.

Personal, social and emotional development.

69. The very strong teaching for this area of the curriculum ensures that children learn very well. Well-organised induction procedures ensure that most children start school happily. Staff develop the children's sense of happiness and well-being very well. The children gain a lot from the strong sense of community and care that the teachers and other staff provide. For example, when working on the physical development apparatus, a child, unprompted, stopped to ask another child if she was all right after she had fallen over. Most are very willing to take turns, such as with the bubble blowers during outdoor play. The strong ethos and sense of community provided by staff also help children develop self-confidence, demonstrated many times during the inspection week by the confidence of children to talk in large groups. For example, opportunities were given during the inspection to each child in Reception to talk in front of the class about why a particular child is 'special' and to talk about their feelings when no one plays with them.
70. Children are helped to develop positive attitudes to learning. They settle quickly to the exciting and very wide range of constantly changing adult-directed and self-chosen tasks that are provided for them. Examples of exciting opportunities observed at the time of the inspection were a very realistic child-sized igloo and real icebergs in the water tray, along with cold-water creatures in the Nursery class, and a native Indian encampment in the Reception class. Most children show a good level of commitment to tasks and express pride in their efforts. They demonstrate independence well in undressing for physical education, and in selecting activities, materials and books to look at. Children sustain their concentration for an acceptable length of time for this age group. Those with special educational needs make good progress.
71. Overall, the quality of teaching and learning in this area is very good; at times it is excellent. By the time they start Year 1, most children will have achieved the Early Learning Goals for this area of learning. Children are beginning to establish effective relationships with adults and other children. All staff provide very good role models for the children. Children's achievements are celebrated and they are involved very well in their learning. An awareness of right and wrong is promoted very well by the staff by the way it is constantly referred to and reinforced. As a result, behaviour is generally very good. Staff use praise very well. Children mostly treat their own and other people's property with care and consideration, picking up toys from the floor and helping to clear up enthusiastically. If they do leave a toy out, they are gently reminded to put it away, under the slogan of 'choose it, use it and put it away'!

Language and Literacy

72. A high priority is placed on the development of language and literacy skills. Children make very good progress, and most will reach the Early Learning Goals by the time they start Year 1. The quality of teaching and learning is consistently very good; one Reception class lesson observed during the inspection was judged as excellent. The secure, supportive atmosphere created by the teachers and the wide variety of stimulating activities provided throughout the day, encourage the children to talk to each other and to the adults around them. The teachers and support assistants listen attentively to the children and utilise the opportunities that arise very effectively to widen the children's vocabulary. In the Nursery, for example, children discuss the stories and the pictures in a book they are reading with an adult or the texture and colour of the jelly they are using for 'writing'. Two boys playing with the doll's house maintain a running commentary of the movements and actions of the dolls, imaginatively, recreating roles and experiences. Because the teacher sets very high standards, points out how children can improve and gets them to try again if they do not do well the first time, the children learn to speak clearly and confidently when addressing the whole class, for example, when describing the buildings in the local environment. This represents very significant progress, as many pupils start school with poorly developed speaking skills and limited vocabulary. They interact positively with others, negotiating plans when organising a game of fishing or their roles in the 'Estate Agents'.
73. All the children listen eagerly to stories, songs and rhymes and handle the varied and attractive book collections with care. Nursery children competently retell and act stories, such as 'The Three Little Pigs'. They are aware that print carries meaning and is read from left to right and are familiar with the terms 'author' and 'title'. They frequently choose to sit and 'read' the pictures to themselves or each other. The Reception class teacher systematically and very effectively teaches the children the names and sounds of the letters of the alphabet, and many of them are beginning to read a range of familiar words and stories from the school's reading scheme.
74. The children make very good progress towards becoming independent writers, but are not always guided into holding their pencils correctly. Nursery children are attracted to the area designated for writing, which is very well equipped, where they make marks on letters and postcards in order to convey messages. Reception children write their own names, and the higher attainers apply their knowledge of phonic sounds to construct and spell basic words. Imaginative activities are devised to encourage them to write. In one lesson, for example, they were highly motivated to guess the contents of some interesting looking parcels, labelled with a letter of the alphabet. Groups of children compiled a written list of suggestions regarding the contents before, amid much excitement, they unwrapped the parcels.

Mathematical development

75. The quality of teaching in this area is very good. Most children are in line to achieve the Early Learning Goals for mathematical development by the time they finish the Reception year. Many children exceed this standard, especially in the areas of recognition and ordering of numbers and the use of vocabulary to do with shape. This indicates a very good level of progress over their time in the two classes. Children learn to use mathematical language appropriately to describe amounts, positions and shapes. By the time they enter Year 1, children confidently count and order cards with numerals on. At the time of the inspection, not quite half way through the year, the more able children were all able to do this very quickly and then identify which two numbers had been removed when they weren't looking. They are encouraged to write numbers and to identify when one number is higher or lower than another. A few children are beginning to show awareness of number operations such 'one more' or 'two more'.

76. Teachers plan very thoughtfully for a very good range of practical activities that capture and sustain the children's interest in learning. Particularly good is the wealth of home-made equipment used by the children in the Reception class and the clarity of the organisation and management of learning. When playing, children are given opportunities to sort toys, which they do well, such as dinosaurs or dolls' house furniture and, in the Nursery, the three pigs and their three houses. Extremely good use is made in the Reception class of rhymes and jingles to help children remember, like saying 'Good morning' to 'Sally Circle' and the use of number games and other frequently repeated activities. Staff take every opportunity possible for children to extend their mathematical understanding during daily routines and this, coupled with high expectations and constantly updated records, ensures that children are very well taught in this area.

Knowledge and Understanding of the World.

77. Children make very good progress in acquiring knowledge and understanding of the world, and nearly all will achieve the Early Learning Goals in this area by the time they start Year 1. The quality of teaching is very good, with teachers and support assistants encouraging the children to think about how things work and why they happen. Teachers plan a wide variety of activities that arouse the children's interest. The children are provided with many opportunities to play with water and wet and dry sand, but the activities are carefully structured to provide a range of learning experiences. In the water play, for example, the colour of the water and the objects for floating, sinking and pouring are regularly altered. Apparatus, consisting of a series of channels and locks for the water play and tubes and funnels in the sand trays, helps the children to understand the principles of flowing water and sand. These activities generate much curiosity and enjoyment and are used positively by the adults to extend the children's thinking and vocabulary.
78. Children are helped to understand the local environment and their place within it. Children in the Nursery introduced themselves during a singing games session with their names and addresses. The Reception class, following a walk around Kirkby Woodhouse, chose different construction materials in the classroom to create a large floor model of the various buildings they had observed. By the end of the lesson, they confidently described houses as detached, semi-detached, bungalows or flats. Excellent display and role-play areas are set up to enable children to experience the lives of people in other cultures; at present, these consist of an igloo and kayak in the Nursery and a tepee and other native American Indian artefacts in Reception. Nursery children celebrate the Diwali Festival of light by making lamps and have painted Mehndi patterns on their hands. Children in both classes have access to information and communication technology and the availability of a good variety of computer games and language and numeracy reinforcement programs helps them to become familiar with using computers.

Physical development

79. Good progress is made in the development of children's physical skills. By the end of the school year, standards here are likely to be in line with those found nationally. Through teachers' cheerful, calm but firm way of giving instructions, children are able to explore and develop skills of moving under, around and over a wide range of apparatus including a parachute. In the Reception class, their knowledge of the need to exercise and its effect on their heart and breathing is much higher than that normally found. No opportunity is missed to reinforce their knowledge of the vocabulary of movement, with groups of children being asked to move in varied ways, even when going to line up at the door after the lesson has finished.
80. Children show a range of developing skills in manipulating pencils and crayons, and they use scissors and glue with some success, for example, to make houses for the three pigs in the Nursery and cutting out shapes in the Reception class. Their manipulation skills are in line with those normally found for their age. The quality of teaching in this area is good, with many

worthwhile activities being provided for children to draw, paint and make a wide range of objects. A very good, wide range of equipment is provided by teachers to use outside in the space shared with the Nursery for playtimes. However, opportunities are sometimes missed to ensure that children always use the correct pencil hand-grip when drawing and writing.

Creative Development.

81. Children's attainment at the end of the Reception year in their creative development is in line with the Early Learning Goals. The quality of teaching is very good and children make very good progress. Children are provided with a very good range of stimulating materials and activities, which are imaginative and enjoyable. These activities are well planned and structured but, at the same time, allow children to choose and experiment with different materials and textures. Children in the Nursery know how clay and jelly feel, and children in the Reception have made jam prints of their hands. They are learning how to use paint and the different effects that can be created by using brushes, printing blocks or by spinning the object to be decorated. A child in the Nursery confidently explained that, by adding more water to the paint, it will become a paler shade of blue.
82. Children in the Nursery thoroughly enjoy their musical experiences; they know many songs and singing games by heart and join in with much enthusiasm, especially when there are actions to be performed. Children in the Reception class are developing a good sense of rhythm and are able to change the tempo when using rhythm sticks. Most children in this class, when listening to a range of recorded music, are able to respond sensitively. They express their feelings by making marks, such as smooth flowing lines or staccato dots on a large sheet of paper, using a felt pen.
83. All staff take full advantage of the opportunities provided by the many role-play experiences, in the house corner, the 'estate agents', the puppet theatre and the outdoor play area, to extend and improve the children's language and personal development skills.

