

INSPECTION REPORT

LAKE VIEW PRIMARY AND NURSERY SCHOOL

Rainworth, Mansfield

LEA area: Nottinghamshire

Unique reference number: 122674

Headteacher: Mr D Hoult

Reporting inspector: Mr B Payne
4890

Dates of inspection: 10 – 13 June 2002

Inspection number: 198504

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Dr J Moulton
Date of previous inspection:	10 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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9146	Mark Brennand	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?
1678	David Peckett	Team inspector	Equal opportunities English Geography History Religious education	
25203	Robert Cooke	Team inspector	Special educational needs Mathematics Music Physical education	
17756	Heather Monaghan	Team inspector	Science Information and communication technology Design and technology	How good are the curricular and other opportunities offered to pupils?
21190	Keith Edwards	Team inspector	Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school caters for the 3-11 age range and is about average in size, with 246 on roll. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. Two-thirds of pupils are from a relatively disadvantaged ex-mining community. There are two pupils from ethnic minority backgrounds. One pupil speaks English as an additional language. The percentage identified as having special educational needs (SEN) is broadly in line with the national average. The percentage of pupils with SEN statements is below the national average. The school has designated nursery provision with 40 places. Attainment on entry to the school is below average in literacy and numeracy.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. Standards and achievement are too low at age 11. Teaching is good for children up to age 5 and for pupils up to age 7. Teaching for pupils age 8 to 11 is satisfactory but some aspects need improvement. The leadership and management of the headteacher and key staff are satisfactory overall and some aspects are good but better use needs to be made of assessment information to help raise standards. The school provides satisfactory value for money.

What the school does well

- Teaching is good for children up to age 5 and for pupils up to age 7 and pupils learn well in these age groups.
- Pupils with special educational needs make good progress.
- Pupils have good attitudes to school, behave well and attendance is good.
- The school provides a good quality and range of learning opportunities.
- Attainment in physical education is above that expected nationally and attainment in religious education exceeds the expectations of the locally agreed syllabus.
- Provision for moral and social development are good.
- Provision for ensuring pupils' welfare is good and there are very good procedures for assessing pupils' attainment and progress.
- The school makes effective use of resources and applies the principles of best value very well.

What could be improved

- Attainment is below average at age 11 in English, mathematics and science.
- Teachers' planning, teaching methods and expectations of pupils need improving in Years 3 to 6.
- Achievement and progress from Year 3 to Year 6 are unsatisfactory, particularly for high attaining pupils.
- The school needs to use assessment information more effectively to guide teachers' planning.
- Governors need to improve their focus on weaknesses in attainment and achievement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since that time improvement has been satisfactory. There has been very good improvement in resources for information and communication technology (ICT) and in curriculum planning. Higher-attaining pupils still need to be challenged more systematically. Standards at age 11, compared to similar schools, are lower, overall, than at the time of the last inspection. The progress made by pupils with special educational needs is better. The proportions of very good and satisfactory or better teaching have stayed about the same. Some aspects of leadership and management have improved but there is less impact on raising standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key well above average A above average B average C below average D well below average E
	All schools			similar schools	
	1999	2000	2001	2001	
English	A	E	E	E	
mathematics	A	E	E	E	
science	B	C	E	E	

The table shows that in the 2001 national tests for eleven-year-olds performance was well below average in English, mathematics and science compared to other schools, including those with a similar proportion of pupils eligible for free school meals. Trends in performance at age 11 are below the national trend. The school narrowly failed to meet its statutory target for English in 2001 but failed to meet its mathematics target by a wide margin. Inspection evidence shows that current standards are below average at age 11. Achievement and progress are satisfactory in English but unsatisfactory in mathematics and science between Year 3 and Year 6. In the 2001 tests for seven-year-olds reading and writing were below average compared to all schools but well below compared to similar schools. In mathematics performance was in line with the national average compared to all schools and similar schools. In science, teacher assessments showed performance in line with the national average. Achievement is satisfactory in Years 1 and 2. In other subjects attainment at age 7 is broadly in line with national expectations. At age 11 attainment is in line with national expectations apart from physical education, which is above average, and art and design, which is below average. In religious education standards exceed those of the locally agreed syllabus. On entry to the school attainment is below average. Children achieve well in the nursery and reception class and most will achieve some but not all of the Early Learning Goals because of their difficulties with literacy and numeracy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic, particularly where teaching is good. Parents' questionnaires confirm that their children like school.
Behaviour, in and out of classrooms	Good. Pupils understand the rewards and sanctions used in school.
Personal development and relationships	Good. Relationships create a stable environment in which to work. Pupils care for one another.
Attendance	Good. Pupils respond well to rewards for good attendance.

Older pupils make a significant contribution to school life by taking on responsibilities. They are good role models and help younger pupils, for example by listening to them read. The school council provides an effective means for pupils to express opinions and listen to the views of others. Pupils with special educational needs respond well to the support they receive.

TEACHING AND LEARNING

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

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.

Teaching is very good in one in ten lessons and good or better in just under half of the lessons. There is a little unsatisfactory teaching. Teaching in English and mathematics is good in Years 1 and 2 and satisfactory overall in Years 3 to 6. Teachers mostly manage pupils well. In Years 3 to 6 teachers' planning and the methods they use need improving, particularly to clarify the work for pupils and provide appropriate levels of challenge for higher attainers. Pupils are sometimes confused about what they have to do and this affects their progress. Overall, learning is satisfactory in Years 3 to 6 and good in the nursery, reception and Years 1 and 2. Pupils with special educational needs receive good support from teaching assistants and this enables them to make good progress. Teachers are technically competent to teach literacy and numeracy and these areas have effective co-ordinators.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad range of learning opportunities to which all pupils have access. Teachers need to use ICT more across the curriculum.
Provision for pupils with special educational needs	Good. Due to effective identification of need and use of support pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for spiritual and cultural development is satisfactory. Provision for moral development and social development is good.
How well the school cares for its pupils	Good. The school has good systems to monitor academic progress and personal development.

The school has improved its curriculum since the last inspection. There is appropriate emphasis given to the teaching of literacy and numeracy. The provision for information and communication technology (ICT) has improved significantly, but teachers need to use it more consistently across the curriculum to meet National Curriculum requirements for Years 3 to 6. For example, the science curriculum does not include data logging, which is a statutory requirement. There is a good range of extra-curricular activities and provision for personal, social and health education is very good. The school has very good procedures to assess pupils' attainment and progress but its use of assessment to guide curricular planning is unsatisfactory. This is because there is so much information that it is difficult to turn this into clear targets for pupils' attainment. The school has developed effective links with parents and many parents help in school and have a very positive impact. Parents have positive views of the school and receive good quality information regarding the curriculum and pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Leadership and management are good in some respects. The headteacher has brought about substantial improvements and has some effective support from key staff.
How well the governors fulfil their responsibilities	Satisfactory. The governing body fulfils its responsibilities and works efficiently but needs to focus more on weaknesses in attainment and achievement to shape the future direction of the school.
The school's evaluation of its performance	Satisfactory. The school has good systems for monitoring teaching and has appropriate priorities for development but its actions have yet to lead to the improvements needed.
The strategic use of resources	Good. The school invests well in resources and targets them well, for example through effective use of teaching assistants.

The school has good levels of staffing, accommodation and learning resources. The nursery has an excellent outside area. Significant investment has been put into improving ICT resources. The performance management of teachers needs to focus more on improving classroom practice in order to raise attainment. Actions taken so far have not made enough improvements. The school has satisfactory capacity to succeed. The school applies best value principles very well because it has good systems in place to compare itself to other schools, challenges itself to provide a curriculum in line with needs, consults with parents and pupils and uses competitive tendering for significant expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school. Parents are pleased with progress and teaching. Most find the school approachable. The school is well led and managed. 	<p>A small percentage of parents feel that:</p> <ul style="list-style-type: none"> Behaviour should be better. Their children do not get the right amount of homework. The school does not provide an interesting enough range of activities outside lessons.

