

INSPECTION REPORT

EASTLANDS JUNIOR SCHOOL

Mansfield

LEA area: Nottinghamshire

Unique reference number: 122497

Headteacher: Mr John Smith

Reporting inspector: Mr R Wonnacott
2787

Dates of inspection: 10 – 14 July 2000

Inspection number: 197468

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Netherfield Lane Meden Vale Mansfield Notts
Postcode:	NG20 9PA
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Ditchfield
Date of previous inspection:	15 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Robin Wonnacott	Registered inspector	Science Design and technology Information technology Special educational needs Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
Shirley Elomari	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?
Beryl Thomas	Team inspector	English Geography History Religious education	How good are the curricular and other opportunities offered to pupils?
Diane Mackie	Team inspector	Mathematics Art Music Physical education	How well is the school led and managed?

The inspection contractor was:

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eastlands Junior School is situated in the Nottinghamshire village of Meden Vale. The village is situated between the towns of Mansfield and Worksop. The school has just over 150 pupils on roll, between the ages of seven and eleven years. The pupils are taught in five classes. The majority of pupils live in the immediate area of the school. The percentage of pupils entitled to free school meals is broadly in line with the national average. The percentage of pupils with statements of special educational needs is typical of that found nationally. Pupils enter the school at seven years of age with a range of skills and knowledge that are similar to those found nationally.

HOW GOOD THE SCHOOL IS

This is a good school. The hard work of the headteacher and staff has led to a steady improvement in pupils' standards of work in the majority of subjects. Pupils' standards in reading and mathematics are generally typical of those found nationally for the age group; many pupils attain standards that are higher than expected. Standards in the majority of other subjects are typical for pupils in a junior school. Pupils make good progress throughout the school. Since the last inspection, the quality of education provided by the school has improved considerably.

The headteacher is a good leader. He is supported by a hardworking teaching staff who know their pupils well. The governing body manages the school in a rigorous way. It is very clear about its work and has established detailed procedures that enable it to fulfil all aspects of its role; it has successfully addressed an over-spend in the school's budget. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- New national strategies for developing the pupils' skills in literacy and numeracy have been very effectively incorporated into the work of the school.
- Pupils make good progress in developing reading skills.
- Pupils make very good progress in developing skills in mathematics.
- Teaching in the school is very good overall. Planning of lessons is detailed and teachers are enthusiastic about their work.
- Relationships in the school are very good. Pupils support each other in their work.
- Behaviour throughout the school is very good. In lessons this has a positive impact on the way pupils learn.
- The staff work very effectively as a team. They are well led by the headteacher.
- The governors provide the school with very good support and their overall management is very effective.

WHAT COULD BE IMPROVED

- Standards in handwriting and spelling are too low.
- Standards in information technology are too low.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1997, the school has made very good progress in addressing important issues connected with the pupils' levels of attainment particularly in mathematics and aspects of English, this is due to the hard work of the staff.

The last inspection identified five important issues that governors and staff needed to address. Overall, the school has made very good progress in overcoming these weaknesses:

- Standards in key areas of the curriculum are higher;
- The quality of teaching has greatly improved;
- Procedures for assessing pupils' progress are now very good;
- Teachers' planning and procedures for monitoring classroom practice are good;
- Supervision of pupils in the playground is now satisfactory.

Standards in information technology are still too low. The governors acknowledge this; they have appropriate strategies in place to deal with this issue. The school governors have set clear targets for improvement in English and mathematics, the school is on course to meet these targets.

STANDARDS

The table shows the standards achieved by eleven-year-olds based on National Curriculum test results.

Performance in:	Compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E*	C	E	E	well above average A above average B average C below average D well below average E very low in comparison E*
Mathematics	E	D	D	E	
Science	E	B	D	E	

Since 1997 the school's results in national assessments have shown variation, particularly in science. For example in the 1998 test for science, the school's results were above the national average; in 1999 the results were below the national average.

The results for 1999 tests show that standards in English were well below the national average, in mathematics and science standards were below the national average. A closer examination of the results reveals that the percentage of pupils who attained the national expected level for eleven-year-olds (Level 4) was close to the national percentage. The percentage attaining at a higher level (Level 5) was lower than the national percentage. The small number of pupils attaining Level 5 contributed to the school's grades shown in the table being low.

The results of the tests in English, mathematics and science for the year 2000 were available these indicate a further improvement in the school's results. A higher percentage of pupils has

attained Level 5 in all three subjects.

Standards in the majority of the other subjects are similar to those typically expected for pupils in a junior school. The exception is information technology, where standards are lower than those typically expected for eleven-year-olds.

Pupils make at least good progress in their learning as they move through the school. The good progress is a result of good, well planned teaching.

Improved procedures for assessing pupils' attainment, together with effective teaching, are major factors in the steady improvement in the standard attained by the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to work are very good. In the best lessons pupils are keen to be involved in activities and they want to succeed. Teachers use praise to good effect.
Behaviour, in and out of classrooms	Behaviour in the school is very good. In lessons this has an important impact on pupils' progress.
Personal development and relationships	The personal development of pupils is good. Relationships in the school are very good. In classes pupils respect each other. When the occasion arises they share equipment in a sensible way.
Attendance	Attendance levels are typical of those found nationally. Pupils arrive on time and lessons generally start punctually.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable	Not applicable	Very 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.

Overall, the teaching observed in the inspection was very good. During the inspection, thirty-four lessons were observed. In ninety-seven per cent of lessons teaching was judged to be satisfactory or better. In forty-four per cent of lessons teaching was judged to be very good or better. In three per cent of lessons teaching was judged to be unsatisfactory. Very good teaching was observed in all classrooms.

Overall, the teaching observed in literacy lessons was very good. In the numeracy lessons observed, teaching was generally very good. Teachers are making very good use of the new national guidance for teaching literacy and numeracy. Careful planning of lessons that takes account of the pupils' past learning helps pupils to make good and often very good progress. In all other subjects of the curriculum the teaching observed was generally of a good quality.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	The curriculum provided by the school is good. However, aspects of the pupils' development, in particular their computer skills, are not given enough attention. The provision of activities outside of teaching time is good.
Provision for pupils with special educational needs	Overall, provision is good. Classroom assistants who help small groups with reading and writing provide good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. Opportunities for social and moral development are very good. Teachers make very good use of situations in lessons to help pupils develop their respect for others. Opportunities for spiritual and cultural development are satisfactory.
How well the school cares for its pupils	The arrangements for monitoring aspects of pupils' well-being and academic development are very good.

The school's curriculum meets statutory requirements. All subjects of the National Curriculum and religious education are included in pupils' learning programmes. Time has been appropriately allocated to developing the pupils' skills in aspects of English and mathematics. There is a satisfactory balance of time allocated to other subjects of the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. Under the good leadership of the headteacher the school has successfully overcome the weaknesses identified at the time of the last inspection. The role of the subject co-ordinators is well developed.
How well the governors fulfil their responsibilities	The governors are fully involved in the general management of the school. They have clear procedures in place that enable them to hold the school to account for its actions. They are totally supportive of the school's work.
The school's evaluation of its performance	The senior management team is aware of the need to raise standards. There is regular monitoring of teaching by the headteacher and deputy headteacher.
The strategic use of resources	The school governors have successfully brought the budget into surplus. They have a clear understanding of the way they will use money to raise standards to a higher level.

The level of staffing in the school is satisfactory. The school has a satisfactory range of suitable accommodation. Resources are generally satisfactory. The governing body and headteacher work very well together. They have identified the school's weaknesses and recognise the need to plan so that these can be addressed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Standards in the school are good and are improving. • Children are happy at school. 	<ul style="list-style-type: none"> • Not all staff are easy to talk to. • Annual reports contain too much jargon. • Behaviour at lunchtime is unsatisfactory.