ENGLISH

84. In the National Curriculum assessment tests at the end of Key Stage 1 for the year 2001, the school's results were below the national average in reading and well below average in writing. When compared to the results of schools in similar contexts, they were average in reading and below average in writing. At the end of Key Stage 2, the results were well below the national average and the average for similar schools. These comparisons, nevertheless, mask the fact that, since the last inspection, there has been considerable improvement in standards which have been rising at a faster rate than the national trend.
85. Despite these improvements, the inspection findings show that the pupils currently at the end of Key Stage 1 are still attaining levels in English which are below the national average. Because of the emphasis that has been given to writing, standards in this aspect are now fairly close to the average for pupils of this age. Indications are that, as the higher standards now being achieved by children in the Foundation Stage percolate through the school, the school is likely to see even further improvement at the end of Key Stage 1. Standards in Year 1, for example, are relatively higher than those in Year 2. Because of differences in the abilities of different cohorts and the school's continued efforts to improve standards, the inspection findings show that the standards of attainment at the end of Key Stage 2 are now close to the national average, but still below.
86. Pupils make good progress in their speaking skills, and many perform at levels which are above those expected of pupils of their age. This is the result of the many valuable opportunities which the school gives to develop this aspect of pupils' development through drama and discussion. Many pupils start school with poorly developed speaking skills and

limited vocabulary but, by the time they are in Years 1 and 2, these pupils are often willing and confident when responding to teachers and in discussion sessions. By the end of Key Stage 2, the pupils engage in well-considered debates with thoughtful and sensible arguments and using a good vocabulary. In Year 6, pupils were observed debating issues relating to environmental matters. Their arguments had been assembled as a result of discussions at home and with friends. The discussions were interesting, and pupils expressed their opinions clearly, listening respectfully to the arguments put by others and beginning to learn through role-play the best ways to discuss and debate their points of view. In mathematics and science, as well as in other subjects of the curriculum, pupils soon learn the vocabularies which pertain to the subject, and they quickly build confidence and are able to talk about their work more clearly and precisely. Standards in speaking have clearly benefited from the breadth of work which the pupils experience in literacy lessons and in discussions in other subjects such as religious education, history and geography. The school provides many opportunities for pupils to speak in public, for example, during assemblies, and the school justifiably takes great pride in its dramatic performances. These, too, provide very good vehicles for the development of pupils' speaking skills. Pupils listen well, but many have difficulty in remembering, except when the topic is particularly interesting. This is an obstacle to their learning, particularly where subject matter is more matter-of-fact and lacks excitement.

87. Reading skills show a great deal of variation across the school. In most instances, this is due to the large number of low-attaining pupils, many of whom have special educational needs. In each class, there is a significant group who are reaching the nationally expected level, but there is also a significant number not yet attaining the expected levels. The school is aware of these issues and is providing many valuable opportunities for pupils to read interesting texts in the literacy hour and in other subjects of the curriculum. Overall, pupils are making good progress in learning to read. Pupils are heard reading several times a week, and it is clear that those pupils who are also supported in their learning at home are making good progress from a very low baseline when they enter the school. The more able pupils in Year 2 enjoy this activity and are reading from suitable books selected by their class teacher. They can re-tell the stories they are reading in an interesting manner and can pick out favourite sections. They read with expression and can predict possible outcomes, often using picture clues to help them reach these suggestions. Less able pupils lack confidence and so, although they are reading an appropriate text, their reading lacks interest and expression. When they come across an unfamiliar word, they are not secure in finding ways of decoding it, either by splitting it into parts or by guessing from the sense of the sentence. Teachers are aware of this and are making good use of suitable computer programs to give pupils practice in these strategies.
88. By the end of Key Stage 2, standards in reading are close to the national average and pupils are making good progress overall. Their enjoyment in reading is borne out by their enthusiasm for reading activities. Most of these pupils read at home for interest and relaxation and are able to use research skills to find the information which they are asked to seek for homework. The more able have an appropriate knowledge of authors, and many choose their books either by author or by scanning the books before reading them. The most able are reading books by J R R Tolkien and Ted Hughes, as well as more popular authors, such as J K Rowling, Jacqueline Wilson and Dick King-Smith. They read well, with plenty of expression and interest and an appropriate attention to humour or mystery. However, despite the good attention paid to reading by the class teachers and the various strategies employed by the school, there is a marked difference in the success of lower attainers. They often read without expression and, although they frequently recognise their errors and try to correct them using the sense of what they are reading, many of these pupils are not confident with word-building techniques. Currently, the school has no library. Although the school has invested considerable funds into improving the range and quality of books available within the school and has made arrangements for collections of books to be available within the classroom, the

library is sadly missed, particularly by the older pupils, who have been deprived of opportunities to skim through non-fiction books and seek information for themselves. The teachers provide appropriate reference books in classrooms to meet the needs of the topics which are being looked at, and research skills are being developed through use of computers. However, the absence of an accessible library has a negative impact overall upon the development of pupils' higher-order reading skills and hinders their opportunities to engage in independent research. Although the situation should be rectified once the school's new community hall has been constructed, the school currently provides no quiet place where pupils can browse through journals or where younger pupils have the opportunity to learn about the use of a library, its classification systems and simply spend quality time looking at the full and exciting range of non-fiction books which are available.

89. Standards in writing at the end of both key stages have improved significantly since the last inspection, but they are still not high enough. There are not enough pupils who reach the nationally expected level, and the attainment of all pupils could be higher. The English curriculum rightly extends beyond the literacy hour, and teachers see the value of using opportunities in other subjects for developing pupils' writing skills. However, this emphasis is not consistent. Teachers lay great emphasis on handwriting skills, spelling and punctuation in most English lessons, but do not follow this through consistently enough in other subjects. The school provides a wealth of interesting opportunities for writing as a result of visits and visitors, but does not always use these to advantage in developing pupils' skills in writing. More able pupils write colourful and imaginative stories, but the standards of spelling and punctuation are not good enough and, often, simple mistakes are repeated again and again.
90. The standard of handwriting is below expectations at the end of Key Stage 1 and Key Stage 2. Letters are often incorrectly formed, despite the purposeful emphasis placed on this during handwriting lessons. In other writing, the pupils are not careful enough, and insufficient attention is paid to it by teachers. There is no whole-school approach to handwriting, and expectations differ from class to class. In Key Stage 1, the standard of attainment is very broad. In some cases, this is the direct result of the amount of time spent in school. In Year 1, some pupils have only been in school for two terms, whereas for others in another Year 1 class, this is their fifth term in school. This breadth of experience has a significant impact on the results at the end of Year 2, despite the planning and additional support. By Year 6, most pupils have an appropriate grasp of the basics of grammar and punctuation. They have regular opportunities for practising through exercises, often associated with the book being used in the literacy hour. All the way through Key Stage 2, they practise simple and complex sentences, use direct speech and try to improve the quality of their writing through the appropriate use of adjectives and adverbs. There is plenty of evidence that pupils are encouraged to write for different purposes. During the inspection, for example, pupils in Year 5 were engaged in report writing, based on their work on Ancient Egypt. By Year 6, there is even greater emphasis on the improvement of writing during English lessons. However, in looking back through pupils' written work throughout the junior classes during the year, this emphasis has not been consistently maintained, particularly in other subjects. The content of writing is often good, but the presentation could be better. Presentation is often enhanced by the use of suitable computer programs.
91. Overall, the quality of teaching and learning is good. Pupils are interested in their work and, when classes are exciting and stimulating, the pupils enjoy the challenge. Pupils in Year 6 were observed using the work of Ted Hughes to develop colourful and imaginative writing, which included examples of alliteration, metaphor and simile to enhance the effect for the reader. They worked very well together in pairs to produce lively and humorous passages. Pupils listen to each other and respect the opinions of others. The teaching which was observed in classes during the inspection was of high quality, with some excellent and inspired work being seen. Teachers plan well for the lessons and have objectives for what they want the pupils to learn. Most lessons have opportunities for assessment, and the teachers know their pupils well. There are very good relationships, and this encourages pupils

to be confident and adventurous with their work. Pupils with special educational needs are well integrated. They receive good support and make progress in line with the rest of their class. However, there is not always a consistent approach across the school to the expectations of pupils' work. Handwriting styles are not fully established across the school, and different teachers use different styles of writing on the boards. The marking in pupils' books is variable and, often, work is marked correct when there are errors in spelling, punctuation and fact. Teachers often write constructive and helpful remarks in their pupils' books, but these are not always followed through so the marking is not as effective as it could be. All classroom and teaching areas have high quality displays relating to work in English. These displays provide good support for literacy work and are consistent throughout the school. Many classrooms also have splendid examples of pupils' work relating to specific themes. Some are particularly fine and enhance the pupils' work. In Year 3, the display relating to the Snow Queen is particularly good. Teachers use other displays to enhance language development with captions and commentaries about history, geography and religious education work.