The inspection team agrees that children like school. Inspectors found that teaching is satisfactory overall and good up to age 7. The team agrees that some children make good progress but too many have not made enough progress at age 11. The inspectors agree that the school welcomes parents and they in turn make a significant contribution with many giving up time to work in the school. Inspectors also agree that aspects of leadership and management are good and that they are satisfactory overall. While there is a little unsatisfactory behaviour, overall the inspectors found that it is good. The team also found the use of homework to be satisfactory. The team found that the school provides a good range of extra-curricular activities with an emphasis on sport but also including music and other activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the school attainment is below average. Children's social skills are stronger than their literacy and numeracy skills. Their skills are also weaker in numeracy than literacy. They achieve well up to 5 years old and by the end of reception most children will have attained the Early Learning Goals for personal, social and emotional development, physical development and creative development. While the teaching is good, most will not have achieved the Early Learning Goals for communication, language and literacy. Children make good progress in mathematical development but most children are unlikely to achieve the Early Learning Goals for this area of learning. Most will not achieve the Early Learning Goals for knowledge and understanding of the world because many have not yet developed the language skills needed to help them understand and talk about what they are learning.
2. Work seen during the inspection is in line with the national average by age 7 apart from writing, which is below average. Standards are below average by age 11 and overall progress from age 7 to 11 is unsatisfactory. It is satisfactory in English, but unsatisfactory in mathematics and science.
3. In the 2001 national tests for seven-year-olds, average point scores for reading and writing were below average compared to all schools but well below average compared to similar schools. In mathematics, pupils' results were in line with the national average compared to all schools and similar schools. In science, teacher assessments showed overall performance close to the national average, although Science Attainment Target 1 (scientific enquiry) was well below average and Science Attainment Target 3 (materials and their properties) was below average.
4. Trends in performance at age 7 show an upward trend in reading, although performance has been below average for the past two years. An improvement in writing in 2001 followed a downward trend from 1999 to 2000. In 2001 there was a dip in mathematics, where performance had been better than average between 1997 and 2000. Between 1999 and 2000 boys and girls performed at a similar level in reading but girls performed better in writing and mathematics. The inspection found no significant variation in the attainment of boys and girls.
5. In the 2001 national tests for eleven-year-olds, the school's results, based on average point scores, were well below average in English, mathematics and science compared to both all schools and similar schools.
6. The trend in performance at age 11 for 1997-2001 was below the national trend. In English, following a sharp improvement between 1997 and 1999, there was a sharp drop, although results in 2001 maintained a similar level to 2000. Mathematics results have declined following improvement between 1998-1999. In science, performance improved from 1997-1999 and there was a slight decline from 2000-2001 of 3 per cent (the equivalent of one pupil). Between 1999 and 2001, boys did better than girls in English and mathematics and boys and girls performed similarly in science.

7. Pupils achieve well up to age 5 and continue to achieve satisfactorily up to age 7. The level of achievement and overall progress is unsatisfactory from age 7 to age 11. Pupils make satisfactory progress in English but not in mathematics or science. Work seen during the inspection, both in lessons and in work samples, shows that attainment in English is below average at age 7 and age 11. Pupils reach standards in speaking and listening and in reading that are in line with the national average at age 7 but below average at age 11. Seven-year-olds talk confidently in social and classroom settings, although a significant number do not answer questions easily. They acquire a satisfactory knowledge of phonemes, blends, verbs and tenses. Eleven-year-olds can listen and respond well to questions but their responses when talking about their work show less development than expected for their age and few show interest in books or reading for pleasure. Writing is below average at age 7 and age 11. Seven-year-olds often find writing difficult but most learn to form letters correctly and higher-attainers are able to write with accurate punctuation, capital letters and with most common words spelt correctly. Eleven-year-olds' writing covers a suitably broad range but shows errors in spelling, although most common words are spelt correctly, and weaknesses in handwriting. Attainment in mathematics is in line with the national average at age 7 but below average at age 11. At age 7 most pupils' understanding of addition, subtraction, simple equivalent fractions and data is in line with that expected for their age. At age 11, while most understand ratio, proportion and percentages, many do not have secure enough knowledge and recall of the basic number facts expected for their age. Attainment in science is in line with the national average at age 7 but below average at age 11.
8. Pupils with special educational needs make good progress, largely due to effective identification of need and use of support. Twice a year, teachers provide lists for the headteacher of pupils identified as gifted and talented, covering all subjects. At the time of the last inspection pupils with special educational needs were well supported both inside and outside the classroom, but there were insufficient opportunities for independent research and investigation by high-attainers. Pupils with special educational needs continue to be well supported and make good progress. In Years 1 and 2 high-attainers are well supported and work is matched well to their needs. In Years 3 to 6, work is varied to meet the needs of different groups, but the work set for high-attaining pupils often lacks sufficient challenge. Overall, the progress made by higher-attainers by age 11 is unsatisfactory. A group of higher-attaining pupils was given extra attention in mathematics in preparation for national tests.
9. In other subjects, pupils' attainment at age 7 is broadly in line with the national average. At age 11, attainment is in line with the national average in design and technology, history, information and communication technology (ICT) and music. At ages 7 and 11, attainment in physical education is above average and in religious education pupils achieve well and exceed the expectations of the locally agreed syllabus. Attainment in art and design is below average at age 11. It was not possible to form a judgement about attainment in geography because no lessons were seen during the inspection and little of the pupils' work was available.
10. The school collects together a wide range of performance data and uses optional national tests at the end of each year as well as other means of assessing performance. The school is effective in its collection of data and has taken action through targeting individual pupils and groups for support in English and mathematics. The support is effective and has a direct impact on the progress of those pupils concerned. However, there is overall underachievement from age 7 to 11 and this affects average and high-attainers. There is effective monitoring by English and mathematics co-ordinators that pinpoints areas for improvement but this has yet to lead to the improvements needed in teaching and learning. The school's analysis indicates an overall increase in reading scores, but inconsistent performance by year groups, overall, with some out-

