

# INSPECTION REPORT

**RICHARD BONINGTON PRIMARY AND  
NURSERY SCHOOL**

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122512

Headteacher: Mr C Moodie

Reporting inspector: John Foster  
21318

Dates of inspection: 20 - 23 May 2002

Inspection number: 195895

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Calverton Road  
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Nottinghamshire

Postcode: NG5 8FQ

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Appropriate authority: The governing body

Name of Chair of Governors: Mrs A Teahen

Date of previous inspection: 9 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21318	John Foster	Registered inspector	Geography Music Physical education English as an additional language	What sort of school is it?  How high are standards?  a) the school's results and the pupils' achievements
11104	Michael Fleming	Lay inspector		How high are standards?  b) 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?
15175	Margaret Cooper	Team inspector	Areas of learning for children in the Foundation Stage  Design and technology	
14596	Anthony Fiddian-Green	Team inspector	Mathematics  Religious education  Special educational needs	How well is the school led and managed?
22274	Vera Rogers	Team inspector	English  Art and design	How well are pupils taught?
14806	John Stevens	Team inspector	Science  Information and communication technology  History  Equal opportunities	How good are the curricular and other opportunities offered to the pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Richard Bonington Primary and Nursery School caters for boys and girls aged between three and eleven years. The school is larger than the average size for primary schools. At the time of inspection there were 420 pupils at the school, including 72 children who attend the two Nursery classes either in the morning or the afternoon. This is slightly more than the number on roll at the previous inspection when 396 pupils attended the school. The general level of attainment of children when they start school is about that expected nationally. There are four pupils from ethnic minority backgrounds, though none with English as an additional language. The percentage of pupils eligible for free school meals is 7.8 per cent and is below the national average. The percentage of pupils with special educational needs is below the national average. One pupil has a formal Statement of Special Educational Needs.

### **HOW GOOD THE SCHOOL IS**

This is a good and rapidly improving school where the many strengths far outweigh the weaknesses. The very strong leadership of the headteacher, ably supported by his deputy, is the main reason for the recent improvements that have taken place. The governors have good knowledge of the strengths and weaknesses of the school and they use this knowledge well in planning future developments. Standards have risen over the past two years and the good quality teaching that is taking place indicates that this improvement should continue. Standards attained by pupils in mathematics at the ages of seven and eleven are above those expected nationally. The school gives good value for money.

#### **What the school does well**

- Standards in mathematics at the end of both key stages and in art and design, music and physical education at age eleven are higher than those nationally.
- Leadership and management are good overall, with very good leadership by the headteacher, well supported by his deputy.
- The quality of teaching and learning overall, and specifically in Key Stage 2, is good.
- The governing body is very aware of the strengths and weaknesses in the school. Governors play an active part in planning future developments.
- Pupils with special educational needs are catered for well.
- Pupils have very good attitudes and behaviour. This stems from the very good relationships which exist in the school and the way in which pupils are well cared for.
- There is a good range of activities for pupils beyond the normal school day. This helps to support their spiritual, moral, social and cultural development, which is good overall. Their moral and social development are very good.

#### **What could be improved**

- Teachers in the Foundation Stage have too low expectations of what their pupils can achieve, particularly in communication, language and literacy.
- Assessment procedures need to be extended to cover all subjects and the results obtained used more effectively when future work is planned.
- More computers are needed in the classrooms in order that pupils can develop their information and communication technology skills more effectively.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the school was last inspected in June 1997 it has made good progress in addressing the issues and has built on the strengths identified in that report. Teachers now have high expectations of what pupils can achieve, particularly at Key Stage 2 where this was previously identified as a weakness. Teachers in the Foundation Stage, however, do not always expect the highest standards possible from the children. The quality of teaching overall has improved through the introduction of more effective monitoring of teaching and learning. The school has adopted the nationally recognised schemes of work for most subjects. For pupils with special educational needs, the quality of their

Individual Education Plans has improved. These are now good, and are used well to develop this group of pupils. Pupils at Key Stage 2 are now given frequent opportunities to undertake a good range of writing and as a result the quality of their written work has improved. Recently introduced procedures for assessing pupils' work are beginning to have an effect on standards, though this needs to be extended to cover all subjects. The results gained through the assessment are not yet used well enough by teachers when planning work for their pupils.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	C	C	C	well above average A above average B average C below average D well below average E
Mathematics	D	D	C	C	
Science	D	D	B	A	

Pupils enter the Nursery with attainment levels appropriate for their age. They make sound progress overall, as a result of the satisfactory teaching and learning in the nursery and reception classes and most are expected to achieve the Early Learning Goals of the Foundation Stage curriculum by the time they enter Year 1. However, all children in the Foundation Stage do not make enough progress in communication, language and literacy and too many fail to meet the appropriate target in this area of their learning.

The national tests for 2001 indicate that by the time they leave the school at the age of 11 pupils' attainment is in line with the national average in English and mathematics, though it was above average in science. When compared to pupils from similar backgrounds, pupils achieved standards that were average for English and mathematics, but well above average in science. In most subjects pupils attain standards which are about those expected nationally. Inspection evidence indicates that pupils achieve well and attain standards in mathematics which are above average at the ages of seven and eleven. This is largely because of the positive leadership within the subject. Whilst in the past two years standards have risen, the overall rise in standards is about the same as that in schools nationally. Appropriate and challenging tasks are set for pupils and these are largely met. Whilst pupils achieve well in information and communication technology when they use the computer suite, the lack of computers in classrooms limits the opportunities they have to use the skills learned in the suite in other subjects. Pupils with special educational needs are supported well in their learning and they make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic learners and work hard to achieve well.
Behaviour, in and out of classrooms	Pupils behave very well. The newly established behaviour policy is having a positive effect on their behaviour.
Personal development and relationships	Relationships within the school are very good. Pupils develop a good understanding of the impact their actions have on others.

Attendance	Satisfactory. Attendance levels are broadly in line with the national average.
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## TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. This shows an improvement since the previous inspection, especially towards the end of Key Stage 2 where teaching was identified in the last report as having weaknesses. It is now the area of the school where teaching is strongest, as shown in an excellent English lesson in a Year 5 class. This is reflected in the particularly good progress made by the older pupils. The particular strengths in teaching are the high expectations most teachers have of their pupils, the very good relationships that exist in the classes between pupils and between pupils and adults and the very effective ways in which teachers manage their pupils. Whilst the teaching is satisfactory overall in Year 1 and Year 2, there are some positive strengths shown by the teachers. In a science lesson in a Year 1 class, for example, the quality of teaching was excellent.

Whilst the teaching is satisfactory overall in the Foundation Stage there are weaknesses in the teaching of English for this group of children. Teachers in this area of the school do not have sufficiently high expectations of what children of this age, and particularly the higher attainers, can achieve. As a result, children in these classes do not make enough progress in developing their literacy skills.

Overall, literacy and numeracy are taught well. The teachers use the National Strategies for Literacy and Numeracy effectively to support learning for pupils of statutory school age. This results in good learning overall. Pupils' progress in mathematics is particularly noteworthy, largely because of the good teaching in the subject, the effectiveness with which the National Numeracy Strategy has been implemented and good leadership by the co-ordinator.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum meets the needs of the pupils through effective planning and implementation of the National Curriculum and religious education. Visits and visitors are used well to support learning. The quality and range of out-of-school activities is good.
Provision for pupils with special educational needs	Good. There are good arrangements to support pupils' learning in classes. Teaching assistants provide valuable support for individual pupils and small groups, although there are too few of them to provide for all needs.  Pupils' Individual Education Plans are well organised, reviewed regularly and contain appropriate targets for improvement.
Provision for pupils' personal (including spiritual, moral, social and cultural) development	Good overall. Spiritual development is satisfactory, cultural development is good and moral and social development are very good. Teachers plan well in order to meet pupils' needs in this area.

How well the school cares for its pupils	The staff use their good knowledge of individual pupils to care for them well. There are effective procedures for child protection.
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Parents are very supportive of the school. They are particularly supportive toward the newly appointed headteacher and the initiatives he has introduced.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and is well supported by the deputy headteacher and other staff. The headteacher has a clear vision about how the school should be developed and the subject co-ordinators are clear about their role in raising standards.
How well the governors fulfil their responsibilities	The governors perform their duties well. The school development plan has been formulated through effective discussion and gives a good guide to how the school will develop for the next three years. The governors are fully involved in decision making to ensure that the plan is successfully implemented.
The school's evaluation of its performance	Good. Though this procedure is at an early stage of development, the headteacher monitors teaching and learning very effectively. Though the co-ordinators have yet to consistently undertake monitoring in their subjects, plans are in place for this to begin in the very near future. The governing body is fully involved in monitoring the school's performance and sets challenging targets for pupils and staff.
The strategic use of resources	Good. The governors ensure that best value is obtained when purchasing goods and services and the priorities outlined in the school development plan are appropriately funded. The administrative officer manages and monitors finances well.

The governing body is very aware of the strengths and weaknesses within the school and fully supports the headteacher in his vision for improvement.

There is a satisfactory number of appropriately qualified teachers though there are not enough teaching assistants for the size of the school. The accommodation is well cared for and is adequate, though the library and some classrooms are too small.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are happy to come to school.</li> <li>• They believe that their children make good progress because of the good teaching and the teachers' high expectations of the children.</li> <li>• The effectiveness with which the school is led and managed.</li> <li>• They feel that they could approach the school with any concerns and they would be dealt with quickly and effectively.</li> <li>• They believe that the school is helping their children to become more mature and take responsibility.</li> <li>• The children are well behaved and encouraged to work hard to achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are unhappy with the levels of information given about the progress made by their children.</li> <li>• Some parents feel that the school does not work closely enough with parents.</li> <li>• The amount of homework given to their children.</li> <li>• The range of out-of-school activities is too narrow.</li> </ul>

A little over one-third of parents completed the questionnaire and 24 parents attended a meeting for parents prior to the inspection. Overall, they supported the school very well, though some parents expressed some misgivings about the ways in which the school kept them informed about the progress their children make. The inspection team fully supports the positive views expressed by the parents and found the amount of homework given was appropriate for most pupils. The school provides a good range of out-of-school activities and works closely with parents; parents are kept well informed about their children's progress through three parent evenings annually, an open door policy giving access to teachers and good quality annual reports.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The year 2001 national tests for eleven-year-olds show that pupils' performance in:
  - English and mathematics is the same as the national average;
  - science is above the national average.
2. When compared to pupils from similar backgrounds, pupils' performance is:
  - average in English and mathematics;
  - well above average in science.
3. It is not possible to make a comparison of this cohort's improvement against their results in the Year 2 tests in 1997, as the school did not send in that year's results for analysis.
4. Over the past four years, however, the school's performance in the core subjects of English, mathematics and science has risen at a rate similar to that in schools nationally.
5. In the similar national tests for seven-year-olds in 2001, pupils' performance was the same when compared with all schools nationally and with similar schools. It was:
  - average in reading;
  - well above average in writing and above average in mathematics.
6. Teacher Assessment of pupils' attainment in science in 2001 puts them in line with the national average when compared with all schools and with similar schools.
7. Inspection judgements for the current Year 6 group indicate that they achieve expected standards in English and science and above expected standards in mathematics.
8. For the current Year 2 group of pupils inspection findings are that they attain expected standards in science and English and above expected standards in mathematics. The Year 2 pupils' speaking and listening and reading skills are broadly in line with those expected nationally.
9. In the English tests for the eleven-year-old pupils the percentage reaching the expected Level 4 or above is close to average in English and mathematics and above average in science. The percentage reaching the higher Level 5 is above average in English and science and about average in mathematics. In science particularly, this has had the effect of raising standards well when compared to other schools. Throughout the school, and particularly between the ages of seven and eleven, pupils generally achieve well because of the good teaching they receive and the high expectations teachers have of the pupils.
10. In the national tests for seven-year-olds a similar picture emerges, though different strengths are identified. In reading, the school's performance in attaining the average or above level was in line with the national picture, but in writing and mathematics the percentage of pupils achieving the average score was well above national levels. The percentage of pupils attaining the higher Level 3, however, is about in line with the national figures for reading and mathematics, but well above average in writing.
11. Children enter the Nursery with attainment levels which are about those expected for children of that age. They make sound progress overall in the Nursery and through the Reception year. As a result, by the time they enter the first year of statutory schooling in Year 1, they have achieved the Early Learning Goals of the Foundation Stage curriculum. However, children's progress in reading and writing is not good enough because they are not given sufficient opportunities to build on existing skills, particularly for older children in the Nursery and for those in the Reception year.

