

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Retford

LEA area: Nottinghamshire

Unique reference number: 122813

Headteacher: Mr Philip Patterson

Reporting inspector: D. G. Watts
22092

Dates of inspection: 22nd – 26th January 2001

Inspection number: 196373

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Babworth Road
Retford
Nottinghamshire

Postcode: DN22 7BP

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Appropriate authority: The governing body

Name of chair of governors: Mrs Adrienne Pacey

Date of previous inspection: 09.12.96

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22092	Derek Watts	Registered inspector	Science Physical education Areas of learning for children under five Special educational needs	How high are standards? How well are pupils taught? How well is the school led and managed?
9756	Ken Parsons	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
4689	Monica Christian	Team inspector	Mathematics ICT Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
27242	Enid Rice	Team inspector	English Geography History Music Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Joseph's Catholic Primary School and Nursery is situated on the outskirts of Retford in North East Nottinghamshire. At the time of the inspection the school had 171 full-time pupils on roll and 42 part-time children in the nursery. Pupils are drawn from the local parish of St. Joseph's and beyond. All pupils come from homes where English is the first language. 28 percent of pupils are on the school's special needs register and this is just above the national average. Pupils come from a variety of backgrounds and with a range of attainments. Overall, attainment is average on entry. About 8 percent of pupils are entitled to free school meals and this is below the national average.

HOW GOOD THE SCHOOL IS

St Joseph's is an effective school with many strengths. Pupils attain above average standards reached nationally in English at the end of Key Stage 2 and average standards in mathematics and science. Pupils have very good attitudes to school and behaviour is generally good. The quality of teaching is consistently good throughout the school and this contributes to the standards achieved. The leadership and management of the school are good. The school provides good value for money.

What the school does well

- The provision for the under fives is outstanding. Children are well prepared for the next stage of their education.
- National Curriculum test results in English at the end of Key Stage 2 are high
- The provision for pupils' spiritual, moral and social development is very good and this leads to very positive pupil attitudes, very good relationships and good behaviour.
- The good teaching contributes to positive attitudes and good quality learning.
- The school provides a very good range of extra curricular activities and this broadens the pupils' learning opportunities considerably.

What could be improved

- Improve the results in Key Stage 1 tests so that these reflect the performance of pupils seen during the inspection.
- Extend the role of all subject leaders/co-ordinators by providing training and time for them to monitor, review and develop their subject areas across the whole school in order to raise standards further.
- Provide opportunities for parents to discuss their children's progress with teachers earlier in the school year

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in December 1996. Since then the school has made good improvements in a number of areas. The school has improved standards, equipment and teaching in physical education. Using the national guidance, the school has improved its schemes of work for most subjects but an effective scheme for art and design is still to be established. These schemes of work are effectively monitored. The learning resources have improved significantly in English, mathematics and information and communication technology (ICT). The overall quality of teaching has improved considerably. The addition of two new classrooms and modification to the Early Years unit has greatly improved the accommodation for learning. These recent improvements have enabled the school to reorganise the pupils into single year classes. This change has pleased the parents and has made curriculum planning for teachers easier. There is also a new library area and computer suite. The new computer suite is already having a positive impact on standards in ICT. The very positive attitudes and

good behaviour identified in the last inspection have been maintained. Early years provision has built further on the strengths identified in the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	A	A	A
Mathematics	C	A	C	C
Science	A	A	D	D

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

The table indicates that the performance of pupils in Year 6 in the 2000 National Curriculum tests was well above the national average in English, average in mathematics and below average in science. These results are the same when St Joseph's is compared with similar schools. Key Stage 1 National Curriculum results were well below the national average in reading and mathematics and below average in writing. In the past there have been mixed age classes in Key Stage 1 and a high turnover of Year 2 teachers that has led to some inconsistency in the management of the tests. These factors have contributed to low test results at Key Stage 1.

The inspection findings are that standards at Key Stage 1 are better than these test results. In speaking and listening, reading, writing and mathematics most pupils are attaining the standards expected for their ages. At Key Stage 2 most pupils attain standards above those expected for their ages in all aspects of English. Most pupils attain national expected standards in mathematics and science.

Pupil's attainment is broadly average as they enter the nursery. Most pupils make good progress in their learning as they move through the school. Pupils with special educational needs (SEN) make good progress in most areas mainly due to effective support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested and enthusiastic about school
Behaviour, in and out of classrooms	Good overall. Behaviour is often very good in lessons. Behaviour in the playground at lunchtime is not as good as in the school.
Personal development and relationships	Very good. Pupils are courteous, responsible and respectful. They relate very well to each other and to school staff.
Attendance	Good. Above the national average.

Pupils' positive attitudes and very good relationships are a strength of the school. Throughout the school, pupils are friendly and courteous. Behaviour is generally good especially in lessons. There are, however, some incidents of boisterous behaviour by a minority of boys in the playground at lunchtime. The school is successful in developing confident and responsible pupils. As pupils move through the

school they are given increased responsibilities. They respond to these very well. Pupils' ability to work collaboratively is well developed.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

The quality of teaching is consistently good throughout the school and this has a positive impact on pupils' attitudes and learning. Teaching is a strength of the school. During the inspection, 57 lessons or part lessons were observed. In the lessons seen, 18 percent were judged to be very good, 65 per cent were good and 17 percent were satisfactory. The overall quality of teaching has improved significantly since the last inspection. The percentage of very good teaching has increased and there is no teaching less than satisfactory.

Teachers have secure subject knowledge and plan their lessons well. Teachers make it clear what the pupils are to learn. Very good pupil management and relationships gives rise to a positive climate for learning and good behaviour is achieved. Pupils are generally motivated and show high levels of concentration. Teachers' instructions and explanations are clear. Pupils know what is expected of them and they gain in knowledge and understanding through careful explanations. In the very good lessons teachers' expectations are high and skilful questioning techniques are used to challenge the pupils' thinking and checks their understanding. Tasks are well matched to the differing abilities in the class so that all pupils make good progress. The structure and pace of the lesson ensures that pupils are productive and learning time is maximised. In some lessons, work is not well matched to the differing abilities of the pupils and this results in insufficient challenge for the most able. Pupils have insufficient opportunities to plan and design in science and design technology. Learning resources are effectively selected and deployed to support teaching and learning. Learning support assistants are effectively deployed and contribute significantly to pupils learning particularly SEN pupils. Homework is generally used well to extend and enhance what is learned in school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good quality curriculum is provided. The school has updated schemes of work to meet the new requirements. The national literacy and numeracy strategies have been well implemented. The curriculum is enriched by a very good range of extra curricular activities.
Provision for pupils with special educational needs	Good. Pupils are well supported and most make good progress. Learning support assistants are very well deployed and contribute significantly to the school's effective SEN provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is very good. Cultural development is good.
How well the school cares for its pupils	Pupils are well cared for. Staff know the pupils very well. Appropriate procedures are in place for child protection and health and safety.

The school has effective systems and strategies in place to enable it to work closely with parents. Parents are kept well informed of school events. Parents feel extremely comfortable about approaching the school about concerns or suggestions. Parents make a valuable contribution to the school's provision by leading extra curricular activities, supporting in the classroom and accompanying pupils on visits. The orchestra and media club are managed very well by parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides strong leadership and clear educational direction. He is supported well by a senior management team. A positive climate and team spirit among the staff is evident. The leadership of the different subject areas is less consistent. The schools aims and values are strongly reflected in the day to day life of the school.
How well the governors fulfil their responsibilities	The governors are supportive and fulfil their statutory responsibilities well.
The school's evaluation of its performance	Good. The school has effective monitoring and evaluation procedures in place. Monitoring of teaching has led to improvement in quality.
The strategic use of resources	Good. Resources are effectively deployed in order to raise pupils' achievement and improve the quality of provision. Grants for training, building improvements and learning resources have been used wisely and efficiently. Principles of best value are applied well.

The good leadership has a positive impact on the standards attained and overall achievements, and the quality of teaching. The school has an appropriate number of teachers and learning support assistants are effectively deployed. They contribute significantly to pupils' learning. The accommodation is very good and has recently been improved with additional classrooms, an improved Early Years unit, a new library and computer suite. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like coming to school • The school's positive Christian ethos. Very good attitudes and values are promoted. Pupils are expected to work hard and do their best. • The provision for under fives • The new buildings which allow single year classes • Teaching is good 	<ul style="list-style-type: none"> • Information about how well their children are progressing. • The school working more closely with parents

The inspection team strongly agrees with the strengths identified by parents and carers. The inspection team partly agrees that information about children's progress could be improved. The school provides good annual reports on pupils' achievements and offers parent/teacher consultation in March and in the summer term. A significant number of parents would like a formal opportunity to discuss their children's progress earlier in the school year. The school plans to address this. Except for the above point, the school has effective systems and strategies in place to enable it to work closely with parents. Parents make a valuable contribution to the school's provision by leading extra curricular activities, supporting in the classroom and accompanying pupils on visits.