performing others. The school narrowly failed to meet its statutory target for English in 2001 but failed to meet its mathematics target by 19 per cent. Its targets are ambitious, but work seen during the inspection indicates that the 2002 mathematics target is unlikely to be met.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to learning and to their role in the school community are good. Children are encouraged to express their opinions and are keen to listen to the views of others, particularly through the school council. Pupils display high levels of enthusiasm, particularly when teaching is good. Conversations at lunchtime confirm that they have a high regard for the school. Parents' questionnaires confirm this view with 95 per cent of parents saying that their children like school.
12. There is a little unacceptable behaviour but this is not the norm and, overall, pupils' behaviour in lessons and around the school is good. They understand the rewards and sanctions that the school applies and it was notable how a group of pupils corrected the behaviour of one of the younger pupils. No incidents of bullying were observed during the inspection. Pupils and parents are confident that when such incidents occur that they are dealt with quickly. One pupil had three fixed period exclusions last year for isolated incidents of poor behaviour.
13. Relationships around the school are good, creating a stable environment where work and learning can progress. Older pupils are good role models for younger pupils, helping to carry their lunch trays at lunchtime and hearing them read. They all show genuine care for one another. Pupils are welcoming, polite and helpful to visitors to the school.
14. Pupils' personal development is very good. Pupils in all years know right from wrong and have a good understanding of their social obligations. In lessons they work well together sharing resources and collaborating with one another. Through the wide range of opportunities provided, pupils in Years 3 to 6 make a significant contribution to the life of the school taking good levels of responsibility. For example, the school council is beginning to have a positive effect on pupils by giving them a sense of ownership in decisions that affect the school and by developing management skills. Two pupils from each class represent their class at the school council and all delegates contribute to formal meetings. The council is effective in getting things done. For example, the pupils requested a quiet area for playtimes and this is now available, with classes taking turns to be responsible for the box of games provided.
15. Most pupils arrive on time and as a consequence lessons start promptly. Attendance at 95.15 per cent is good. Pupils appreciate the rewards that the school applies with on average 35 pupils achieving full attendance each term. Attendance of some pupils is adversely affected by holidays taken during term time. The headteacher ensures that all holidays must first be authorised. Attendance has improved since both last year and the last inspection.
16. In most lessons, pupils with special educational needs have good self-esteem and respond to appropriate questioning with confidence, especially when supported by teaching assistants. Teachers and teaching assistants are clear in their expectations of pupils with special educational needs and work is well matched to the pupils' abilities. As a result the pupils respond by behaving and working well and joining in with all activities provided for them.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is satisfactory overall. It is good or better in over four in every ten lessons and very good in one in ten lessons. There is a little unsatisfactory teaching. One excellent lesson was seen during the inspection. Teaching is broadly consistent across subjects. Since the last inspection, the overall proportions of very good and satisfactory or better teaching have stayed about the same. However, the proportion of good teaching has decreased from just over six lessons in ten. Teaching is good for children under 5 (the Foundation Stage) and for ages 5 to 7 (Years 1 and 2) and satisfactory for ages 8 to 11 (Years 3 to 6). Teaching in Years 1 and 2 is good or better in three-quarters of lessons and very good, sometimes excellent, in three in every ten. Teaching in Years 3 to 6 is good in two in ten lessons and mostly satisfactory in others, but two unsatisfactory lessons were observed.
18. Teachers have good knowledge and understanding of the subjects they teach in the Foundation Stage and Years 1 and 2 and satisfactory knowledge in Years 3 to 6. Teachers are technically competent in teaching phonics and other basic skills and their competency is good in the Foundation Stage and Years 1 and 2. In art and design, teachers' inconsistent subject knowledge in Years 3 to 6 results in pupils not acquiring the skills they need to follow the Qualifications and Curriculum Authority (QCA) schemes of work adopted by the school. In religious education, in Years 3 to 6, lack of subject knowledge limits the depth of work covered in some lessons. The subject co-ordinator has also identified some lack of subject confidence in geography.
19. Teachers' planning is good in the Foundation Stage and Years 1 and 2 but unsatisfactory overall in Years 3 to 6. In the Foundation Stage, very well organised teaching, including careful management of adult support and selection of learning resources, enables the children to work well in a wide range of activities. In Years 1 and 2, pupils are clear about what they have to do and this enables them to learn effectively. In a mathematics lesson, the teacher's high expectations and excellent explanation, delivery and planning led to very good learning and high attainment. The course of another mathematics lesson carefully followed the pupils' thinking, including using a pupil's method on halving and quartering from the day before. This led to effective learning and good progress.
20. There is insufficiently precise planning for different levels of ability overall in Years 3 to 6 and lack of liveliness and clarity of instruction and explanation in some lessons. In an English lesson, the text pupils were working from was not fully exploited by the teacher, who was more concerned with the task itself than what pupils were learning and there was no explanation of words that did not follow the uniform rule the class had been studying. In a science lesson, some information given at the start was irrelevant. In a design and technology lesson, there was no reference made to pupils' previous work and their knowledge of the materials they were using, which led to them showing little understanding of how best to carry out an activity. In a religious education lesson, pupils' progress was impeded because the teacher provided insufficient explanation of what "belief" means.
21. There is some good planning in Years 3 to 6, for example where the teacher clearly explained and demonstrated an ICT activity to half the class at a time, enabling all to follow the instructions and carry out the work well. Very detailed planning in a religious education lesson with clear learning objectives, effective questioning and time for pupils to give answers all combined to enable pupils to make good progress.
22. Teachers' expectations of what pupils can do are good in the Foundation Stage and Years 1 and 2, but too low overall in Years 3 to 6 and the methods they use to enable all pupils to learn effectively are also unsatisfactory. In a Year 2 religious education lesson, the questions used by the teacher led to a good level of challenge and very good learning because the questions

extended pupils' knowledge and understanding. In a practical science lesson in the Year 3 to 6 age range, all groups carried out the same task so there was limited opportunity for higher-attainers to extend their scientific inquiry skills. In another science lesson with this age range, pupils had relevant ideas for an investigation but the teacher did not take these up and this limited their opportunity to achieve. In a mathematics lesson on place value, higher-attaining eight-year-olds found the work too easy and could have achieved more in the lesson. In another mathematics lesson, the tasks for both higher and lower-attainers provided inappropriate levels of challenge.

23. Overall management of pupils is good, although there are instances of teaching that fails to exercise sufficient authority and of the teacher failing to hold pupils' attention in some lessons in the Year 3 to 6 age range. However, there are instances in this age range where good relationships and use of praise and support enable pupils who need careful management to make good progress.
24. Teachers use time and resources well in the Foundation Stage and Years 1 and 2 and satisfactorily in Years 3 to 6. In some lessons, the teacher runs out of time. In a science lesson, this led to insufficient time to assess what had been achieved and pupils had drawn many inaccurate conclusions. However, in another science lesson, the teacher planned time at the start to take answers from pupils in Year 4, including all abilities, summarised their answers on the board and explained key words clearly. This led to good progress in the lesson. Teachers make good use of the ICT suite but there is too little evidence of ICT being systematically planned across the curriculum in Years 3 to 6, although there are also examples of appropriate use, for example to calculate area in Year 6.
25. Teaching assistants are a very valuable resource and provide very good support. They are mostly effectively deployed in lessons, although there are occasions when the teacher is leading the whole class where the teaching assistant is a passive observer and might be better off supporting elsewhere until needed. Where teaching assistants are actively involved, their work is of a high standard and has a considerable impact on pupils' progress and achievement.
26. Teachers' day-to-day assessment of pupils' understanding and progress is good in the Foundation Stage and Years 1 and 2 but unsatisfactory overall in Years 3 to 6. This is because teachers do not consistently check that pupils understand and there are instances of lack of clear explanations in English and mathematics. In a science lesson, the teacher did not plan ongoing assessment or time for evaluation into the lesson. In a mathematics lesson, the mental starter was delivered at a good pace, but the teacher did not ensure that pupils were secure in their answers before moving on.
27. Teachers use homework appropriately to reinforce and extend what is learned in school. Parents mostly agree that pupils receive the right amount of homework.
28. Pupils learn satisfactorily overall. Their learning is good in the Foundation Stage and Years 1 and 2. In Years 3 to 6, their acquisition of skills, knowledge and understanding is unsatisfactory because in too many instances progress over time is not as rapid as it could be and in lessons there are too many examples of progress being impeded through lack of challenge or lack of understanding. Pupils put satisfactory levels of intellectual, physical and creative effort into their work. In physical education in Years 3 to 6, their effort is very good. Pupils work at a satisfactory pace overall and show interest, concentration and independence, particularly in the Foundation Stage and Years 1 and 2. Pupils' own knowledge of their learning is good in the Foundation Stage and Years 1 and 2. For example, in a Year 2 science lesson, the teacher

asked all pupils to summarise what they had learned during the lesson, leading to some very well considered answers. In some classes in Years 3 to 6, pupils are too often unsure about what they have been taught and this aspect of their learning is unsatisfactory.