12. Between the ages of five and seven pupils are taught satisfactorily, and at times well, and this enables them to make satisfactory progress overall in their learning. As a result, most pupils attain the expected level in the subjects of the National Curriculum and religious education. In English they communicate meaning successfully in writing, using basic punctuation appropriately and spelling simple words accurately. Their skills in reading are in line with expected levels for their age, but lower-attaining pupils find some difficulty in working out words new to them as they lack sufficient knowledge of phonetics. By the time they reach the age of 11, pupils have made good progress and most read fluently with appropriate expression. The quality of their writing has improved during their time in the junior classes and they write for an increased audience. They express ideas confidently and use imaginative and descriptive language well in their work.
13. In mathematics pupils make good progress throughout the school, largely as a result of the good teaching they receive, the successful implementation of the National Numeracy Strategy and the good leadership within the subject. The National Numeracy Strategy and related planning ensures that the pupils have a lively and productive start to their mathematics lessons and the structured approach has led to an improvement in standards overall. Pupils in the infant classes separate numbers into groups when they make their simple calculations. They know that they use grams and kilograms to measure weights and they use the quarter- and half-hours when telling the time. By the time they reach the age of 11 they calculate numbers easily to four digits and beyond and they use a 100-square to calculate the prime numbers to 100 using the method devised in Ancient Greece by Eratosthenes. They use information and communication technology effectively when they put data into computers and produce pie charts and graphs of their results.
14. In science pupils achieve well and by the end of Year 2 they experiment to find out whether a toy truck will travel at the same speed as a toy car down a similar slope. They realise that for the test to be fair they need the same conditions for both vehicles. They undertake investigations to check on volume of sounds and how the sounds carry. By the age of eleven they have good knowledge of investigative science and their knowledge is such that they recognise that blood flows round the body carrying oxygen and food to enable them to live.
15. In religious education pupils attain appropriate standards identified in the locally agreed syllabus. In other subjects they achieve well and attain expected standards at the age of seven. By the age of 11, however, pupils achieve expected levels in the other subjects except for art and design, physical education and music, where they attain above the nationally expected levels.
16. The school has set challenging but achievable targets for pupils in English and mathematics for the current Year 5 group, but the targets set for the current Year 6 class were unrealistically high.
17. Pupils with special educational needs make good progress towards the targets included in their Individual Education Plans. These targets focus largely on literacy and numeracy, but they also have other areas for attention, including some addressing behavioural problems, or joining in with class activities. They have good practice in the starter sessions of English and mathematics, where everyone joins together before dividing into groups.

### **Pupils' attitudes, values and personal development**

18. Pupils have very good attitudes to school and towards members of the school community. This is a strength of the school. From their earliest years in the school pupils behave well, with few exceptions. This is as a direct result of the newly introduced behaviour policy and the high expectations staff have of their pupils' behaviour. The pupils recognise the values inherent in the school's behaviour policy. They appreciate the awards, including smiley faces and certificates, which acknowledge and reinforce those positive aspects of behaviour which make a school community work successfully. Pupils know the difference between right and wrong and develop a good understanding of the impact of their actions on others. Some Year 5 pupils chose the topic of "Selfishness" for a class assembly, which they organised and presented effectively to appreciative and respectful classmates.

19. The relationships that pupils develop with each other and with staff are very good. Pupils are consistently open and polite with each other and to staff and visitors to the school. A Year 3 pupil was seen spontaneously to hold open a door for her classmates, resulting in unaffected exchanges of "Thank you" and "You're welcome". Such behaviour and relationships exemplify an atmosphere where young children feel confident with one another and learning can flourish.
20. The rate of attendance is in line with the national average and there is no problem with punctuality. Pupils arrive at school on time and lessons start punctually. Pupils enjoy coming to school and respond enthusiastically to good teaching. They enjoy their work, demonstrating the ability to focus and concentrate for extended periods. Pupils are keen to answer teachers' questions and are very willing to share their feelings and experiences in discussions. They work well alone but they also work effectively in pairs or larger groups. A group of pupils' participation in an environment committee demonstrates their capacity to accept responsibility and to act for the benefit of the whole school community.

## **HOW WELL ARE PUPILS TAUGHT?**

21. The quality of teaching is good overall. It was satisfactory or better in 97 per cent of lessons and unsatisfactory in three per cent. Teaching was good or better in around two-thirds of the lessons. There is an improvement in teaching since the previous inspection, particularly in Key Stage 2 where teaching was said to be weaker in a minority of lessons in Upper Key Stage 2. Whilst there is good teaching in many year groups, the strongest teaching is in Key Stage 2 where very good teaching is often seen.
22. Teaching is satisfactory overall in the Nursery and Reception classes, with some good lessons and just one unsatisfactory lesson. Good routines are established and teachers provide a range of activities that generally encourage and develop the children's confidence. Teachers have appropriate expectations and manage the children's behaviour well, which results in positive attitudes to learning. Teachers and support staff have good relationships with the children and this gives them confidence and security in their early days of schooling. They are generally less successful in the teaching of the basic skills in literacy, particularly for older children in the Nursery and those in the Reception year, where the children make slower progress in their learning than they should.
23. The quality of teaching in Years 1 and 2 is satisfactory overall, with a substantial number of good and very good lessons and one excellent lesson. Teachers have a good knowledge and understanding of the needs of the pupils and manage them well. Teachers use questioning and discussion well, particularly within literacy and mathematics. This engages the interest of the pupils and promotes good learning. Explanations to pupils are clear and this ensures that pupils know what they need to complete by the end of the session. Relationships are very good and pupils are expected to have high standards of behaviour. In an excellent lesson in science about sounds, the class teacher engaged the interest of the pupils well in discussion and provided opportunities for pupils to investigate and then record their findings independently. This made a positive contribution to their independent learning skills. In the one unsatisfactory mathematics lesson observed, the teacher did not challenge the pupils sufficiently or discuss the work adequately and as a result pupils made very little progress in their learning. Where the quality of teaching was satisfactory, teachers did not always use assessment information well enough to provide sufficiently challenging tasks, particularly for the higher-attaining pupils.
24. The quality of teaching in Years 3 to 6 is good overall, with a good proportion of very good lessons and one excellent lesson. There was no unsatisfactory teaching and this represents good improvement since the last inspection. Teachers manage the pupils very well and as a result they respond positively; this has a strong impact on their learning and the interest that they show in various subjects. In the best lessons, teachers ask searching questions to test pupils' prior knowledge and to arouse interest. Lessons are conducted at a challenging pace so that no one becomes bored. In a very good mathematics lesson, for example, the teacher started with a brisk question and answer session centred around the multiplication tables. As a result of the quick pace and good relationships that the teacher had with the pupils, they were quick to learn and increased in confidence. During the main part of the lesson about the division of large numbers, the teacher used a collection of cards to demonstrate the process of

division and to demonstrate methods of using multiplication to check out answers. This was explained logically at every step so that the pupils fully understood the processes. The tasks they were then given were well matched to the pupils' ability levels and sufficiently challenging to increase their learning. Classroom organisation is generally effective, although teachers often miss opportunities to develop pupils' independence and initiative. This is a weakness in some lessons and some pupils rely too heavily on teachers to plan and guide the organisation of their learning rather than being given the opportunity to develop this aspect for themselves. Where teaching is satisfactory rather than good, some of the above features are not so well developed, and this is often as a result of the lower expectations that some teachers have, particularly of the high-attaining pupils. Another weakness is in the plenary or closing part of the lesson when some teachers leave insufficient time to evaluate pupils' learning with them or to further develop their learning.

25. Teachers' subject knowledge is generally satisfactory or better throughout the school, particularly in English and mathematics. This ensures that pupils acquire sound techniques and skills. The teaching of English and mathematics is good overall in Years 3 to 6 and sound overall in Years 1 and 2. The teaching of most of the other subjects is good overall except for religious education in Key Stage 1, geography in Key Stage 2 and design and technology across the school; these are satisfactory.
26. Teachers' planning benefits from following the guidelines for the National Numeracy Strategy but does not fully follow the suggested guidelines for literacy, as in most lessons guided reading sessions are taught at a separate time. In other subjects, overall planning generally follows national guidelines and provides for clear progression in pupils' development of knowledge and understanding. This helps pupils to acquire skills in a logical order. Teachers' day-to-day planning in subjects other than English and mathematics, however, does not indicate sufficiently clearly or specifically what the pupils are to learn, often describing the activities that are to take place but with no clear indication of lesson objectives.
27. Teachers use a good variety of teaching methods. They usually begin lessons by referring to previous lessons to reinforce pupils' learning. Most teachers make the learning objectives clear at the start of the lessons, put them on display and review them at the end. Teachers usually question pupils well, asking open-ended questions that challenge pupils' thinking. Relationships between teachers and pupils and the management of pupils are good and, as a result, in most lessons pupils are keen to learn, behave and concentrate well. Teachers and support staff work well together. However, in some lessons such as literacy, pupils would benefit from more support, particularly in classes of younger pupils. Although teachers make good use of resources to engage the interest of the pupils, there is not enough use of information and communication technology to assist learning in other subjects of the curriculum. The teachers produce attractive displays which reflect the value that teachers place on pupils' work and achievements. Teachers mark pupils' work regularly and often use praise to encourage pupils. Sometimes, however, praise is given inappropriately, particularly when the pupil has not presented work well. The best marking includes helpful comments on how the pupils can improve their work. Appropriate homework such as reading is set for younger pupils and is used well in Key Stage 2 to support learning in a range of subjects.
28. Teachers use the newly developed information and communication technology suite well to develop pupils' skills, but the lack of sufficient computers in the classrooms means that the skills learned are not used effectively throughout pupils' learning.
29. The quality of teaching and learning for pupils who have special needs is good. Teachers focus well on pupils' needs and on the targets contained in Individual Education Plans, which are clear and realistic. In most lessons, teachers' plans ensure that pupils with special needs have appropriate work that is achievable. Support assistants are involved in the planning and evaluation of how well pupils have worked. They give good support and keep efficient records of what they do.