92. Coordination of this subject has recently been taken over by a very enthusiastic and experienced teacher, in collaboration with another teacher who has held the post temporarily for a term. Together, they are identifying and recognising areas which need to be tackled to improve the school's provision for English and to establish a more consistent approach to the subject and its many facets. They are working through a very comprehensive review of the provision which highlights areas of concern and is a very useful document for moving the subject forward and putting into place improvements which will raise the standards of English across the whole curriculum. The quality of the curriculum is good and encompasses the requirements and recommendations of the National Literacy Strategy and a wealth of opportunities for reading and writing associated with the additional experiences which pupils have as a result of the many visits they make and visitors which enrich their school life.

MATHEMATICS

93. Over the past four years, standards in mathematics at the end of Key Stage 2 have improved at a very much faster rate than the national trend. At the time of the last inspection, the results were well below the national average. The results of the 2001 National Curriculum tests at the end of Key Stage 2 were in line with the national average. When compared to similar schools they were above average. A quarter of the pupils achieved the higher Level 5. Inspection findings indicate that attainment is at an average level at Year 6. Furthermore, the proportion of pupils who are on track to reach Level 5 is higher than last year.
94. The 2001 National Curriculum results at the end of Key Stage 1 were well below the national average and well below the average for similar schools. The standards over the past few years have been very inconsistent, ranging from average to well below average. The standards achieved in 2001 were lower than when the school was last inspected. The inconsistency in standards can be partly explained by the fluctuating number of pupils with special educational needs each year, but more significantly by changes of teaching staff and the fact that the quality of the teaching, whilst satisfactory, is not as good as that found in Key Stage 2 where pupils are making faster progress. The inspection findings show that standards of attainment, although still below average, are rising.
95. The school has been successful in raising standards in mathematics at Key Stage 2 through improvements in the way the subject is taught and other effective initiatives. Pupils in Key Stage 2 are achieving well and make good progress in lessons. Pupils with special educational needs in Key Stage 2 are also making good progress, although they do not reach the same standard as other pupils. In Year 6, many pupils are making very good, and even excellent, progress, because of the outstanding teaching in that year group. Despite the fluctuations over the last few years at Key Stage 1, pupils of all abilities, including those with

special educational needs, now achieve soundly overall, their progress in lessons is satisfactory and standards are rising again. The school has adopted the principles and practice of the National Numeracy Strategy enthusiastically. Its implementation is good in Key Stage 2 and satisfactory in Key Stage 1. The coordinator has had a significant input into improving the quality of teaching, particularly at Key Stage 2. During the inspection, almost half the lessons observed were very good or excellent. She has organised and led a variety of in-service training courses. All staff have had the opportunity to observe a mathematics consultant teaching and to be observed themselves. This has raised the profile of mathematics in the school and most teachers' awareness of what is good practice. Lessons are much more challenging, particularly in the way that problem-solving is taught and in the different methods used to teach basic numeracy skills and mental agility.

96. Another significant contribution to the improvements in standards is the regular setting of homework through the school. This is carefully planned each week and complements the work set in class. It gives pupils a valuable opportunity to consolidate and extend important skills in mathematics still further. Most parents encourage their children to complete the homework each week, and the school values their support highly. The measure of the parents' support is also seen in the high attendance at mathematics workshops held in the school.
97. Progress and teaching in Key Stage 1 are not as strong overall as in Key Stage 2, but are, nevertheless, still satisfactory. The teaching and quality of learning could be strengthened by greater collaboration in planning and the provision of more teaching assistants. Some pupils from Year 2 are taught together with pupils from Year 3, but there is little liaison with the other teacher in Year 2 in order to share ideas and ensure that work is always set at an appropriate level. In other classes, some pupils are grouped together from Years 1 and 2, but little additional support is available from teaching assistants which makes it difficult for teachers to ensure that they always meet the widely differing needs within the class, particularly when the class contains a large number of lower-attaining pupils.
98. The school has adopted the policy of setting pupils by ability for the teaching of numeracy between Years 3 to Year 5. This is generally proving effective when the work is matched to the ability of the pupils. However, the use of assessment as an everyday part of the teaching and learning is still in its early days of implementation. Individual targets have been set in some year groups, but there is still more to be done to achieve a consistent and reliable system through the school. Marking is done thoroughly and informs pupils of what they have achieved. Comments for development in some classes, however, are not always linked sufficiently clearly to targets or the objective of the lesson to be particularly useful in helping pupils to improve their work further. Good procedures are in place to track pupils' progress as they move through the school, and additional support is provided for pupils who are not doing as well as they could be. These booster classes have helped to improve standards and progress since the last inspection. Pupils with special educational needs are regularly withdrawn for short periods to practise specific weaknesses that have been identified in their individual education plans. This support is mostly good and contributes well to the meeting of the targets set for them.
99. By the end of Year 2, although standards are below average, many higher-attaining pupils demonstrate a good understanding of number in the mental activities and whole-class teaching. However, the examination of the work covered last term for this group of pupils indicates that they are not always sufficiently stretched by the tasks they are given to do independently. The reason for this is that, in the independent work, teachers do not always make it clear to pupils how much they expect them to achieve in a given time, and so they often fail to work to their capacity. The good use of resources and different methods used by teachers in the mental starter is helping pupils to learn important skills and to manipulate numbers successfully in their heads. During the inspection, teachers in the whole-class session in Years 1 and 2 carefully and thoroughly explained and discussed the introduction of

new concepts using a good variety of practical resources. They asked the pupils to explain and explore a variety of ways to solve problems by using different methods. These methods have helped the pupils to perform basic calculations successfully, such as the recognition of number patterns, estimations to the nearest ten and word problems up to a hundred.

100. About one-sixth of the pupils in Year 2 are not expected to reach the required standards by the end of the year. Most of them are in the early stages of adding and subtracting confidently to ten. Occasionally, teachers who are working with pupils in Key Stage 1 are not skilled enough in providing work that is appropriate and will help these pupils to make enough progress. In a session observed in the mixed Year 2 and Year 3 class in which the partitioning of numbers was being taught, the explanation by the teacher was too complicated and abstract for most of the average and lower-attaining pupils in Year 2 to understand and, because of this, they were unable to complete much of the independent work and learning was not as effective.
101. By the end of Year 2, all pupils gain important skills of measuring, through a good range of practical activities. They are good at measuring parts of their body using standard measures and comparing their results with each other. The accurate measuring of nets to make three-dimensional shapes and the correct identification of their properties by the higher-attaining pupils show that they have a good understanding of shapes. Pupils know how to collect data and produce simple tally charts and graphs, some of them on the computer. They can also answer appropriate questions from the graphs they produce, such as the favourite pet in the class and the most common way of travelling to school.
102. By the end of Year 6, pupils work confidently in applying their mathematical knowledge to solving problems. Teachers give pupils the responsibility for planning and carrying out investigations themselves. The opportunities for all pupils to be challenged in their learning are high in many classes, but particularly in Year 6, because of the exceptionally skilful and effective teaching. Pupils demonstrate a substantial intellectual effort and great enthusiasm for their work in Year 6. They carry out investigations, such as measuring temperature changes using both negative and positive numbers, and choose and use the most appropriate number operation to solve problems. They explain their working out confidently and decide whether their answers are appropriate or not. Lessons in Key Stage 2 usually move on at a very brisk and productive rate. The weakest aspect of problem-solving is the fact that pupils have relatively few opportunities to investigate real-life situations.
103. Good resources and successful methods are used for pupils in Key Stage 2 to tackle mental arithmetic skills at speed and to examine different ways of arriving at the correct answer. Higher-attainers quickly answer complex questions confidently. Most pupils in Year 6 have learnt their multiplication tables, helped by regular testing and support at home. Pupils have a sound understanding of the relationship between fractions, decimals and percentages. Their knowledge of shape is satisfactory. The gathering and interpreting of data and understanding of probability is particularly well taught in Years 4 and 6, but is also covered well in other year groups. In Year 4, a variety of different graphs was produced on the computer to show the results of a great crisp survey. Results were analysed carefully and interpreted well.
104. The quality of teaching is good in Key Stage 2 and satisfactory in Key Stage 1. During the inspection, some very good and excellent teaching was observed in some lessons in Years 1, 4, 5 and 6. This is a much better picture than at the previous inspection, when most of the teaching was found to be satisfactory. It is in Year 6, particularly, where the teachers have the highest expectations of what pupils can achieve. Their outstanding skills have had the greatest positive impact on raising standards and achievement. A real strength of the teaching is the very good relationships established with the pupils and the encouragement given to them to behave well and work hard. The very positive attitudes shown by nearly all pupils contribute significantly to their progress and improving standards through the school. Most take a pride in the presentation of their work, and levels of concentration in lessons, particularly in Key Stage 2, are high. Pupils are very keen to learn and put a lot of effort into

their work. The only time when they become restless is in the independent tasks, mostly in Key Stage 1, when the work is not suitable for them or there is insufficient support.