PART B COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery from a range of backgrounds and abilities. Overall, attainment on entry is broadly average. By the end of reception most pupils attain the Early Learning Goals in all areas of learning with some exceeding them. The well planned foundation curriculum, very good teaching and support ensure that children get off to a good start and many make very good progress in the Early Years.
2. In the 2000 National Curriculum tests at the end of Key Stage 1, results in reading were well below the national average and well below average when compared with similar schools. Results in writing were below the national average and below the average attained by similar schools. The percentage of pupils reaching the higher level 3 was below average in reading and average in writing. Since 1998, results although below the national average have steadily improved. In writing, results improved to above the national average in 1999 and then fell last year. In mathematics at Key Stage 1 the 2000 test results were well below the national average. Although mathematics test results have improved since 1998, they remain well below the national average. In the past there have been mixed age classes in Key Stage 1 and a high turnover of Year 2 teachers which has led to some inconsistency in the management of the tests. These factors have contributed to low test results at Key Stage 1. Pupils are now organised in year classes in Key Stage 1. A more settled teaching force is providing good quality teaching. The inspection findings are that pupils are attaining better than the test results. Most pupils are attaining the national standards expected for their ages in speaking and listening, reading, writing and mathematics. In science, the 2000 Key Stage 1 statutory teacher assessments, the percentage of pupils reaching the national expected standard of Level 2 or above was broadly in line with the national average. The percentage of pupils attaining the higher Level 3 was also broadly in line with the national average. The inspection findings are similar with most pupils attaining standards expected for their ages.
3. In the 2000 National Curriculum tests at the end of Key Stage 2, pupils' results in English were well above the national average and also well above average when compared to those of similar schools. Since 1997, the test results have steadily improved. The findings of the inspection are that pupils are attaining standards above those expected nationally in all areas of English and are achieving well. In mathematics, the test results were in line with the national average in 2000. Test results in mathematics have fluctuated since the last inspection. The inspection findings are that most pupils at the end of Key Stage 2 attain the national standards expected for their age and achieve well. In science, the 2000 Key Stage 2 National Curriculum tests were below the national average and also below average when compared with similar schools. This represents a dip in results as results in for the previous two years were well above average. The inspection findings are that in science, pupils are attaining the standards expected for their ages and are achieving as they should.
4. In consultation with the local education authority, the school has set challenging and realistic targets in English and mathematics. The school is making sound progress towards these targets.
5. In information and communication technology, pupils at Key Stage 1 are attaining standards above those expected for their age. At Key Stage 2, pupils are attaining the national standards expected. At both key stages, pupils are achieving well. The new computer suite, staff training and the high number of computers available are having a positive impact on standards in this subject.
6. In art, history and geography, pupils are attaining the national standards expected for their ages by the end of both key stages. In music, pupils attain standards above those expected for their ages at the end of both key stages and achieve well. In physical education, pupils attain standards above those expected for their ages in dance at Key Stage 1 and achieve very well. At the end of Key Stage 2, in gymnastics, pupils attain the standards expected for their ages and achieve well. Standards in physical education have improved significantly since the last inspection.

7. Standards in design and technology are below those expected for their ages at both key stages. Pupils do not achieve as well as they should. This is because pupils have limited contact with the subject and therefore limited opportunities to develop the required skills of designing, making and evaluating. At present, the school does not have a named person responsible for the subject and this limits the profile within the school.
8. Most with special educational needs make good progress and achieve well in relation to their prior attainment particularly in literacy and science. This is because of the good teaching and the effective classroom support that is provided.

Pupils' attitudes, values and personal development

9. The pupils have a very good attitude to their education. They are happy to come to school in the morning, with some of them running on ahead of their parents to get to school faster. When the school bell is rung, they go to their classes without wasting time and are ready to start work when the school day commences. They are keen to learn and are attentive and conscientious in lessons. This very positive attitude stems from the school's strong ethos, the good teaching that pupils experience in most lessons and the support parents provide for their children. The pupils' positive approach to school contributes significantly towards their learning and progress. During well-taught lessons they sustain interest in their studies and are keen to participate and to do well. For example, in a Key Stage 1 ICT lesson, a number of pupils were desperate to overcome difficulties and to finish their work before the end of the session, almost pleading with the teacher for the time to do so. Even the children under five years old participate well, with children in the Reception happy to continue to participate in their work right up to the end of the school day, rather than waiting for parents to arrive. Older pupils are proud of their work and are keen to discuss it, as in a Key Stage 2 science lesson, where they discussed the different properties of various materials. In a Key Stage 2 English lesson, they worked well to create new fables with a moral message, participating fully in making suggestions and listening carefully to points put forward by others in their class. Pupils settle promptly to written work and are able to work in silence when required to do so. They respond positively to teachers who have high expectations of them in both work and behaviour, but even in the instances where teaching is less good, they can still maintain interest and work quite effectively. The level of support received by pupils with special educational needs contributes to the positive attitudes they display to their work.
10. Pupils behave well and are very aware of the school's expectations. This means that teachers do not spend much time in lessons maintaining order and can use the available time productively to further pupils' learning. Pupils behave well in the dining hall and around the school. A minority of parents expressed concern about behaviour in the Key Stage 2 playground at lunchtime. In fact, there is some robust behaviour but it remains an unthreatening environment. The size of the playground – large enough to allow running around but too small for football – may be a factor, and the school could improve matters by providing games or activities to keep pupils occupied. There have been no pupil exclusions in recent years. Pupils are polite to each other and to adults. Overall, parents are very satisfied by the school's standards of behaviour and the attitudes the school promotes. Most believe that the school is successful in developing confident and responsible individuals.
11. Pupils' personal development and relationships are very good. They value each other as individuals and they understand the impact of their actions on others. For example, in group work they can share resources, such as access to computers. In a Key Stage 2 science lesson, groups of four functioned well to ensure that each pupil had a fair share of writing points on their chart. The school provides some chances for pupils to take responsibility, particularly in lessons, and pupils rise to the challenge. Examples include helping to run the school library, clearing away the dining hall, and Year 6 pupils planning Friday school assemblies. Pupils produce their own school magazine, "Maximum". The encouragement of personal responsibility starts right in the Nursery, where for example children are able to change shoes before the end of the day with minimal adult intervention. Another example occurred in a Key Stage 1 class, where pupils undertook a variety of activities during the afternoon, largely taking responsibility to move from one to the next. This same lesson showed pupils to be capable of carrying out tasks without needing adults to give them direction, for example, producing some interesting drawings based on the Goldilocks and the three bears story

without any adult intervention. Their personal confidence is well developed and they have very good relationships with their teachers, based on mutual respect.

12. Pupils can work well collaboratively in pairs or small groups when called upon to do so. They listen and give due regard to the views of others, even when they are different from their own, and are supportive of one another. Low and high attaining pupils are able to work constructively together. They show respect for the school's property, use equipment sensibly and are trusted by teachers to use resources and facilities with minimum levels of supervision. They display common courtesies, such as holding a door for somebody following them through it. Boys and girls work together unselfconsciously.
13. Pupils' attendance is good, being better than the national average for a school of this type. There are few unauthorised absences recorded in the attendance registers. Pupils are punctual arriving at school and do not delay the start of the school day. A handful of specific pupils show unsatisfactory attendance records, and the school is acting appropriately in these cases.
14. The high standards of pupils' attitudes, behaviour and attendance have been maintained since the last inspection of the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. During the inspection, 57 lessons or part lessons were seen. Of these, 18% were very good, 65% were good and 17% were satisfactory. Overall, the quality of teaching is good and this has a positive impact on pupils' attitudes, learning and behaviour. The consistently good teaching is a strength of the school and this contributes significantly to the school's effectiveness. The quality of teaching has improved since the last inspection when 12 percent of lessons were judged to be unsatisfactory and 11 percent of the teaching was very good. The school has increased the percentage of very good teaching and no lessons seen were less than satisfactory.
16. Very good teaching was frequently seen in the early years unit. Very good teaching was seen in dance and mathematics in Key Stage 1 and in art and ICT at Key Stage 2.
17. Teachers possess a good knowledge and understanding of the subjects they teach. They present the subject using appropriate methods. The teaching of both literacy and numeracy skills is good and the school has implemented the National Literacy and Numeracy strategies well.
18. Lesson planning is good and identifies what the pupils are to learn and an appropriate range of activities. Teachers share learning objectives with the class so they are clear what they have to learn and why.
19. Very good pupil management and relationships gives rise to positive a climate for learning and good behaviour is achieved. Pupils are generally motivated and show high levels of concentration. Teachers' instructions and explanations are clear. Pupils know what is expected of them and they gain in knowledge and understanding through careful explanations.
20. In the very good lessons, teachers' expectations are high of pupils' work and behaviour. Skilful questioning techniques are used to challenge the pupils' thinking and check their understanding. Tasks are well matched to the differing abilities in the class so that all pupils make good progress. The structure and pace of the lesson ensures that pupils are productive and learning time is maximised. In some lessons, work is not well matched to the differing abilities of the pupils and this results in insufficient challenge for the most able. This was particularly so in science. Pupils have insufficient opportunities to plan and design in science and design technology and this restricts the development of skills.
21. Day to day assessment is effective. Teachers check pupils' understanding through questioning and provide constructive feedback on their performance. This helps pupils to improve. Work is regularly marked with positive comments being made. Marking sometimes lacks comments on how work could be improved.