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

30. The school meets the statutory requirements to provide an appropriate curriculum for all its pupils including those in the Foundation Stage. This is similar to the last report. It meets the requirements of the National Curriculum and religious education, the latter being planned and implemented according to the locally agreed syllabus. The National Literacy Strategy and National Numeracy Strategy have been successfully introduced. The provision for pupils with special educational needs, in particular, is good.
31. Appropriate policies are in place for all subjects based on the framework of Curriculum 2000. The policies are due to be reviewed in the near future. The year group teams plan together for the medium-term and the planning is overseen by each curriculum co-ordinator. The school uses the recently introduced nationally recommended schemes of work from the Qualification and Curriculum Authority for most subjects.
32. The National Literacy and Numeracy Strategies have been successfully implemented. The effectiveness of the National Numeracy Strategy for teaching numeracy skills is particularly good. There are no pupils identified as having English as an additional language. The school is inclusive and provides good quality of access to the curriculum for all its pupils. There is thoughtful provision to equal opportunity, with all pupils included regardless of gender, ability or race. The provision for pupils with special educational needs, in particular, is good. They receive appropriate work together with good support from classroom assistants. The teachers and assistants plan together so that pupils are looked after well and receive appropriate help. Individual Education Plans are well thought out and they are reviewed annually. The targets include achievable goals for literacy, numeracy and behaviour.
33. The wide range of activities outside school time enriches the curriculum. Pupils develop their skills further in such activities as gymnastics, drama, information and communication technology, choir, football, chess, the French club, recorder playing and an environmental club. In the latter, Year 6 pupils have improved the environment by planting trees and flowerbeds. Support has come from the charity "Groundwork".
34. Provision for pupils to become aware of personal, social and health issues in modern living is good. Lessons are timetabled and carefully planned throughout the school with appropriate opportunities for pupils to discuss issues together. It forms an important part of the school's curriculum. Sex education and drug awareness are appropriately taught. Healthy eating and lifestyles are taught through the science programme. In addition, a "Life Education" mobile unit has visited the school where healthy living and the use and misuse of drugs were taught to the pupils. The police visit the school to talk to the older pupils about the dangers of drugs use and misuse.
35. The school has satisfactory links with the community, in particular the local church. The environmental group has links with the community and pupils write letters to the local council on aspects of the environment which concern them. The school participates in various sporting competitions. One weakness is that the school does not, as yet, have any links with industry, although it does have a design and technology link with the Nottingham Enterprise Group.
36. The school has developed good links with partner institutions, in particular with the Nottingham Trent University. Students from the University visit the school for teaching practice. The University helped the school to establish good links with St Anthony's School in Mapusa, India, where the University wished to dispel prejudices such as "all children live in mud huts". The link helps pupils to explore citizenship, giving them a better understanding of other cultures and ways of living. The deputy head has spent one week in the Goa school and a teacher from that school is due to visit Richard Bonington School in June 2002. There are also good links with the local comprehensive school to which the majority of Year 6 pupils go, and to the other schools to which a few pupils go on leaving Richard Bonington.
37. Curricular provision for pupils with special educational needs is good, and they receive appropriate work, together with good support from classroom assistants, when they are present. Teachers and assistants plan together so that these pupils are looked after well and

receive plenty of help. Individual Education Plans are well thought out and they are reviewed regularly. Their targets include goals for literacy, numeracy and behaviour. The need for annual review is met and provides focus for further improvement.

38. The overall provision for pupils' spiritual, moral, social and cultural development is good. This is the same judgement as that given in the last report and continues to be a strength of the school. Provision for spiritual development is satisfactory; for cultural, it is good and for moral and social, it is very good.
39. The provision for pupils' spiritual development is satisfactory. Acts of worship are mainly Christian but stories from other faiths are not neglected. The theme for the week was "If you want a friend, be a friend". This was continued in other assemblies and class assemblies with the themes of selfishness and honesty. In the first assembly, the headteacher challenged the pupils to be a friend to someone who had not been their friend previously. One assembly was organised by a church group, 'New Wine Group'. Assemblies began with a hymn and there was always a time for reflection at the end of each assembly, which concluded with a prayer.
40. The provision for pupils' moral development is very good. Pupils are not only taught the difference between right and wrong but also why something is right or wrong. Positive behaviour is encouraged and there is a well-developed award scheme. Honesty is promoted through the personal, social and health education programmes and also in assemblies. There is a set of rules under the title "Do it right" for the whole school. Staff are good role models and are respected by the pupils. When there are disputes between pupils, the incidents are discussed in class in order to get to the truth. The small number of pupils from minority ethnic backgrounds are integrated successfully into the school. Class discussion times help to promote moral understanding. The impact of all this is that the behaviour of the great majority of the pupils in and out of the classroom is good.
41. The provision for pupils' social development is also very good. Pupils relate very well to each other and get on very well. The school provides many opportunities for pupils to take responsibility and show initiative. Although there is currently no School Council, this is due to be introduced shortly. There is an Environmental Council to which pupils from each class are elected. There are school monitors and all Year 6 pupils become a monitor, on a rota system, during the school year. There is a chance card scheme for pupils who behave and play well together, which is operated by the monitors. Pupils' social development benefits considerably from the personal, social and health education programme. A large number of clubs and extra curricular clubs take place. Most classes make a visit to establishments each term in the area, such as Nottingham Castle and the Caves, Bestwood Park, Bosworth, the Trent Bridge Cricket Ground, Wollaton Hall for Tudors and the church; they walk into Arnold to undertake surveys. There are visitors to the school for assemblies and for history by the Partake Theatre, as witnessed during the inspection. Pupils in Year 6 experience living together and sharing during a residential visit, which this year will be to Overton in Derbyshire.
42. The provision for pupils' cultural development is good. The pupils gain awareness of their own culture, and other people's, through lessons in several subjects. In English, for example, Year 5 pupils have made a study of South Africa and the impact of apartheid. In history the study of the Ancient Greeks has enhanced the pupils' cultural development. Divali and the Chinese New Year are taught in religious education. In art, there are displays of pupils' work of paintings in the style of Van Gogh. Classical music is played in assemblies and music is also promoted through the school choir and in the lessons provided by the peripatetic music teachers for brass and strings. This year, the school has promoted the Golden Jubilee with many displays being on show throughout the school. A good cultural link has been made with St Anthony's School in Goa where the school learns about the cultural differences and where there are multi-faiths in Christianity, Hinduism and Islam.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43. The school cares well for its pupils. The care and support of pupils with special educational needs is good and the school ensures they have the same opportunities as other pupils. Teachers know all the pupils they work with well. This knowledge, while largely informal, is

fundamental to the school's satisfactory monitoring of its pupils' personal and academic progress. It enables the discussion of individual pupils, which takes place among staff at regular meetings. Learning support assistants share such knowledge of pupils with special educational needs and, like the teachers, keep good records. A system for detailed recording of pupils' academic progress has recently been implemented. This will provide a good overview of individual pupils' progress during their school career.

44. In co-operation with parents and governors, the school has developed a good behaviour policy which succeeds very well in reinforcing desirable behaviour and is very effective at eliminating poor behaviour. Assemblies and personal, health and social education lessons are valuable and effective tools for the implementation of this policy, as, for instance, when inspectors observed discussions of friendship, communities and relationships. Effective child protection procedures are in place, with the headteacher as the nominated person for these issues. Appropriate steps are taken if the regular monitoring of attendance identifies any absences which cause concern. Sanctions for minor transgressions are used appropriately; no pupils have been excluded in recent years.
45. The quality of the school's assessment procedures was identified as a key issue in the last report. There has been good improvement in the interim period. The school has addressed the issues highlighted in the previous report and assessment procedures are now satisfactory overall; they are very good in mathematics. Informative assessment takes place in the Nursery and baseline assessment is used on entry into the school. Although assessment in English does take place, the school is not assessing pupils' progress in reading adequately.
46. The new assessment system was introduced in September 2001. This includes a tracking system for reading, writing and mathematics for each child as he or she moves through the school. There are formative assessments each week in literacy and numeracy. In other subjects, including science, targets are set termly and judged on a traffic light system, although, in science, pupils also undertake assessment tasks at the end of each topic. The procedures are in place but in their infancy and have yet to have significant impact on raising standards.
47. Teachers use assessment information in planning satisfactorily. The good work in the assessment procedures needs to be extended for all subjects and the results used more effectively to plan pupils' work. Targets are set and discussed with parents. Pupils know their targets and their work is marked against these targets. The quality of marking, however, is variable between classes and within subjects, ranging from a few ticks to useful developmental comments.
48. The procedures for monitoring and supporting pupils' academic progress are satisfactory. The pupils undertake a piece of unaided writing in the autumn term which is used to identify strengths and weaknesses. The deputy head, as curriculum co-ordinator, analyses the samples and results are given to the staff. The progress of different year groups, boys and girls have all been monitored.
49. The care and support of pupils with special educational needs are good. Teachers and learning support assistants know the pupils they work with well. The school ensures that pupils with special needs have all the same opportunities as other pupils. There are good procedures for identification of pupils who have special needs. Support and provision are reviewed regularly. Good records are kept, including those kept by learning support assistants.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

50. Parents appreciate the good work of the school and they support its policies fully. The parental questionnaire and meeting show that parents believe the school expects pupils to work hard, and are pleased with the progress their children make. Parents are particularly supportive of the new headteacher and his initiatives, such as the behaviour policy. The inspection team's findings did not support some parents' concerns about the amount of homework provided, or that the information parents receive about their children's education is inadequate.

51. The school issues a well-presented prospectus and governors' annual report to parents which meet statutory requirements. Satisfactory reports about pupils' progress are provided, and while these mostly lack specific targets for improvement, parents receive separate detailed assessments of progress in English and mathematics. Parents know and appreciate that they are welcome to contact the school at any time about their children and that there are several formal opportunities to visit the school every year for discussion with class teachers. They also receive newsletters and other information, and some take the opportunity to speak with teachers when delivering or collecting their children. Pupils have personal organiser booklets which are used to record their reading at home but these are rarely used as a channel of communication between school and home.
52. Parents of children with special educational needs are generally kept well informed; they value the support their children receive. They receive a booklet providing information about the school's provision but their children's Individual Education Plans do not always give sufficiently explicit targets to enable the parents to help.
53. The school makes good efforts to consult parents and involve them in their children's education. It has consulted parents on several occasions through surveys and at well-attended evening meetings and plans to continue to develop such involvement. Parents frequently support their children's education by listening to them read at home; some come into school to hear readers and some help with extra-curricular activities. The school's governing body is comprised principally of parents and ex-parents.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. The leadership and management of the school are good overall. This is a similar finding to that of the previous inspection in 1997, which described leadership as strong, although the personnel has changed since then. The headteacher, who was appointed in April 2001, provides very clear, strong direction for the work and development of the school, with some excellent initiatives. He is very well supported by the deputy headteacher, and by the governors. The headteacher's determined, but carefully considered, leadership has been very effective in bringing together a cohesive staff team that has a clear vision for improvement.
55. The key issues for action from the previous inspection report have been addressed well. One issue was to provide a structured programme of classroom observation, evaluating teaching and giving feedback to teachers. The headteacher's own initiative in this aspect has been excellent. He not only observes teaching and gives a report but also returns to teach a lesson while the teacher provides a report on him. However, the role of the subject leaders is not yet consistently developed across the school. There are plans to expand the role of subject leaders in the core subjects of English, mathematics and science, so that they monitor teaching and learning more effectively. This is planned for September. Other curriculum leadership areas, such as those for assessment and special educational needs, are good, and leaders work well with the headteacher.
56. The school has begun to evaluate its performance objectively and well, and has identified areas that need improvement. The school's results in the national tests are carefully analysed in mathematics but not so well in English. Areas of weaknesses are identified and plans formulated to rectify these and to raise standards. The new teaching and learning policy provides clear guidelines for these aspects and is leading to improving standards in general. Arising from the school's evaluation, the priorities are identified, and a good three year development plan has been produced. This is fully discussed with staff and governors, and costings and success criteria clearly identified. The three-year development plans are complemented by a detailed one-year plan. This was arrived at after consultation with staff and governors, and costs, timescales and how success will be measured are all considered well.
57. There is no formal document yet about how the school addresses its aims and values, because the headteacher has, rightly, taken stock before committing his ideas to paper. Nevertheless, the school's aims and values are reflected well in the priorities written in its future plans. The overriding aim is for improvement, securely based on good behaviour from the pupils. The headteacher consistently asks the question "Why do you come to school?" This is leading staff,

governors and pupils towards improving standards throughout the school. For example, one target is "to improve handwriting across the school". There are plans to investigate the current situation, establish the standards to be worked to, and to compare Year 2 and Year 6 examples. Weekly handwriting lessons are planned for later this year and all pupils in Year 2 and above will use joined writing.