- | | |
|--|--|
| <ul style="list-style-type: none">• The teachers expect pupils to work hard.• Children are developing good attitudes to their work. | |
|--|--|

Fifteen parents' questionnaires were returned and five parents attended the parents' meeting. The inspection confirmed the parents' views about the jargon in the annual reports. No evidence was gathered to indicate an unsatisfactory level of behaviour at lunchtime. The inspection evidence supports all the positive aspects of the parents' responses.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within forty days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 *Standards in the school are improving. Since the last inspection in 1997, the pupils' standards of attainment in the majority of subjects have risen. The exception is information technology where standards are still too low.*
- 2 Evidence from the 1999 assessments for eleven-year-olds indicates that the pupils' performance in mathematics and science was below the national average, in English the performance was well below the national average. A more detailed examination of the results shows that the percentage of pupils attaining the nationally expected level (Level 4) was similar to or above the national average. However, the percentage of pupils who attained at the higher level (Level 5) was below the national average. The lower than expected number of pupils attaining Level 5 meant that overall, the school's results were below the national average.
- 3 The national arrangement for assessing pupils' attainment is based on a scale with eight levels. The target for eleven-year-olds is Level 4 of the scale; higher attaining pupils should reach Level 5. As well as comparing the school's results with the national picture it is possible to make comparisons with schools that are 'in a similar context', that is, schools who have a similar proportion of pupils entitled to free school meals. When the school's results in the 1999 tests are compared with this group of schools, then the pupils' results, in all three subjects, were well below the average for the group of schools. The small number of pupils attaining at Level 5 had an important impact on the school's relatively low performance.
- 4 Over the period of the last three years the school's results in the national tests for eleven-year-olds have shown steady improvement. The number of pupils who have attained at the expected Level 4 has increased. When this inspection took place the school had received the test results for 2000. The information indicates that in all three subjects, the school's results have improved from those reported following the 1999 tests. The proportion of pupils attaining the higher Level 5 has increased.
- 5 The school governors, in conjunction with the teachers, have undertaken a detailed analysis of the school's test results. They have recognised the need to set targets for individual pupils, so that the school's overall performance can be improved. A good and detailed set of procedures are in place that involves pupils being made aware of the targets that have been set. The teaching staff has developed a good system for tracking pupils' development as they move through the school. At the time of the inspection it was not possible to make a judgement about the way in which the plans were helping to raise standards.
- 6 Evidence gathered during the inspection, through looking at the pupils' books and by discussing work with pupils, supports the overall picture that standards are improving. The Year 6 pupils have a good knowledge base in mathematics and science. The highest attaining pupils show attainment above that typically found for the age group. In most aspects of English, the Year 6 pupils attain at the expected standard.

However, their handwriting and spelling are not secure. Lower than expected standards of work in these two aspects of English have an impact on pupils' overall results in English tests.

- 7 Standards in art, design and technology, music, history, and geography are typical of those found nationally for eleven-year-olds. Standards in physical education are higher than those typically found for the age group. The school is rightly proud of its performance in local sporting activities. Standards in information technology are lower than those expected for eleven-year-olds. In religious education, the pupils have an understanding of the subject that is typical for pupils at the end of their time in a junior school.
- 8 When the performance of boys and girls is compared over the period of the last two years, there are some variations. The girls have performed better than the boys in national assessments. The school governors have identified this as an issue to be addressed through an examination of the way subjects are being taught.
- 9 ***Overall, pupils enter the school as seven-year-olds with attainment that is typical for this age group. By the end of their time in the school, most pupils have attained standards that are typical for those transferring to a high school, a small number of pupils attain at a higher level. They have made at least satisfactory and, at times, good progress in their learning, particularly in mathematics and science. Progress in English is less secure, as handwriting and spelling skills are not well developed.***
- 10 In reading all pupils make good progress. Higher attaining pupils are generally working at a level above that expected for eleven-year-olds; they too have made good progress. Pupils develop good writing skills as they move through the school. By the age of eleven, many pupils' written work is exciting and interesting to read. However, too many spelling mistakes occur and the development of handwriting skills is unsatisfactory. Progress in spelling and handwriting is too slow.
- 11 In number work (numeracy skills) pupils generally make good progress. Most pupils join the school with a satisfactory understanding of numbers and how they operate. By the age of eleven the majority of pupils can do complex calculations quickly and accurately. They have a good understanding of other aspects of mathematics, including being able to calculate percentages, produce simple formula to solve algebraic problems.
- 12 The way teachers are using the new national guidance for teaching literacy and numeracy is having a positive impact on the development of the pupils' knowledge and understanding in English and mathematics.
- 13 Pupils with special educational needs achieve standards appropriate for their age and ability. They make good progress in developing skills in reading and number work. Teachers are clear about the programmes that have been devised for individual pupils; the work given to them is matched to their abilities and needs. When pupils are given extra support, both in the classroom and in small withdrawal groups, this is effective and enables the pupils to make good progress. The observations made during the inspection showed that the adults were never too intrusive with the support they provided.

- 14 The evidence gathered during this inspection shows that over the last three years standards in the school have improved. The school governors have set sensible targets for a further improvement in standards. The hard work of the staff should enable the school to meet these targets.

Pupils' attitudes, values and personal development

- 15 *Pupils' attitudes to learning are very good throughout the school. Behaviour in lessons is very rarely less than good and is frequently very good. Behaviour around the school is very good; the school is a very orderly community. Pupils respond well to the many opportunities provided for their personal development. Relationships throughout the school are very good. Attendance is satisfactory.*
- 16 The great majority of pupils have very positive attitudes to school and to their learning. They like school and are enthusiastic about their work. They try hard in lessons and persevere well to complete the tasks they are set, even when the lessons are very long. For example, in a lesson where Year 5 pupils were developing their skills to write letters of protest about a development in a nearby town, they showed good levels of concentration and worked with interest for an hour and a quarter to produce good quality work. Pupils with special educational needs share these positive attitudes and try hard in lessons, especially when they have individual support. The positive attitudes to work that pervade the school have a positive impact on the pupils' learning. Good numbers of pupils are involved in the wide range of clubs and other school activities. Pupils' personal development is also enhanced by the opportunities all pupils have to experience residential education. Those pupils in the upper school who had recently returned from Wales showed tremendous enthusiasm and confidence when discussing their experiences.
- 17 Pupils know what standards of behaviour are expected of them and almost all choose to comply with them consistently. Behaviour in over half the lessons seen was very good and in two lessons it was exemplary. In only two lessons was behaviour less than good, in these lessons the work clearly lacked the necessary level of challenge. The school is a very orderly community in which pupils are polite to one another and to adults. There is little bullying. Behaviour at breaks and lunchtimes is always good and often very good. Pupils take good care of their own property and that of the school. There is no evidence of graffiti or vandalism, and the building and site are virtually free from litter. The rate of exclusions is very low, with one fixed-term exclusion during the year, and exclusion is used very much as a last resort.
- 18 Pupils respond positively to the range of opportunities given them to take responsibility. They act as register monitors, help to get the classroom ready for practical activities such as art, they tidy up efficiently at the end of lessons and take equipment to and from the playground at lunchtime. During the inspection, one teacher was dependent on crutches and the pupils spontaneously provided help, for example, by distributing books. Pupils have the opportunity to show initiative and are able to carry their ideas through, for example, by organising a Bring and Buy Sale to raise money for charity.
- 19 The quality of relationships throughout the school is very good. Pupils form very positive relationships with one another, with teachers and with other adults. In lessons, pupils respond very well to the many opportunities provided for them to work

together in small groups or to collaborate on different aspects of a task. Pupils generally work well together and share equipment readily. They listen very well to other pupils and to their teachers. They show good levels of respect for the views of others and consider their feelings. Almost all pupils show a high level of awareness of the result of their words and actions on others and this contributes to the very low incidence of bullying.

- 20 Attendance is satisfactory. In recent years it has been slightly below the national average but the attendance during the current school year has risen to ninety-six per cent. Registers are well kept and the school uses the education welfare service appropriately, when needed.

HOW WELL ARE PUPILS TAUGHT?

- 21 ***Overall, the teaching observed during the inspection was of a very good standard. This judgement represents a dramatic improvement in the quality of teaching from that seen when the school was inspected in 1997.***

- 22 During the inspection, thirty-four lessons or part lessons were observed. In total, just under thirty-four hours of teaching and learning were inspected. Teaching was judged to be satisfactory or better in thirty-three lessons. In one of the lessons, teaching was judged to be excellent, in a further fourteen, teaching was judged to be very good and in a further sixteen, teaching was judged to be good. This is a high proportion of good or very good teaching and leads to the judgement that teaching in the school is very good. These are high figures and represent a considerable improvement on the teaching that was observed during the last inspection, when teaching was judged to be a weakness. An examination of the pupils' books and the teachers' planning, indicates that teaching in the school is consistently of a high standard.

- 23 Where the teaching was at its best the common strengths that were identified were:

- The way teachers used everyday situations to hold the pupils' attention;
- The questions used by the teachers enabled pupils to develop their own ideas;
- Teachers used the pupils' past learning as a starting point for the lesson.

- 24 These strengths played a major part in lessons and, as a result, pupils made good and often very good progress.