22. Learning resources are effectively selected and deployed to support teaching and learning. Learning support assistants are effectively deployed and contribute significantly to pupils learning particularly SEN pupils. Homework is generally used well to extend and enhance what is learned in school.

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

23. The curriculum for children under fives is good and covers all the areas of learning and takes account of the early learning goals. It is well planned and provides an interesting range of opportunities and activities. Children are very well prepared for their National Curriculum studies.
24. The curriculum at Key Stages 1 and 2 is broad and balanced. All National Curriculum subjects are taught and statutory requirements are met. Provision for health, drugs and sex education is good. An appropriate time is allocated for most subjects although art and design and technology receive insufficient attention. The school has placed a good emphasis on the teaching of literacy and numeracy.
25. Provision for pupils with special educational needs is good. Pupils' individual educational plans have well focused and achievable targets. These targets are regularly reviewed with full involvement of parents. SEN pupils are well supported by effective assistants.
26. Since the last inspection, the school has effectively reviewed its curriculum planning (schemes of work) in most subject areas using the national guidance. However there are no schemes of work for art to help teachers plan their lessons.
27. Curriculum planning takes into account the diverse needs of pupils of all ages and abilities and the provision is good. No pupils are barred from any area of the curriculum and no pupils are withdrawn from religious education or collective worship. In most lessons, teachers allocate work to pupils, which is carefully matched to their ages, needs and abilities. The school no longer has mixed-age classes and curriculum planning is now more focused on pupils' intellectual ability. The overall provision for pupils with special educational needs is good, as there is a wide range of resources that improve pupils' motivation and confidence in tackling the subjects. There is good provision for the higher attaining pupils. The literacy hour is having a beneficial effect on pupils' ability to read books for enjoyment and information. Most pupils enjoy the special times when they can read alongside friends and their teachers to increase understanding of the text and develop expression when reading out loud. As a result of this many pupils are becoming more confident in speaking to groups.
28. The National Numeracy Strategy is having a good effect on most pupils, particularly in mental mathematics. Pupils are encouraged to think quickly and logically and use various strategies for calculations. As their confidence in using numbers increases, pupils become quicker and more accurate when working on problems.
29. The provision for extra-curricular activities is very good. Many pupils, from a wide age range, play in teams for cricket, football, high-five netball and rounders. There is also bikeability tuition for all pupils in Year 6. During the inspection week, pupils from Years 3 to 6 enjoyed an after-school session, working with a team of sports tutors who introduced them to a range of activities, including volleyball, which was new to most of them. Music activities are well attended. The school provides instrumental tuition for cellos, violin and recorders. Pupils can join the orchestra, and a recorders club. In addition to the physical and musical activities, there is a flourishing media club where pupils learn about, for example, the impact of advertising on society. All pupils benefit from visiting places of interest in and around Retford, such as Clumber Park, the local churches and museums and each year, all pupils in Year 6 have a residential week in Derbyshire.
30. The provision for pupils' personal, social and health education, sex education and attention to drug misuse is good. The religious education programme of study includes topics such as making decisions, coping with problems and following rules. The personal and social education programme

is well linked to other subjects such as science, physical education, and food studies where pupils learn about their bodies and how to keep themselves healthy. In the Spring term, pupils in Year 6 work with the local policeman on a drug education programme where they find out how to cope with stress and peer pressure. The governing body ensures that all resources are appropriate for the age range of the pupils and that parents are aware of the rights to withdraw their children from lessons that could contain sensitive materials. This is important in a Catholic school where sex education is included as part of the health education programme. The school nurse visits the school regularly and particularly helps pupils in their last year in school.

31. The local community contributes well towards the school. There are productive links with the local parish, including school support for their Christmas Fayre, and the school visits the adjacent church regularly. There are particularly productive links with a nearby supermarket, which provides educational visits and enables pupils to “shadow” members of staff. The school has good links with other educational establishments. The school is a member of two local “families” of schools, one for the local area and one for Catholic schools. In both families, the schools work well together to enhance the opportunities for pupils and for staff training. Liaison with the main secondary schools is good, enabling Year 6 pupils to transfer to the next phase of education with as little stress as possible. The provision for pupils’ spiritual, moral, social and cultural development is very good. Spiritual, moral, social and cultural development has high priority throughout the school. Pupils experience a caring atmosphere with mutual respect shown between teaching, non-teaching staff and pupils. This is evident to the observer when entering the school and during the entire inspection.
32. Assemblies show a clear spiritual and moral focus. Topics such as 'Christian unity' and 'People who help us in school', support this view. Opportunities are given for reflection, with a lighted candle centrally placed. Soothing music creates an atmosphere of quiet in which pupils participate in the spiritual theme of the day.
33. Pupils’ social and moral development is secure in lessons. Teachers expect high standards of behaviour, achieving this through encouragement and praise. As a result, pupils behave well and learn to share. They take responsibilities, as a group of Year 3 pupils did preparing resources for the whole class. Teaching and non-teaching staff are good role models. They show interest in and respect for all pupils. Lower attaining pupils thrive in this atmosphere, taking pride in their work.
34. Pupils have opportunities to experience their own culture in visits to museums, youth centres, and historical sites. Lesson content has multi-cultural awareness when Chinese New Year was celebrated in Year 2. Teachers, non-teaching staff and pupils brought artefacts into the school. An Indian stick dance also provided pupils with enjoyment in an activity that illustrated cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school’s Christian ethos is reflected in the high standards of care it provides for its pupils.
36. The school’s procedures for child protection are good. The headteacher has received appropriate training and liaises effectively with the local social services department as necessary. Staff are made aware of their child protection responsibilities on a regular basis and this is part of the induction procedures for new staff. Pupils are given guidance on how to protect themselves through the Personal, Health and Social Education (PHSE) curriculum, including lessons from the local police under the Drug Abuse Education Programme (DARE).
37. Appropriate health and safety procedures are in place and the school provides a safe environment. The local authority carry out regular reviews, the last having been in December 2000. Routine safety procedures are all in place. No unsafe practice was seen in lessons during the inspection.
38. The school makes good provision for the educational and personal support and guidance of pupils. Teachers know their pupils well. They are effective in supporting pupils’ learning through the setting of individual targets in their annual reports and the close monitoring of progress. Although monitoring of their personal development is less formal, nevertheless in this relatively small school it

is effective, with all pupils known to their class teacher and other members of staff. Comments in annual reports on personal development are often perceptive and show how teachers treat each pupil as an individual. The school has effective procedures to monitor attendance. The computer system is used effectively to monitor attendance and appropriate action is taken if there are problems.

39. The school's procedures to monitor and promote behaviour are good. The whole school community is aware of the rewards and sanctions and how they will be applied, although the standards achieved owe as much to the relationships and personal attitudes in the school as it does to more formal approaches. A more pro-active approach to keeping pupils occupied during the lunchbreak would benefit playground behaviour.
40. The assessment of pupils' work is good. Assessments are completed for each child within six weeks of their entry to school, with emphasis on numeracy and literacy. By observing pupils closely in lessons, teachers add information to the profile to complete the baseline assessment, in accordance with the local education authority guidelines. During Key Stage 1 work in English, mathematics and science are assessed by the teachers and National Curriculum Levels are awarded. At the end of Year 2 all pupils take the standard tests (SATs) in English and mathematics. In Key Stage 2, the teachers assess pupils' class work in all subjects, except information and communication technology, and pupils take the Key Stage 2 tests towards the end of Year 6. At the end of the current academic year, the school intends adding a formal system of assessing pupils' attainment in information and communication technology to the ones for other subjects. National curriculum levels are passed on to the next school. Statutory requirements for national tests are all met.
41. In recent years, owing mainly to a large turnover of staff and mixed-age classes, there was some inconsistency in the administration of the tests, but the school has worked hard to overcome the problems. There is now a common marking policy and detailed assessment files for each class. Pupils' progress is monitored alongside their attainment to ensure they make the required amount of progress for their age and ability.
42. Teachers use their day-to-day assessments of pupils' work and progress in lessons to good effect. They ask questions to test understanding and set relevant tasks for pupils at different levels. In some subjects, pupils are encouraged to mark their own work to make them more aware of their strengths and weaknesses. Pupils have reading diaries, for example, in which they write opinions about stories and authors and where they encountered difficult words. In mathematics, pupils not only check their own answers, but also the manner in which the answers were obtained. Pupils with special educational needs are fully involved in lessons and their work relates appropriately to their individual education plans.
43. The school maintains clear records of pupils' individual achievements and portfolios of work are available in the core subjects of English, mathematics and science. Results of assessments and tests are analysed carefully and the curriculum is altered where necessary to strengthen areas of weakness. Results are shared with parents and agreed targets are set for each pupil.
44. The good quality of the school's provision for the care of its pupils has been maintained since the last inspection