58. The school has a very good capacity to improve and succeed, due to the very good quality of leadership from the headteacher and the good team spirit that makes this a shared commitment to improvement. This is a school that is successfully striving towards improvement under the clear and strong leadership of the headteacher.
59. The governors fulfil their responsibilities well. They meet their statutory requirements well and they know the school and understand its strengths and the areas that need development. They are fully involved in the life of the school and make planned and regular visits, as well as visiting informally whenever they can. They have a good grasp of the specific areas they cover, such as finance, or special educational needs. They have appropriate committees to cover the various aspects of their management role. The governors, and particularly the chair, have a close working relationship with the headteacher which is both supportive and questioning when necessary. As a whole team, the governors are very supportive of the headteacher. This close support and involvement are significant factors in the continuing improvement of the school.
60. The school makes good use of its resources and closely links its development plans with its spending intentions. When purchasing goods and services, the headteacher and governors are very well aware about finding the best value, and soundings are taken for comparisons and tenders. Good use is made of funding for pupils with special educational needs, which aids the progress they make.
61. The governors, headteacher and staff have introduced an effective system of performance management. Objectives have been set for the headteacher and targets for each member of staff, and these include the needs and opportunities for professional development of staff. This works well and represents very good practice.
62. In both the administration of the school, and in the curriculum, very good use is made of information and communication technology. The school's administrator has her work entered on a computer, and she is very efficient in managing the day-to-day administrative aspects of the school's finances. All the recommendations of the last audit have been completed. Budgetary procedures are very good, and the school's finances are carefully controlled and monitored, both by the headteacher and by the governing body's finance committee.
63. There is a satisfactory number of suitably experienced teaching staff to meet the needs of the pupils. Trained nursery nurses and special needs assistants are used well to support the progress of nursery children and pupils with a significant level of special educational need, and also to provide additional teaching programmes in literacy and numeracy.
64. The co-ordinator for special educational needs carries out her responsibilities effectively and efficiently. She leads the school's provision for this aspect well. Careful attention is paid to the identification of pupils who have special needs, and all staff are involved in discussion about how best to support them. Class teachers write Individual Education Plans and they are monitored by the co-ordinator. The school meets the requirement of the new Code of Practice for special educational needs, and the co-ordinator has worked hard to write the new policy, provide training for staff, and implement the policy. Classroom assistants support pupils well, but there are insufficient to provide support in all classes where it is needed. The few pupils from ethnic minority backgrounds are integrated well into all aspects of school life.
65. The buildings and grounds provide broadly satisfactory accommodation. Pupils benefit from provision of an information and communication technology suite, although the library and some of the classrooms are of only adequate size. However, the buildings are well maintained by the site manager and teachers make good use of display areas in classrooms and shared areas to stimulate and celebrate pupils' learning. Whilst Reception children do not have immediate access to an appropriate outdoor space dedicated for their learning, they use the Nursery's outdoor area regularly. These are well laid-out and equipped and include an attractive garden

area. The school grounds provide sufficient hard surface and grassed space to meet pupils' play and curricular needs.

66. The range and quality of learning resources are satisfactory overall, and good in some subjects such as mathematics and religious education. There are insufficient computers at present to enable pupils to use information and communication technology regularly to support their learning within the classroom, although plans are in hand to improve this situation through the purchase of laptop computers and interactive whiteboards.
67. Taking into account the pupils' attainment on entry, the quality of education provided, and the effectiveness with which the resources provided are used, the school gives good value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

68. In order to improve standards and the quality of education further the headteacher, staff and governing body should:
- Improve standards in the Foundation Stage by:
    - raising the expectations by teachers of what children of this age can achieve, particularly in communication, language and literacy;
    - monitoring more effectively the planning and teaching for this group of children;
    - giving the Foundation Stage teachers opportunities to observe good practice in other establishments;
    - organising appropriate support from outside agencies for the teachers.  
(see paragraph numbers: 11, 22, 71 and 74 )
  - Extend the current assessment procedures by:
    - fully implementing the newly developed assessment policy to cover all subjects;
    - ensuring assessment data are matched to National Curriculum levels;
    - formulating and implementing planning strategies which take account of the assessment results;
    - regularly evaluating the effects of the procedures on pupils' learning.  
(see paragraph numbers: 23, 45 - 47, 74, 94 and 132 )
  - Increase opportunities for pupils to further develop their information and communication technology skills by:
    - providing computers in all classrooms in order that pupils can extend the skills they learn in the information and communication technology suite to support learning in other subjects;
    - providing more software to support learning in all areas of the curriculum.  
(see paragraph numbers: 28, 89, 110 and 141)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	34	23	2	0	0
Percentage	3	15	47	32	3	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y1
Number of pupils on the school's roll (FTE for part-time pupils)	36	338
Number of full-time pupils known to be eligible for free school meals	0	33

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y1
Number of pupils with Statements of Special Educational Needs	0	1
Number of pupils on the school's special educational needs register	3	77

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	28	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	25
	Girls	26	26	26
	Total	49	49	51
Percentage of pupils at NC level 2 or above	School	91 (86)	91 (93)	94 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	24
	Girls	26	26	27
	Total	49	51	51
Percentage of pupils at NC level 2 or above	School	91 (88)	94 (93)	94 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	29	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	29
	Girls	25	21	28
	Total	45	42	57
Percentage of pupils at NC level 4 or above	School	75 (76)	70 (64)	94 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	23	23
	Girls	22	23	23
	Total	41	46	46
Percentage of pupils at NC level 4 or above	School	68 (70)	77 (78)	77 (86)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	0
White	284
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 – Y1**

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	25.0
Average class size	28.2

#### **Education support staff: YR – Y1**

Total number of education support staff	7
Total aggregate hours worked per week	129

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	36
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001 - 2002
	£
Total income	767670
Total expenditure	766481
Expenditure per pupil	1790
Balance brought forward from previous year	53636
Balance carried forward to next year	54825

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	1.4
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

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	339
Number of questionnaires returned	114

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	44	5	2	0
My child is making good progress in school.	48	43	4	0	4
Behaviour in the school is good.	42	49	4	1	4
My child gets the right amount of work to do at home.	28	45	18	4	5
The teaching is good.	39	54	4	0	4
I am kept well informed about how my child is getting on.	22	52	19	5	2
I would feel comfortable about approaching the school with questions or a problem.	56	40	4	0	0
The school expects my child to work hard and achieve his or her best.	55	38	4	1	3
The school works closely with parents.	28	49	15	3	5
The school is well led and managed.	40	51	4	0	4
The school is helping my child become mature and responsible.	38	55	3	1	4
The school provides an interesting range of activities outside lessons.	25	39	14	5	17

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

69. There has been sound improvement in the provision for children in the Foundation Stage since the previous inspection, which reported only on Nursery children in the early years of education. Planning has been developed successfully to take account of the revised Foundation Stage curriculum and there has been significant improvement in liaison between Nursery and Reception teachers to ensure a consistent curriculum is provided for this group of children. The outdoor environment for Nursery children has also been developed to promote progress across a range of areas of learning.
70. Taken together, children show average attainment when they enter the Nursery shortly after their third birthday. They move into a Reception class at the beginning of the term in which they become five, some into a mixed-age class alongside Year 1 pupils. Thus, Reception classes receive new children three times a year and the youngest receive only one term's full-time education in the Reception year. Children make sound progress as a result of satisfactory teaching and learning in the Nursery and Reception classes and most are expected to achieve the Early Learning Goals by the time they enter Year 1, with some variation between areas of learning.
71. A carefully planned curriculum with a rich variety of experiences is provided for children at the Foundation Stage, and takes some account of the differing needs of children. However, expectations of what the Reception and older Nursery children can achieve are not high enough. Many of their activities are not sufficiently challenging to ensure they build as well on their existing knowledge and skills as they are able, particularly in communication, language and literacy. Although Reception children receive help from parents and students in many lessons, they do not benefit from having adequate support from teaching assistants who know the children well and are clear about the purpose of each learning experience.

### **Personal, social and emotional development**

72. This area of learning is taught well, enabling children to make good progress and for most to exceed the standards expected by the time they enter Year 1. Adults in the Nursery work well together to provide a safe and caring learning environment, so that children quickly learn the classroom routines and approach their activities with enjoyment and confidence. In Nursery and Reception classes, children enjoy their experiences, share with each other, handle resources with care, and maintain their concentration well. This was seen, for example, when children were deeply engaged in watching a puppet show, and individuals showed confidence when invited to take an active role in the drama. They establish good relationships with adults and with each other and enjoy working and playing together. Most Reception children are able to change for physical education without adult help, and move and behave very sensibly in classrooms and around the school. Opportunities to learn about the festivals and special events of other cultures, such as the Chinese New Year, promote the children's developing understanding and respect for the beliefs and practices of others.

### **Communication, language and literacy**

73. Teaching is unsatisfactory in this area of learning, and most children do not attain the Early Learning Goals. Nursery and Reception children make satisfactory progress in speaking and listening skills. They show sound standards in expressing simple ideas clearly when talking to others and in listening effectively to adults and to each other. Nursery children, for example, listen very attentively to the story of "*Sleeping Beauty*" and confidently speak in the role of some of the characters. Reception children listen avidly when their teacher reads "*The Train Ride*", and show through their answers to questions that they have understood what they have heard.
74. From their earliest days in the Nursery, children are given opportunities to understand and use a wide range of texts including story, poem, tickets, labels, letters and envelopes. They

become familiar with traditional tales, such as "*Cinderella*", and a range of story and information books. For example, they help to write a poem about worms, as well as their own letters and tickets. Reception children write their own news, describe their dreams in writing, and match captions to a story sequence. Both Nursery and Reception children show a developing number of words they recognise on sight and knowledge of letter sounds, and begin to form letters correctly. However, older children in the Nursery and Reception children do not make enough progress in either their reading or writing. This is because they do not build effectively on their existing skills, knowledge and understanding. Assessment information is not used well enough to ensure their work is sufficiently demanding. As a result, many children cannot read simple sentences independently by the time they join Year 1, nor express their ideas in writing in more than brief words and phrases.

### **Mathematical development**

75. Children make sound gains in their mathematical skills, knowledge and understanding as the result of satisfactory teaching, and attain the standards expected. Nursery children recognise circles and squares by name and shape. They count to 12, identify the missing numbers in a sequence to ten, and higher attainers work with numbers to 20. Reception children work with simple addition and subtraction, measure heights in cubes, and select coins to purchase items from a shop. They recognise by symbol and sound the words used to denote order, such as "*first*" and "*fifth*". They find objects that are heavier than a teddy bear, and explore the different ways that three colours can be used to colour in an egg-shape. Higher attainers show developing knowledge of capacity, add and double the numbers that appear when they throw two dice, and use counters to add three numbers to 20.