29. Pupils with special educational needs learn well, receive very effective support from teaching assistants and make good progress in most lessons. Class teachers are well informed about the needs of their pupils and when teaching assistants are present there is good liaison with the class teacher. Teachers and teaching assistants plan effectively together to meet the pupils' needs. Day-to-day assessments of the pupils' progress are shared at the end of lessons. Teaching assistants prepare their work efficiently and show great enthusiasm for it. Withdrawal sessions for individuals or small groups support the work undertaken in class lessons. Teaching assistants have very good relationships with the pupils for whom they are responsible and pupils respond by showing interest, behaving well and making good progress.
30. In a Year 1 withdrawal group for early learning support, a teaching assistant used a kangaroo puppet to good effect. There was a good, calm and trusting relationship with the pupils to which they responded by showing interest and enthusiasm. Much time and care is spent on ensuring that resources are prepared to make them user-friendly. The pupils learn well and make good progress. In a Year 2 mathematics lesson a teaching assistant had a very good, calm relationship with a group of pupils being supported in the classroom. What was required was patiently explained and the pupils' enthusiastic responses were controlled well so that they stayed focussed. The group was engaged in an extension activity while a pupil with poor concentration continued the main task. All pupils made good progress. In a withdrawal session for two nine-year-old pupils a teaching assistant used good pace and moved quickly from one mathematics activity to another. The pupils' attention was held effectively. Even though the pupils involved found mathematics difficult, they were directed to focus on specific points and made good progress. Well-paced and appropriate questioning helped another nine-year-old with speech and language difficulties to make good progress. Written records of the pupils' progress are kept to share with the class teacher and with the speech and language specialist.

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

31. The school provides a good, broad curriculum for all its pupils and provision for those aged five and under is very good. Curriculum opportunities for pupils with special educational needs are good. They are supported well in the classroom by teaching assistants and enjoy full access to the breadth of the curriculum. The school meets the statutory requirements for all subjects including religious education, sex education and attention to drug misuse. However, it does not include the opportunity for pupils in Years 5 and 6 to use ICT equipment for data logging, as part of the science curriculum. The school has reviewed its curriculum planning since the last inspection to ensure an appropriate balance between all subjects. Subjects are now planned separately with links between them, where appropriate, and a topic framework in Years 1 and 2 gives coherence to the curriculum for five to seven-year-olds. There is an appropriate emphasis on the teaching of literacy and numeracy. A whole-school focus on the teaching of writing has made good use of a number of initiatives and has been effective in raising standards achieved, particularly by the less able pupils. Strategies for teaching numeracy skills, however, have been less effective, leading to underachievement by age 11.
32. The planning of the science curriculum has been reviewed and now places appropriate emphasis on practical investigations. The science curriculum is enhanced by the quality and use of its environmental areas. The curriculum provision for ICT has improved significantly since the last

inspection. The school now has a well-equipped computer suite where pupils in Years 1 to 6 are taught every week and there is a computer in each classroom. The teaching timetable has been adjusted recently to allow some extra time in the morning for teaching other subjects as well as literacy and numeracy and this has been effective in providing greater access to facilities.

33. Provision for extra-curricular activities is good. Girls and boys have the opportunity to join a range of clubs with an emphasis on sport and physical activities. Some of these, for example boys' football, are well attended and smaller groups of pupils attend the music club and computer club in Year 6.
34. Provision for personal, social and health education (PSHE) is very good. The school includes timetabled time for teaching PSHE and this makes a significant contribution to pupils' personal development.
35. The curriculum is enriched by a number of school visits, including a visit by children in the nursery to a local farm, a visit to Woollaton Hall for a Tudor day as part of the history curriculum and a week's residential visit by some pupils from Years 5 and 6. The school has very good relationships with local schools. Visits from secondary school students include very good input into Year 6 physical education lessons. A range of visitors enhance the curriculum, including contributing to science, history and drama.

Spiritual, moral, social and cultural development

36. Provision for pupils' spiritual development is satisfactory. There are opportunities, especially in religious education lessons and in assemblies, for pupils to develop their understanding of values and beliefs. For example, they listen to stories of individual selflessness and briefly reflect on the nature of the world and its values. They explore the concept of belonging in the context of Christian baptism. Younger children develop an understanding of human feelings and emotions and discuss the nature of caring in the context of their own family relationships. In the nursery, children have the opportunity to observe and discuss the wonders of change in the natural world as a caterpillar in their classroom becomes a chrysalis.
37. Provision for pupils' moral development is good. The school has clear guidelines for behaviour and, for example, children in Year 2 are involved in managing and evaluating an effective rewards system. In PSHE lessons, children in reception discuss appropriate moral behaviour and are able to distinguish right from wrong in a number of everyday contexts. In playground disputes teachers hear both sides of the argument and the pupils are involved in arriving at an appropriate resolution.
38. Provision for pupils' social development is good. Even the youngest children in the nursery are encouraged to socialise not only with their best friend but also with the larger group. In reception, pupils are expected to share equipment and play together for a sustained period of time, for example when sharing toy cars and a road system on the mat. Due to the school's planning of paired reading activities, where pupils in Year 4 work with Year 1, pupils learn to be most conscientious and diligent in their support of the younger readers. Older pupils are given responsibility for maintaining lunchtime systems and undertake regular tasks, for example watering plants in the greenhouse. Pupils of all ages are given responsibility for daily tasks within their classroom and represent their class in the formal setting of the school council, where even the youngest can contribute on behalf of their class. Together, pupils make decisions about, for example, how quiet play equipment can be distributed, collected and stored appropriately and then they arrange a rota to share the responsibility.

39. Provision for pupils' cultural development is satisfactory and there are good aspects. Opportunities are provided for children to discuss events in our own culture. In Year 3 pupils reported their involvement in the Queen's Golden Jubilee celebrations with confidence. Parents value the opportunities that children have at school to learn about other cultures and religious practices. Hinduism, Judaism and the Muslim faith are all represented in the planned curriculum and classroom displays are enhanced by loaned artefacts and pictures. In assembly moral stories from various cultures and countries are chosen including in particular a topical focus during the inspection on Japan. In art and design pupils study approaches and techniques in the work of artists both past and present.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. This is a caring school in which the social needs of pupils are well looked after, supported by a healthy and safe environment. Staff spend time supporting pupils' emotional development and are good listeners. Systems for monitoring and improving academic performance are satisfactory but the way in which assessment is used to guide planning is unsatisfactory.
41. Procedures for child protection are good. The school has a designated member of staff for child protection who has been trained in the recent procedural changes and all staff have been made aware of these. Knowledge of her role amongst staff is good. Arrangements for health and safety are also good. On an annual basis, the headteacher, together with the chair of governors, carries out an audit of the building and those aspects that need rectifying are dealt with. For example, this year finger protection has been installed on all doors. Teachers, supported by the site agent, carry out daily checks and where required the site agent will carry out the necessary repairs. Fire drills are carried out each term and are recorded and there is good provision for first aid, all members of staff having received training. Any serious accidents and head injuries are reported to parents. The school has recently joined the Healthy Schools Initiative, an aim being to encourage all children to take part in physical activity during break and lunchtimes. In addition, pupils in Year 6 follow a fourteen session programme of drug awareness resistance education (DARE) run by a retired policeman, which is highly valued.
42. Procedures for monitoring and promoting attendance are satisfactory. Registers are taken according to statutory requirements and in some classes it provides an excellent start to the day, for example in Year 1 where the teacher asked pupils to answer with a word which begins with the same letter as their first name. Teachers take responsibility for chasing up absences but there is no system for following up absences with a first day call nor does the school have a late book for late arrivers. Where there are unreported absences letters are sent. Pupils are responding well to the class and individual awards which are in place to recognise good attendance.