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Most parents are pleased with the quality and effectiveness of the education the school provides for their children. They believe that the school is well led and managed. They think that their children like school, make good progress and are helped to become mature and behave well at school. They think the teaching is good, with staff having high expectations that pupils will work and do their best. They get the right amount of homework, although a few parents commented on inconsistencies in the way it is actually set. Parents generally think that the school works well with parents. Most think that the school keeps them well informed about their child's progress, although about one quarter of those completing the parents' questionnaire disagree; many of these parents are thought to want a meeting with their child's teacher earlier in the school year. The school plans to address this issue. A few parents expressed concern over special educational needs provision, related to funding and the resulting level of resources available. As the school already spends more on SEN than its allocation from the local authority, it is difficult to see how it could address this issue. Overall, parents' views of the school are good.
46. The school provides a good range of information for parents. It starts before the children have joined the school, with good induction procedures for pupils and their parents. This is followed up after pupils have joined the school with the opportunity at the start of each year for parents to hear about the curriculum for the year. There are two meetings a year to discuss pupils' progress. There are good opportunities for parents to come into school and see teachers informally. The written reports on pupil progress are very good, with comprehensive information on how children are actually progressing as well as curriculum coverage, and there are specific targets for improvement set by subject. There is the opportunity for parents to respond. The prospectus and Governors' Annual Reports are both well written.
47. Parents support their children very well by helping with homework, particularly by hearing them read on a regular basis. Parents do feel that they can contact the school with any problems or suggestions and that they will be listened to. A large number of parents help in school, particularly at Key Stage one. Some also support the school by accompanying children to swimming lessons and on school trips. Parents help with the school's games and sports teams. The orchestra and media club are very well led by parents. There is an active school association, which organises social and fundraising events, and contributes significant extra funds to the school. Parents of pupils with special educational needs are appropriately involved in the reviews of their progress.
48. The quality of the partnership with parents has been maintained since the last inspection of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher provides strong leadership and clear educational direction for the school. He has created a positive climate where teamwork and the sharing of common values among the staff are a clear strength. The headteacher is well supported by members of the senior management team. The leadership from subject leaders is less consistent and this is an area for improvement. The co-ordinators of mathematics and early years provide very good leadership, while the areas of art and design and technology have no co-ordinators at present. The provision for pupils with special educational needs is well led and managed. Few co-ordinators have the opportunity to observe and support their colleagues teaching their subjects in the classroom.
50. The governing body is supportive and fulfils its statutory duties well. Governors have an appropriate range of committees who meet on a regular basis and report to the full governing body. Governor training and classroom visits have helped to ensure that governors have a good knowledge of the school's strengths and the areas where improvement is needed. Members of the governing body have been effectively involved in the planning, and the monitoring of progress of the recently completed building programme.

51. The monitoring and evaluation of the school's performance is good. National Curriculum test results are carefully analysed. The school has set challenging targets for English and mathematics in consultation with the link inspector in order to raise standards particularly at Key Stage 1. The monitoring, evaluation and development of teaching is effective. The headteacher and link inspector observe teachers' lessons and provide constructive feedback to teachers which assists their further development. These procedures have contributed to the high percentage of good and very good teaching observed during the inspection. Although subject leaders monitor curriculum planning, their role has not yet been sufficiently developed to support and observe teaching of their subjects. In the main, subject leaders have not received the time and training required to enable them to monitor teaching and provide support throughout the school. The school has introduced the new procedures for performance management well.
52. The school has identified appropriate priorities for development. School improvement planning is good.
53. The school's educational priorities are well supported by the school's financial planning and systems. The school has good long term planning to balance income and expenditure, contributing for example to the school's ability to undertake major projects such as the building extension and the ICT suite, whilst maintaining on-going provision for pupils' education. Short term planning is also effective in supporting the school's priorities as highlighted in the school development plan. Although there has been a recent audit of the school's finances, the resulting report was not available at the time of the inspection. The school is using information technology well to support its work, both in the office and the classroom. One particular example is the use of a large computer screen in classes, for such uses as to demonstrate computer commands in information technology and to display ideas visible to all in an English lesson. Specific grants appear to be used for their designated purposes and are used effectively.
54. The school has a good match of staff to delivery of the curriculum. There are sufficient qualified teachers in relation to the number of pupils. There is a good number of support staff. Learning support staff are extremely effective and make a significant contribution to pupils' learning. In particular, at the lower end of the school, nursery nurses make a major contribution to the richness of experience that the children receive. The caretaker and his staff make a good contribution in providing a clean and attractive working environment for pupils and staff. The recently appointed secretary is conscientious and efficient. She contributes well to the schools administrative procedures.
55. The school has good procedures in place for the selection and induction of new staff. The two newly qualified teachers in school at present are being supported effectively by their mentors and by senior managers. Their work is being well monitored and they are being given good opportunities to develop their knowledge and skills. These procedures have ensured that the two newly qualified teachers and a nursery nurse have quickly become effective members of the school.
56. The school's accommodation has been significantly improved since the last inspection through the addition of extra rooms, allowing the school to provide year group classes. The buildings provide very good provision for the delivery of the curriculum. Classrooms are sufficiently large for the number of pupils they contain and provide a pleasant working environment for pupils and staff. The school hall allows the safe and full delivery of the PE national curriculum. The school has the advantage of a large grass playing field for outdoor games when the weather permits, and there is a good secure outside area for the early years children. The new ICT suite is a very good asset for the delivery of this subject.
57. The school has good resources in most subjects. In mathematics and English there is a good range of resources to deliver the numeracy and literacy strategies. Science is less well served, not having been a school priority, and although there has been sufficient spending on consumables, resources are just adequate to meet the needs of the National Curriculum. The school has a very good range of up-to-date hardware and software to deliver the ICT curriculum. The Early Years children are also well served with very good resources, especially in terms of outside play equipment such as large wheeled toys. Resources are good in all foundation subjects except art and design technology,

where they are satisfactory. The school puts considerable effort in looking after resources, with books, for example, being well cared for and not dog-eared.

58. Taking into account the levels of spending allocated to the school, the standards achieved by the pupils, the quality of teaching provided, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order for the school to build on its current strengths and improve the school's effectiveness further, the headteacher, governors and staff should take effective action to:

- (1) Improve the results in Key Stage 1 tests so that these reflect the performance of pupils seen during the inspection*.
- (2) Extend the role of all subject leaders/co-ordinators by providing training and time for them to monitor, review and develop their subject areas across the whole school in order to raise standards further.
- (3) Provide opportunities for parents to discuss their children's progress with teachers earlier in the school year

Minor

- Ensure that art and design and technology are effectively led and managed
- Produce schemes of work for art and design *
- Provide more opportunities for pupils to plan and carry out their own investigations in science and to design and evaluate their work in design and technology.

* *The school has already identified these areas for development*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17.5	65	17.5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	14	183
Number of full-time pupils known to be eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs

	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	2	48

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	4
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	13
	Girls	13	14	16
	Total	24	26	29
Percentage of pupils at NC level 2 or above	School	75 (64)	81 (76)	91 (68)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	14
	Girls	13	16	15
	Total	24	29	29
Percentage of pupils at NC level 2 or above	School	75 (76)	91 (68)	91 (80)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	7	9
	Girls	16	15	16
	Total	25	22	25
Percentage of pupils at NC level 4 or above	School	89 (90)	79 (95)	89 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	7
	Girls	14	12	15
	Total	19	19	22
Percentage of pupils at NC level 4 or above	School	68 (86)	68 (90)	79 (95)
	National	70 (68)	72 (69)	80 (75)

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	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	169
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

Financial information

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	26.1
Average class size	26.1

Education support staff: Y R – Y 6

Total number of education support staff	5
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	14

Total number of education support staff	1
Total aggregate hours worked per week	37

Number of pupils per FTE adult	14
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FTE means full-time equivalent.

Financial year	00/01
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	£
Total income	435574
Total expenditure	449171
Expenditure per pupil	1911
Balance brought forward from previous year	13597
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	178
Number of questionnaires returned	123

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	5	0	0
My child is making good progress in school.	46	50	3	0	1
Behaviour in the school is good.	48	44	8	0	0
My child gets the right amount of work to do at home.	35	46	11	1	0
The teaching is good.	57	41	1	0	0
I am kept well informed about how my child is getting on.	35	39	23	3	0
I would feel comfortable about approaching the school with questions or a problem.	62	37	0	1	0
The school expects my child to work hard and achieve his or her best.	63	35	1	0	1
The school works closely with parents.	38	45	15	2	0
The school is well led and managed.	49	47	2	0	2
The school is helping my child become mature and responsible.	55	41	3	0	0
The school provides an interesting range of activities outside lessons.	35	41	10	2	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Children enter the nursery soon after their third birthday. Children move into the reception class at the beginning of the term that their fifth birthday falls. The nursery and reception class share the same modern, well-resourced unit. Effective planning together amongst the staff, the shared accommodation and good induction procedures ensure that the transition from nursery to reception is a smooth and natural process. The provision for early years is outstanding and a clear strength of the school.