- 25 Pupils are organised in five classes for registration and for some teaching. There are three classes of Year 3 and 4 pupils and two classes of Year 5 and 6 pupils. However, in English lessons (literacy lessons) and mathematics lessons (numeracy lessons) the school is making very good use of other patterns of organisation. The organisation enables teachers to plan work that meets pupils' individual needs, ensuring good progress in their learning.

- 26 ***Overall, the quality of teaching observed in the literacy lessons was very good. There was variation in the teaching from excellent to unsatisfactory. In total, nine lessons were observed, teaching was judged to be excellent in one lesson, very good in three lessons, good in four lessons and unsatisfactory in one lesson.***
- 27 In literacy lessons the Year 5 and 6 pupils are taught in age groups. The quality of teaching observed for these two groups was good. A strength of the lessons was the way teachers used everyday materials to motivate pupils. For example, in a lesson where the Year 6 pupils were developing their understanding of different types of newspapers, the teacher made very effective use of recent newspaper articles to show that tabloid and broad-sheet papers have different approaches for the same news item. Pupils were engaged in the activity, by the end of the lesson they were able to discuss the benefits of the two types of papers. The Year 3 and 4 pupils are similarly divided into age groups for literacy lessons; in addition there is one group of lower attaining pupils from both age groups. In these three classes the quality of teaching observed was very good overall but varied from being excellent to unsatisfactory. Excellent teaching occurred in a lesson where pupils were developing their understanding of poetry. The teacher showed her enthusiasm for the subject and the lesson went with a swing. The pupils were fully engaged in the activities and by the end of the lesson they were using words in an imaginative way, describing a dragon as *diabolically daintily devouring delicious delicacies*. The teaching was unsatisfactory when the teacher was less sure about the subject. In this lesson, the pupils were confused about the task they were set and, as a result, made little gains in their learning.
- 28 ***Overall, the quality of teaching that was observed in the numeracy lessons was very good. In total, twelve lessons were observed, teaching was judged to be very good in eight lessons and good in the remaining four.***
- 29 In numeracy lessons, the Year 5 and 6 pupils are taught in age groups. In these lessons the quality of teaching observed was very good. A strength of the teaching was the way the teachers motivated pupils to undertake new tasks, so late in the school term. In a lesson where Year 6 pupils were revising work on calculating percentages, the teacher involved the class in working out Value Added Tax (VAT) on a range of items. The pupils quickly learnt a simple method for calculating seventeen and a half per cent. By the end of the lesson the majority were able to calculate VAT on any amount given. Progress in this lesson was very good. The Year 3 and 4 pupils are divided by attainment for numeracy lessons. Overall the teaching observed in the three classes was very good. The level of challenge in the lessons was high. For example, in a lesson where the highest attaining pupils were developing their ability to add and subtract numbers quickly, the teacher constantly asked questions that were very challenging. The pupils answered quickly and accurately. The highest attaining pupils showed that they were working at a level much higher than that expected for the age group; they were able to complete a range of complex number patterns.
- 30 The school is making very good use of the new national guidance for teaching both literacy and numeracy. Evidence gathered through classroom observation and through an examination of teachers' planning, shows that the guidance is helping teachers to focus their teaching effectively. The pattern of organisation for numeracy and literacy lessons enables pupils of differing levels of attainment to make progress; this type of class organisation is most effective. The work provided for groups and individuals

within a lesson takes full account of their past learning; teachers make effective use of assessments to match work to the level of the pupils' understanding.

- 31 The science teaching observed during the inspection was consistently of a good standard. During the inspection, four lessons were observed, all the teaching was judged to be good. In all lessons teachers demonstrated that they had identified important scientific ideas that they wanted the pupils to learn, these were shared with the pupils before the lesson started. For example, in lessons where Year 3 pupils were developing ideas about food chains, the teacher explained to the pupils that every habitat contained a number of food chains. The pupils were then provided with a range of materials that enabled those of differing levels of attainment to make progress in understanding how food chains can be represented in a diagrammatic way, and that plants form the starting point for all food chains.
- 32 In other subjects of the curriculum, the teaching observed was judged to be good. In total nine lessons were observed covering six subjects. Teaching was judged to be very good in three lessons, good in four lessons and satisfactory in two lessons. Very good teaching was observed in religious education lessons and physical education lessons. Work in these lessons was of a challenging nature and pupils were seen to make very good progress. For example, in a religious education lesson where the Year 3 and 4 pupils were using the topic of journeys, the teacher made very good use of the idea of journeying from childhood to adult life to address a range of social and religious ideas. The pupils were well motivated by the materials and sensible discussions occurred. No lessons were observed where information and communication technology was being taught.
- 33 ***In lessons pupils make good and often very good progress in their learning.***
- 34 Pupils made at least satisfactory progress in all but one of the thirty-four lessons observed. In fifteen of the lessons pupils made at least very good progress. In a further sixteen lessons, pupils made good progress. The rate of progress seen in lessons was the result of the carefully planned teaching, together with the teachers' attitude that pupils would do well. Teachers used praise to good effect and this motivated pupils to work hard and learn new things. For example, in a mathematics lesson where the highest attaining Year 3 and 4 pupils were exploring simple ideas connected with algebra, the work was well matched to the pupils' past levels of attainment. A small number of very high attaining pupils solved problems of a complex nature quickly and accurately. The teacher used their abilities to very good effect.
- 35 Work in the pupils' books shows that good levels of progress have been maintained over a longer period of time. The teachers use very good tracking processes to support pupils in their learning and individual pupils are set clear targets that they are expected to meet. Good marking by the teachers, in the form of constructive comments, adds to the pupils' motivation and has a major impact on pupils' progress.
- 36 These judgements indicate a dramatic improvement in teaching from that reported following the school's last inspection. Important factors that are contributing to this improvement are, the way teachers are planning the work and the good use they make of their assessments of pupils' past learning.

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

- 37 *The curriculum offered to the pupils is good. There has been a significant improvement in provision since the last inspection in 1997. Pupils are provided with a good range of learning experiences in lessons; a good range of clubs and other activities enhances these experiences. Teachers have made particularly good use of the guidance relating to the teaching of literacy and numeracy.*
- 38 Overall the school is meeting all the statutory requirements regarding the curriculum. However, aspects of the pupils' development in information and communication technology are not given enough attention. The school has made good use of the recently provided national guidance for particular subjects. New policies have been written and good quality schemes of work are in place for a number of subjects. The school is well placed to meet the demands of the new requirements that will be introduced in September. The length of the taught week far exceeds the minimum recommendation for pupils in a junior school. The extra time is used well and is having an important influence in raising standards. The school uses a range of organisational strategies to effectively meet pupils' learning needs.
- 39 The effectiveness of the strategies for teaching the literacy and numeracy skills are very good across the school. The teachers are using the guidance for developing the pupils' literacy skills to good effect. There is provision for lessons on extended writing to improve pupils' standards in writing. Although the content of the pupils' writing is often good, there is still a long way to go to improve the standards in handwriting and spelling. Pupils are encouraged to read widely and opportunities for reading are provided at registration as well as during lessons. The teachers use the national guidance for teaching numeracy skills well. Evidence from the inspection shows that pupils are able to use a range of strategies to solve number problems; they are confident in this area of study.
- 40 The provision for pupils with special educational needs is good. The individual educational plans are well targeted and have achievable goals. In lessons, work is generally well matched to help the lower attaining pupils make progress. When extra adult support is available for these pupils, the time is well targeted and has an impact on standards.
- 41 Provision for out of classroom activities is good. There are clubs for drama, dance, art, sport, chess and bird watching. Pupils in Years 3 and 4 go on an educational residential visit to Hathersage in Derbyshire. Pupils in Years 5 and 6 go to North Wales. These visits make an important contribution to pupils' personal and social development as well as to aspects of the English and geography curriculum.
- 42 Equality of access and opportunity is good. Teaching and non-teaching staff provide very positive role models and the range of activities provided avoids racial or gender stereotyping. Both boys and girls are encouraged to be involved in activities, including those pupils with special educational needs; all pupils take part in school concerts, the school's 75th anniversary and millennium celebrations.
- 43 The school is still working towards developing a comprehensive personal, social and

health education programme, the present provision is judged to be good. For example, in science pupils undertake work on healthy lifestyles, and in religious education pupils explore a range of personal and social issues. Time given for pupils to explore a range of social issues (circle time), the collective act of worship, visits out and visiting theatre groups into school promote pupils' personal development well. The school makes good use of visits and visiting speakers to enhance learning about health matters, including sex education. The provision for drugs education is well planned through the *Drug Abuse Resistance Education* programme and delivered effectively by trained police officers.