105. All teachers have a clear understanding of the objectives of the Numeracy Strategy and are confident in their teaching of the basic skills of numeracy. There is a stimulating environment in classrooms where numeracy has a high focus and where good displays remind pupils of the rules and language of mathematics. Resources, which have improved since the last inspection, are used successfully to enhance the teaching of skills and are used particularly well for the mental starter. Numeracy skills are developed soundly across the curriculum and, at times, are used well in science. The recent work in Year 6 on forces has given the pupils the opportunity to measure and record results in line graphs and to calculate averages. Speaking and listening skills are promoted well through discussion and explaining mental strategies. The use of information and communication technology to develop pupils' mathematical skills is beginning to be used more widely, but provision is rather patchy across the school. However, some very good graphs were drawn and interpreted for a firework survey, and pupils in Year 6 represented a probability investigation with smarties very successfully.
106. The subject is led by a knowledgeable and very enthusiastic coordinator who has a good grasp of the areas that need to be targeted to help improve standards further. The emphasis that the school has on raising standards and the effective leadership of the coordinator indicate that the school is very well placed to continue its upward trend of improvements in this area of the curriculum.

SCIENCE

107. There are no national tests at the end of Key Stage 1, but the teachers' own assessments in 2001 indicate that attainment was well below that normally found nationally, with no pupils achieving the higher Level 3. This year's results at the end of Key Stage 1 will be better, and a small number of pupils will achieve Level 3. The inspection findings show, however, that standards are still below average. In the 2001 national tests at the end of Key Stage 2, the results indicated that pupils were performing just below the national average. Evidence from the inspection indicates that this year pupils will achieve better results which are likely to be in line with the national average. Since the time of the last inspection, the underlying trend has been one of rapid improvement.
108. The overall quality of teaching and learning in science is good at Key Stage 2, and this is the main factor for the rise in standards. Pupils of all abilities are making good progress. At Key Stage 1, the teaching and learning are satisfactory, as is pupils' progress. The lack of clear progression in planning for the pupils in mixed-age classes, especially the mixed-key-stage class, affects standards. Also having an impact on standards are the large numbers of pupils with special needs in Year 2. The lack of different expectations and planning for pupils in Years 1 and 2, and the lack of any unit of work on materials for pupils in Year 2 every other year help explain why progress in Key Stage 1 is not better and results are not higher at the end of Year 2. Also lacking is a cohesive assessment and record-keeping system that enables results to be easily yet comprehensively analysed in order that targets for improvement can be set. Nevertheless, because the curriculum is covered satisfactorily, pupils of all abilities acquire a sound understanding of life processes and living things, materials and their properties and physical processes.
109. Much of the pupils' learning derives from practical experiences and work. As pupils move up the school their ability to carry out and record their investigative work for themselves improves. Pupils in Year 1 go outside to discover what sort of habitats small creatures such as worms occupy in the winter. Pupils in Year 3 grapple with their ideas and their reasons as to which is the best container to keep a rice dinner warm. Pupils in Year 6 undertake a fair test

to explore their prediction concerning paper spinners, gravity and air resistance. By the time pupils reach Year 6, most have a satisfactory understanding of a fair test, many are able to explain clearly how to set up and make predictions, and a few can identify key factors to be considered. They are also beginning to plot points to form simple graphs and use them to indicate trends in data. However, across the school individual teachers have different ways of recording the results, and this is unnecessarily confusing to some pupils. Teachers prepare most of the practical work very carefully. Whilst this is good, sometimes there is not enough opportunity for pupils to devise and conduct investigations in which they determine the materials required and the methods to be used. In the best lessons observed, teachers formed strong connections with learning in previous lessons.

110. Planning is detailed, and better lessons are mostly planned collaboratively by two teachers, which helps ensure that different classes with the same age group are catered for equally. In the case of the classes in Years 1 and 2, this practice does not always ensure that the pupils in Year 2 are sufficiently challenged, and the work produced by pupils in Year 1 is often as good as that produced by pupils in Year 2. Teachers are very well prepared for their lessons. Their explanations are clear, and pupils are given many good opportunities to work in small groups and discuss their findings. Pupils enjoy and learn well from this style of teaching. Teachers' knowledge is generally good; they stress the correct vocabulary and use questioning well to draw out pupils' understanding. However, little use is made of different types of investigations, with most emphasis being given to experimentation. Marking is generally satisfactory but, as some teachers do not insist that pupils label their work with the objective for the lesson, it is hard for the pupils to see what criteria they are marking against and comments are too general. Homework is being used well for simple tasks, but writing skills are not being developed sufficiently. Although there is some appropriate use of information and communication technology within science lessons, greater use could still be made of new technology.
111. Most pupils have good attitudes to their science work, with very good attitudes and behaviour overall in Key Stage 2. Pupils mostly enjoy the lessons. They are very keen to answer questions, with girls taking as full a role in the discussion as boys. Pupils mostly work at a good pace, but lower down Key Stage 2 their slowness at recording reduces the pace of the learning. By the end of Year 2, pupils sort sounds by pitch and say what sounds they can hear around school. They draw pictures of the electrical circuit they have made and verbally explain why it works. Pupils are able to make good, simple predictions. They confidently describe their findings, mainly using the correct vocabulary, and explain clearly why they think things happen, such as worms being under a mat. Pupils understand the importance of keeping healthy, and many understand that plants and animals need water in order to survive.
112. By the end of Year 6, pupils' attainment is in line with that normally found. Pupils have a satisfactory knowledge and understanding of an appropriately wide range of scientific topics, including forces and air resistance, woods and woodland creatures, connected to a visit to a local forest, how solids and liquids can be separated, and how shadows appear to move. Pupils are aware of methods, such as filtration, for separating simple materials suspended in a liquid, and they understand the causes of night and day. Pupils are confident in making predictions and carrying out experiments. They learn to use skills gained in mathematics lessons to work out averages and display data in graph form. They choose information well from a range of sources, but lack skills in devising their own experiments.
113. Good leadership has contributed to the rapid improvement in standards at Key Stage 2, although further attention now needs to be given to bringing about similar improvements at Key Stage 1 and to ensuring more comprehensive ways of assessing pupils' attainment and progress through the school. Monitoring of planning and pupils' books takes place regularly, which is good. The subject manager supports staff well, and has started to analyse the school's results and to ensure that recurring difficulties are addressed.

ART AND DESIGN

114. The standards in art and design are in line with national expectations at the end of Year 2 and are above expected levels at the end of Year 6. All pupils, including those with special educational needs, make good progress over time in the subject. Although standards at the end of Key Stage 1 are not as high as they were at the last inspection, there is an above average number of pupils with special educational needs in the current Year 2, and their skills in art and craft, although mostly average, are not as well advanced. At the end of Key Stage 2, the above average standards have been maintained, and the quality of teaching has risen in Year 6 to very good.
115. Art and design still enjoys a high profile in the school, and the evidence of this can be seen all around in the outstanding displays of pupils' work. Pupils take a great pride in their work and are highly motivated. They also have a real sense of discovery and a genuine interest in learning about other artists. This enthusiasm for learning was seen in many lessons, but particularly so by the pupils in Year 6 who were learning to print as part of their topic on 'People in Action'. The curriculum has also been widened to incorporate ideas from the national guidelines for art and craft. Standards are high at the end of Key Stage 2, because important skills and techniques in drawing, painting and craftwork are taught progressively through the school, using a wide range of very good resources. A suitable amount of time is allocated for the subject to be taught in sufficient depth. This is achieved by teaching art as a separate subject and through good links with other areas of the curriculum.
116. By the end of Year 2, pupils demonstrate increasing skills by experimenting and using a range of media, tools and techniques in their drawings, paintings and collages. Pupils produce an appropriate range of work in textiles and sculpture, and these elements are taught later in the year. The pupils mix their own paint, but have few opportunities to choose their own materials or to work collaboratively, and this is an area for further development. However, pupils in Year 1 did choose their own natural objects to sketch with a pencil and recorded their ideas from first-hand observation. Through the effective use of questions, the teacher in the lesson helped the pupils to prepare well for the task and to make good progress in the development of their ideas and skills. Discussions included the correct position and angle of the object on the paper and how to represent the textures with line, shading and tone. Afterwards, the pupils evaluated their work and the higher-attaining pupils identified improvements for future work.
117. Pupils in Key Stage 1 are introduced effectively to the work of famous artists. In Year 2, the focus has been on the work of Monet. In order to heighten the learning opportunities for the pupils, an area of the classroom has been successfully transformed into 'Monet's Gallery'. Pupils use the ideas and style of Monet's painting 'The Magpie' to make their own interpretation with pastels. They show a sound awareness of the artistic elements of line, tone and colour. They also comment simply on the similarities and differences between Monet's work and their own efforts.
118. By the end of Year 6, pupils have a well-developed knowledge and understanding of the changing methods and materials used by a good range of important, but mainly European, artists. Several of these artists are used as a basis for developing pupils' skills and techniques in Year 6. The ideas of Van Gogh and the illustrator Ann Jones are used creatively in the pupils' own original self-portraits, tree studies and landscapes. Most pupils are competent in applying well-developed techniques with pencil, pastel, ink and brush to their work and demonstrate their own personal expressions. In their landscapes, they use paint and pastels very skilfully to produce imaginative compositions to a high standard. They mix and use the vibrant colours of Van Gogh very successfully, and the finished paintings come alive with power and movement. Teachers normally choose the resources, and this somewhat limits the opportunities pupils have to select and experiment with different materials themselves. As they progress through the key stage, pupils show a good appreciation of the work and style of artists such as Lowry, Jackson Pollock, Matisse and