Personal, social and emotional development

60. The Early Years Unit promote this area of learning extremely well and it is naturally integrated into all areas of learning. The teaching in this area is very good. Children are interested, excited and keen to learn. The children demonstrate confidence and concentration. The teaching places great emphasis on developing independence in learning and the promotion of social skills. Children are taught to share, negotiate and take turns for example when more than one person wants to use the same peddle cycle.

61. The children are well-trained in daily routines and this not only assists personal and social development but ensures that time for new learning and experiences is maximised. By the end of reception, most pupils attain the national set standards for early years with a significant number exceeding them. The quality of teaching in this area of learning is very good.

Communication, language and literacy

62. In the nursery, children are on track to meet the national early learning goals. By the end of reception most pupils attain these goals with some exceeding them. The teaching of communication, language and literacy is very good.

63. In one lesson, the teacher shared a large colourful and attractive book 'Once upon a time' with a group of 8 nursery children. The teacher read through the book with great expression and animation. This enthusiasm and a very good rapport with the children ensured that they were motivated, excited and eager to learn. The teacher used a blend of skilful questioning, exposition and prompting to promote learning. The level of challenge was high as children talked confidently about the characters in the book and predicted what would happen next in the story.

64. In a reception group, the teacher read and retold the story of Jack and the Beanstalk. The children began to retell the story and described the characters. They recognise familiar words in the text. The teacher used questioning effectively to encourage participation and to check the children's understanding. The children listened carefully, answered questions well. The children then moved on to writing. All children in the group held a pencil correctly and most were able to write well-formed letters.

65. Voluntary helpers are effectively used to help out in the Early years unit's well stocked library. The children enjoy books and handle them with care.

Mathematical development

66. In mathematical development, most children in the nursery are on track to meet the national early learning goals. Most children attain these goals by the end of reception. The teaching in this area of learning is good.

67. In the nursery there are numerous opportunities provided for children to develop numeracy skills. For example, during registration a number line is placed in the middle of the carpet. The children then take turns to place their photograph on the number line. The children recognise and say the number they place their photo on. Many children can count to ten and some beyond. With help from the teacher they work out how many children are present and how many are away.
68. In reception, children can count up to 10 and recognise the numerals 1 to 9. Most can find one more or one less than a given number.

Knowledge and understanding of the world

69. Children in the nursery are on track to attain the national early learning goals by the end of reception. By the end of reception, most children attain these goals. The quality of teaching in this area of learning is very good.
70. Children in the nursery and reception show a good knowledge of the Jewish faith. They remembered a recent visit from a Rabbi. The teacher used visual aids extremely well to stimulate the children's interest. With skilful questioning and prompting by the teacher, the children answered well and demonstrated their knowledge of Jewish symbols and customs.
71. The teacher reminded the children of the birth of Jesus and then told the story of Mary and Joseph's journey to the temple in Jerusalem. Two children then dressed up as the two characters with a baby doll as Jesus and re-enacted the story. The children retold the story with help from the teacher.
72. Children use ICT well in reception to support their learning. Mouse skills are developing well. They use a program to dress and undress a teddy by clicking onto items of clothing. With some help from the teacher, they print a completed image. Effective instructing and question techniques by the teacher promoted learning well.

Physical development

73. In physical development, children in the nursery are on track to reach the national early learning goals. These goals are attained and exceeded by the end of reception. Teaching in this area of learning is very good.
74. The children have frequent opportunities to play outside even in the winter months. The outside accommodation and range of activities are very good. Children choose from a range of peddle cycles and vehicles to ride. Teachers and assistants provide effective guidance and encouragement to individuals while still allowing them to explore. Children are developing co-ordination and control skills that meet and exceed the early learning goals.

Creative development

75. In creative development, children in the nursery are on track to attain the national early learning goals by the end of reception. In reception, most children achieve these goals. The quality of teaching in creative development is good.
76. Children in the nursery show co-ordination and control as they perform simple dance routines to music. The visiting piano player contributed significantly to the success of the lesson. The music was well selected and the children responded with excitement and enthusiasm. Pupils march to The Grand Old Duke of York.
77. Children in reception explored with colour as they painted pictures of well-known book characters such as Cinderella and the Gingerbread Man. Another group of reception children were dipping marbles in paint and then rolling the marbles across large sheets of paper to produce colourful and unusual patterns.

78. Children in nursery sing familiar songs such as “a smile is like a circle”. They sing tunefully and with enthusiasm. Songs are used well to develop vocabulary and support number work.
79. The quality of teaching in the early years unit is frequently very good and this contributes considerably to the children’s rate of development. The teachers have a very secure knowledge of the early years curriculum and the means to teach it. Planning is good with clear learning goals and an interesting range of activities are provided in order to achieve these. Classroom organisation and management are very good. The relationships between the children, teachers and helpers are very good. This ensures that the children are secure and grow in confidence. The high quality instructing and questioning is another strength of the teaching and contributes to pupils’ gains in knowledge and understanding. Nursery nurses are effective and contribute considerably to children’s learning.
80. The early years unit is very well led and managed and this has a positive impact on the quality of teaching and the standards achieved. The recently improved accommodation is impressive and facilitates good teaching and learning. In particular, it enables integration and a smooth transition from nursery to reception. Assessment procedures are good and assessments are used well to guide planning and learning. Learning resources are very good and these enhance children’s learning experiences. The early years provision is outstanding and a clear strength of the school. The school has further built on the strengths identified in the last inspection.

ENGLISH

81. The 2000 National Curriculum test results in reading and writing were below the national averages at Key Stage 1. They were below average also, when compared with similar schools. The percentage of pupils attaining Level 3 was below average in reading, and broadly in line with national averages for writing. Standards have steadily improved in reading over the last four years although still below the national average. In writing, results rose above the national average in 1999, but fell last year.
82. In the national tests 2000, at the end of Key Stage 2, pupils' results were well above national average. They were similar when compared with other schools. The percentage of pupils attaining Level 4 or above, was also above the national average.
83. Inspection findings indicate at the end of Key Stage 1, achievement is better than the test results. Pupils attain the standards expected for their age in speaking and listening, reading and writing. They benefit from the use of the Literacy Strategy, giving a systematic approach to reading and writing. At the end of Key Stage 2, pupils attain standards above those expected for their age in all aspects of English and are achieving well.
84. In most classes, pupils have the opportunity to develop their speaking and listening skills through class discussion. By the end of Key Stage 1, pupils share their own ideas and report confidently. By Year 6, pupils are able to express opinions and pose thoughtful questions using a rich vocabulary.
85. By the end of Key Stage 1 many pupils read well. They enjoy books, know the plot and discuss endings. Pupils understand the text by the sense of the passage. They have a working vocabulary of common words. Pupils use various strategies to self-correct or attempt new words. More able pupils are beginning to read with expression. At the end of Key Stage 2 reading has a sense of meaning. Pupils predict outcomes of stories and are familiar with the purpose of fiction and non-fiction. Most pupils read fluently, few are hesitant. Many are familiar with a range of authors, talk about favourite books and visit their local library. Pupils are able to gather information using reference books and the Internet in topic work. They use dictionaries, glossaries and the school library effectively. Some pupils use reading to pursue their own interests, for example, a Year 6 pupil who found wrestling exciting. Many pupils are able to explain the types of fiction they prefer. A Year 6 pupil enjoyed superstitious stories and cliffhangers.
86. By Year 2, most pupils spell commonly used words correctly, especially high-frequency words from the Literacy Strategy. They are beginning to understand and use capital letters and full stops. Their

writing has control with letters correctly formed. Writing skills are used to record information. A Year 1 pupil, embarking on a writing activity stated: "I'm going to write in sentences." At the end of the Key Stage, Year 2 pupils use vocabulary appropriate to the text when working with familiar tales. At the end of Key Stage 2, pupils are achieving greater accuracy in spelling. They use complex sentences, organising work into paragraphs. Many pupils understand that punctuation is necessary to make sense of text. Pupils are aware that writing has different forms for different occasions. In Year 6, pupils creative writing is re-drafted and edited. A pupil who found writing difficult had a feeling of pride with the finished product. A wide range of texts are used, including newspaper reports, poetry and narrative.