- 44 Behaviour in and around the school is very good. The school's code of behaviour is well understood by the pupils. All staff have high expectations for good behaviour. There is a consistent approach to rewarding good behaviour.
- 45 The contribution the community makes to pupils' learning is satisfactory. There are links with a number of local organisations including Wellbeck colliery, which provides funds, and run a colts football team. Nottinghamshire's county cricket club provides cricket coaching and Nottingham Forest football club provides help with football skills. The Friends of Eastlands secure funds to help buy resources to aid learning.
- 46 The school has good links with its partner schools. There is a good transfer system in place with the infant school as well as with Meden Comprehensive School. Pupils are provided with opportunities to visit the local high school before they transfer in the September term.
- 47 ***The provision for pupils' spiritual, moral, social and cultural development is good overall and is a strength of the school.***
- 48 Provision for pupils' spiritual development is satisfactory. This represents an improvement on that reported in the school's last inspection. In lessons, pupils are encouraged to think about the new things they have learnt. For example, in a science lesson where Year 3 and 4 pupils were developing their understanding of the way plants and animals relate in a habitat, the teacher made sure that the pupils reflected on the importance of the relationship between plants and animals. Pupils feel special when their achievements are celebrated in assembly, class, or, on display and clap spontaneously to congratulate each other. Collective worship meets statutory requirements and is of a satisfactory standard. It is mainly Christian in nature.
- 49 Provision for pupils' moral development is very good, the school promotes a strong moral code. The school has a positive ethos of encouraging pupils to think about and care for others and the environment. Pupils have been encouraged to plant trees for future pupils to enjoy. The principles of right and wrong are clearly taught from the moment the pupils enter school. Teachers use circle time and time after registration to promote consideration for others, taking of turns, listening to and thinking of those around them. Through circle time the pupils have developed very good listening skills. This was evident in the *Good Work Assembly* when pupils sat intently for a long period of time. Pupils look after the school well and the environment is bright and well cared for.
- 50 The provision for pupils' social development is very good. Pupils regularly work co-

operatively and collaboratively. Pupils are given opportunities to take responsibility for setting up the materials and tools required for art, design and technology lessons. They undertake the tasks sensibly and are clear about the way the classroom should be set out. In circle time they learn to care for each other. Pupils raise money for a number of charities including Age Concern. They have organised a Bring and Buy Sale for Blue Peter. Relationships throughout the school are very positive. Results of this are seen on the playground, where pupils play co-operatively.

- 51 The provision for pupils' cultural development is satisfactory. The school provides many opportunities through guided reading and shared texts to enhance this area of learning. In mathematics pupils learn about the way mathematicians from other cultures have influenced thinking. In music pupils sing folk songs, they learn traditional as well as Chinese, Australian and African dances. In the religious education curriculum the school provides some knowledge of, and insights into, different faiths and religious beliefs held by others, as well as reflecting on life's fundamental questions. The acknowledgement of festivals from other cultures is beginning to develop. For example, the school has celebrated the Chinese New Year. At the time of the inspection the pupils had just enjoyed being part of the Warsop carnival.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 52 *The school has good procedures in place to ensure the health, safety and well-being of its pupils. The very good quality of relationships throughout the school helps to ensure that all pupils receive consistently good care. The school has very good procedures in place to assess pupils' progress; the results of assessment are very well incorporated into planning for future learning.*
- 53 Teachers know their pupils well, they use this knowledge sensitively to guide their pastoral care of individuals. Pupils are confident that there is always an adult to turn to in time of need. There are no major health and safety issues outstanding. Health and safety audits are carried out annually. In practical lessons such as science and physical education, teachers pay good and sometimes very good attention to ensuring that pupils learn safe practices. Procedures for first aid and medicines in school are good. Pupils know what to do when they are unwell or if they hurt themselves. The previous inspection report was critical of the arrangements for supervision of pupils at break time. Arrangements have been improved and supervision at breaks and lunchtimes is now good. The school has appropriate arrangements in place for child protection, which comply with the local education authority and Area Child Protection Committee guidelines. Staff are fully aware of the procedures. Staff are encouraged to report any concerns they have to the headteacher.
- 54 The school is very effective in assessing pupils' achievement and progress using a wide range of appropriate assessment procedures. Assessment is used very well to guide teachers' planning for future learning, especially in English, mathematics and science. The school has all the required procedures in place to enable it to carry out the national tests for eleven-year-olds.
- 55 The school monitors pupils' academic performance very effectively, it uses the information to set targets for pupils in a number of subjects, particularly in English and

mathematics. Pupils are aware of their individual targets and teachers ensure that progress towards them is reflected when books are marked. Pupils with special educational needs are appropriately supported through individual education plans (IEPs). However, the targets contained in the IEPs are not always sufficiently clear, measurable and specific to guide progress effectively. The school involves parents in the review of IEPs, which helps to ensure that they are aware of the targets set for their child. Pupils with special educational needs are well supported in lessons by teachers and, at times, by classroom assistants.

- 56 The assessment of personal development is informal but effective; teachers build on the good knowledge they have of pupils. Good communication between staff ensures that all are aware of any relevant information. Teachers have a good understanding of their pupils' strengths and weaknesses and use this well to help pupils improve their behaviour and social skills. Teachers use circle time very effectively to discuss issues relating to feelings, relationships, bullying and other topics. The school is developing a whole school programme for personal and social education. The school has an appropriate policy and programme for sex education; this is delivered in Year 6, which may be too late for those children who reach puberty at an earlier age. Effective use is made of outside agencies to support the work in sex education and drugs awareness.
- 57 Very good procedures are in place to promote positive attitudes to behaviour. They are based on simple school rules that all pupils know and understand. Pupils appreciate the merit system and respond very positively to the high expectations all staff have of their behaviour. The system of sanctions is clear and pupils almost always respond positively to low-level sanctions. A few parents expressed concerns that different teachers use the system inconsistently but there was no evidence of this during the inspection. Lunchtime supervisors are well integrated into the school's behaviour management systems. The emphasis on praise rather than sanctions is very effective in motivating pupils to behave well and this has a positive effect on their learning. The very good behaviour and very strong relationships help to ensure that bullying is not a frequent occurrence. Bullying is effectively addressed in assemblies and personal and social education lessons. Pupils know that they should report any incidents of bullying and are confident that it will be dealt with effectively.
- 58 Procedures for monitoring attendance are very good and attendance has improved considerably this year. The large majority of parents routinely inform the school of reasons for absence, the school follows up any unexplained absences promptly and effectively. The education welfare service is appropriately involved where attendance is a cause for concern.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 59 *Parents are very supportive of the school but few choose to become part of its daily life. The school provides all parents with a wide range of useful information, much of which is of good quality. Many parents make a satisfactory contribution to the life of the school and to their child's learning. However, not enough parents support their children through taking advantage of the home school partnership approach. Meetings to explain aspects of the school's curriculum are not well attended.*