several well-known book illustrators. Pupils in Year 1 also have their own evaluation of the work of Jackson Pollock. 'Why is he famous?' asked one pupil when shown the painting of 'Yellow Islands', 'It's just scribble!'

119. The quality of teaching is good overall, and there is evidence of very good teaching in Year 6. The planning and examination of pupils' work and photographic evidence show that, over time, pupils experience a wide range of artistic experiences that add to their knowledge, understanding and skills. Teachers have good subject knowledge, and this is shown in the confident way in which they demonstrate the important skills that pupils need to improve their work and make good gains in their learning. Pupils are well supported with ideas and resources, and teachers encourage them to appraise and modify their work and look at the strengths and areas to improve. This is helping them to make simple aesthetic judgements about their own and other people's work.
120. Sketchbooks are used widely through the school for pupils to practise ideas and techniques in order to improve their work. They are being used particularly well in a number of ways in Year 6 for the current work on 'People in Action'. For instance, each pupil has made a moveable robot and sketched figures from it at different positions in their books. They have also taken photographs of each other in gymnastic lessons, which they have added to their sketchbooks to show the different range of movements. All these ideas are used in their printmaking and, eventually, for a three-dimensional sculpture of 'The Iron Man', which is part of a homework task.
121. In order to experiment with new forms of art, the pupils are using an increasing range of computer-based resources. Each classroom has some graphic software to enable the pupils to create their own Christmas cards, design their own posters and make illustrations for books such as 'Elmer the Elephant'. The Internet is often used at home and at school to research the life of well-known artists. Very good links have been made with the main feeder comprehensive school, where more advanced technology and other specialised equipment is used. Recently, pupils used a new graphics program to create their own very artistic collages of people in action. English, too, is promoted well through written evaluations of their work in Year 6 and very good illustrations in Years 3, 4 and 5 of the characters in well-known books such as 'The Snowman' and 'Wind in the Willows'. Pupils in Year 1 were very fortunate to work with the illustrator of 'Elmer the Elephant', as well as studying the book in their literacy lesson. This is a good example of the way in which the school enriches the normal curriculum and pupils' learning experiences through visitors to the school who motivate and inspire the pupils.
122. The coordinator has had a strong influence in maintaining the high profile of art and design in the school. She has a good understanding of the strengths and weaknesses in the subject through her monitoring of planning and the examination of pupils' work. In her commitment to further improvements, she is aware of the need to incorporate more non-European art into the curriculum and to find a manageable system of assessing the progress that pupils are making. She also knows that more opportunities are needed for pupils to choose their own materials and for them to work collaboratively in some aspects of their work. These are areas for further development.

DESIGN AND TECHNOLOGY

123. As at the time of the previous inspection, standards in design and technology are above the national expectation at the end of Key Stages 1 and 2. Pupils throughout the school, including those with special educational needs, benefit from the good provision and make good progress in developing their designing and making skills. The timetable for the special educational needs pupils has been revised since the previous inspection, so they now have full access to the design and technology curriculum.

124. By the end of Key Stage 1, the pupils have a good understanding of the process of designing and making. They make useful sketches in order to plan how they intend to make their finger, hand and pot puppets, indicating the materials they will use and where they will glue and sew. The finished products match these designs well and demonstrate the value of planning to the pupils, as well as the pupils' abilities to cut, shape and join a variety of materials, such as felt, cardboard and paper. Pupils in Year 2, having studied different types of bridge construction, draw their plans, and in the lesson cooperate and communicate very well in small groups to create a structure which will not only bear the weight of Billy Goat Gruff, but will also conceal the Troll underneath. They confidently choose their building materials and experiment enthusiastically with their ideas, discussing reasons for failures and modifying their plans accordingly. Some pupils experiment effectively with folding and bowing their cardboard in order to strengthen the structure. Pupils are encouraged to talk about and record opinions of their finished product. For example, they write about the puppets they have produced; usually they are pleased and satisfied, but occasionally regret not adding extra decoration. More care, however, could be taken over the written presentation, and pupils could be given more guidance on how to label their sketches.
125. Pupils' design and technology skills and understanding develop well as they move through Key Stage 2 and, by Year 6, they are achieving well. The model of the seaside in Year 6 clearly demonstrates the high quality and breadth of skills, which the pupils attain. Pupils throughout the key stage select suitable tools and materials independently and have a good awareness of health and safety. The school has devised a useful planning and evaluation sheet, which helps the pupils organise their work productively. When planning their work, pupils are expected to consider its intended purpose, and adapt the design accordingly, for example when making a book for younger pupils with moving figures or the shape of boxes to hold different articles. Pupils evaluate their work productively, describing the problems they have overcome during the construction, and adaptations they have made to their original plan. One pupil for example, decides his picture frame is too small and starts again.
126. Teaching and learning are good at Key Stages 1 and 2. The subject is led well by an enthusiastic coordinator. Most teachers have good knowledge and understanding of the subject and set high standards for the pupils. They plan their lessons well; this was particularly evident in the classes in Year 5, when a wide variety of breads were carefully and hygienically prepared for pupils to taste and evaluate, using a range of criteria. Pupils respond very well to the stimulating tasks which they are set, showing keen interest and enthusiasm in class, behaving very well and cooperating productively in small groups, which all leads to good learning and progress. Teachers demonstrate their appreciation of the pupils' efforts by displaying their work well around the school, and by taking many photographs of pupils proudly displaying their models. As a result, pupils become very aware of their own learning and progress. One pupil, for example writes, 'I have done my best with it.'
127. Good links are established with other areas of the curriculum, especially science and mathematics, but many opportunities to improve literacy skills in the content and presentation of the written work are not being exploited. There is some use being made of information and communication technology, but it is very limited and there are few suitable resources.

GEOGRAPHY

128. Standards in geography are in line with national expectations at the end of Key Stages 1 and 2. Overall, pupils of all abilities make good progress through the school. Although there is a decline in the standards seen at the last inspection in Key Stage 1, when they were above the nationally expected level, this current group of pupils in Year 2 includes a large percentage who are on the register for special educational needs. For the pupils at Key Stage 2, the standards are similar to those of the previous inspection, but progress is better as more attention is now given to the teaching of important geographical skills.