87. Overall, pupils' rate of learning is good across both Key Stages. At Key Stage 1, pupils' progress is steady in reading and writing. Pupils are given a wide range of classroom experience. However, where activities are not matched to abilities, learning is effected. Pupils' writing is punctuated and handwriting skills are developing. Pupils read a wide range of books, taking them home to involve parents in their learning. At Key Stage 2, pupils' achievement in reading and writing is good. They progress well by the end of the Key Stage reading and writing independently. Content of work is well structured and presentation generally shows care. Attitudes in English lessons are positive over both key stages. Pupils take great care of their books those taken home are protected in school envelopes. Pupils are keen to answer questions and work with concentration. They collaborate well, and are polite. Pupils are eager to discuss their work, listening intently when others report findings.
88. Overall, the quality of teaching is good at both key stages and this contributes positively to the standards achieved. Teachers possess a secure knowledge of the subject. Appropriate questions and clear explanations have a direct effect on pupils learning. In the best lessons, activities are carefully planned and well matched to the differing abilities in the class. This provides appropriate levels of challenge and ensures that all pupils make good progress. In some lessons, more able pupils given tasks with insufficient challenge, whilst some less able pupils are unsure what is expected. Support for pupils with special educational needs is good across both key stages and this enables them to make good progress. Pupil management is generally good, with encouragement and praise evident. Teachers are good role models showing their own enthusiasm for the subject. They develop pupils interest in their work, showing that learning is enjoyable. In Year 3, pupils formed their own collective nouns at the end of the lesson, using their imaginative skills with humour. Pupils make use of literacy skills in other subjects, for instance geography, where they read articles on pollution and presented a weather forecast.
89. Leadership of English is satisfactory. The school systems for planning are effective. The co-ordinator and staff have shown considerable commitment through both key stages in successfully implementing the National Literacy Strategy. Clear targets have been set and pupils make good progress towards achieving them. Assessment occurs regularly and pupils' progress is monitored as they move through the school. Resources are varied, being well used. A wide range of reading books can be found matching all abilities.

MATHEMATICS

90. The National Curriculum test results at the end of the Key Stage 1 in 2000 were close to the national average for level 2, but relatively few pupils attained level 3. In this respect, results were well below the national average and also well below average when compared with similar schools. Girls do better in mathematics than the boys, but the gap is narrowing, which is in line with national trends. On the whole, in the current Year 2 class, boys are attaining higher than the girls are. Test results have steadily improved since 1998 even though they have been well below the national average.
91. By the end of Year 2, most pupils are confident with numbers. They recognise odd and even numbers and can put numbers into sequence. Pupils choose appropriate methods for addition and subtraction problems. Most pupils recognise and name simple shapes such as squares and triangles, but only the higher-attaining pupils know the names of three-dimensional shapes such as cuboids and pyramids. Pupils know about graphs and can draw them in simple forms such as pictograms. Most pupils make good progress in mathematics in the lessons seen. The pupils with

special educational needs make satisfactory progress in number work as they have extra help and practice when working with addition and subtraction. They make less progress on solving problems, as they do not always understand the questions.

92. The National Curriculum test results at the end of Key Stage 2 in 2000 were in line with the national average and average when compared with similar schools. Girls usually attain higher than the boys, which is the trend across the country. Test results have fluctuated over the past four years. The findings of the inspection are that most pupils attain the national standards expected for their age by the end of Key Stage 2 and achieve well.
93. By the end of Year 6, most pupils show accuracy in using numbers into the thousands. Mental agility is good for most pupils and very good for the highest attaining pupils. A few pupils have to rely on paper and pencil when making calculations. Most pupils know that there are many ways of solving the same problems. When pupils have mastered their times' tables instead of having to rely on laborious counting, their confidence and speed increase and their results show great improvements. Pupils understand about multiplication and division although many pupils find these operations frustrating at times. Only the highest attaining pupils, for instance, understand partitioning of numbers. Pupils know about part numbers and work well on simple fractions such as halves and quarters, but work on decimals is currently taxing many pupils in Year 6. They know about the decimal point but cannot always multiply and divide accurately with decimals. Data collection and data handling are good. Pupils use computers to help them in this work and understand about changing variables to obtain different results. Pupils know about many two and three-dimensional shapes and many understand about symmetry. Some of the lower-attaining pupil cannot always understand about angles.
94. Most pupils make good progress in mathematics, as the scheme of work, well linked to the National Numeracy Strategy, is challenging and interesting. The higher-attaining pupils are encouraged to think quickly and further than the obvious and the lower attaining pupils are stimulated by the practical nature of many of the tasks. Pupils with special educational needs make satisfactory progress in basic number work but less on mental mathematics as they cannot calculate without the security of paper and pencil and they are less sure of their tables.
95. The quality of teaching is consistently good throughout the school and this leads to good learning. Teachers have good subject knowledge and ensure pupils have appropriately challenging work to do. They plan well for lessons and many teachers make mathematics activities fun, which motivates the pupils. For example, the teacher of Year 6 used pupils as numbers in a lesson to explain about decimals that were frustrating many pupils. By involving them in a fun activity, the hard rules of decimal point placements were accepted without fuss. In Key Stage 1, the teachers often play mathematics games with the pupils to teach counting and sorting in a relaxed manner. Teachers ensure pupils learn basic skills and work to the recommendations outlined in the national numeracy strategy effectively. They ensure pupils have a good grasp of the concepts before moving them on to other areas or to more demanding work to suit their needs. Teachers expect pupils to do their best and strive to give them appropriately challenging and sometimes very demanding work to make them think deeper. For example, pupils in Year 5 were given stepped exercises on closely related multiplication tasks. At the start of the session, few pupils really grasped the principles of partitioning hundreds, tens and units, but after repeated exercises, good instruction and explanations, most could cope with the work by the end of the session. Pupils are very well behaved in mathematics lessons as most of them like the subject and try hard. They listen to instructions, are keen to answer questions and settle to their class work without fuss. A few of the more confident pupils try to help each other if the teacher is busy, showing maturity. Teachers use resources very effectively. They often devise their own work cards and number games to put variety into the activities attempted during the lessons. Teachers deploy assistants effectively to help with special pupils or groups of pupils to keep them focused and moving on. The teachers assess pupils' work systematically, using correct strategies and marking procedures
96. Leadership in mathematics is good. The teacher in charge of the subject has attended training sessions and passes on information to colleagues at staff meetings to make sure that new initiatives are understood and accepted. The policy and scheme of work are well written and

statutory requirements are met. The teachers all work together to set targets for each pupil and cohort at the start of the academic year. The targets set for the current year have already been reached. The school has made good progress since the last inspection report. The National Numeracy initiatives are in place, new mathematics books are being used, the scheme of work has been reviewed and improved to motivate boys and address the problems of their low attainment. The co-ordinator has taught lessons to the Year 2 pupils alongside their class teacher and procedures for assessment and conduct of the Key Stage 1 tests have been improved. There are few opportunities for the co-ordinator to observe and support other teachers in the classroom.

SCIENCE

97. In the 2000 Key Stage 1 statutory teacher assessments, the percentage of pupils reaching the national expected standard of Level 2 or above was broadly in line with the national average. The percentage of pupils attaining the higher Level 3 was also broadly in line with the national average. In 2000, the Key Stage 2 National Curriculum tests show that the percentage of pupils reaching the nationally expected standard of Level 4 or above was below the national average. At Key Stage 2, the National Curriculum test results consistently improved from 1997 but then fell in 2000. From lesson observations and the study of pupils' work, the inspection findings are that standards in science are broadly average at the end of both key stages and pupils achieve as they should.
98. In the Year 2 class, pupils brought in a range of devices that needed batteries to work as part of their topic on electricity. They described each item in detail and how it worked. They knew that batteries needed to be connected positive to negative or negative to positive for the device to work. In Year 6, pupils were exploring whether objects weighed more in air than in water. When working in groups, pupils made predictions and selected appropriate equipment and measuring instruments. They measured the weight of different objects using a Newton meter and recorded their results on teacher produced charts. Pupils have a clear understanding how and why their tests have to be fair. Pupils can produce graphs of their results. They interpret their results and conclude that objects weigh less in water than in air. Most pupils know that the force of gravity pulls objects downwards. Through effective teacher exposition, most pupils understand that water exerts an upthrust opposite to gravity that results in objects weighing less in water. At Key Stage 2, pupils' ability to work collaboratively in practical work is well developed. Numeracy skills of measuring and data handling are used well to enhance learning in science.
99. The quality of teaching is good at Key Stage 1. At Key Stage 2, the quality of teaching varies from satisfactory to good. Overall, the teaching of science is good and this has a positive impact on pupils' attitudes and the rate of learning. Teachers have a secure knowledge of science. Lessons are generally well planned and structured with clear learning objectives. The objectives are shared with the pupils at the beginning of the lesson so that they know what they are to learn and why. In some lessons, planning takes insufficient account of the different ability range within the class. Consequently all pupils often pursue the same task. While SEN pupils are well supported and this enables them to make good progress, tasks for the most able requiring a deeper knowledge and understanding and more advanced skills were rarely evident either in lessons or in the pupils' work samples. Teachers' explanations and instructions are effective ensuring that pupils gain in knowledge and are clear what is required. Pupil management is a strength of the teaching. All teachers have good relationships with their class. This promotes positive attitudes to learning, good behaviour is achieved and pupils operate safely with practical equipment. In the best lessons, teachers' used skilful questioning techniques, which challenged the pupils thinking, and checked their understanding. Pupils are given opportunities for practical work, however class observations and study of pupils' past work show that there are few opportunities for pupils to plan and carry out their own investigations. Practical work is over directed and this restricts the development skills such as hypothesising, testing ideas and experimental design. In the best lessons, the pace of the lesson is brisk and pupils are set sensible time limits for tasks. This ensures that pupils are productive and learning time is maximised. In the odd lesson, introductions are overlong and this has an adverse effect on pupils' concentration and rate of learning.
100. The leadership and management of science is satisfactory. Schemes of work have been effectively reviewed since the last inspection using the Qualifications C A (QCA) national guidance. The co-

ordinator monitors teachers' plans and provides feedback to teachers. The co-ordinator has not had opportunities to observe and support colleagues in the classroom. As the school and nation's priorities for development have been literacy, numeracy and ICT there has been very little in-service training in science. Funding for learning resources in science has been low in recent years.