- 60 The small numbers of parents who responded to the questionnaire and attended the parents' meeting were supportive of the school. They agreed unanimously that their child likes school, that the teaching is good and that the school is well led and managed. Almost all parents state that the school expects their child to work hard and achieve his or her best. They also believe that their child is making good progress. However, a few parents are unhappy about the small amount of homework their child receives, while others feel that the range of clubs and activities is limited, with activities starting up but not always being continued. Inspection evidence supports parents' positive views. However, during the inspection an appropriate range and amount of homework was set.
- 61 The school provides a wide range of information for parents, much of which is of good quality. The prospectus is full, well presented and provides the full range of required information. The previous inspection report criticised the school for omissions in the annual report of governors but these have now been fully addressed. Newsletters are regular and parents are kept well informed about events. The school has held meetings for parents to explain the literacy and numeracy strategies; these meetings were poorly attended.
- 62 Annual reports about pupils' attainment and progress are not written in everyday language that is accessible to all parents. This is a weakness. This year the school has moved to using a comment bank for reports. Despite many strong features, such as detailed reports for English, mathematics and science, the quality of reports is no better than satisfactory. There is too much jargon in many reports. For example, one report refers to "*the commutative and associative law for addition and multiplication*" and another to "*the concept of forces*". Comments are specific to the subject in most cases but the complex language used means that not all parents have a clear picture of their child's progress. Strengths and weaknesses are usually identified but targets for improvement are rarely included and, where they are provided, they are not precise enough to guide future progress effectively.
- 63 Parents have the opportunity to consult formally with teachers on three occasions a year. In addition teachers are readily available to discuss progress or any problems at any reasonable time. The school monitors the attendance at parents' consultation evenings and teachers follow up all those unable to attend to offer an appointment; this approach has improved attendance. During the inspection, the school held a meeting to inform parents about the activities pupils had undertaken on the trip to Wales. This was very well attended.
- 64 The school works hard to develop effective links with parents. Earlier this year the school sent out a questionnaire to parents and sent them a detailed response to the concerns raised. The home-school agreement clearly lays out the responsibilities of school, parents and pupils. The reading record books go home on a daily basis and most parents sign them regularly. However, it is not developed as a channel for two-way communication. A small number of parents provide good quality support in school on a regular basis, with others prepared to help on visits. The Friends of Eastlands Association raises money to support the work of the school. Parents of pupils with special educational needs are appropriately involved and are invited to attend review meetings. Despite the efforts made by the school, a significant number of parents remain detached from their child's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 65 ***The leadership and management of the headteacher and staff are good, governors fulfil their responsibilities very effectively. The headteacher provides the school with good educational direction. He is ably supported by the dedicated deputy headteacher. They have worked with the staff to devise clear plans that have enabled the school to raise standards of pupils' attainment significantly. The governors are very supportive of the headteacher and the teaching staff. They manage the school very well through committees that deal with issues resolutely. The school has a clear set of aims that are met in its work.***
- 66 The headteacher is well respected by all those connected with the school. He has systematically monitored the quality of teachers' work and pupils' learning in classrooms. This has enabled him to build an accurate picture of the strengths and weaknesses of the teaching team. The monitoring has been used to good effect by offering teachers helpful advice and support. Clear records are used as a basis for discussions with individual members of staff, and targets for improvement are set. The headteacher has effectively delegated responsibility to staff for all subjects, including the new and important national strategies for teaching reading, writing and number work. All staff have appropriate job descriptions and carry out their duties efficiently. They work hard and serve the school well. Teaching and non-teaching staff provide a caring community where pupils work and play together happily. There is a strong, shared commitment to improvement.
- 67 The governing body fulfils its statutory responsibilities. Governors are fully involved in the management of the school. They have established a clear committee structure that enables them to manage efficiently the many duties required of them. Governors with specific responsibilities take them very seriously. In order to increase their knowledge and understanding of new teaching methods and national requirements, they have attended appropriate training. They spend time in the school to see how pupils learn; they talk to them and to the staff.
- 68 The school has a good development plan that addresses important priorities for the future. The plan shows how the priorities are to be met in a given time, who will do the necessary work and how much it will cost. Staff and governors evaluate progress regularly. However, there is no simple system of formally recording the progress that has been made in meeting priorities, as a result not everyone is aware of the changing circumstances.
- 69 ***Staffing levels in the school are satisfactory. The range and size of the school's accommodation are satisfactory. Overall, the school has a satisfactory range of resources for learning.***
- 70 Staff are suitably qualified and experienced to teach pupils of this age. The school has used to good effect the skills of teachers and classroom assistants, so that there has been a dramatic improvement in the standards attained by many pupils. The headteacher has annual discussions with individual teachers. The meetings are used to good effect to review the teachers' work, to plan for their training and to discuss ways of improving teaching. Newly qualified teachers are supported and guided well so that they teach effectively from the start of their career. They know where to go for advice. Classroom assistants play a positive role in the good progress of pupils with

whom they work, particularly those pupils who have special educational needs.

- 71 Accommodation in the school is satisfactory. When the number of pupils in a class are large the classrooms are relatively cramped. In addition to classrooms, there are rooms for the library, the storage of learning resources and the teaching of small groups of pupils. The school hall is of a good size. There is good outdoor provision with hard and grassed areas for games and play. The governors have a good plan for the systematic maintenance of the school as funds become available. Outdoor paintwork is in need of attention. Caretaking and cleaning staff work very hard to keep the school clean and bright. This creates a pleasant atmosphere for learning and reflects the school community's commitment to high standards.
- 72 Learning resources are satisfactory overall. Resources for English and physical education are plentiful; this has a positive effect on the good progress made by pupils in these subjects. There are not enough resources for information technology. This means that pupils do not have the practice they need to reach standards expected for their age.
- 73 Educational priorities are supported satisfactorily through the school's financial planning. The principles of best value are applied well. For example, when the school was adopting a new reading scheme the governors examined a number of options, before making a choice. They have analysed the impact of the new scheme on pupils' reading standards. Good use is made of funds allocated for specific purposes, such as special educational needs or the introduction of national initiatives. New technology is used well in the management of the school and there are clear financial records. The school runs smoothly and efficiently on a day-to-day basis.
- 74 The budget is set by the full governing body and is linked satisfactorily to the school's plan for development. As governors have become more aware of the school's strengths and weaknesses, they have linked spending to priorities more effectively. They have successfully overcome a deficit budget and the school's financial situation is now stable. Recommendations in the most recent auditors' report have been dealt with appropriately. Funding for pupils with special educational needs is used well to provide good support for pupils in groups and within classes.
- 75 During a long period of staff absence, the headteacher has managed administrative issues well, he has directed temporary staff effectively. New technology helps the school to maintain good records and keep up-to-date information on finances.
- 76 A number of weaknesses were identified in the last inspection report. Since then there have been substantial improvements. The school has:
- raised pupils' levels of attainment in most subjects;
 - made a determined effort to improve the quality of teaching so that it is now very good overall;
 - organised very effective systems to measure pupils' progress and set targets which they understand;
 - ensured that teachers use this information very well to provide suitable work for pupils in lessons.
- 77 These judgements indicate a clear improvement in the management of the school since

its inspection in 1997. The school has a high level of commitment to further improvement and a strong capacity to succeed in this aim.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78 The school governors, in conjunction with the headteacher and staff, should take the following actions to further raise standards in the school. (Further reference to these issues can be found in the numbered paragraphs of this report.)

(1) Raise standards in handwriting and spelling by:

- Writing a policy and scheme that shows clear progression for pupils' handwriting and spelling skills;
- Providing regular time when pupils can practise both handwriting and spelling;
- Monitoring the pupils' work and only accepting the highest standard for an individual pupil, across all subjects;
- Ensuring that pupils are provided with appropriate materials (pens and sharp pencils);
- Developing a common approach in the staff's handwriting so that they provide a good model.
[6, 9, 10, 39, 83]

(2) Raising standards in information and communication technology skills by:

- Writing a scheme of work that shows how pupils' skills are to be developed;
- Developing the teachers' skills in information technology;
- Increasing the number of computers available for the pupils' use;
- Ensuring that computers are used to their full effect and not just used to support learning at a relatively low level.
[1, 7, 38, 72, 106, 107, 108, 110, 111]

79 In the plan for the school's further development, the governors have already identified the need to raise standards in information technology.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

34

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

21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	41%	47%	6%	3%	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	151
Number of full-time pupils eligible for free school meals	n/a	25

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	37

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	16
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	6.2
National comparative data	5.4

Unauthorised absence	%
School data	0.5
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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	99	21	21	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	16
	Girls	14	14	15
	Total	27	26	31
Percentage of pupils at NC level 4 or above	School	64 (62)	62 (49)	74 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	15
	Girls	16	16	15
	Total	28	29	30
Percentage of pupils at NC level 4 or above	School	67 (70)	69 (70)	71 (86)
	National	67 (68)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	147
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: Y3 – Y6

Total number of education support staff	2
Total aggregate hours worked per week	23

Financial information

Financial year	1999/00
	£
Total income	285266
Total expenditure	269812
Expenditure per pupil	1836
Balance brought forward from previous year	-11586
Balance carried forward to next year	3868

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	151
Number of questionnaires returned	15

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43.0	57.0	0	0	0
My child is making good progress in school.	50.0	43.0	7.0	0	0
Behaviour in the school is good.	50.0	36.0	14.0	0	0
My child gets the right amount of work to do at home.	29.0	50.0	21.0	0	0
The teaching is good.	43.0	57.0	0	0	0
I am kept well informed about how my child is getting on.	21.0	64.0	14.0	0	0
I would feel comfortable about approaching the school with questions or a problem.	43.0	43.0	14.0	0	0
The school expects my child to work hard and achieve his or her best.	71.0	21.0	7.0	0	0
The school works closely with parents.	29.0	57.0	14.0	0	0
The school is well led and managed.	36.0	64.0	0	0	0
The school is helping my child become mature and responsible.	36.0	57.0	7.0	0	0
The school provides an interesting range of activities outside lessons.	57.0	21.0	7.0	7.0	7.0