43. Procedures for monitoring and promoting behaviour are satisfactory. The school has a behaviour policy but much of the content relates to avoiding and de-escalating conflict rather than detailing the procedures for monitoring behaviour and the rewards and sanctions which apply. The school promotes good behaviour through a range of stickers and certificates which are awarded at the weekly celebration assemblies. A few lessons are adversely affected by the behaviour of a small number of pupils and better strategies are needed to help manage these. Procedures for monitoring and eliminating oppressive behaviour are good.
44. Arrangements for assessing pupils' attainment and progress are very good. The school uses a wide range of methods to track pupils' progress. In the Foundation Stage children are assessed against the Early Learning Goals using stepping stones. In Years 1 and 2, teachers carry out twice yearly assessments in the core subjects and this is backed up by evidence in portfolios. Targets are set for the end of Year 2, end of Year 4 and end of Year 6. Progress assessments in mathematics and English together with optional and statutory national tests and non-verbal reasoning tests are also used to plot pupil, group and class progress. Staff regularly meet to agree levels of work and to help them there is a portfolio of samples of reading and writing with an indication of National Curriculum levels. As a consequence, the school holds a lot of information on pupil progress. However, because there is so much information, analysis to aid planning is difficult and the way in which the school uses its assessment information to guide curricular planning is unsatisfactory. Better use of assessment data would help teachers in the Year 3 to 6 age range to match work to clear targets for individual pupils and raise their attainment.
45. Assessment is used to guide the work of teaching assistants. Teaching assistants prepare their work very thoroughly and liaise well with class teachers. They show a clear understanding of what the pupils can or cannot do and set work accordingly. Teaching assistants show patience, understanding and empathy with the pupils while exercising good control and maintaining clear and appropriate learning objectives.
46. Arrangements for monitoring personal development are good. Within each pupil's personal record folder there is a comment on his or her personal, moral and social development. This is done twice yearly and an end of year comment in the annual reports keeps parents informed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has good relationships with its parents and in turn parents have positive views of the school. The headteacher operates an open door policy and as a consequence parents feel comfortable raising issues. Much work has been devoted to working more closely with parents and this has ensured that the relationship has improved since the last inspection.
48. The school's links with parents are good. Intake meetings for parents and children are held each term to inform parents about the school and to give them the necessary information before their children start full-time education. At the end of each school day, class teachers are available for parents to raise issues and talk informally about the events of the day. The many class assemblies and social events are well supported by parents and help to enhance further the good links between the school and its parent body. Parents of children with special educational needs are invited to attend regular meetings to review progress and to set new targets and those who were at the parents' meeting commented on how well the school supports their children's learning.
49. The impact of parents on the work of the school is very good. Each week around thirty parents' help out in school with reading, art and craft, design and technology, ICT, wall displays, covering

library books and coaching football, cricket and basketball. In addition, parents of children in the nursery recently helped to repaint the outdoor nursery environment. Parents were also consulted when drawing up the home school agreement and homework policy. Although there is no friends group or parent teacher association, the school organises fund raising through an annual Christmas Fayre and sponsored events. The money raised, which is significant, is used to pay for visiting theatre companies and to subsidise out-of-school visits.

50. The quality and quantity of information the school provides for parents is good. The school prospectus, curriculum letters by class, consultation evenings each term and monthly newsletters all provide useful information for parents and a good insight into the work and achievements of pupils in the school. The quality of the annual reports is good and has improved. Reports include targets to address weaknesses and allow parents to comment.
51. The contribution of parents to children's learning is satisfactory. The school has done much to help parents by holding curriculum evenings in mathematics and English, providing topic sheets at the beginning of each term, issuing a copy of the homework policy and by giving each child a personal organiser so that parents can comment on homework. Interviews with parents confirm that homework is set regularly. Where parents are unsure about the task being set they can ask for guidance from the class teacher so that they can better support their child.
52. Parents of pupils with special educational needs are kept fully informed about their children's needs and what is being done to address them. Individual education plans are reviewed regularly and the parents contribute to the target setting process. Parents receive a copy of the documents involved. Parents are well informed and consulted about the support their children receive in school and about the involvement of outside agencies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership of the headteacher and key staff is satisfactory overall and some aspects are good. The headteacher has brought about many substantial improvements in the school and has some effective support from senior staff. In particular, the literacy and numeracy co-ordinators, who are both members of the senior management team, have a clear understanding of their role, the time to carry it out and an understanding of what needs to be done. This is reflected in the targeted support for literacy and numeracy. However, while the school has put appropriate systems into place, the impact so far does not amount to the step-change needed to raise attainment and achievement to appropriate levels. There is no overall co-ordinator for the Foundation Stage (children up to age 5) and this role needs establishing to ensure coherence between the nursery and reception.
54. The governing body satisfactorily fulfils its responsibilities. Governors are committed to the school and this is reflected in the efficient work of the two committees and in the well-established pattern of governor visits, which are followed up with written reports to the full governing body. Governors use the school improvement plan as the basis for their work, though they have little input into its content. They recognise the school's strengths, but need to focus more on weaknesses in attainment and achievement to target their monitoring and evaluation and to shape the direction of the school.
55. The headteacher has instituted a well-designed system for subject co-ordinators to monitor and evaluate the school's work. So far, the focus has been mainly on the core subjects of English, mathematics and science. The system is based on collecting evidence through classroom observation and scrutinising teachers' planning, leading to a summary report that identifies key

strengths, what needs attention and recommended action. Governors are formally presented with the summary reports. The work undertaken by core co-ordinators shows a good range of evidence collected. The summaries pinpoint strengths and careful subject-focused comments give teachers clear ways forward. The headteacher also monitors pupils' work and observes teaching. However, despite monitoring and evaluation, teaching in Years 3 to 6 is yet to show much impact in the form of actions taken and attainment and achievement remain too low.

56. The school uses its resources well in terms of investment and targeting. Priorities for development are appropriate. Actions taken to meet the schools targets are reflected in deployment of additional support, scheduled extended writing, ICT resources and the approach to the Healthy Schools Initiative. The school has invested in teaching assistants to support work in literacy and numeracy.
57. Under the leadership of the headteacher, the school has sharply increased the range of procedures in place to assess pupils' performance, using teacher assessments, optional SATs and other tests. The school therefore questions itself about its performance, but its data collection does not then lead to teaching strategies that improve pupils' performance quickly enough in Years 3 to 6. While actions have had some positive impact on achievement, they have not yet led to all the improvements needed. In particular, teaching, learning and achievement within Years 3 to 6 contain too many weaknesses and do not reflect the emphasis on improving teachers' effectiveness in the school improvement plan. The improvement plan also identifies scientific enquiry and mathematical investigation as priorities for raising achievement, but neither has had the impact necessary to significantly improve achievement due to shortcomings in some of the teaching of these activities. The headteacher and some key staff share a strong commitment to improvement but there needs to be a much sharper focus on improvements in Years 3 to 6. On balance, the school's capacity to succeed is satisfactory but depends on all staff recognising the need for rapid improvement.
58. There are currently just over sixty pupils on the register for special educational needs and one child with a statement of special needs. To address these needs there are five teaching assistants and two more part-time assistants are to be appointed. The management and organisation for special educational needs is good. The co-ordinator for special educational needs receives no regular release time, but both the co-ordinator and relevant class teacher are released for review meetings. Increasing demand for work to support pupils with special educational needs and the increasing number of nursery pupils with specific learning difficulties places additional pressure on the co-ordinator's time. While this does not yet impact on quality, the school needs to develop a longer-term view of how this role will develop and how it can best be managed.
59. Support arrangements for pupils are well managed. Class teachers, teaching assistants, the co-ordinator for special educational needs and parents are all involved in the drawing up of individual education plans and all receive copies of the documentation. Wherever possible, pupils with special educational needs are supported in classrooms and teaching assistants have access to and contribute to teachers' planning documents. The pupils are continually assessed and the assessments are used in planning the next steps in future lessons.
60. The school implements national requirements for the appraisal and pay of teachers. The school has a performance management strategy that is now in its second cycle. There is a clear link between school and individual objectives and all staff have had improving writing as one of their three objectives for the past two years, although attainment in writing is still below average. The governing body fulfils its responsibilities for ensuring that the headteacher is appraised and

targets set. All teachers have subject co-ordinator responsibilities and these are reflected in their performance management objectives. The headteacher is developing the role of the subject co-ordinator effectively and manages release time for core subject co-ordinators. Performance management leads to teachers attending relevant courses to help them develop their role as subject co-ordinators. Art, design and technology and music have lost co-ordinators where staff have moved on or have been absent and this has adversely affected the quality of provision for these subjects. Overall, inconsistencies in the quality of teaching across the school, even though it is seldom less than satisfactory, indicate that performance management needs to focus more on classroom practice to bring about improvements.