ART AND DESIGN

101. Pupils are attaining the national standards expected for their ages by the end of both key stages. Pupils achieve as they should in the subject. Standards in art have been maintained since the last inspection.
102. During the inspection, one art lesson was seen in Key Stage 2. Two lessons were observed in Key Stage 1 which involved art activity. Judgements about standards in art are made from these observations, assessing the quality of work on display throughout the school, looking at teachers' planning and by speaking to pupils about their artwork.
103. Pupils' attainment at the end of Year 2 is in line with national expected standards. Pupils know about mixing paint and use it boldly and carefully. Their self-portraits are well proportioned and show sensitive use of colour. Many pupils know about texture as they add fine details such as brick shapes on walls of buildings and bark on trees. Their seaside pictures show good combination of pencils and watercolours and attention to detail. Pupils make collages using paper and fabric and use interesting media such as wax to form abstract patterns. Most of the artwork is concerned with experimenting and gaining confidence in drawing, painting and printmaking. All pupils, including those with special educational needs, gain satisfactorily in practical skills and they make their own decisions about what they wish to represent. Pupils do not use sketchbooks in this Key Stage and they have little knowledge of the work of famous artists.
104. Pupils' attainment in art at the end of Year 6 is in line with the national expected standards as they gain observational skills and show good detail on their drawings. They use paint somewhat sparingly, but understand how to gain the colour effects they need. Pupils' work is better when they emulate the styles of real artists and craftspeople, such as William Morris, and show understanding of fine line, repeating pattern and abstraction. Figurative and portraiture work is underdeveloped as many pupils, even the higher-attaining pupils, show little attention to proportion and placement of limbs. Pupils use textured papers and fabrics sensibly, for example, to enhance their work on Tudor monarchs' costumes. At this Key Stage, sketchbook work is thin, but pupils occasionally use them for homework and to record things they have seen. Pupils recognise some of the more famous works of art and can distinguish it from naïve art such as aboriginal paintings and African tribal work.
105. The quality of teaching is satisfactory overall. The one specific art lesson observed in Year 5 was very good and this had a positive impact on pupils' rate of learning. In general, teachers' knowledge of art is sound but not extensive. Pupils gain some practice in using art media but little understanding of fine art and the artists themselves. Lesson planning for art is often suitably linked to subjects such as history and class topics. Pupils use their knowledge of, for example, the Vikings and enjoy making displays for the classrooms. There are too few specific art lessons where pupils are taught skills in art and understanding of the work of real artists and craftspeople. Where the planning and preparation are very good, exemplified by the art lesson in Year 5, pupils gained well from the teachers' skilful demonstration and explanations. Their own first practices in manipulating and using clay, before settling to construct a clay mask were good. Previous work on direct observation and the follow-up colour collage work helped to keep the pupils interested and focused their attention on shape and style. As most pupils enjoy practical work, they behave well in the lessons and the teachers do not have to waste time in gaining order and discipline. All pupils gain personal help from the teachers or the assistants and are polite in thanking them. In a few lessons, teachers use computer programs that help pupils to understand about colour choices and patterns. Pupils gain confidence in using them as they can easily erase their mistakes.

106. No teacher has specific responsibility for art. A policy is available but there is no scheme of work to help teachers with their planning. This situation has not changed since the last inspection. Learning resources are plentiful and are stored centrally for easy access.

DESIGN AND TECHNOLOGY

107. During the inspection only two design and technology lessons in Key Stage 2 and part of a lesson in Key Stage 1 were seen. Judgements about standards in the subject are made from these observations, assessing the quality of work on display throughout the school, looking at teachers' planning and discussions with pupils about their work.

108. Pupils' attainment in design and technology are below national expected standards at both key stages and they are not achieving as well as they should. Standards have fallen since the last inspection. Pupils in both key stages make insufficient progress overall in the subject as they have too few opportunities to build on the skills learned in the early years and to experience challenging design and problem solving. Pupils in Year 6 are making satisfactory progress in construction skills. However, design skills are less well developed due to lack of opportunities.

109. By the age of seven, pupils know about materials and can say if they are natural or man-made. They use scissors carefully when cutting card and paper and understand that some surfaces need stronger glues. Most pupils use construction kits sensibly and spot how to join pieces together. They freely experiment with recycled media to make models such as houses, but they tend to rely too much on the teacher for ideas. Most pupils understand about keeping clean when baking and know about the effect of heat on foodstuffs.

110. By the age of eleven, pupils are familiar with all the available tools and equipment and tackle practical tasks sensibly. They follow written instructions and pictures of designs to create models such as Victorian pop-up toys. Their skills in handling tools are sound, but as the range of materials are limited, their models often lack durability and individuality in designing. When working with food, pupils use their mathematical skills to weigh and measure and undertake surveys using computer programs to determine peoples' likes and dislikes.

111. The quality of teaching is satisfactory. Teachers' subject knowledge is not extensive, but they include making activities, where appropriate, in lessons. They encourage pupils to use tools and materials to stretch the topics and extend pupils' skills. Pupils listen and follow instructions well. They learn well during demonstrations. Pupils in Year 3, for example, gained good understanding of how boxes are made by being shown how to disassemble and reassemble. All pupils, especially those with special educational needs, who struggle with cutting and sticking, are helped during lessons, which ensures they all get a finished result. Pupils say they like making things, they are proud of their efforts and concentrate well, particularly when measuring and fixing.

112. Since the last inspection a draft policy has been written and a commercially produced scheme of work is available which helps teachers with their planning. No teacher has specific responsibility for design and technology and this situation has not changed since the last inspection. The lack of a subject leader contributes to the subject's low profile.

GEOGRAPHY

113. At Key Stage 1 and Key Stage 2 pupils are attaining the standards expected for their ages. As no lessons were observed at Key Stage 1, evidence was taken from pupils' work.

114. At Key Stage 1, pupils have studied journeys and made observations of the local area. Year 2 pupils have worked with a seaside topic. Pupils are working within the Programmes of Study for Geography. The standard of work produced is satisfactory, both in content and presentation.

115. In Year 4, pupils use atlases to trace an imaginary journey to India. They identify countries along the way with confidence. Pupils working on a weather project in Year 5 were able to name areas of

England and use symbols to report the weather forecast. In Year 6, most pupils locate places and landmarks on an Ordnance Survey map using four figure grid references.

116. No lessons were observed at Key Stage 1, therefore judgement can not be made about the quality of teaching. At Key Stage 2, teaching is satisfactory to good. Knowledge of the subject is secure. Lessons are well planned with clear objectives. Effective questioning and explanation, promotes pupils learning well. Pupils respond well to questions and generally work with interest. Where instructions are lengthy or the text is too difficult, pupils do not remain on task and progress is limited. Learning resources are generally well selected and deployed. Pupils are managed well and good behaviour is achieved.
117. Leadership of the subject is unsatisfactory. As priority have been given to the Literacy and Numeracy Strategies, staff development in geography has not taken place recently. Geography is well resourced. Topic boxes covering the Programmes of Study for the subject are well organised. Maps, atlases, globes and photographs are used as learning aids. Pupils gain first hand knowledge and use their skills when taking part in an orienteering trip in Year 4 and Year 5. Clear accounts of this visit are displayed and it forms an extension to school activities. Standards in geography are similar to the last inspection. Curriculum planning in geography has improved since the previous inspection.

HISTORY

118. No lessons were observed in History during the inspection. Evidence is taken from the study of pupils' work and discussions with staff. At both key stages, pupils attained standards that are broadly in line with national expectations. They make satisfactory progress in the acquisition of knowledge, understanding and skills as they move through the school.
119. At Key Stage 1, Year 2 pupils show a secure knowledge and understanding of events such as the Fire of London. They used this knowledge when discussing the dangers of fire with a visiting fireman. Pupils gained knowledge of Tudor buildings by making attractive models.
120. At Key Stage 2, pupils from Year 4 and Year 5 had painted portraits of Tudor Kings and Queens. Pupils in Year 6 had studied the Victorians. In discussion, pupils demonstrated factual knowledge of life in Victorian Times.
121. A central area contains project boxes, which cover the Programmes of Study for history. Resources are accessible and well maintained. The library contains appropriate history reference books. A policy document indicates the areas of study to be followed.
122. Older pupils have had the opportunity to visit the museum in Lincoln when studying Romans. This visit gave pupils first hand experience of the period extending their historical experiences.
123. A new co-ordinator has been appointed to the subject with plans to increase first hand experience through drama and monitor progress across both key stages. In these circumstances, a secure judgement cannot be made on the leadership of the subject. Curriculum planning in history has improved since the last inspection and work is more carefully matched to the ages and needs of the pupils.