129. Geography enjoys a high profile in the school and enriches the learning experiences and spiritual, moral, social and cultural development of pupils considerably. The contribution of geography is particularly strong in Key Stage 2, where a wealth of visits are undertaken, some of them as residential experiences, including a visit to France and the south coast of England. In order to cover all the requirements of the National Curriculum, enough time is allocated for geography to be taught in sufficient depth. Improvements have also been made to planning, so that the skills, knowledge and understanding pupils need to make good progress are now being taught systematically through the school. The range of resources, too, has improved and is being used well to enhance the learning opportunities for the pupils in their lessons.
130. The examination of work and planning shows that pupils have covered all the different aspects of geography in sufficient detail. In the fieldwork trips in Years 3 and 5, further opportunities could be provided for the pupils to use their mapping and enquiry skills in a more challenging way. At Key Stage 1, although mapping and enquiry skills are developed well in the topics taught in class, only a few visits are made for pupils to extend these skills in their own locality. There are very good opportunities in Key Stage 2 for all pupils to develop orienteering skills, both in the school grounds and at a local park.
131. By the end of Year 2, pupils have gained a good knowledge of places at home and further afield through their travels with 'Barnaby Bear'. The value in this topic is that pupils' learning and interest levels are continued after school and during family holidays. Diaries are often kept of the visits made, and these are shared with all the pupils in the class. Routes to places, such as Australia, Ireland and Finland, are followed on maps. Most pupils in Year 1 are able to pack a suitcase with the different kinds of clothes they would need in a hot and cold country and are beginning to understand the different climates around the world. Teachers use opportunities for language development, so that pupils become better at describing what they see and begin to use the correct geographical language. These pupils are in the early stages of using a globe to find out which journeys by aeroplane to different countries take the longest time from the United Kingdom.
132. Teachers use the locality well to develop pupils' geographical skills. During their visit to the local church, the pupils in Year 2 drew their route there and marked the recognisable features they saw on the way. In one activity last term, the pupils in Year 2 wrote a postcard from a seaside area abroad. They were able to make relevant observations about the people and features they saw and also to make remarks such as 'how busy it was on the beach and a lot of hotels were needed for all the people staying.' This is a good example of how pupils are developing an understanding of environmental changes in the world.
133. By the end of Year 6, pupils have covered a good range of work, which is considerably enhanced by visits and the good quality of the teaching. Pupils' awareness of environmental issues and the ways in which physical and human features occur is extended very well through the opportunities to debate both national and local issues. A detailed study in Year 6 is made of the coastline, which includes bringing back and examining the sand and seawater from different areas of the coast. Pupils study the causes of erosion and, in a lesson observed during the inspection, debated the environmental and human consequences of building a hotel in a conservation area. This debate was planned thoroughly by the teacher with high expectations, to give the pupils the very best learning experience they could have. The 'public debate' came alive with costumes and props. It provided real enjoyment for everyone, and challenged and inspired the pupils to deepen their knowledge of environmental issues as well as learning the very important skills of debating and considering the points of view of others. The intellectual effort from the pupils was very high in this lesson, and they made very good gains in their learning.
134. Teachers prepare resources well. For example, in another lesson in Year 3, the teacher created a visually exciting rainforest from a small room next to the classroom in order to promote active learning for the pupils. The mark of her success was seen in how much the

pupils had remembered about the rainforest from the week before and how enthusiastically they answered the probing questions that were linked to the resources all around them. In Year 4, pupils ask important questions about their river study before they begin, such as 'Are there any signs of pollution and if so why?' and then go about finding the answers. Pupils in Year 4 also carried out a very useful survey about their village and collected information, which they analysed carefully. Most groups have used coordinates to find places and different features.

135. The quality of teaching is good through the school, with evidence of particularly effective teaching in Years 4 and 6, where there is a greater focus on the development of enquiry skills. Although this is an area for further development in some other year groups, it does not detract from a very positive picture of geography teaching in the school and a good climate for learning. This is being achieved through mostly good coverage and knowledge of all of the elements of the curriculum, well-planned activities and usually high expectations of what pupils can achieve. Information and communication technology is being used well to enhance the subject through use of the Internet for research and programs such as the 'Interactive Detective' in Key Stage 2 and the use of 'The Roamer' in Key Stage 1 to develop enquiry skills. Useful links are made with other subjects, such as the recent work on India in Key Stage 2 and the link with Sikhism being taught in religious education. Although pupils communicate their findings very well through their writing, there are missed opportunities to improve the content, handwriting, grammar and spellings of pupils' writing through geography at both key stages.
136. The coordinators are new to the subject, but already have a good awareness of the strengths and weaknesses in provision and how to improve aspects further. This they have obtained from the careful examination of both planning and examples of pupils' work. They have already identified assessment as an area for improvement and are considering the most effective way of using assessment procedures to improve the teaching and learning. There has been no monitoring of the teaching and learning through classroom observation and so this is an area for further development. It is needed to ensure a more consistent approach to mapping and enquiry skills through the school and to identify any in-service needs in this important aspect of the subject.

HISTORY

137. In Key Stage 1, standards in history have been maintained since the previous inspection and are in line with expectations, but in Key Stage 2, they have improved and are now above national expectations. Pupils in both key stages, including those with special educational needs, make good progress. The high priority, which has been placed on teaching the historical skills, has improved the learning, particularly in Key Stage 2.
138. Pupils in Year 2 have developed a good understanding of 'then' and 'now'. This concept, and that of sequencing events, is taught well and reinforced throughout the key stage. The pupils research information at home about their own history and that of their families, collecting photographs, and gaining first-hand evidence from grandparents and parents. Some of the completed topic books are of a good standard. Pupils make studies of famous people in history, such as Guy Fawkes and make the connection with bonfire night. The teachers make good use of the resources available when introducing the work of Florence Nightingale, such as old photographs and enlisting the help of nurses to demonstrate and talk about the uniforms worn today. Pupils are able to sequence the photographic sources correctly, but most find it difficult to describe and explain the differences and changes over time.
139. Good progress in understanding chronology and developing pupils' abilities to interpret historical evidence continues in Key Stage 2 and, by Year 6, attainment is above the expected level. The pupils have a very clear understanding of the difference between fact, fiction and

opinion, and are able to place the periods they have studied in the correct chronological order. Pupils' ability to recall the facts and content of the topics they have studied is less sound. The work in the pupils' books is too often copied and more opportunities for pupils to record and organise historical information independently, using their literacy skills would help them remember the facts and ideas in greater detail, as well as helping them to develop their writing skills. When pupils are provided with materials such as books and reference sheets for research purposes, effective learning occurs. In Year 5, they successfully investigate Ancient Egyptian beliefs of the after-life and, in Year 6, the voyages of Tudor explorers and reasons for their journeys. Full development of pupils' research skills is, however, restrained by the lack of access to a school library, even though teachers endeavour to provide a good range of information books within the classroom.

140. The quality of teaching is generally good, especially in Key Stage 2. The teachers appreciate the importance of directing attention to the basic historical skills and teach these very well. As a result, the pupils are developing a clear understanding of the principles of historical study. The teachers' management of pupils is very good, and they plan their lessons well, making good use of interesting artefacts. The pupils respond accordingly, with interest and enthusiasm, and learn well. Good open-ended questioning techniques, especially in Key Stage 2, encourage the pupils to extend their thinking and suggest reasons for events. A Year 4 class, for example, offered insightful suggestions in answer to questions regarding the blitz in World War Two.
141. The subject coordinator is knowledgeable and enthusiastic and provides good support to the staff, but has few opportunities to visit classrooms and monitor the teaching. The history curriculum is enhanced by the use of homework, where some pupils download information from the Internet or question the adults in their lives about their past experience. The school organises many visits to places of historical interest and the excellent collections of artefacts, displays and time-lines in classrooms enrich the curriculum further.

INFORMATION AND COMMUNICATION TECHNOLOGY

142. The determination of the headteacher and governors to improve the school's facilities and resources has led to significant improvement in the school's provision for information and communication technology since the last inspection. Discussions with staff, pupils and governors and observations of work currently in progress show that standards have risen. The installation of a computer suite just over two years ago has had a major impact on the way the subject is taught. All classes now have weekly lessons for information and communication technology, as a result of which pupils of all abilities have made good progress in acquiring new skills and developing their ability to use a range of software. Standards are improving, and pupils up to and including Year 4 are achieving at the levels expected for their age. Pupils in Years 5 and 6 are also making good progress, but have had more ground to catch up, and overall standards are still below those expected for the end of Key Stage 2. Some effective use of information and communication technology to support pupils' learning in other subjects was observed during the inspection, but the next aspects for development are to ensure that the school has more robust systems for assessing pupils' attainment and ensuring that new technology is used more widely as a tool for learning across the curriculum.
143. By the end of Year 2, most pupils reach the national expectation of Level 2 in all aspects of the curriculum. Pupils acquire an appropriate range of skills which enable them to exchange and share information. For example, they type explanatory text and add headings and captions to their work using a word processor, and they know how to alter the colour, size and appearance of the text. They are learning how computer programs can be used to find things out, for example, by entering data, which they have collected, into a data-handling program and then answering questions on the basis of the results produced in the form of a bar chart.

However, the aspect of finding things out is not developed as well as it could be, as pupils have yet to learn how to use CD-ROMs, for example, as a source of information for their work. Pupils are beginning to appreciate how computers can help them to review and modify their work. A particularly good example was observed in the work of pupils in Year 1, who had typed out a shopping list on the computer and were then helped by the teacher to check their spelling and make corrections so that their final version was very much better than their original draft. Pupils are learning how to save and then retrieve their work so that they can work on it at a later stage. As pupils grow in confidence through the key stage, they start to be more creative in the way they develop their ideas. In a good lesson in Year 2, for example, the teacher gave a good introduction in which she explained the skills required for pupils to create a picture in the style of Jackson Pollock. The learning within the lesson, however, was very good as pupils not only applied themselves well to their tasks, but experimented creatively and thoughtfully to produce some very good end products. All pupils, without exception, completed a picture, some of which showed great complexity and detail, the result of a lot of painstaking work.