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

ENGLISH

- 80 *In the 1999 tests for eleven-year-olds, the school's results were well below the national average. They were also well below average for similar schools. The assessments made by the teachers supported the test results. Closer scrutiny of these results shows that the percentage of pupils achieving Level 4 was above the national average, however, the percentage of pupils attaining Level 5 was well below the average. At the time of the inspection the school had received the results for the 2000 national tests in English. The information indicates that the school's results have improved from those reported following the 1999 tests. The number of pupils attaining the higher Level 5 has increased from seven per cent last year to thirty per cent this year.*
- 81 Standards in speaking and listening are good. Pupils listen attentively and are interested in what other pupils say. This was evident in the *Good Work Assembly* when pupils listened diligently for three-quarters of an hour. Speaking skills are at least satisfactory and often good. Good questioning by teachers ensures that all pupils are drawn into the subject being studied and are given very good opportunities to contribute their own ideas. Pupils benefit greatly from the friendly and encouraging atmosphere created by teachers. In lessons, the teachers wait for pupils' contributions whilst keeping a good pace to the lesson. For example, when pupils in Year 3 lessons were introduced to a stunning series of images, an incredible fantasy world, the teacher made sure that the majority of pupils were able to contribute ideas before the lesson moved forward; their enjoyment and keenness to participate was obvious. Together they explored the use of nouns, verbs and adjectives, before the class, working in groups, prepared their own book in the same format. The excellent teaching built on pupils' speaking and listening skills, exciting the pupils about the power of language.
- 82 Overall, reading standards in the school are in line with those expected for the age group, a small number of pupils attain higher than the expected standard. Pupils make good progress in developing reading skills as they move through the school. Teachers give reading high priority, and they take every opportunity to use and develop pupils' reading skills across the curriculum. Pupils enjoy exploring stories and talking about what might happen next. Pupils with difficulties in reading are well supported individually, while more able readers read books that challenge their skills. All pupils appear to enjoy reading and regularly take books home. Pupils in Year 6 are keen to read the 'Harry Potter' stories and a number have just bought the latest book. The skills needed to read with deeper understanding are being taught at an appropriate level in whole class and guided group reading time. Books are used to good effect to help pupils appreciate that other people might have another view on a topic. Pupils have access to a wide range of books, which ensures that there is breadth and progression in learning.
- 83 Overall, writing standards are below those expected for the age group. Although there has been an improvement in the way pupils organise their writing, standards in handwriting and spelling are low; this has a negative impact on pupils' attainment in English tests. Handwriting is not taught in a systematic way. Although pupils' writing

is legible and the shape and orientation of letters are mostly correct, in many cases the style is not fluent and very few pupils show a confident use of a particular style. In some lessons the pupils' handwriting is unsatisfactory because the pencils are not sharpened. In spelling, pupils are not clear about sound-symbol relationships. Pupils do not readily recognise the visual patterns of words, regular patterns or recognise silent letters. Pupils show good skills in writing that is intended to persuade others of their point of view. For example, pupils have written to the local council to argue the case against development in the town centre. Much of this writing was well thought out and put the case clearly.

- 84 In the nine English lessons observed teaching was good overall. Teaching was judged to be excellent in one lesson, very good in three lessons, good in four lessons and unsatisfactory in one lesson. This represents a considerable improvement in English teaching from that reported following the last inspection. Teachers are confident in the subject and enjoy delivering the National Literacy Strategy. They have very good subject knowledge and this helps them to plan the next stages in learning well. In lessons, pupils are clear about what they will learn. Teachers provide many opportunities for pupils to draft and redraft their work. Teachers make good on-the-spot assessments of pupils' learning. All the information gathered is used to plan work that helps pupils make good progress. The school has successfully implemented the National Literacy Strategy in each year group. Teachers plan very effectively to national literacy guidelines. In fact the quality of planning has improved throughout the school and it is very good. In the one lesson where teaching was judged to be unsatisfactory the teacher was unsure about the detail of the information being given to the pupils.
- 85 Pupils with special educational needs make good progress. They are provided with good support in lessons, and when they are withdrawn from their class for extra help.
- 86 The co-ordinator is providing very good leadership for the subject; this ensures very clear educational direction. She has monitored the effectiveness of teaching, planning and learning throughout the school in partnership with the headteacher and governor responsible for literacy. There is a very good shared commitment to the improvement of the subject. Resources required to promote the introduction of the literacy hour are of good quality and have been carefully chosen. Effective use is made of the library books and wide range of dictionaries and thesauri to support pupils' learning.
- 87 Since the last inspection, the school has worked hard to raise standards in English. The evidence gathered during this inspection shows that progress is being made and that standards are improving.

MATHEMATICS

- 88 *Overall, attainment in mathematics is similar to that expected for eleven-year-olds, a good number of pupils attaining at a higher level. In the 1999 National Curriculum tests for eleven-year-olds, pupils' results were below the national average. They were also below the average for similar schools. The school's results in national tests have improved each year for the past four years. Results of tests for 2000 were available at the time of the inspection; they show further improvement in standards. The evidence gathered from this inspection supports a picture of improved standards. Provision for the development of the pupils'*

mathematical skills is very good.

- 89 Work in pupils' books shows that they are using past learning well to develop new skills and knowledge. The school's systematic teaching of number helps pupils to learn in a step-by-step way and build on what they know. At the beginning of the school year, higher attaining pupils in Year 3 worked on sums that involved adding hundreds, tens and units. They can now also subtract, multiply and divide such numbers. Pupils make good progress during the year and from class to class. Pupils in Year 4 can calculate the area of simple shapes and in Year 6 they can work out the area of much more complicated shapes. Skills in creating and interpreting graphs develop well as pupils move through the school. Seven-year-olds collect information about temperatures in each month of the year and then make simple block graphs. Nine-year-olds look at temperatures in various countries and then draw line graphs accurately. In both cases, pupils use the graphs to gain information. In Year 6, most pupils understand the idea of negative numbers and can plot negative points accurately. Pupils increase their understanding of symmetry well. In Year 3, they draw lines of symmetry on shapes and in Year 6 they move and change the orientation of shapes on a grid.
- 90 Discussion with pupils supported the evidence from examining their books. Pupils in Years 5 and 6 were able to explain how they reached accurate answers to sums. They were prepared to consider different ways of working things out and their explanations revealed clear understanding of the processes of addition, subtraction, multiplication and division. Higher attaining pupils work in an assured way with decimal numbers and most pupils add and subtract fractions confidently by the time they are eleven. Pupils in Year 6 have an appreciation of problems involving money. They calculated accurately how much they would pay for a coat priced at £30 if there was a ten per cent reduction. Higher attaining pupils worked confidently with more challenging examples.
- 91 The mathematics teaching observed during the inspection was very good. Thirteen lessons were observed during the inspection. Teaching was very good in nine lessons and good in the rest. Teachers made very good use of the new national numeracy strategy. The best lessons were planned very well so that there was a good pace and pupils did not waste time. The pace slackened in a few lessons but teachers soon regained the pupils' interest. Pupils made very good progress in most lessons and good progress in the rest. This reflected the high quality of teaching. Teachers asked probing questions, challenged the pupils and kept them motivated through interesting activities. In one lesson, pupils in Years 3 and 4 enthusiastically tried to add up the numbers from one to a hundred in an attempt to equal the amazing feat of Gauss, who did it in two minutes. It took them longer but they tried very hard! Quick-fire mental arithmetic sessions kept pupils 'on their toes' in all classes. Higher attaining pupils in Year 5 wrote the answers to all tables to 12 in three minutes. Relevant tasks gained pupils' interest and helped them to develop useful skills. Pupils in Year 6 were able to speed up their ability in calculating $17\frac{1}{2}$ per cent of sums of money (Value Added Tax) because of careful teaching.
- 92 In all classes, teachers take great care to develop the level of pupils' knowledge and use of correct mathematical language. Words are displayed in all classrooms so that pupils are constantly reminded of correct vocabulary. Pupils benefit from this and are able to use words such as consecutive, clockwise, quotient, calculate and operation.