61. Induction arrangements for new staff are good. The school closely follows the national requirements for newly qualified teachers and ensures full access to the Local Education Authority's induction programme.
62. The school budgets systematically and is clear about the cost of its development. The school makes effective use of ICT in its management and administration. ICT is used for data collection on pupils' performance, processing orders for materials and budget management and profiling. Financial administration by the school's administrator keeps the way clear for teachers to concentrate on their work. The most recent auditor's report showed most arrangements for financial management were satisfactory and there was a quick response from the school showing action taken to address recommendations.
63. The school applies best value principles very well. It uses performance and assessment data and LEA benchmarking data to compare itself to other schools, including comparing costs. The headteacher has a very secure knowledge of how the school's spending compares with others. Overall, costs compare well to other schools in the LEA, yet the school manages to spend more on learning resources while keeping other costs down. The curriculum reflects the school's aims and shows how it challenges itself to provide the services the community values, such as PSHE and sport and increased investment in teaching assistants. The school consults with parents and with pupils through the school council. All pupils were surveyed regarding how the school grounds should be developed. Parents mostly feel that the school works closely with them. The home-school agreement and homework policy were sent out to parents for their comments. The school has proper financial administration procedures, including competitive tendering for significant expenditure. An example is the spending on ICT facilities and the very competitive rate the school has been able to negotiate with a private company to maintain the ICT system. The school uses a range of suppliers and is careful to look for value for money.
64. The school has good levels of staffing, accommodation and learning resources, although musical instruments need replacing. Teachers and support staff are well matched to the demands of the curriculum. Unexpected income this year has been invested in teaching assistants as part of the school's drive to raise standards through targeting support. Teaching assistants work effectively with teachers to plan and focus their work. Where staff are absent the school has good arrangements in place to cover their work. Accommodation is spacious, well maintained and enhances pupils' learning. There is excellent outside accommodation for the nursery. The creation of an ICT suite has led to ICT lessons being included in the timetable that are helping improve pupils' capabilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve achievement and raise standards, the headteacher, staff and governors should:
- (1) Take action to raise attainment and improve achievement at age 11 in English, mathematics and science by improving the quality of teaching in Years 3 to 6 and specifically:
 - Improve the clarity of learning intentions so that all pupils understand what is being asked of them. (paragraphs 19, 26, 28, 93, 105, 120)
 - Raise teachers' expectations of what pupils can do, particularly higher attaining pupils. (paragraphs 22, 107, 120)
 - Engage pupils more in understanding their own learning and what needs to be done to improve it. (paragraphs 28, 89, 107, 117)
 - Provide suitable levels of challenge for all abilities. (paragraphs 8, 19, 28, 105, 120).
 - (2) Improve the use of assessment and assessment data by:
 - Developing a system for using assessment information that is easily accessible and enables teachers and the headteacher to take effective action to set clear targets that support the progress of each pupil. (paragraphs 44, 57, 111)
 - Ensuring all pupils are working to make at least adequate progress against clear steps in raising attainment. (paragraphs 96, 111)
 - (3) Increase governors' focus on how well attainment and achievement are improving, as part of their monitoring and evaluation role. (paragraph 54).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve attainment and achievement in art and design in Years 3 to 6 by supporting teachers in systematically planning the progressive development of art skills to underpin the scheme of work. (paragraphs 18, 123, 125, 126)
- Improve teachers' subject knowledge and confidence in geography and religious education to achieve consistency. (paragraphs 18, 20, 137, 179)
- Ensure that the role of the SEN co-ordinator is managed to meet increasing demands to support pupils with special educational needs. (paragraph 58)
- Increase the use of ICT across the curriculum, including data logging in science. (paragraphs 31, 98, 122, 125, 132, 160)
- Set out procedures for monitoring behaviour and the application of rewards and sanction. (paragraph 43)
- Increase governors' involvement in formulating the school improvement plan. (paragraph 54)
- Improve performance management to focus more on classroom practice. (paragraph 60)
- Establish overall management of the Foundation Stage. (paragraphs 53, 69)
- Aid older pupils in improving their handwriting by helping them hold pens and pencils conventionally and show them how to present their work. (paragraphs 90, 91)
- Improve marking in science in Years 3 to 6. (paragraph 117)
- Improve co-ordination of music through giving time for the co-ordinator to monitor teaching and learning and identify actions to support staff. (paragraph 159)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	5	19	27	2	0	0
Percentage	2	9	35	50	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	38	208
Number of full-time pupils known to be eligible for free school meals	N/a	37

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	4	58

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	16	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	14
	Girls	12	13	15
	Total	22	24	29
Percentage of pupils at NC level 2 or above	School	67 (68)	73 (68)	88 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	15
	Girls	13	13	15
	Total	24	26	30
Percentage of pupils at NC level 2 or above	School	73 (71)	79 (82)	91 (79)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	13	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	17
	Girls	5	3	9
	Total	22	18	26
Percentage of pupils at NC level 4 or above	School	71 (70)	58 (63)	84 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	17
	Girls	7	8	5
	Total	23	25	22
Percentage of pupils at NC level 4 or above	School	74 (53)	81 (60)	71 (57)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	1
White	206
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	6	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	112

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	38
Total number of education support staff	4
Total aggregate hours worked per week	82
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	496821
Total expenditure	494718
Expenditure per pupil	2414
Balance brought forward from previous year	25130
Balance carried forward to next year	27233

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	2	2	0
My child is making good progress in school.	55	37	3	2	2
Behaviour in the school is good.	43	41	10	2	3
My child gets the right amount of work to do at home.	30	48	15	2	5
The teaching is good.	52	42	3	0	2
I am kept well informed about how my child is getting on.	44	44	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	64	29	6	0	1
The school expects my child to work hard and achieve his or her best.	61	34	3	0	1
The school works closely with parents.	44	43	10	1	2
The school is well led and managed.	54	45	0	0	1
The school is helping my child become mature and responsible.	54	38	6	0	2
The school provides an interesting range of activities outside lessons.	40	31	11	3	14

Please note that totals in each row may not add up to 100% because numbers are rounded up or down.

Other issues raised by parents

Fourteen parents attended the parents' meeting. Nearly all were pleased with their children's standards and progress. There were positive comments about the nursery. Parents felt the school works hard to develop the pupils' attitudes and values. They feel well informed and able to approach the school. They noted the following improvements in recent years:

- The school is more approachable
- The computer suite enables all pupils to use ICT
- Accommodation: all pupils are on the same site (two classes used to be on the nearby secondary school site)
- Healthy Schools Initiative has led to healthy eating and water in the classrooms

- Book fairs.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. The provision for the children in the nursery and reception classes is good, thus maintaining the high standards at the time of the last inspection.
67. The children join the nursery from a wider locality than the school's normal intake area. At the end of their time in the nursery, fewer than half of the children are admitted to the reception class and the remaining children transfer to other schools. At the time of the inspection, there were seventy-five children attending the nursery on a part-time basis, and twenty-two children attending full-time in the reception class. The children are admitted to the nursery in the term after their third birthday and are admitted to the reception class in the term of their fifth birthday. Two part-time members of staff cover the teaching in the nursery; one takes the morning sessions and the other teaches every afternoon. The children are assessed soon after they start nursery and at regular intervals until they complete their reception year. The attainment of most children into the nursery is below average in most of the areas of learning although there is a wide spread of ability within each group. In particular, many of the children have poorly developed linguistic and mathematical skills. The curriculum is organised effectively to make sure that the work they are given builds on what they already know and moves their learning on at a good pace. As a result of this, children in the Foundation Stage make good progress. Their behaviour is good and they respond very well to the adults and other children.
68. The teaching is good overall with some very good features. The teachers' planning is of a good quality and addresses the six areas of learning for young children. Elements of the National Literacy and Numeracy Strategies are appropriately introduced into the reception class during the year. The teachers maintain good records on the children's progress. Both the nursery and reception classes are organised into well-structured learning areas. The wide range of interesting activities and high quality of display, particularly in the nursery, provides a welcoming environment where all children are highly valued. This encourages the children to be curious and want to be involved. As a result, most children make good progress towards achieving the standards expected and are developing in their confidence as learners. The children with special educational needs in the nursery are well supported. During their year in reception, due to good quality teaching, most children make good progress in all areas, although the majority do not achieve what is expected nationally in mathematics, language and literacy, and in the skills requiring precise control such as the use of pencils and scissors.
69. The ratio of adults to children in the nursery is very good whereas there is no nursery nurse deployed in the reception class to support the work of the teacher in the children's learning. This imbalance in staffing disadvantages the children in the reception class and is the result of the school's approach to the Foundation Stage. There is a head of the nursery but the reception class is viewed as part of Years 1 and 2. The school is working towards an integrated Foundation Stage but the management structure does not yet support this initiative. Furthermore, the school is still following a separate nursery policy rather than a policy for the Foundation Stage. A further imbalance is evident in the accommodation and resourcing. The accommodation in both the nursery and reception class is bright and attractive. The excellent outdoor learning environment is used effectively to provide children in the nursery with opportunities to develop a range of skills. The reception children have a more limited access to this facility. Although the school has a range