144. Pupils of all abilities make good progress throughout the school, even though there are noticeable differences in the attainment in different classes and year groups. Pupils in Year 1 who have had the benefit of a whole year in the Reception class are noticeably more confident in using computers than those who had spent only one term in the Reception. Because they have weekly access to computers, pupils master the basic skills of using a computer in Key Stage 1. Throughout the school, pupils know how to locate and open programs, and save and print their work. Pupils in Key Stage 2 know how to retrieve work, which they have previously saved, in order to edit it. As they move through the school, pupils start to transfer skills, which they have already learnt, from one program to another, although this skill is not quite so evident amongst the older pupils who have had less opportunity to use computers during their early years in the school. Nevertheless, there is clear progression as pupils move through the school. In Year 1, for example, pupils learn to type short phrases but, by the end of Year 2, they produce longer pieces of text, which they are starting to format in different ways. By Year 4 and the end of Key Stage 2, pupils are starting to think carefully about the layout of their writing and produce some well-presented pieces of work, incorporating different graphic elements to complement the text.
145. By the end of Year 6, the range of attainment is much wider than is evident lower down the school, reflecting the fact that some pupils acquire skills much more quickly than others and that others have the benefit of using a computer at home. Although standards are below the expected level overall, pupils are rapidly catching up lost ground, but need more time to consolidate the skills which have been taught. Pupils are discovering different ways in which new technology can be used to find things out, but this aspect is still a relative weakness, as pupils do not have a great deal of opportunity to use CD-ROMs or the Internet on a regular basis. They are aware, however, of the need to be specific when defining their search queries. A particularly interesting exercise was conducted in Year 6 to find out whether it was quicker or easier to use books or the Internet to find out information for a history topic, and pupils concluded that there were advantages in both methods. Pupils have yet to experience a variety of ways in which computers can be used to control events, but some good work was observed during the inspection in Year 4 as pupils learnt to control the movements of a turtle on the computer screen in order to draw objects. As at Key Stage 1, the interest and application shown by nearly all pupils contributed significantly to the progress made during the lesson, and pupils achieved more than the teacher had originally intended. Pupils continue to develop their skills in presenting and sharing information and achieve appropriate standards in this aspect of their work, when, for example, presenting written work in English or a project in other subjects. The pupils have not yet progressed to developing multimedia presentations, although they have been introduced to the concept.
146. The quality of the teaching has improved since the last inspection and is good at both key stages. The teachers' confidence and expertise has improved considerably as a result of in-

service training and the guidance given by the subject coordinator. The teachers acknowledge that further training is required, and this is scheduled to take place in the near future, but all show a willingness to learn and to provide positive learning experiences for the pupils. As a result, all staff use the computer suite effectively and give pupils clear instructions. Lessons are based on a structured scheme, are well planned and help pupils to learn new skills, generally within meaningful contexts. Teachers maintain a very good balance between whole-class teaching and giving pupils enough freedom to make their own independent choices, which also provides the more able pupils with sufficient challenge. The quality of learning is good and, in some of the lessons observed during the inspection, it was very good. In almost all classes, pupils show very good motivation to learn, work hard, concentrate well and, as a result, make good progress. Pupils work well with each other, taking turns when sharing a computer, offering constructive help and advice to their partner or to others in need of assistance, and showing very mature attitudes and appreciation of the opportunity to work in the school's computer suite. In only one class was this not the case. Here, pupils did not listen carefully enough and were very dependent on the teacher and helper, showing a reluctance to try things out for themselves. Some teachers could be more critical in the feedback given to pupils about their work and could provide more opportunities for pupils to evaluate critically what they have done. A very nice feature was observed in a lesson in Year 2, in which all pupils moved around the computer suite near to the end of the lesson to observe what everybody else had achieved during the lesson. This not only satisfied pupils' curiosity about what others had done, but helped pupils to see the different effects that could be achieved and reinforced the artistic objectives of the lesson.

147. The curriculum for information and communication technology is sound. The school follows a recommended scheme of work which ensures that all aspects of the prescribed curriculum are covered. The school may need to review the two-year rolling programme for Key Stage 1. The current cycle works well, but the units planned for next year for pupils who are currently in Year 1 will not provide enough challenge for most pupils. Skills are generally taught within a meaningful context, although further thought could be given to the planning of some units to tie work in more closely to other areas of the curriculum. A good lesson in Year 4, for example, in which pupils were learning to draw shapes on the screen by giving commands to the computer could very usefully have been tied in to work in mathematics on angles. Most subjects benefit from the use of information and communication technology from time to time. In geography, for example, pupils have looked for information on the Internet. In design and technology, they have used a digital camera to take pictures of their finished products. The good use of a word processor to improve pupils' draft writing, noted earlier in this section, is not evident in many classes. In one class, for example, pupils had hand-written a draft account for their work in geography and then typed this up onto the computer. Although the work had been checked by the teacher, spelling errors, incorrect grammar and some poorly phrased sentences had been left uncorrected, so far from improving the quality of their English, pupils reinforced their mistakes by copying them into their word-processed document. Work in mathematics is enhanced by the use of data-handling software, and some of the school's older computers are still used to run software to help pupils practise their numeracy skills. Displays around the school and work in classrooms also reflect greater use of new technology across the curriculum. However, there is scope for much wider use of technology, both within the classroom and by ensuring that the computer suite is fully used every day. Pupils' skills have now reached a sufficient level for staff to make greater and more purposeful use of technology in all subjects.
148. The subject has been led and managed well. The school is trying out different methods to assess pupils' attainment. Some pupils are keeping a diary of their achievements, others are compiling a class record and some classes are using tick-sheets to check which skills pupils have acquired. All of these have their merits, but further thought needs to be given as to which system is likely to prove the most helpful to teachers in assessing what pupils need to do to improve, and this will become more important as the gap between the higher and lower-

achieving pupils continues to widen. Other positive aspects, such as the computer club, which is run to help pupils who have no computer at home or who are struggling with some aspect of their work, the log kept within the computer room to alert the coordinator to any problems encountered with the school's computers, and the use of the school's facilities by groups of parents on a Monday, all indicate a positive approach to the school's wider provision. A governor comes in to help pupils on a one-to-one basis in Key Stage 1, and this has had a very positive impact on pupils' progress.

149. The school's resources have improved significantly since the last inspection and this, more than anything else, has helped standards to improve. A good system has been established for saving pupils' work on a central server, so that pupils can access work which they have previously saved from any of the networked computers around the school. In a number of classes, pupils were given the opportunity later in the week to continue what they had started in the computer room, thus making very good use of both the centralised and stand-alone computers around the school. A few teachers, however, are not yet fully conversant with the system, and some pupils' work was saved in the wrong place, thus making it difficult to access it at a later stage.
150. Standards are rising, provision is improving, teachers' confidence is increasing and the use of new technology is having a greater impact than before. The school now has a good platform from which to expand the use of information and communication technology so that it becomes an integral and natural resource for use in all subjects.

MUSIC

151. The school has maintained the above average standards reported at the time of the last inspection, and pupils in both key stages, including those with special educational needs, make good progress. Singing is a strong feature, but musical appreciation and some aspects of composition require further development.
152. By the end of Key Stage 1, the pupils have learnt to sing well and know many songs by heart. The singing is tuneful and lively, particularly when accompanied with actions, which they thoroughly enjoy. They control their singing to produce louder or softer tones. They have developed a good understanding of tempo and adapt their marching movements to the time of the music. They sing songs, such as, 'Clap Your Hands to the Pulse of the Music', clapping or clicking their fingers in time to the beat very well. They capably follow directions from the teacher when using percussion instruments but are not given sufficient opportunities to create and develop their own musical ideas.
153. Good progress is made through Key Stage 2, so that standards in Year 6 in most aspects of the music curriculum are good. The singing is good, especially the standards reached by the choir, where the diction, tone and pitch control are very good. Pupils, throughout the key stage, are able to sing tunefully in unison, the choir sing in two-part harmony and pupils in Year 5 can competently retain the melody in a four-part round. Pupils play tuned and untuned instruments and have a good understanding of the potential of the instruments they are using. In Year 3, for example, they are able to make appropriate choices and create a short sequence of sounds to represent the movements of different animals. In general, too few opportunities are provided for pupils to cooperate, compose and develop musical ideas in small groups, but some pupils, in Year 6, worked very successfully together to write the lyrics and the melody for songs, which they performed very movingly, in assembly. The pupils listen to a variety of music in school, but not the full range. At the end of the key stage, they are very unsure of the names of classical composers and have only a vague notion of their work.
154. The peripatetic music teacher, who is strongly supported by the class teachers and support assistants, leads music lessons. The quality of teaching is good, generating high levels of

enthusiasm, leading to good learning. The teacher has good knowledge and understanding of the subject, and the subject coordinator who leads the choir has considerable expertise and high expectations. The pupils accept the challenge, work hard and take pride in their achievement.