Numeracy is developed well in other subjects. In art, pupils make interesting pictures by drawing and colouring lines and then cutting up their work and rearranging the pieces. Pupils look for patterns in simple musical scores and count the syllables in the words of songs. Lines of symmetry are investigated when pupils look at leaves in science. Pupils ask interesting questions such as, '*How many days old are we?*' They investigate and find aspects of mathematics as they study growth, blood circulation, nutrition and movement. Not enough use is made of information technology to support the pupils' understudying of mathematical ideas.

- 93 Teachers throughout the school use simple resources very effectively. Pupils have numbered cards to display their answers to problems. Teachers ask questions and then say, '*Show me*'. Pupils are eager to show their answers quickly and teachers see that everyone has made an attempt. Planning of lessons is very good. At the end of each lesson, teachers record how well pupils have done so that the next lesson can be pitched at the right level. Pupils are taught in groups by ability and this helps teachers to plan work accurately. The school does not have a policy for highly able and gifted pupils, but challenging targets have been set for a group of very bright pupils in Year 3. Pupils with special educational needs are taught very sensitively. Teachers take time to listen to them and help them to sort out problems. Individual education plans for these pupils are followed well. This attention to the needs of all pupils means that they make at least good progress in lessons and over time.
- 94 Because of teachers' high expectations, pupils know that they have to do their best. They want to succeed and show high levels of commitment and hard work. Pupils are aware of how well they are doing and what they need to do to improve their work; teachers set targets for them and encourage them to improve. Because much of their learning is based on well designed practical activities, pupils have developed the ability to try out methods and not be afraid of failure or criticism. Pupils work well together in pairs and in groups. They share resources fairly and show good levels of personal responsibility. Teachers are generous with their praise and pupils want to please them; this leads to very good relationships in the classrooms.
- 95 The co-ordinator for mathematics has a very good understanding of the subject and the new ways of teaching it. She has used her knowledge very well to lead, advise and support other staff. The national strategy for teaching numeracy has been introduced in the school very positively; staff enthusiasm and increased expertise have had a major impact on the improved standards of pupils' attainment. The governor for numeracy has worked very effectively with the subject co-ordinator to produce helpful guidance for parents on how they can help their children with mathematics at home.
- 96 Resources for the subject are satisfactory. The co-ordinator wisely consults staff about what they need to teach mathematics effectively and new items are gradually being organised to match the requirements of the new curriculum.
- 97 Since the last inspection, the school has worked very hard indeed to raise standards of pupils' attainment. There are more opportunities for pupils to engage in investigative work and the collection of data. Teaching was unsatisfactory in one in six of the lessons seen during the last inspection. There has been a dramatic improvement in mathematics teaching.

SCIENCE

- 98 *In the 1999 test for eleven-year-olds, the percentage of pupils who attained the expected level for the age group was below the national average. The percentage of pupils who attained the higher level was also below the national average. When compared with similar schools, the pupils' results were well below the average for this group of schools. Evidence gathered during the inspection indicates that by the end of this year, the Year 6 pupils should attain results that are higher than those for 1999, a higher proportion of pupils should attain Level 5. As they move through the school, pupils make good progress in science.*
- 99 A closer examination of the 1999 test results shows that the percentage of pupils who attained the nationally expected level for eleven-year-olds (Level 4) was higher than the national percentage. However, the percentage that attained at the higher Level 5 was below the national percentage. The low number of pupils attaining at Level 5 was a major factor in the school's overall results. At the time of the inspection, the school had just received the results for the 2000 national tests in science. The information indicates that the school's results have improved from those reported following the 1999 tests. The number of pupils attaining the higher Level 5 has increased.
- 100 Evidence gathered by talking to the Year 6 pupils and through an examination of their work, indicates that the majority will attain the nationally expected standard of Level 4; many of the pupils will attain Level 5. Pupils have a good understanding of the way forces operate on objects, they are clear about the reasons why boats float and can explain how up-thrust works in water. Pupils in Year 3 have a good understanding of the human body, they can identify where the main organs of the body are situated and they understand the importance of healthy eating. In all year groups, pupils can talk about a range of scientific ideas and show that they have developed a good base of scientific knowledge. On the other hand, pupils are less sure about the way to set about scientific investigations. Although the highest attaining pupils in Year 6 have a satisfactory understanding of the reasons for making a scientific investigation fair, the range of investigations they have undertaken is limited. Not enough attention is given to the systematic development of scientific investigative skills as pupils move through the school.
- 101 There is a good range of work in the pupils' books. All aspects of the nationally prescribed programmes of work are covered. For example, work in the books of the Year 3 pupils includes good quality work on electric circuits and the use of simple keys to classify animals. Work in the Year 6 books is also of good quality. It includes a study of plants and the way they make food, the work also shows development from that seen in the Year 3 books. For example, the Year 6 pupils have also undertaken a study of electric circuits; this is more advanced than the work in the books of the Year 3 pupils. Work in the pupils' books provides a very clear picture of pupils making good progress in the development of their scientific knowledge as they move through the school.
- 102 Pupils make good progress in lessons. This good progress is the result of good teaching that has a clear focus. For example, in a lesson where the Year 3 and 4 pupils were developing their understanding of simple food chains, the work given to different groups of pupils enabled them all to understand that plants were the final source of

food for animals. Science lessons are used to good effect to help pupils develop skills in speaking and listening. Pupils with special educational needs make good progress. The work provided for this group takes good account of their past learning.

- 103 Overall, the quality of teaching observed in science was good. During the inspection, four science lessons were observed. Teaching was judged to be good in all lessons. Lessons were well planned and resources were well organised. The planning took careful account of pupils' past learning and enabled them to make progress. For example, in a lesson where Year 6 pupils were investigating the relationship between the size of an object and the amount of water displaced when the object was submerged, the teacher made sure that pupils understood the way forces were acting on the object. He also revised important facts to do with making the investigation fair. Similarly, in a Year 5 class where pupils were developing their knowledge of rock types, the teacher used good questioning techniques to ensure that all the pupils were clear about the investigation before pupils started their work. These approaches ensured that progress was made during the lesson.
- 104 Science is well managed in the school. The science co-ordinator is new to the role. He has undertaken a detailed analysis of the strengths and weaknesses of science work in the school. At the time of the inspection, he was in the process of writing a scheme of work for the subject. When this is completed it is intended to provide the teaching staff with clear guidance about all aspects of the subject, including the development of investigative skills. Resources for science are good and enable the school to teach all aspects of the subject.
- 105 These judgements indicate that there has not been an improvement in the school's provision for science since the last inspection.

INFORMATION TECHNOLOGY

- 106 ***The evidence gathered during the inspection indicates that overall, the Year 6 pupils are not attaining the nationally expected standard for pupils aged eleven. The majority of pupils do not have a clear understanding of the way technology can be used to help them with their work. A small number of higher attaining pupils have computer skills that are above those expected for this age group. Access to computers in their homes has a significant impact on the standards pupils attain.***
- 107 Evidence gathered during this inspection, by examining the work of the Year 6 pupils and observing them in the classroom, indicates that by the end of this school year, the majority will not have reached the standard expected for pupils of their age. The highest attaining pupils show a good understanding of the way computers can be used to enhance their work. For example, they are able to use a word processing program to good effect to enhance the quality of their work. They know how to change the size of the print and can add boxes to their work to make it more attractive. A small number of pupils have some understanding of the way in which a spreadsheet can be used to sort information. However, this level of attainment is not apparent in the work of the majority of the age group. Pupils with high levels of attainment have good access to computers in their home. Pupils are not clear about the ways in which computers can be used to control simple machines. This aspect of the nationally prescribed programme of work is not being given enough attention in the school's

scheme.

- 108 Pupils with special educational needs make unsatisfactory progress in developing information technology skills. They are not provided with the regular access to machines, which would enable them to develop an understanding of ways in which computers could help them with their work.
- 109 During the inspection, no lessons were observed where information technology was being taught. In the small number of lessons where computers were being used the pupils were not being helped to develop information technology skills. Too often machines were used to reinforce basic skills in number work. The teachers' planning does not consistently identify ways in which information technology can be used to enhance learning.
- 110 Since the last inspection, the school has purchased extra computers. However, the level of provision is still unsatisfactory. The school governors are aware of the need to improve the number of computers and they have clear plans to add to the limited provision.
- 111 The co-ordinator has a good understanding of the need to develop the subject throughout the school. No scheme for teaching computer skills is available to staff. The co-ordinator is aware of the need to develop a teaching and learning programme that has a clear structure, which will enable all pupils to extend their use of the computer. He has a good understanding of the way that new national guidance should be incorporated into the school's scheme.
- 112 The judgements from this inspection do not indicate that there has been sufficient development of the subject in the last three years.