of toys and games for nursery children to play with, these are not readily available for the children in the reception class. However, resources are of a good quality in both classes and their use is planned carefully to support and promote learning.

70. The positive links established between the school and the parents enable the children to quickly settle into the daily routines. The parents are provided with good opportunities to visit and find out about the school before their children are admitted. The information provided clearly outlines ways in which the school and parents can work together to help children to learn. In addition, meetings are offered informally and formally to parents to discuss their children's progress. During the inspection, the parents were made welcome into the nursery classroom at the beginning and end of sessions. Annual written reports for parents of children in the reception class provide clear information on what each child has achieved. Parents are given good opportunities to be involved in their children's learning, particularly in helping to develop their children's reading skills.

Personal, social and emotional development

71. By the end of the reception year, as a result of good teaching, most children will have achieved the Early Learning Goals in this area.
72. The adults are effective role models and provide good opportunities for children to learn about themselves and relate to others in a range of situations. The children come into school happily. Routines are clear and this results in a secure environment where behaviour is good and positive relationships flourish. The children are confident to leave parents and carers and quickly settle to their lessons in the reception class or activities in the nursery. Many opportunities are provided for children to talk about their own experiences and what they have learned and as a result most are developing good listening skills. For example, in the nursery, the class teacher talks to small groups of children to find out what they did in the holidays. Occasionally, in the reception class, not enough emphasis is placed upon open-ended questions and this limits the opportunity for some children to speak.
73. Planned activities provide good opportunities for children to learn to take responsibility. A good example of this is at break-times when the children in the nursery are fully involved in sharing the snacks with their peers. They are strongly encouraged to use good manners and to learn to share properly. Activities are well laid out and encourage independence. As a result, the children concentrate on what they are doing for a good length of time without the need for adult support.

Communication, language and literacy

74. By the end of the reception year, although the teaching is good, most children will not have achieved the Early Learning Goals in this area.
75. The majority of children in the reception class are unlikely to achieve the expected targets in this area of learning, but nevertheless achieve well from a relatively low level of attainment at the beginning of the reception year. Many children listen attentively and are likely to reach the expected target in this aspect of learning by the end of reception. A few children in both the nursery and reception classes are developing more complex language skills to describe what they see and understand. However, a large minority in the reception class continue to use only one or two words when responding to questions or asked to talk about what they are doing. Many opportunities are planned and taken to promote language. For example in the reception class, the teacher makes good use of a range of strategies such as the use of a puppet and singing rhymes

to promote the children's learning. Teachers and adults are skilled in encouraging children to talk in a range of situations. They provide good language support by commenting on what the children are doing and ensuring important words are introduced. For example, in the nursery, the teacher helped the children to distinguish between the sounds of different musical instruments.

76. In both the nursery and reception classes, children are provided with a stimulating literacy environment where early reading and writing skills are planned into many activities. In the reception class, for example, the children enjoyed playing a game where they had to identify the beginning and end sounds of certain words. This good provision results in children enjoying looking at books and listening to stories. In the reception class, the emphasis on the continued development of early reading skills results in the majority of children attempting the first books in the reading scheme. Higher-attaining children read simple books and a range of familiar words and can identify some letters and the sounds they make.
77. Children make good progress in developing writing skills but the number of children likely to achieve the expected standards by the end of reception is smaller than in most schools. Children in the nursery are beginning to make marks on paper to represent writing and by the time they are due for transfer, a few are beginning to string shapes and individual letters together and copy their first names. By the end of the reception year, the majority of children are beginning to write words, often over the top or underneath the teacher's writing. A small number of higher-attaining children write words and simple sentences independently. The majority of the children are learning how to hold a pencil correctly but for many, pencil control is poorly developed.

Mathematical development

78. Although most of the reception children are not likely to achieve the expected targets in mathematical development, they make good progress during the year from a low level on entry. Teaching in this area is good and children achieve well, particularly when learning about number and shape. A good variety of activities are planned and these are matched well to the children's learning needs with many opportunities being taken to promote mathematical development. Children in the nursery count out loud with adults and use their skills in other work such as counting the segments of a caterpillar. They learn to classify objects by shape and colour.
79. Most reception children count reliably to ten and many beyond twenty. Many children can complete a number line to thirty but their written figures are poorly formed. In the mathematics lesson observed, the children tried hard to estimate the number of cubes in random groups. The children are weak in recognising patterns and find it difficult to apply their knowledge of one group of items to a more accurate estimation of another group of objects. Evidence in books and lessons indicates that only a small minority can use their number knowledge confidently using simple addition and subtraction to work out problems.

Knowledge and understanding of the world

80. By the end of the reception year, the majority of children will not meet the national expectation in this area of learning. This is because many have not yet developed the language and speaking skills needed to help them understand and talk about what they are learning.

81. On starting in the nursery, many children have had limited experience of the world around them. However, they make good progress and respond well to the opportunities provided for them to learn. For example, in a stimulating series of lessons about new life the children observed quail chicks hatching and learned about the needs of young birds. They observe the class gerbils and Alice, the class spider, and learn about the life cycle of a butterfly. These activities also provided the children with good opportunities to develop their language and their number skills. During lessons, children in both classes demonstrate satisfactory skills in using a mouse to control events on the computer monitor. The children also benefit from the opportunity to learn from other adults such as the police, postal workers and a local gardener. Teaching in this area of learning is good.

Physical development

82. Most children are likely to achieve the Early Learning Goals in this area except in activities such as handwriting and the use of scissors where their skills are not well developed. Teaching is good and children make good progress. Adults closely supervise and carefully monitor children taking part in activities such as riding bikes and exploring the spacious outdoor environment in the nursery. Children in the reception classes have access to the school hall for a range of physical activities. The reception children respond well to games where they are required to move in different ways. They use the space well when jumping, running and dodging. In their lessons and when moving around school, the children move with satisfactory control and take good care of their own and others' safety.

Creative development

83. The quality of teaching in this area of learning is good and as a result, most children are likely to attain the standards expected of children by the end of the reception year. Carefully planned activities ensure a balance between independent learning where children are able to make choices and adult support to promote basic skills. Resources are easily accessed and provide a good choice. The children's work is valued and teachers place a good emphasis on displaying it.
84. Children in the nursery class learn how to print patterns and paint pictures of the baby quails as they hatch. Role-play is carefully planned and this results in most children confidently engaging in imaginative play with other children. A good example was observed in the nursery as a group of children took orders and prepared meals in the classroom café. Regular opportunities are provided for the children to sing and accompany the songs with simple actions.