### **Knowledge and understanding of the world**

76. The quality of teaching in this area of learning is satisfactory. Children build steadily on their existing knowledge and understanding to attain the expected standards by the end of the Foundation Stage. This is because of the broad range of meaningful and practical experiences that are provided. Nursery children, for example, investigate wildlife in the garden area, perform the tasks of construction workers in their outdoor play, investigate the properties of water, and use construction equipment to build cars. They show developing knowledge of snacks that are healthy, of the growth of a chick from an egg, and of maps of their local area. They learn to use the Makaton sign language for some of their familiar rhymes and songs.
77. Reception children observe and record the growth of a bean and can name some of the main parts of a plant. They understand some of the conventions of a post office and the everyday life of the Queen, and show knowledge of celebrations in the Christian calendar, such as Easter, baptism and weddings. They are aware of the ways in which they have changed since they were babies. Children use computers to support their learning when they manipulate the "mouse" to create and print pictograms. They have knowledge of people, stories, and beliefs from other cultures, such as the story of "*Anansi the Spider*" and the celebration of Diwali.
78. Visits, including trips to Nottingham castle, a nearby church and a farm, as well as visitors invited to the school, contribute well to the secure progress children make in this area of learning, and to the extent to which they enjoy their learning experiences. These visitors include fire officers, a dentist and puppeteers.

### **Physical development**

79. Children make sound progress in this area of learning as the result of the satisfactory teaching they receive, and attain the standards expected by the time they join Year 1. Good attention is given to body control, health awareness, and developing large muscular movements as well as fine manipulative skills. Nursery children show sound control when they play robustly with large outdoor toys and equipment such as trucks and tricycles. They show satisfactory manual dexterity and care when using tools such as glue spreaders, scissors, pencils and paintbrushes, and when threading coloured beads. Reception children show greater control when playing with the large wheeled toys, and develop their skills in throwing, catching and batting balls. In a physical education lesson in the hall, they demonstrate they can move around the hall making good use of space and with an awareness of others. Knowledge of

healthy snacks shows the children's increasing awareness of the importance of keeping healthy.

### **Creative development**

80. This area of learning is also taught satisfactorily enabling pupils to make sound progress and attain the standards expected in their creative development. Nursery and Reception children act out the stories they hear, such as "*Sleeping Beauty*", and create their own stories in role-play areas. Nursery children, for example, play at preparing and eating breakfast in their home area, and using the telephone. The quality of learning from play activities could be enhanced through greater involvement and influence of adults in the children's role-play. Children draw self-portraits, make simple puppets and decorate the cardboard crowns they make. They sing simple songs and nursery rhymes sensitively and tunefully for their age and use percussion instruments such as Indian bells to maintain a regular rhythm. Children explore the soft and loud sounds of musical instruments, take part in an Indian dance workshop and give a show with the puppets they have made. Reception children create observational drawings of spring flowers using paint, crayon and computer, as well as black and white paintings, printed flower designs and firework patterns. They mix shades and experiment with cold and warm colours.

### **ENGLISH**

81. Standards in English are in line with the national average at the ages of seven and eleven. Pupils make satisfactory progress in Years 1 and 2 and good progress as they move through Key Stage 2, particularly in the older classes. For seven-year-olds the findings of the inspection are similar to those indicated by the school's 2001 national test results in reading. Analysis of the current Year 3 work, however, indicates that at the beginning of the current school year they achieved standards in writing that were below the reported levels. The test results indicated that standards in writing were well above average, whilst close to the average in reading when compared to both the national results and those of similar schools. Trends over the last five years indicate that except for one year, there has been a steady rise in pupils' attainment. There are some small differences in the attainment of boys and girls: last year the girls achieved marginally better than the boys in reading and better than boys in writing. Pupils with special educational needs make satisfactory progress towards the targets set for them. Their needs are well identified and in most classes they are given work that is well matched to meet their needs.
82. In the 2001 national tests for eleven-year-olds, pupils attained standards that were close to the national average when compared with all schools and with similar schools. As in the Year 2 tests, trends over the five years from 1997 to 2001 show gradual improvement, particularly marked since 1999. There is a difference in the achievements of boys and girls with girls attaining higher levels in English. Inspection evidence indicates that pupils are now working at nationally expected levels in reading and writing, with a good proportion of the pupils achieving at a higher level in writing and in speaking and listening. Evidence from pupils' previous work indicates that the progress that the pupils make in the pace of their learning is satisfactory overall, with good progress in writing in the classes of older pupils. This represents an improvement in the standards that the pupils achieve in writing since the last report and is as a result of the good quality of teaching and high expectations of pupils' achievements.
83. As at the previous inspection, standards of speaking and listening are similar to those found in the majority of schools at the end of Year 2; they have improved at the end of Year 6 where standards are overall above average. Pupils enter Year 1 with standards that are below those expected in communication. They make good progress in the infant classes in developing their speaking skills because the teachers place great emphasis on developing opportunities for pupils to talk through discussions in lessons and by usually giving them sufficient time to speak at length. Most pupils have the confidence to share their opinions with the whole class although a few lack the range of vocabulary to describe their everyday experiences in any detail. By the end of Year 6 pupils have developed confidence in speaking and many pupils are articulate and confidently engage in conversation about things which interest them. In lessons they are keen to take part in discussions and share their views sensibly with others. Sufficient time is allowed for pupils to discuss work with each other and many opportunities are provided within other

areas of the curriculum such as mathematics and science where pupils are introduced to, and encouraged to use, the appropriate technical language. Pupils develop good listening skills as they move through the school. Teachers have high expectations of good behaviour and manage pupils very well so that their interest is sustained. They listen carefully and attentively and answer questions appropriately.

84. Standards in reading are similar to those expected nationally at the end of Year 2. Pupils make satisfactory progress in improving their reading skills. When reading aloud, the higher-attaining pupils read confidently, with few mistakes. Some of these pupils are fluent and begin to use expression to add meaning to what they read. They make effective use of initial letter sounds, pictures and prediction to work out new or unfamiliar words, but are less secure when relying on their phonic skills. The average-attaining pupils read accurately and carefully but without expression, using the sounds of letters and the pictures to work out new words. Below average pupils read independently from simple texts but their reading lacks fluency. They recognise most words but are insecure when using sounds to work out the meanings of words new to them. Most pupils express an interest and enjoyment in reading and regularly take books home from school.
85. Standards in reading in Year 6 are similar to those expected nationally. Higher-attaining pupils read with accuracy and fluency and pay attention to punctuation by reading with expression. They respond to the text with understanding and interest, discussing the characters and plots of stories. They read unfamiliar text accurately and make inferences when discussing the meaning of the text. They respond to the plot of the story with understanding and interest, discussing the characters and the plot. They enjoy reading and discuss their preferences for types of books such as adventure stories and books about families. Average pupils do not pay sufficient attention to punctuation when reading aloud and their reading lacks fluency. They make many mistakes when reading which they largely self-correct, but do not have sufficient knowledge of letter sounds to work out new words accurately. Lower-attaining pupils lack confidence in reading and their reading lacks fluency and is more hesitant. They understand the simple plot of the story and discuss the characters that they are reading about. They make many mistakes when reading, such as *toasting* for *tossing*, and do not have a secure knowledge of the sounds of letters to help work out words new to them such as the words *bands* and *streets*. Pupils understand the difference between fiction and non-fiction and know how to find a book in the school's library, although the school's classification system does not set out the categories in enough detail to help them. When locating information they use the contents and index pages appropriately. Most pupils enjoy reading and take books home regularly from school.
86. The school library is central within the school; it is rather small and is not laid out attractively in order to encourage pupils to read, nor does it provide facilities to enable pupils to work in there. The school reading books are also stored in the library; these are colour coded so that pupils can choose books that are appropriate for their ability. However, many of the books are not well matched to these ability levels, so that pupils find books from the same shelf vary in degrees of difficulty. The quality and range of non-fiction books in the school's library is satisfactory although many books are rather shabby. The school is aware of this and is gradually replenishing these.
87. Pupils' standards in writing are average at the end of Year 2 and most pupils make satisfactory progress. By the end of Year 2, pupils of all abilities can communicate some meaning in their writing. The lower-attaining pupils are beginning to use capital letters and full stops when writing their ideas in simple sentences, although their letter formation and spelling are insecure. Average pupils write their ideas in sequence and in simple sentences, and generally use capital letters and full stops correctly to denote sentences. When writing an imaginative story they use a wider range of vocabulary and, although secure when spelling simple words, they are less so with more complex spellings, writing *fiar* instead of *fire*, for example, and *disgist* for *disguised*. The higher-attaining pupils write their ideas in a logical sequence and show increased awareness of punctuation. They understand the more complex forms of punctuation such as quotation marks and question marks and are beginning to use these regularly in their independent writing. Pupils write for different purposes including imaginative story telling, re-telling stories and traditional tales and recounting experiences, instructions and letters, using the correct format. Handwriting is usually correctly formed; higher-attaining pupils are

beginning to use a cursive style of handwriting more frequently in their daily work. The presentation of pupils' work is generally satisfactory.

88. Pupils' standards in writing are average at the end of Year 6. Pupils in Years 3 to 6 write for an increasingly broad and imaginative range of purposes. They describe characters from the books they have read, write narrative stories, letters, diaries and journals, reports, poems and simple play scripts and write for a range of purposes across the curriculum. By Year 6 standards achieved by the higher-attaining pupils are above the national average. Writing is technically competent with accurate punctuation and correct use of speech marks, question marks, commas and exclamation marks. These pupils express their ideas clearly and imaginatively and use descriptive language effectively to improve sentences. Work is sometimes planned, redrafted and improved. Letter formation is accurate and the presentation of work is neat. Average pupils have similar opportunities for writing but use a more limited range of vocabulary. They use full stops, capital letters and quotation marks correctly. Letters are generally correctly formed and the presentation of their work is neat. Below average pupils write their ideas in order but do not always use full stops and capital letters when writing sentences. Their spelling is insecure except when writing simple words. They do not always use joined writing and the presentation of their work is often untidy.
89. Although computers are used for word-processing in some classes, they are not yet used as an integral part of literacy lessons either as a teaching aid or to assist with presentation.
90. The quality of teaching and learning is good overall with satisfactory teaching in Key Stage 1 and good teaching overall in Key Stage 2, where some very good lessons and one of excellent quality were seen. There was no unsatisfactory teaching. Particular strengths of teaching include the management of pupils and the good level of discussion and questioning. Teachers are clear about what they want the pupils to learn and share these intentions with the pupils and return to them at the end of the lesson to evaluate whether they have been achieved. There is a consistent approach to planning, although this does not always follow the recommended structure of the National Literacy Strategy, with group reading sessions usually taking place outside the Literacy Hour. The teachers also plan additional lessons in writing to provide opportunities for pupils to develop further and use their writing skills. Although teachers identify what they want pupils to learn within lessons, the objectives that they identify are not always sufficiently precise or based clearly on what pupils already know and can do. As a result, pupils are not always given sufficiently challenging tasks that extend their learning. Teachers establish good relationships in the classroom and most plan thoughtfully to make their lessons interesting. As a result, with few exceptions, pupils are enthusiastic, they behave well and show respect for their teachers and one another. In the better lessons, teachers use questioning skills well in discussion, probing pupils' understanding and expecting them to offer explanations at length. In these lessons, because much is expected of them, pupils respond positively to the challenges and concentrate well. Pupils' work is marked regularly, but the quality of marking is inconsistent. It often involves little more than ticks and bland praise; there are examples of some good marking with evaluative comments and clear suggestions for improvement. Pupils have adequate opportunities to use their literacy skills in other subjects such as science and history.
91. Procedures for the assessment of pupils' work over time are satisfactory overall, based on the standardised tests given annually. Progress against these results is now plotted as pupils move through the school. They are also used to set targets for individual pupils and make predictions for the school. However, the day-to-day assessment by individual teachers is inconsistent and progress is not plotted well enough. There are no recorded assessments of pupils' speaking and listening or writing skills. Individual records of pupils' achievements in reading generally record when the child has read to the teacher or parent but they generally lack evaluative comments that will help the child to improve.
92. Since the previous inspection the quality of teaching has improved. This is as a result of the introduction of the National Literacy Strategy and the training that has accompanied this. There have also been a number of staff changes.
93. The co-ordinator manages the subject satisfactorily. She has evaluated the pupils' achievements in statutory tests and used this information to identify common weaknesses in

provision. However, these are not yet being used as effectively as they might be to monitor pupils' progress. Although she has not had recent opportunity to monitor teaching and learning within classes, this is being carried out by the headteacher who is focusing on guided reading. The co-ordinator monitors teachers' planning. Resources to support work in the Literacy Hour are satisfactory, although there is a lack of computer software to support pupils' learning and there are no listening centres for pupils to listen to taped stories.