RELIGIOUS EDUCATION

- 113 *By the age of eleven, pupils attain standards that are in line with the expectations of the locally agreed syllabus for religious education. Pupils make good progress, including those with special educational needs.*
- 114 In discussion, pupils in the Year 3 and 4 classes can remember some of the stories from the Bible. They are aware of the church calendar and the significance of Christmas, Easter, Trinity, Whitsunday and Harvest, and can explain what happens during these festivals. A visit to the local church with good contributions from the vicar and his team has consolidated this learning. Year 6 pupils can draw comparisons between Christianity and Judaism. They are aware of the work of a Rabbi, the inside of a synagogue and can explain the meaning behind the symbols on a kippah, for instance, parsley a sign of new life. Pupils are also aware of a number of people who have led Christian lives of commitment, for example Mother Theresa, Helen Keller and Saint Stephen.
- 115 The quality of teaching and learning in the lessons seen was very good. Two lessons were observed and teaching was judged to be very good in both lessons. Teachers used a variety of ways of communicating and organising the work and this had a good impact on standards and learning. Learning through role-play was effectively observed

in both lessons seen. No time was wasted and a great deal of new work was covered. Work in the pupils' books shows that a range of teaching is used to help pupils understand difficult religious ideas. For example, diagrams linking symbolic meanings to drawings adds to the pupils' ability to interpret a range of religious resources.

- 116 Religious education is managed and resourced by an enthusiastic and hardworking co-ordinator. Planning of a new policy is taking place using the agreed syllabus and national guidance. The staff are acquiring and developing an understanding of other faiths and are beginning to develop links with other people for contributions to lessons. This development is important as the school is some distance from other places of worship, making visits expensive.
- 117 Since the last inspection, provision in religious education has improved. The weaknesses in pupils' knowledge of other faiths and beliefs have been addressed.

OTHER SUBJECTS OR COURSES

ART, DESIGN AND TECHNOLOGY, GEOGRAPHY, HISTORY, MUSIC AND PHYSICAL EDUCATION

- 118 Standards in *art* are in line with those typically seen for the age group. No teaching was seen during the inspection, but from examination of displays and discussion with pupils, they make satisfactory progress in developing skills in a systematic way.
- 119 Displays of work in the corridor and classrooms include examples of work in a number of materials: painting, printing, collage and textiles. As pupils move through the school, their drawings show greater attention to detail. In their own books, pupils use their artistic skills effectively to show how items are made in design and technology and to illustrate their knowledge and understanding in science. Pupils in Year 5 demonstrated their skills of shading to show texture and shape when they drew pieces of rock during a science lesson. Skills in printing develop from simple repetitive patterns to attractive designs made by reproducing imaginative shapes made with string.
- 120 Pupils enjoy art lessons and remember with enthusiasm the interesting things they have done. In discussions with pupils in Years 5 and 6, they described how they had made collages of trees and of a large dragon. They have used clay to make pots and create miniature models of Egyptian mummies. They are proud of the beautifully designed collage, which was made to celebrate the seventy-fifth anniversary of the opening of the school. It shows the school, the church, the pit and other features of the village.
- 121 The school's useful policy and scheme of work help teachers to plan effectively. However, opportunities to increase pupils' knowledge of the work of famous artists are lost, as there is little evidence of prints of well-known pictures on display in the school. The school does not give pupils enough opportunities to examine the work of a range of artists, from all over the world.
- 122 Standards in art are similar to those seen during the last inspection.
- 123 The standards of *design and technology* work in the school are in line with those

typically seen for the age group. Displays and photographs of pupils' work show that they have designed and made a variety of products for specific purposes. These include motor driven cars and pillowcases for a doll.

- 124 Year 6 pupils are keen to talk about the work they have undertaken in design and technology. They are able to explain how they had to design cars before they were able to construct the motor. When it did not work they are able to explain the reason why. There is clear evidence that they have undertaken a process of evaluation and use the information to think about ways of improving their artefacts.
- 125 **Geography** standards were unsatisfactory in the previous inspection. This is no longer the situation; standards are now typical for this age group. Pupils make satisfactory progress as they move through the school. This is an improvement from the last inspection report.
- 126 Mapping skills are now developed in a more systematic way. Pupils use local maps well in their studies of the area and to help them make maps and plans using symbols and keys. Teachers provide them with the experience of using four and six figure grid references, measuring direction and distance, following routes and making good use of Ordnance Survey maps. There are good links with mathematics through the use of temperature and rainfall charts. The creation of a maths trail around the school grounds helps pupils understand geographical ideas. The subject is enhanced through visits to Hathersage in Derbyshire and North Wales where some aspects of the geography curriculum are covered.
- 127 Expectations are high and the co-ordinator has addressed the insufficient quality and lack of resources. These are now satisfactory.
- 128 The standards of **history** work in the school are in line with those typically seen for this age group. A small number of the highest attaining pupils achieve standards that are above those found nationally.
- 129 Pupils in Years 3 and 4 and those in Years 5 and 6 cover the same range of work over a two year cycle. Pupils are able to show their understanding of chronology and their awareness that the past can be divided into different periods of time. In Years 3 and 4, pupils have a clear understanding of the reasons for settlement. Teachers give pupils the opportunity to work in groups to consider why Henry VIII married six times and rank these reasons in order of importance. Older pupils have used a variety of sources successfully to learn about everyday life and achievements of the ancient Greeks.
- 130 The school has adopted the new national guidance for planning the new schemes of work. History learning is enhanced through the visits of theatre groups. Good links are being made with literacy and geography. Resources are satisfactory.
- 131 Progress since the previous inspection has been good.
- 132 Overall, standards in **music** are typical of those seen for the age group. Although there are no music specialists on the staff, the school uses a well-organised scheme that enables pupils to experience a satisfactory range of activities. Only one lesson was observed during the inspection. Other evidence was gained from assemblies, exercise

books and discussion with pupils.

- 133 Pupils' good listening skills are a strength in the school and pupils listen critically to well-known pieces of music during assemblies. They recognise the music of composers such as Handel and are able to identify which instruments are being played. Pupils gain satisfactory levels in composing music. In Years 3 and 4, they create exciting sounds for Guy Fawkes Night and then record their music by drawing symbols that other pupils can follow. They write their own lyrics to well-known songs and practise singing rhythms in groups. In Years 5 and 6, pupils become more aware of the way composers organise music in different styles. They listen to Pachelbel's canon and record how many times the main tune is repeated. They compose their own work, using a repeating pattern, and try to improve what they have done. After they have listened to a performance of their work, they write comments such as, '*The bells could have been louder*'.
- 134 Skills in performing develop satisfactorily. In Year 3, pupils used a range of interesting percussion instruments to compose accompaniments to a song. They then performed their work for others. Pupils in Years 5 and 6 described how they have taken part in concerts for their parents. Each class prepares and presents its own contribution, which usually includes singing and instrumental work. Pupils were particularly proud of the concert to celebrate the millennium. There are insufficient opportunities for pupils to take part in choirs or instrumental groups on a regular basis.
- 135 Resources are adequate and there is a good range of multicultural instruments.
- 136 Standards in music have improved since the last inspection. This is because there is now a systematic scheme of work that enables teachers to plan all elements of music in an organised way.
- 137 Standards in **physical education** are above those typically seen for this age group. The school has a good record of success in local competitions. Within the school, teams compete enthusiastically for their school houses. Standards seen in gymnastics were very good. Pupils enjoy physical education lessons and are prepared to practise and concentrate to improve their skills. There is evident pride in the school because of its sporting successes. The enthusiastic co-ordinator and other teachers are good role models as they turn out in appropriate kit. Pupils respond well and all changed into sports clothes for lessons during the inspection. In the after-school dance club, pupils practised enthusiastically to pop music as they prepared a spirited and well-controlled performance for the imminent leavers' service.
- 138 There is a good range of good quality resources for physical education.
- 139 Standards have improved since the last inspection. All aspects of the subject are now planned and taught consistently so that pupils gain appropriate skills well.
- 140 The teaching observed during the inspection was good. Nine lessons were observed covering the range of subjects. In three lessons teaching was judged to be very good, in four lessons teaching was judged to be good and in the remaining lessons teaching was judged to be satisfactory. Very good teaching was observed in religious education and physical education lessons. In these lessons, the teachers had high expectations of

what pupils should achieve. In response the pupils worked very hard and made clear progress in their learning.