INFORMATION & COMMUNICATION TECHNOLOGY.

124. Attainment in information and communication technology is above the national expected standards at Key Stage 1 and in line with the national standards at Key Stage 2. Pupils at both key stages are achieving well in this subject.
125. By the time they are seven, most pupils use a program successfully to write simple sentences. Many of the higher attaining pupils know how to obtain capital letters and some punctuation. The lower attaining pupils need additional help when using word processing. A few of the more confident pupils, with help, can call up pictures and add them to their texts. Pupils know how to draw their

own pictures and change colours and patterns. Pupils' number work is good as they use the computer to collect data and show their results as simple pictograms. Work on moving screen displays is good. Pupils use the skills of lifting, dragging and dropping successfully to recreate scenes in towns and on maps. Pupils have a basic understanding of how to move robots, but they cannot always move the robot exactly where they intend it to go.

126. By the age of eleven, pupils know how to switch on the computers, use passwords, call up programs and work with them on a variety of tasks. Pupils use word processing well to present their work, but more pupils need practice in inserting pictures into their texts and using alternative displays such as columns. Most pupils use the mouse carefully and know how to find the keys quickly, but a few pupils use one hand only when using the keyboard, which slows down their work. Most pupils can create and use a database competently. Pupils know where and why data is kept and used. They understand that data collection must be accurate and insert their information into the correct cells. A few pupils know how to display the information they have collected as graphs. Most pupils know words such as column, row and cell, but only the higher attaining pupils really understand about records and fields. Pupils know that spreadsheets are useful when calculating and changing variables. Pupils in Year 6, for example, found out about the most economical way of buying soft drinks and which brand name gave the best value for money. No pupils yet understand about creating formulae for simple cell calculations, but by looking at sets of figures they discover how to analyse results to answer questions about cost and size. Pupils use CD-ROMs to find information and, with help, many access information from the Internet. Pupils are relatively unskilled in moving robots as the work is new to them, but most of them know about direction and travel.
127. The quality of teaching in ICT is good and this has a positive impact on pupils' attitudes and learning. Teachers have made good efforts to become familiar with the new computers. They plan suitable activities in lessons so pupils gain the necessary skills and knowledge that lead them to become independent when working with the equipment. Lesson planning is good. Teachers ensure that pupils all use the computers on suitable tasks and that they have time to check their work before it is printed out. Teachers encourage pupils to work in pairs if some pupils lack confidence, which improves overall performance and raises self-esteem. Support assistants help the pupils with special educational needs to gain basic skills in numeracy and literacy as they work on a carefully selected range of programs. Pupils' behaviour is very good. They co-operate with each other, wait turns patiently and show interest in what others are doing. They enjoy working with computers and treat the equipment with respect. Pupils try very hard in lessons, they listen attentively to their teachers and are proud to show their work at the end of a session. Pupils assess the overall quality of their work by looking at the printed results.
128. The school has made a good response to the comments made in the last inspection report. New computers have replaced the obsolete ones and a computer suite has been created in the library so that whole classes of pupils can work at the same time. Most classrooms now have at least two computers so pupils can extend their class work and practice with new programs. Teachers have all received training in the use of the new equipment. There is a better range of software and a software progression plan, but this needs to be more easily readable. The scheme of work is sound and ensures pupils have opportunities to experience all aspects of the subject, including access to the Internet and making videos. As yet, the school does not have an effective system in place for the assessment and recording of pupil attainment and this is an area for improvement. The subject leader has made plans to introduce a form of pupils' self-assessment, which will be linked to national curriculum levels.

MUSIC

129. At the end of both key stages, pupils are attaining standards in music which are above those expected for their ages and are achieving well.
130. At Key Stage 1, pupils identify differences in pitch and clap rhythms. They use simple scores when playing untuned percussion. Pupils are developing listening skills, beginning to judge the quality of their performance. At Key Stage 2, pupils achieve a sweet tone in unaccompanied singing. They understand pulse and time in music. Pupils use percussion instruments to illustrate this, working with control. They are able to reflect on their performance; one pupil stating: "It's got louder as it got faster." Pupils could identify ways to improve. Recorder pupils from Key Stage 2, are able to play in time with keyboard accompaniment. They understand simple notation, making good progress in the short time they have been playing. Notebooks are used to appraise their performance and to check practice between lessons. Musical standards are enhanced at Key Stage 2, by instrumental lessons in violin and cello. Pupils are able to read music and to play with concentration.
131. The quality of teaching is good at both key stages. Teachers possess a secure knowledge and understanding of music. They also have enthusiasm for the subject and this motivates the pupils. Lessons are well planned with clear objectives. Clear explanations and instructions promote learning well. Teachers' questions check pupils' knowledge and understanding. In some lessons, classroom organisation needs to be reviewed so that pupils do not have to wait to perform. In the best lessons, tasks are well matched to the different abilities of the class. This enables all pupils to make good progress. Less able pupils are well supported and this enables them to participate fully. Pupils are well managed. They show interest and enjoyment in lessons. Concentration levels are good. Visiting music teachers make a significant contribution to provision and the standards achieved.
132. A school choir performs for assemblies and Church Festivals. The school orchestra gives pupils opportunities to play together and perform in public. The orchestra is well managed by a parent voluntary helper. Resources are adequate and include untuned percussion, xylophones and a keyboard. The library contains books on famous composers and resources for listening are kept centrally. Leadership of the subject is satisfactory. The co-ordinator works with staff to raise standards in the subject, especially for recorder playing.

PHYSICAL EDUCATION (PE)

133. During the inspection, lessons were seen in dance in Year 2 and in gymnastics at Key Stage 2. Analysis of planning and discussions with staff indicate that the school is providing a full range of activities in physical education.
134. At the end of Key Stage 1, pupils in dance are attaining standards well above those expected for their ages and achieve very well in this area. In gymnastics at the end of Key Stage 2, pupils are attaining standards expected for their age and are achieving well. This represents a significant improvement since the last inspection when attainment in dance and gymnastics at Key Stage 2 was judged to be below expected standards and progress was unsatisfactory. The high standards in swimming identified at the last inspection have been maintained.
135. In a Year 2 lesson, the pupils were practising and performing an Indian stick dance routine in the hall. The teacher had a very good knowledge and understanding of dance and her natural enthusiasm inspired and motivated the pupils. The lesson was well planned with clear learning objectives and a structure of activities. The teacher shared the objectives with the pupils so they were clear what they were to learn. The teacher's instructions were extremely clear as she took the pupils through some complex and challenging patterns using the Indian sticks. The pupils listened very well to instructions, showed good levels of concentration. They responded well to the teacher's high expectations and levels of challenge. The class performed Indian stick dance movements and patterns to music. The pupils remembered complex routines. The performance demonstrated remarkable co-ordination and control. Throughout the session, the teacher provided praise and positive feedback on their work, which helped pupils to improve. During the lesson the children made

very good gains in skills. The voluntary helper was effectively deployed and contributed to the success of the lesson.

136. In Year 6, pupils demonstrate procession, control and fluency as they practice and perform a sequence of movements on the floor and apparatus. Pupils can work independently, in pairs or in groups as required. Collaborative working is well developed. Pupils work well together when performing and when setting up apparatus. At Key Stage 2, pupils evaluate their own and others work in a constructive way.
137. The teaching of dance in Key Stage 1 is very good. The teaching of gymnastics in Key Stage 2 is consistently good. The teaching of PE has improved considerably since the last inspection when teaching at both key stages was inconsistent. The teaching of dance was judged to be unsatisfactory. Insecure subject knowledge and lack of guidance to enable pupils to develop skills were cited as shortcomings. Teachers now have a secure subject knowledge and lessons are well planned and structured. Teachers' instructions and demonstrations are effective and these promote good learning well. Teachers give constructive feedback on pupils' performance and this helps them to improve. Very good pupil management results in very good behaviour and pupils operating safely. Opportunities are given for pupils to evaluate their own and others performance. The clear purpose to lessons and structure ensures that pupils are productive and that learning time is maximised. In all lessons seen, pupils demonstrated enthusiasm and a clear sense of enjoyment.
138. Effective in-service training and the monitoring of teaching have made a major contribution to the raising of standards and the improved provision in PE. The school has also improved the range of PE apparatus since the last inspection. The school has made good use of advisory support to improve this subject. The school's PE programme is enhanced by a range of extra curricular activities which include cricket, netball, rounders and football.