## **MATHEMATICS**

94. By the end of Year 2 pupils attain above average standards in mathematics. This finding represents a good improvement since the previous inspection. The results of the national tests for seven-year-olds in 2001 show that when compared with similar schools and with all schools nationally, standards were above average. Inspection findings match these results. Standards have been above average when the results over four years are analysed, with the exception of those for 2000, when they were about average. Pupils, including those who have special educational needs, make good progress.
95. By the end of Year 6, pupils attain above average standards. This is a good improvement, both on the findings of the previous report, and the results of the 2001 national tests, which indicated that pupils' attainment was average. The indications from the school's analysis of pupils' attainment in Year 6 are that many more are attaining Level 5 this year than previously. The initiatives put in place by the co-ordinator, the teachers and the headteacher are having a positive effect on raising standards. These include improvements in planning, assessment, and extending the higher-attaining pupils.
96. The quality of teaching and learning by the end of Year 2 is generally good. Teachers plan well and ensure that pupils of all levels of attainment are fully involved. The structure of the National Numeracy Strategy is followed well and lessons begin with a brisk mental mathematics session. For example, in a good Year 1 lesson, they have a picture of a Dalmatian dog called Wilf (What I'm Looking For) and he shares the learning objectives with the pupils. They looked at pictures to discover the lines of symmetry and then used mirrors to discover more. A butterfly shape was found to have identical halves when folded. Pupils are confident with mathematical vocabulary and talk easily about 'symmetrical' and 'lines of symmetry'. One pupil thought of the word 'reflection' for this and was rewarded with a sticker for good work.
97. Teachers use good methods and resources that help pupils to learn well. For example, in Year 1 pupils understand shapes such as circles, rectangles and triangles. They count, using money up to one pound, and use tens and units in their addition work. They understand the terms 'most' and 'least'.
98. Some Year 2 pupils were seen rounding numbers up or down using a simple number line to help. Some could do this quickly, in their heads, while others found the number lines useful for counting forwards or backwards. Pupils work with everyday objects in their mathematics, such as 'shopping' for crayons, books and pencils. Pupils in Year 2 have used the individual costs of toys such as teddies and yo-yos to find the total cost for a shopping list of them.
99. They understand how to separate numbers when working out problems and they work in money and fractions and find missing numbers in a sequence. Pupils measure in grams and kilograms, and learn to tell the time, using "o'clock", "half-past" and "quarter past" the hour. They understand clockwise and anti-clockwise and can weigh and measure using simple balances and standard units.
100. Through effective planning teachers ensure that all the required aspects of mathematics are covered, and extend this further by starting work on data handling in Year 2. Pupils have already constructed pictograms and made a graph showing data about how many pizzas were ordered. Marking is up to date and is often encouraging for pupils but seldom has notes that tell them how they might improve their work.

101. Teachers are confident with the National Numeracy Strategy, and lessons move along with good pace and challenge for pupils. Good relationships and high expectations for good behaviour have been firmly established, and pupils respond well to mathematics. They are keen to join in and answer questions, and this is helping them to learn well.
102. The quality of teaching and learning for pupils in the junior classes is good overall, with some that is very good. This very good teaching was exemplified in a Year 3 lesson where pupils were learning about directions, points of the compass, and terms such as 'horizontal', 'clockwise', 'first', 'second', and 'third'. The teacher took them into the hall and they lined up to play "Simon Says". This added to the enjoyment of the lesson immediately, and they learnt very well by practical application and lots of fun. However, the lesson then continued in the computer suite, and pupils went on to use some software that helped further in their learning of direction and points of the compass. The teacher had prepared for the lesson very well, and 'north', 'south', 'east' and 'west' were ready on posters in the hall. The computers were set up ready, and the instructions written out so that no time was lost.
103. A very good Year 4 lesson began very briskly with all pupils counting in eights together, both forwards and backwards. As the session went on, the teacher removed more numbers from the counting line and pupils had to think really hard and count in their heads. In the end they did it with no prompts at all and were very successful forwards, backwards and even when the teacher pointed at random to blank spaces on the "eights line".
104. Teachers cover all aspects of the National Numeracy Strategy well. Pupils learn how to solve problems using everyday things and they are encouraged to show how they worked out their answers. For example, pupils in Year 3 have used television programmes when working with time. They found what time their favourite programme comes on, when it ends, and how long it lasts. In this way they engage in addition and subtraction problems but have the added interest of using familiar and well-liked programmes.
105. Year 5 have spent time with data handling, making tallies and predictions about the numbers thrown on dice. They followed this with bar charts to present their findings.
106. Teachers make sure that as many pupils as possible are involved during the starter sessions. In a very good Year 6 lesson, all pupils had their own individual question to answer, and an added interest was that the teacher threw a small ball with each question. This caused some fun and the pupils engaged in this with great enthusiasm. They went on to work with properties of numbers such as odd and even, prime numbers, factors, and square numbers. They made decision trees, which linked very well with their work in science, and pupils of all levels of attainment were given appropriate work. The challenge, especially for the higher-attaining pupils, was very good and all the pupils responded very well to this. They delighted in being "young mathematicians", were very confident in their work and could explain it well.
107. Mathematical skills are used well across other subjects. For example, pupils in Year 6 used a Venn diagram in geography to present their data. In a cooking lesson Year 5 pupils made Jubilee biscuits. They measured the ingredients accurately in grams and used measuring skills in design and technology projects.
108. Teachers across both key stages are confident with the National Numeracy Strategy and they apply it well. They use good management skills in lessons and they have established clearly defined expectations for good behaviour. As a result, pupils of all ages respond well to mathematics and show enthusiasm for learning, and they are eager to answer questions. Work is well matched to pupils' needs, and where support assistants are present they work well with teachers. They plan together beforehand and discuss what the lesson is about, and they make notes, which are used later for reviews of Individual Education Plans. There are not enough support assistants to provide help in every mathematics lesson, and this means that some pupils do not receive the extra help they may need. Teachers, however, provide good support for all their pupils.
109. Mathematics is an improving subject, and the co-ordinator leads a committed team of teachers very well. She has worked hard to provide support and encouragement for her colleagues. She clearly understands what is required to continue to improve standards. Although monitoring of

teaching and learning has been carried out only by the headteacher so far, the co-ordinator has been trained to undertake this aspect of her role and it is planned that in the autumn term this will be extended.

110. The use of information and communication technology, while being good in some years groups, is not sufficiently consistent across the school. Teachers in Year 3 made good use of the computer suite and also used a programmable toy in the hall, when they worked on directions. The use of computers is not yet planned sufficiently well to enhance mathematics in all classes. The co-ordinator has already identified this area for development. There has been very good improvement overall since the last inspection. Standards have improved well and are now above average. Teaching, which was reported as 'sound' last time, is now good, with some that is very good, and the role of the co-ordinator, which was 'developing' last time, is now very good. This is a significant improvement.

## **SCIENCE**

111. Standards of work seen by Year 2 are in line with the national average. This maintains the position of the previous report which stated that attainment was in line with national expectations. The Teacher Assessment tests for 2001 were close to the national average compared with all schools nationally and with similar schools.
112. Standards of work seen by Year 6 are in line with the national average. This is similar to the judgement made in the previous report. In the national tests for eleven-year-olds for 2001, the school's performance in science was above the national average (compared nationally), and well above in comparison with similar schools. However, with a new cohort and with the school's predictions for 2002, inspection findings show science to be in line with national averages. In the three years 1998-2000, the school's performances were below the national average, with the improvement being shown last year.
113. Pupils in Year 1 can name the main parts of plants and trees and when planting seeds they have discovered that light is required for the seeds to grow. They have produced a growing diary to show how the seed has progressed. They have also investigated pushing and pulling objects using their toys. During the inspection, pupils were investigating and comparing sounds of different volumes well. They investigated sounds of musical instruments with those that blow, pluck, shake and strike. In Year 2, pupils experimented, with a fair test, whether toy trucks could go further than toy cars with the same height of ramp. In science week, they were challenged to make a plasticine boat that would carry plastic bricks before sinking. They also know about the life cycle of a frog.
114. Pupils in Year 3 have the skills to undertake experiments using Newton meters. They have investigated materials such as plastic, glass, wood and metal and ways in which they are used. Pupils know the conditions needed for plants to grow – water, light, food and heat. In one lesson, pupils recorded their observation of how water travels up through a plant using sticks of celery. Eating healthily and staying healthy has been one of the topics with Year 4 pupils. They know what is required to stay healthy, how skipping can effect the pulse and which drugs are safe and unsafe. They have also done investigations to find out what affects evaporation.
115. Pupils in Year 5 know how blood flows through the body and how it carries oxygen, food and carbon dioxide to and from different parts of the body. In studying the Earth, Moon and Sun they know the Moon revolves round the Earth and the Earth round the Sun. They know the characteristics of and differences between solids, liquids and gases. Year 6 pupils have increased their knowledge on solids, liquids and gases and have investigated solids within the air. In one lesson observed, pupils were able to draw up a key of questions about plants and flowers to show how plants in their environment can be identified.
116. Pupils' work shows that most make satisfactory progress overall and the juniors, in particular, achieve well. Teachers place an increasing emphasis on pupils making their own investigations and experiments. A key issue in the last report was for teachers to increase their knowledge and understanding of science in Key Stage 1. This has now been done. In the lessons observed, the quality of teaching was at least good and sometimes very good or

excellent. In the excellent lesson observed with a Year 1 class, the lesson was well prepared, enabling the pupils to make very good progress in learning. They carried out an experiment on sounds, recording and investigating as scientists. There was excellent management of pupils and the teacher had outstanding relationships with them. Teachers have good subject knowledge and this was noted in a very good lesson with Year 5 where the teacher was very competent. Pupils were challenged with clear objectives. They had to carefully take apart and name the more advanced parts of a flower, including the male and female reproductive parts. The pace of teaching and the pupils' attitudes were very good. The lesson was helped by the pupils' use of a new computer microscope which magnified a piece of pollen, two hundred times. The literacy skills of speaking were developed well when pupils in a number of classes were selected to talk to the class about what they had learnt in a particular lesson. Numeracy skills were noted on a number of occasions where pupils drew bar charts as a result of their investigations. In most lessons, teachers' plans ensure that pupils with special educational needs have appropriate work that is achievable. They are integrated well into the lessons. Support assistants give good support.

117. The subject is well led and managed by two co-ordinators, who are both qualified in science. Resources have improved and are now good. Marking of work is of variable quality, ranging from a few ticks to good examples where useful comments extend pupils' learning effectively. A new assessment system has recently been introduced with a traffic light system. Every topic is assessed as well as work every term. There are increased opportunities for use of information and communication technology. In two lessons, a computer microscope, temperature sensor and sound sensor were used but there is further opportunity for information and communication technology to be used in science in the classrooms when more computers become available.