155. Standards in music are enhanced by very good extra-curricular provision. There are good opportunities for pupils to join the choir and recorder groups. Pupils receiving peripatetic tuition make very good progress, and their skills are used well to contribute positively to the music curriculum, especially when they participate in the high quality productions, which are regularly performed by the school, and discussed with much pride and enthusiasm by the pupils.

PHYSICAL EDUCATION

156. The previous inspection found that that attainment in swimming and games was much better than that generally found at the end of Key Stage 2, and this is still the case. The high level of achievement has been maintained since the last inspection, but standards of attainment are stronger at Key Stage 2 than at Key Stage 1. During the week of the inspection, it was not possible to see all the component parts of the physical education syllabus being taught. It was only possible to see three lessons at Key Stage 1, all dance, and three lessons at Key Stage 2, two of which were dance and one netball. Therefore, the overall judgement on the quality of the teaching, attainment and progress of pupils is made on the lessons seen and the accompanying planning, as well as visits to the very wide range of sporting clubs and coaching provided by the school. Judgements are also made on the evidence of discussion with pupils and teachers, and an examination of teachers' planning and records. Across the school, pupils with special educational needs take part fully in sporting activities and are making good progress in line with their peers.
157. Pupils are taught satisfactorily at Key Stage 1. Some good teaching was observed in Year 1. Here, music from 'The Planets' by Holst was well chosen and used for the cool-down part of a dance lesson. In this lesson, pupils participated willingly and with energy, and achievement is in line with that generally found, with the youngest pupils in the key stage demonstrating satisfactorily control of their movements and awareness of space. Also in this lesson, music was used to get changed to. 'Can you all get changed before the end of the piece of music?' engendered a sense of fun within a disciplined environment. In Year 2, pupils copy, remember and repeat simple actions and movements satisfactorily but are not sufficiently encouraged to make improvements to their techniques and ideas or to evaluate their own or other pupils' performances. As a result, pupils attainment in Year 2 is not significantly better than that in Year 1. They were aware of the importance of warming up and exercising safely when making up dances about winter using a poem by Shirley Hughes and a range of percussion instruments as a good stimulus.
158. The standards achieved by pupils in Key Stage 2, while varied, are good overall. In Key Stage 2, pupils make good progress, although in one lesson in Year 5, the poor behaviour of a small minority of boys hampered pupils' concentration and the flow of the lesson. Between the beginning and end of Key Stage 2, progress quickens and, by Year 6, it is very strong. Pupils are able to practise and improve their performance, working alone, in pairs and small groups that contain both boys and girls, and in teams. With the teacher's prompting, they evaluate their own and others' performances sensitively. They use their evaluations to improve their own performance, in terms of variety of movement, suitability, quality and accuracy; for example, when making up dances in small groups about the course of a river from being a raindrop all the way to the sea. In a very good lesson on netball observed in Year 6, there was very good progress in acquiring skills as the pupils practised throwing, intercepting and catching. This was due to the teacher's skill and knowledge and the demonstration and knowledge of the pupils who regularly attend the netball club. By the end of the lesson, they

were drawing on what they knew about strategy and tactics very well indeed. By the time pupils leave the school, all achieve the national standards of swimming 25 metres. Many pupils achieve distances of 400 metres or more.

159. Overall, the quality of teaching is good, with teaching observed during the inspection ranging from satisfactory to very good. Lessons are well planned, often by pairs of teachers, and are generally well structured. They mostly have appropriate learning aims that are matched to those in the comprehensive scheme of work and assessment that the school uses. Many teachers use well-chosen music for lessons in dance. Teachers set the right tone for lessons by changing into appropriate clothing and by their preparedness to demonstrate. When teaching is very strong, it is because of very good subject knowledge of that particular part of the physical education curriculum, their very good relationships and approach to the learners, and their good use of the expertise and self-evaluation of the children within their classes. In dance lessons, when teaching is not so strong, teachers over-direct movements and do not sufficiently challenge and inspire pupils to develop ideas and movements for themselves. At both key stages, pupils are learning well about the need for exercising safely and the role of exercises in keeping healthy. In some classes, many pupils are reluctant to work with pupils of the opposite sex, and teachers do little to address this.
160. The range and quality of the curriculum provided is very good. Extra-curricular activities make a very significant contribution to pupils' games skills and to their spiritual and social development. They also make a very good contribution to extending the skills of the more able sports players. The school has many regular outside visitors from the world of sport, including coaches from Nottingham Forest Football Club and Nottinghamshire County Cricket Club. The school has fourteen sports clubs that involve all ages and most of the school staff. Over half of the pupils in Key Stage 2 regularly take part in a sporting activity. The coordination of the subject is good. The coordinator has recently set up a scheme for staff to receive help in lesson planning when they need it from colleagues who have that particular expertise. The school has two halls, but both are small for the number of pupils using them during activities. Outside, they have all-weather surfaces and floodlights that are very good. Resources are good, with money very recently being raised for the buying of basketball hoops and equipment.

RELIGIOUS EDUCATION

161. Standards of attainment at the end of both key stages are above the expectations of the Nottinghamshire Agreed Syllabus. Pupils have a secure knowledge of a wide range of the main world religions and understand that faith plays an important part in the way people live and the traditions they maintain. These standards have been fully maintained, and often improved upon, since the previous inspection. Pupils of all abilities, including those who have special educational needs, make good progress as they move through the school and benefit from good teaching and a well-balanced, well-planned programme of teaching and learning. The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development.
162. Teachers in Key Stage 1 make sure that pupils have a good understanding of Christianity appropriate to their age and of the particular significance of ceremonies and artefacts. This learning is enhanced by frequent visits from a parish priest. As part of their work, pupils visit the local church and are aware of the furnishings of the church and their religious significance. Pupils also have a good knowledge of other faiths and, during the inspection, pupils in Year 1 were observed learning about artefacts linked to the Jewish faith. The pupils' interest had been stimulated by a visit from a Jewish lady, and they were learning about the Mezuzah, how it is revered and how it is used. Interesting and informative displays around the teaching areas show recent work on Diwali closely linked with other festivals of light.

Teachers use religious education lessons to enhance pupils' spiritual, moral and cultural development, and pupils show respect and tolerance for the views and beliefs of others.

163. The development continues throughout Key Stage 2, following a carefully devised curriculum. The pupils' knowledge of Christianity and other faiths deepens, and teachers provide very good opportunities for pupils to express their own ideas and how the various faiths and religions impact upon our society. Pupils talk about faith freely and confidently. In Year 3, pupils openly discussed the importance of faith in our lives. The discussion was well managed, and pupils were able to express themselves openly and clearly. By Year 4, these ideas are more firmly developed. In one lesson, pupils were thinking about people who influence our lives, and soon added Jesus and Hindu gods to their lists of friends and family. These pupils know and understand the importance of faith and how it impacts upon the way we conduct our lives. By Year 6, these concepts are well developed. Lessons are exciting, and pupils are keen to contribute their ideas. Pupils show a very good grasp of the significance and importance of symbols in religious beliefs and that some symbols are the outward signs of deeper meaning. One lesson involved the expressions of hopes for peace through splendid poetry written by groups of pupils and promises and resolutions made using candles as a symbol of spreading light throughout the world. This lesson had a particularly spiritual quality, and all pupils were happy and confident to be involved. Pupils read well and others listened intently, whilst others freely expressed their individual feelings and hopes. The teaching supports pupils' personal development very effectively, and some aspects of the study are used to promote tolerance and acceptance and help pupils to confront difficult issues.
164. The quality of teaching is good overall and at times very good. Lessons move at a good pace and are full of interest. Pupils are encouraged to take an active part, and their contributions are valued and skilfully developed. The motivation prompts very good behaviour by the pupils at all times. Teachers are secure in their own knowledge of the subject, and they enhance an already rich curriculum with a comprehensive programme of visits and visitors. However, although the topics and subject matter provide very good opportunities for writing, teachers do not always take advantage of these to develop pupils' literacy skills. Furthermore, there is not enough opportunity for pupils to use information and communication technology for independent research into the beliefs and traditions of faiths other than their own. The teachers provide excellent displays of pupils' work and artefacts linked to classroom work. The displays represent the full range of topics covered by the pupils and show the links made with other subjects so that, in Year 6, work on Sikhism is associated with other geography work on India, and in Year 5 there is a display which shows the differences in the way that Buddhism and Christianity impact upon the lives of people.
165. The coordinator is enthusiastic and well informed. She has improved the quality of resources available to support teaching and learning and has an action plan for improving them even further. She is also developing an appropriate assessment procedure for use throughout the school which should secure the steady progress which pupils are expected to make.