## **ART AND DESIGN**

118. Because of timetable arrangements it was possible to observe only one art lesson during the inspection. Judgements about art are based on the lesson seen, the scrutiny of pupils' work, both on display and in their sketch books, and discussion with the subject co-ordinator.
119. Standards in art and design are in line with national expectations by the end of Year 2 as they were at the time of the last inspection. They are above average at the end of Year 6 in two-dimensional work, though there were no examples of three-dimensional work on which to make a judgement about the standards in pupils' work in this element. Progress made by pupils of all abilities is satisfactory overall.
120. In the infant classes pupils make satisfactory progress when they work with a range of materials and experience different techniques. They use a range of pencils when drawing pictures and develop their skills in observational drawing. Younger pupils use coloured paper to make collage pictures about 'The Great Fire of London', linked to their work in history. They design pictures based on the patterns in a variety of fruit and vegetables. Pupils in Year 2 use the patterns found around school well when making prints and have made effective symmetrical pictures using string.
121. In Years 3 to 6 pupils continue to develop their skills and techniques in art. They use a wide range of media such as paint, pastels and a range of pencils. For example, in Year 4, when drawing still life pictures using pastels, the pupils had examined the work of several artists before drawing their pictures. They show good use of the pastels and paints to create very careful pictures. Pupils in Year 3 have continued to experiment with pattern making, designing repeat patterns linking this successfully with their work in mathematics. They examine the work of Aboriginal artists, copying the techniques that they used when drawing their pictures of animals. They make good observational drawings of fruit and vegetables, including drawing the cross section of them. Pupils in Year 5 continue to develop their skills in drawing still life pictures using pastels and paint and have produced work of a high standard. They have illustrated parts of the story 'Six Dinner Sid' using materials to build up a large collage. Others have used a range of materials well to design a large collage based on a folk tale. Following a visit to the local arts centre pupils have painted pictures of flowers with good emphasis on shape and colour. In Year 6 pupils have studied the work of L. S. Lowry and sketched pencil

pictures in a similar style. They have painted a class composition based on the work of Van Gogh. When studying the works of Monet and Renoir they have drawn and painted abstract pictures of poppy fields. In these pictures the pupils have developed a good sense of perspective and used colour well to produce very careful pictures. They use bold colours when recreating designs in the style of Clarice Cliff. The teachers are successful in using art in other subjects such as history and religious education. The pupils have used the Internet to search for information about artists and examples of art from other cultures. However, there is no evidence of the use of computer programs to design and generate pictures. This element is an area for further development. Pupils have made satisfactory and appropriate use of their sketchbooks.

122. As only one lesson was observed during the inspection, it is not possible to make a secure judgement about the overall quality of teaching. In the lesson seen, the pupils were drawing the patterns observed on Aboriginal paintings and drawings of animals. The teacher used her knowledge well when introducing the subject; she had planned the lesson well and resources were appropriate and engaged the interest of the pupils. Pupils' attitudes within the lesson were positive and enthusiastic. They behaved well and handled the materials and resources with care. Pupils were proud of what they produced and exhibited good levels of concentration.
123. The subject co-ordinator has recently taken over responsibility for the subject. She has not yet had the opportunity to monitor teaching and learning but does so informally by seeing pupils' completed work on display. The school has adopted the recommendations of national guidelines to provide continuity across the school. Teachers make assessments of pupils' work and record their achievements on assessment sheets at the end of each term. Resources for art are adequate to meet present needs. They are easily accessible to both teachers and pupils. Pupils' work is displayed carefully through the school, providing recognition of their skills and enhancing the working environment.

## **DESIGN AND TECHNOLOGY**

124. Although there were few examples available during the inspection of Year 6 pupils' designs, finished products and evaluations, the evidence seen shows that standards meet the expected levels by the age of 11. For a slipper design, they produce labelled drawings, use a variety of fabrics for making and decorating the slipper, and then evaluate their efforts. Through their work on bridges, they develop knowledge and understanding of different types including cantilever and suspension bridges.
125. The quality of both teaching and learning is satisfactory and, as a result, pupils make sound progress by the age of 11. There is no significant variation in the achievement of any groups related, for example, to prior attainment, gender or special educational need. In lessons seen, teaching was good and promoted good gains in pupils' skills, knowledge and understanding. However, the way the school plans for the subject means that for several months each year, pupils in Year 6 are not taught design and technology skills. This limits the extent to which they can build progressively on their existing skills and knowledge.
126. Year 1 pupils evaluate playground equipment, and then design and make their own models such as swings and slides, showing developing understanding of strong structures. Pupils in Year 2 examine different kinds of puppets and then design and make their own, using felt and sewing techniques as well as a variety of materials for decorative details. Work in this unit demonstrates that pupils attain the standards expected by the age of seven in generating ideas and plans, describing their designs, and working with appropriate tools, techniques and materials. Year 3 pupils design and make money containers and picture frames, giving careful consideration to appropriate criteria.
127. Through a unit of work on biscuits, Year 4 and 5 pupils analyse biscuits already available on the market and design and make their own biscuits for the Golden Jubilee celebration. Teaching in this unit was very good. The project, very well planned through a sequence of lessons, engaged the pupils' interest well and promoted very good progress in many aspect of the subject. As a result, pupils' designs took account of existing products, customer preferences, the practicality of production, and features that would persuade supermarkets to

buy the biscuits. The pace of learning, at both the designing and making stages, was very good because teachers set challenging time targets and this ensured pupils worked very purposefully and productively during the different stages. Regular opportunities for pupils to reflect on their experiences and efforts also helped consolidate and extend learning. Teachers showed very high expectations of pupils' behaviour, their capacity to work collaboratively to support each other's learning, as well as the standards they could attain. As a result, pupils made very good gains in their skills and understanding in this unit and achieved standards above those expected for their ages.

128. The subject is managed well by the co-ordinator and there are good arrangements for monitoring standards and progress throughout the school. There has been good improvement since the last inspection, particularly in raising the quality of teaching in Years 5 and 6, which was judged to be weak in the last report. There has also been considerable improvement in planning through using a nationally recommended scheme of work and adapting units of work to meet the pupils' needs. Appropriate use is made of information and communication technology to support learning in this subject. For example, Year 1 pupils use a computer program to create Joseph's coat designs. Plans are in hand to review the current policy and increase the range of programs available.

## **GEOGRAPHY**

129. It was only possible to observe two lessons, both for Year 6 pupils. As a result, it is not possible to make a secure judgement on the quality of teaching for pupils to the age of seven. However, evidence from analysing pupils' work and teachers' planning and discussion with pupils and staff indicate that throughout the school, pupils attain appropriate levels of work for their age. This is similar to the judgements made at the time of the previous inspection.
130. By the age of seven pupils have a basic knowledge of geographical terms, recognise the area they live in and are able to explain how they get to school. They know that Arnold is close to the city of Nottingham, but recognise that it has its own town centre. They know that there are amenities such as libraries and leisure centres within the town. Pupils have some knowledge of the world beyond the United Kingdom through the school's links with Goa. The deputy headteacher has recently visited Goa and sent messages by e-mail to the school from there. As part of the exercise, the pupils from Arnold sent photographic records of their lives and homes to the pupils in Goa.
131. In the two lessons observed the teaching was good in one and satisfactory in the other. Within both lessons, however, the pupils displayed sound knowledge of the world around them. They had recently been studying mountain formation and the effects of human habitation on coastal areas. They were aware of how mountains are formed and the main features of different types of mountain. They know, for example, that volcanoes are formed when the magma from beneath the Earth's crust forces its way through weaknesses and mountains are thus formed. Pupils recognise such coastal features as arches, pillars and stacks, and explain how they are formed through erosion by the sea. They discuss sensibly how humans affect the coast through pollution and identify the good and bad points about tourism to an area. They use Venn diagrams successfully to illustrate their ideas. Whilst the pupils' work is satisfactory overall, the teachers use photocopied materials to excess and pupils do not have to think enough for themselves how to present their work. There is some evidence, however, of pupils using the Internet to find out more about the topics they study. In the Year 6 classes the pupils have made a folder about how the mountain ranges of the world relate to each other, and how the ranges were formed in different ways.
132. The school has recently adopted the national guidelines for teaching geography. The scheme has been adapted to suit the individual needs of the pupils but has yet to have any significant impact on raising standards. The co-ordinator manages the subject efficiently but has had no opportunity for direct monitoring of teaching. The newly introduced assessment procedures have not yet had the desired effect of improving planning, which, the school anticipates, will lead to higher standards. There is an adequate range of resources for teaching and learning and the co-ordinator has been given an appropriate amount of money to extend the resources further.

## **HISTORY**

133. It was only possible to observe two lessons during the inspection. Judgements are based on these lessons, scrutiny of pupils' work and discussions with pupils and staff. This evidence indicates that standards meet national expectations by the end of Years 2 and 6. This judgement is similar to that in the previous report.
134. Pupils in Year 1 demonstrate an awareness between past and present. For example, they looked at toys to see how their own toys differed from those of their parents and their grandparents. They experienced, through role-play, what seaside holidays were like in 1900. By Year 2, pupils extend their understanding of the past. They know about events in 1666 and the Great Fire of London. They have studied the difference between a street scene then and today and the different styles of clothes worn in 1666 and now.
135. In Year 3, pupils studied Nottingham's past and how some old buildings, such as a brewery and a church, have been converted into offices and apartments. Pupils in Year 4 have studied the Battle of Bosworth in 1485, which resulted in Henry VII coming to the throne. They know about Henry VIII's problems and how he solved them. Pupils wrote a diary as if they were Henry VIII. These pupils, together with pupils in Year 5, have also studied the Ancient Greeks, and contrasted the Ancient Greeks' school subjects – history, drama, music and geography – with today's subjects. They realise that some of our English words are derived from the Ancient Greek language. There is a display of the Greek alphabet, with English equivalents, in one of the corridors. By using a Venn diagram, pupils were able to contrast the similarities and differences in the Olympic Games of the Ancient Greeks and today. They also studied some buildings in Nottingham to ascertain which had been built in a neo-Grecian style. Year 5 pupils had also studied Henry VIII and there were some good pieces of writing by some pupils when comparing and contrasting Catherine Howard and Catherine Parr. Pupils in Year 6 show their knowledge of World War II through some poignant writings when they imagine they were evacuated children who were writing letters home.
136. The teaching seen was effective overall and in Year 1 it was very good. Here, a visitor from an outside theatre group was able to bring alive life at the seaside in 1900. Pupils wore bathing costumes of the time and there was much role-play by them in getting to the seaside by train. The pupils were motivated well by the teaching, which had a positive impact on their learning. The other lesson observed was good because the teacher planned well and used an imaginative approach for the pupils in their role play as archaeologists on the purpose of the Parthenon, in Athens. Teachers encourage the pupils to use the computers to find information when, for example, they research the lives of famous scientists from the past.
137. The history co-ordinator drew up the policy two years ago. The school uses the nationally recognised scheme of work on a two year cycle. This enables the teachers to plan work effectively. Worthwhile visits are made to historic places, for example, Nottingham Castle and Bosworth, and this has a positive impact on pupils' learning. A new scheme for assessment and monitoring was started in January 2002 so it is in its infancy at present and has yet to have any impact on raising standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

138. By the end of Year 2 and Year 6, pupils attain standards in line with those expected nationally. Pupils achieve well in the junior classes. Controlling, monitoring and modelling aspects are now in line with national expectations. This is an improvement on the last report when standards in these elements of the subject were below the expected levels. Pupils of all ages use computers confidently and competently. They use the "mouse" and keyboard efficiently to load and run software. Older pupils especially are confident and quick, and work well together.
139. Pupils in Year 1 create pictograms to show the ways in which they travel to school. This aspect of handling information is continued by pupils in Year 2, who draw block graphs to show birthday months of each pupil in the class. Pupils have been introduced to the idea of giving instructions to control devices. In this respect, they made a staircase using a programmable toy. They also use word processing skills by typing a letter to a friend. Year 3 pupils handle

information well when they draw pie charts to show animal diets whilst Year 4 pupils produce databases on the physical characteristics of other pupils in their class. Spreadsheet modelling has been done successfully by Year 5 pupils, who can control a screen icon to draw mathematical shapes. Pupils in Year 6 have used search engines to find information, in particular about well known scientists such as Jenner, Koch, Lister and Lemming.

140. Teaching and learning throughout the school are at least satisfactory, often good and sometimes very good. Staff are becoming more confident in computing skills. They have all received training through the New Opportunities Fund. The school has adopted the nationally recommended scheme of work that sets out clearly what pupils are expected to learn. The school has invested heavily in new equipment in recent years and resources in the computer suite are now good. There are fifteen computers and a server. As most classes have thirty or fewer pupils, there are no more than two pupils to a computer. This enables the less able, and pupils with special educational needs, to work with the more able.
141. However, very little work was seen in other subjects because of a lack of computers in the classrooms. A few classes had laptops and it is anticipated that all classes will have at least one very soon. The school, however, does possess a digital camera, a computer microscope, a temperature sensor and sound sensor. These were seen successfully in operation with computers during the inspection.
142. Teachers demonstrate their techniques well. For example, in a good lesson in Year 1, pupils were shown how to use information in getting to school to draw pictograms. In a very good lesson with Year 6, pupils were shown how to write a program which could control an output device. Pupils were very quick on the "mouse" and pupils were taken through various stages of learning, each stage more difficult than the last one.
143. In the lessons observed, teachers had good subject knowledge. Pupils generally were challenged with their computer tasks and worked at a good pace. In the very good lesson with Year 6, the teacher was extremely competent. The high quality planning enabled the lesson to proceed at a very good pace. The pupils were interested, had a good attitude and behaved outstandingly well. They learnt effectively as a result of the very good teaching and most could programme with an understanding of the order of sequences.
144. The leadership of the subject has been temporarily taken over by the headteacher as the previous co-ordinator left at Easter. He is very knowledgeable and competent. The headteacher looks at all mid-term and weekly plans. A new assessment procedure was introduced in January 2002 whereby each pupil has an assessment sheet which is completed as he or she moves up through the school. Good progress is being made in this subject.

## **MUSIC**

145. Standards achieved by the pupils by the age of seven are broadly in line with those expected nationally though by the age of 11 they attain above nationally expected standards. This is an improvement on the standards identified in the previous inspection report. The main reason for the improvement between the ages of seven and eleven is the high quality teaching they receive. Additionally, the opportunities given to older pupils to develop their musical skills through extra-curricular activities improve their musical knowledge and expertise. In addition to choirs, pupils can learn a range of musical instruments through the local education authority's scheme. There are lessons for brass, woodwind and a variety of stringed instruments.
146. In Key Stage 1 pupils up to the age of seven sing enthusiastically and generally they are tuneful. They sing a range of songs appropriate for their age, and they add actions to the songs. When singing they begin to have different parts and each group successfully maintains its part against the others. They practise enthusiastically when they sing such songs as, "Beside the Seaside" and "Octopus's Garden". Pupils compose music to create atmosphere. In one lesson, for example, the teacher used a weather pattern to encourage the pupils to use their percussion instruments to illustrate the ways in which the weather changes during a thunderstorm. They made sounds to show the light rain before the storm started and different instruments were then used for the downpour.

147. In Key Stage 2 pupils undertake a more adventurous approach to their music making. By the age of 11 they work closely together in small groups to create interesting and lively compositions to develop and display their understanding of tempo, pulse and dynamics. This begins in Year 3 and by Year 6 culminates in good levels of performance. Pupils in a Year 3 lesson, for example, use tuned and untuned percussion to represent the sounds made by animals. They are encouraged by the teacher to practise hard and the good relationship between the teacher and the pupils is a strong element in the good progress pupils make in their learning. The pupils work in pairs and help and support each other well, with positive suggestions given to improve the effects of the sounds made. Pupils are keen to perform their planned work to other pupils and these in turn are appreciative of the performances. In Year 6 pupils have developed the skills learned earlier in the school and work well in groups to display their understanding of how musical composition is developed. Within their groups they work closely together to build up a piece of music to demonstrate their understanding of how the pace, volume and rhythm can be varied to produce pleasing effects. They use a wide range of instruments to create their compositions. The good support given by the teacher and by each pupil to the others in the group helps to produce good levels of work. The pupils practise and refine their compositions before performing to the rest of the class. In their singing, pupils at Key Stage 2 are tuneful and enthusiastic. Whilst the school normally employs a pianist for singing lessons, during the inspection she was ill and the teachers worked with a large group of pupils to develop unaccompanied singing. This was very successful, with different groups maintaining a bass part and a rhythm part whilst a third group sang the main theme. Pupils use electronic instruments when they compose their music. They record the finished work, using the recordings for evaluating their performances.
148. The subject is effectively led by the co-ordinator. In addition to adopting the national guidelines for music she has introduced the Manchester Music Services scheme of work to enhance the work in the subject. The co-ordinator has yet to monitor the teaching, though she monitors the planning in the subject and gives good support to colleagues. The school has recognised the need for good quality resources and has planned appropriate finance for this. As a result the school is well resourced for teaching and learning.

## **PHYSICAL EDUCATION**

149. It was only possible to observe three lessons during the inspection, one for pupils in Key Stage 1 and the others for pupils between the ages of seven and eleven. It is not possible to make a secure judgement on the quality of teaching from the limited evidence available. However, from discussion with pupils and staff and the scrutiny of teachers' planning, it is clear that pupils' attainment is in line with that expected at the age of seven, and above that expected by age eleven. This is an improvement since the previous inspection.
150. In the lesson observed for pupils in the Year 1/2 class they were practising their skills in throwing and catching small balls. This was a follow-on from a previous lesson and they were aiming to throw more accurately to each other and at targets. During the lesson sound progress was made in developing these skills, due to the good explanation given by their teacher and the positive relationships that exist between pupils. By the end of the lesson pupils' ball handling skills had shown improvement, though many still experienced difficulty in throwing accurately enough for their partner to catch the ball easily.
151. In an athletics lesson for a Year 4 class the pupils made very good progress in developing skills in throwing, jumping and running. This was predominantly because of the high quality planning undertaken by the teacher, his high expectations of pupils' performance and the enthusiastic approach by the pupils. During the lesson there was constant activity and the pupils worked very hard to improve their previous best efforts. They recorded the distances they threw or jumped and the times or repetitions of their movements. They supported and praised each other's efforts and the teacher's support and praise further enhanced this. Though the lesson took place in very windy conditions, the pupils maintained concentration very well. In a lesson for Year 6 pupils, the teacher had planned for them to undertake team building exercises using simple orienteering techniques. The pupils were expected to follow instructions set out on a worksheet to visit different points on the extensive school field. Each member of the team had to have a card stamped at each point, to record his or her visit. The pupils worked well together

during the exercise and discussed sensibly how they were going to achieve the desired outcome. At the end of the lesson the pupils discussed the different strategies they had used to complete the task successfully. By the time they leave the school, most pupils successfully swim the required 25 metres.

152. The subject is led effectively, though limited opportunities have been given for the co-ordinator to monitor teaching in the subject. She monitors the teachers' planning, ensuring full coverage of the National Curriculum requirements, and gives good support to colleagues. There is a good range of extra-curricular activities to enhance the provision made in the subject. Pupils are encouraged to join in activities such as football, netball and cricket and they are given the opportunity to go to a school camp.

## **RELIGIOUS EDUCATION**

153. By the end of Year 2, and the end of Year 6, pupils' attainment meets the requirements of the locally agreed syllabus. The standards noted in the previous inspection report have been maintained satisfactorily. The national guidelines produced by the Qualifications and Curriculum Authority are now used effectively for planning the curriculum. However, there has been no opportunity to refine these yet, as they were only introduced early in this school year. As a result, there are some topics that are planned to be repeated through subsequent years, and these need to be adapted to improve and extend pupils' knowledge and understanding, rather than simply repeating similar work.
154. Pupils, including those who have special educational needs, make satisfactory progress. The themes and contents of some assemblies enhance pupils' knowledge well. For example, a local Christian group called "New Wine" came to lead a good assembly based on the story of the disciples and the great catch of fish. Pupils were involved well in "fishing" from a paddling pool version of the Sea of Galilee, and so the story unfolded. Everyone was very well behaved and listened intently.
155. The quality of teaching and learning is generally satisfactory, with some that is good, especially in Key Stage 2. Teachers make the link between belief and behaviour well: in a good Year 3 lesson pupils considered the story of Abraham and Sarah, and they related this well to friendship, belief, trust and faith in their own lives and friendships. They remember the stories they have heard and repeat the main points of most of them. In a lesson where they were listening to the details about a Jewish Sabbath and the family meal, good use was made of resources and they were delighted to have finger puppets to use, representing the people in the family. Further good use of resources was seen in Year 6 with some very challenging and imaginative work on Psalm 23. Year 4 pupils used some very good pictures, which the teacher had taken, of local Muslim shops selling halal meat. These were presented through a data projector and a full discussion followed with pupils learning well about permitted and forbidden food in Islam. Pupils in Year 5 have heard the story of Daniel and the lions, and the Good Samaritan, and in Year 3 they have begun to grasp the Hindu idea of one God with many characteristics.
156. Religious education is enhanced by visits to the local church, and pupils in Year 2 were seen writing about one such visit. They remembered the stained glass, the font, and the pews. There are photographs on display of some of them on the visit, holding some of the church's silver chalices.
157. In the Year 6 lesson observed, the teacher gave the pupils a worksheet with Psalm 23 written on it, with empty spaces underneath each line. Pupils were asked to fill in these spaces with ideas of what the original might mean. "The Lord is my Shepherd" became "The Lord looks after me, so I don't need anything else"; "Green pastures" became "Comfortable places to rest". One pupil suggested "When I get scared He's always there with me" for the original "When I walk through the valley of the shadow of death". This worksheet was a very good initiative, and enabled pupils to make good progress and to produce good work. They had the opportunity to discuss this in pairs or groups and this helped them to learn well.

158. Religions other than Christianity are studied, and pupils learn, for example, about the five Pillars of Islam in Year 6, and some of the practices for worship such as the careful washing undertaken by Muslims before they enter the Mosque. Pupils in Year 3 have heard the story of Rama and Sita when they were working on the Hindu festival of Divali, and they made small diva lamps from plasticine. Pupils understand something of the symbolism of the Jewish Passover meal and the special food eaten then, such as the lamb bone, the unleavened bread and the bitter herbs.
159. Good work is done in linking religious education with other subjects, and particularly the display in the hall of work on metaphors, which links particularly well with English. Pupils had written about "The Lord is my Shepherd" and "God is my rock". They understand that these are not to be taken literally, and one example to help was "feeling under the weather". They have started to grasp the idea of symbolism and relate it to things such as road signs and traffic lights, giving us symbols of things to notice and be careful of when driving. Vocabulary and word banks are used, and some pupils, such as those in Year 4, produce some good writing. For example, the pieces on turning the other cheek drew out the fact that forgiving is easy if your friend is involved, though it is more difficult when it involves someone who is a stranger or when you have lost your temper.
160. Satisfactory improvement has been made since the last inspection and standards have generally been maintained because of higher quality teaching and learning in Key Stage 2.