ENGLISH

85. The quality of provision for English is good. The National Literacy Strategy has been fully implemented. Resources have been developed to support teaching and learning and are now good. Each classroom emphasises reading and writing and provides support materials for writing, such as word lists, spelling banks and the criteria for successful writing.
86. Pupils achieve standards in speaking and listening and in reading that are in line with national expectations for pupils at the end of Year 2 but below those expected for pupils at the end of Year 6. Standards in writing are below national expectations across the school. Performance in the national tests in reading at the end of Year 2 in 2001 was below average when compared to national averages and well below schools with a similar proportion of free school meals. The number of pupils who achieved the higher levels was above the national average. Results in writing were below the national average and well below similar schools but the number

achieving the higher levels was close to the national average. If the results are averaged over five years the trends for reading and writing are showing improvement but at a slower rate than schools nationally. In the national tests for pupils at the end of Year 6, in 2001, standards in English were well below both the national average and those in similar schools. The results show a marked decline two years ago so that overall trends of improvement are below those of schools nationally.

87. Pupils get off to a good start in Year 1 and build on this in Year 2. The extra adult help in Years 1 and 2 from the teaching assistant, parents and students means that there is very good support for groups and this helps pupils to make progress. The children talk confidently in social settings and during lessons, for example asking clear questions that help them to understand the story or what they are to do or discussing their work in science and religious education. The teachers and adults in the classroom work hard to develop the pupils' speaking and listening skills and there are some articulate and confident speakers. However, there are a significant number who do not answer questions easily and find it difficult to collect their thoughts and give more than a simple response. Teachers listen carefully to pupils and what they have to say and develop their speaking where necessary. Reading skills vary from a small number who are very fluent to some who need and receive extra help. The opportunity for pupils in Year 1 to work on reading with pupils from Year 4 is a very effective strategy to help both sets of pupils. Both gain in confidence in their social skills and their knowledge and understanding of reading. Many pupils show interest in books and know stories and information books. All pupils are encouraged to read at home and parents are given very useful guidance to help them with their children's reading. Parents are encouraged to come into school at the start of the day to hear their child read. The literacy hour is presented very effectively. A short but succinct session of phonics showed that by Year 2, pupils are acquiring a satisfactory knowledge of phonemes and blends. They read together from big books and using picture clues can predict how the story will develop. They are beginning to identify verbs and to differentiate between the present and past tense. A significant number find this work difficult even with good support. Pupils are being taught to read effectively; many of the pupils would gain from being heard to read more often to help them practise their skills and increase their vocabulary.
88. Standards in writing in Year 2 are below national expectations. The higher-attaining pupils are able to write short accounts with accurate punctuation using capital letters and full stops. Most common words are spelt correctly. They enjoy writing simple stories such as their version of 'Owl Babies' and retelling familiar stories using longer sentences and simple connectives. Some pupils are beginning to use simple speech marks to good effect. They undertake a range of writing including note taking and labelling, such as the work on Florence Nightingale. Many children find writing difficult and have not yet learned to write more than a few simple words or to construct sentences with capital letters and full stops. They find it difficult to include characters and any detail about their characters. They are learning about story structure and the importance of an interesting beginning, a middle and a rounded ending. Handwriting is taught carefully and most pupils are learning to form the letters accurately.
89. Work from the current Year 6 pupils is below average. In discussions, pupils reveal an undeveloped response when they are talking about their reading and work in other subjects, showing a less developed insight into their own learning than is expected for their age. Year 6 pupils can listen and respond very well to questions, for example at the start of a lesson about rain forests. Pupils often talk in pairs sensibly about their work, as in a Year 4 lesson where they talked about adverbs and the structure of haiku poetry. By Year 6, pupils' reading is below national expectations. Few express interest in books or in reading for pleasure. Their lack of interest and lack of practice is evident in their relatively limited vocabulary and knowledge of

words, such as 'dense', as in dense forest, or 'gloomily'. Pupils in Year 5 are much more enthusiastic and most use the local libraries, although they too have not developed knowledge of more interesting words to extend their vocabulary when they speak or write. Pupils in Year 6 have good dictionary skills and can quickly find words and their meaning. There are few fluent readers who are able to follow difficult texts and add the appropriate expression and understanding expected of pupils of their age.

90. The standard of written work of Year 6 pupils varies from average to well below average, although there is evidence of progress across the year. They are developing spelling skills and most common words are spelt correctly. However, once they try to introduce more interesting words such as 'disgusting, ferocious or revolting' then there are errors. These errors often go uncorrected over several pieces of work. Pupils have produced a range of writing including diaries, poetry, plays scripts and stories, including some extended pieces such as the story of the Pied Piper. They are following the National Literacy framework and being taught how to use speech marks, exclamation marks, conjunctives, comparatives and superlatives. They are including characters in their stories that have conversations and react to events as the story unfolds. Many in Year 6 say they dislike writing, whereas pupils in Year 5 show great enthusiasm for writing their own imaginative stories.
91. The low standards in writing are apparent in other subjects such as history and religious education. All pupils across Years 3 to 6 are given a good range of opportunities to write in their own words. In history they make notes or write an account of their studies whilst in science they record and describe the experiment. The school has made improvement in writing a key priority over the last two years and due emphasis has been given to the scheme of work and the resources to support teaching and learning. Although standards are below average, all the data and pupils' books show that most pupils make satisfactory progress in Years 3 to 6. Few pupils made better than satisfactory progress and a significant minority do not achieve that. Pupils with special educational needs make good progress. They receive very good support from teaching assistants, who make an important contribution to the progress of these pupils. More able pupils need to be given more stimulation and challenge. Handwriting is being taught and pupils practise their skills to produce neat and well-presented work. However, by the end of Year 6 not all pupils write in a joined script and there is a mixture of printing and joining. A significant number of pupils hold their pens and pencils in very unconventional grips that make writing more difficult. Teachers do not always model the script and quality they expect of their pupils.
92. There have been some significant improvements since the last inspection. The curriculum is now well organised and follows the National Literacy Strategy with a daily session dedicated to the teaching of English. Writing covers a much wider range with more examples of personal writing and examples of extended writing. Most teachers' subject knowledge has increased and all the support materials and resources now available have been introduced. The subject is led by an enthusiastic and committed co-ordinator. However, all the effort and developments have not yet made the required improvements to the standards the pupils attain by age 11.

93. Teaching in Years 1 and 2 is good and sometimes very good. All teachers demonstrate good subject knowledge. They plan carefully and are able to match the work to pupils' needs and abilities very well in most cases because they are dealing with small numbers in English lessons. The best teaching has high expectations of pupils' responses in terms of English skills and behaviour. Teachers have very good relationships with the pupils and are able to motivate and include them all. In Years 3 to 6 teaching is satisfactory and only occasionally better. All teachers are planning to learning objectives and share them with the pupils. In the best lessons the learning objectives are very clear and precise and used to guide the development of the lesson so that the pupils learn effectively. Where learning is not so successful and pupils make only satisfactory progress then the lesson structure becomes confusing and the range of tasks is unnecessarily complicated. Work is marked regularly and there are many examples of good practice where the marking identifies strengths and how the pupil can improve. Teachers follow up the points and use the learning targets to help pupils understand their own learning. This good practice needs to be extended especially at the upper end of the Year 3 to 6 age range. Examples of good teaching motivate and engage the pupils so that they are enthusiastic in their learning and contribute well to the teacher's questions. All teachers have a good relationship with their pupils. There is a friendly and caring atmosphere in the classrooms. Teachers manage behaviour well and encourage pupils with praise and support.
94. Teaching assistants work well with individuals and small groups. However, there are some occasions, when they are not involved in parts of the lesson and could be more effectively deployed. In Year 1, a group of pupils receiving early learning support learned to spell single syllable words containing a, e and o. They learned to take a set of mixed-up instructions for making a sandwich and put the sentences in the correct order. A Year 2 literacy group learned to recognise simple synonyms for words such as *big*, *happy* and *went*. They put the words into sentences and wrote the words in exercise books.
95. Pupils are generally attentive and listen to the teacher and each other. In good lessons they respond and are eager to answer questions. They settle to the task quickly and concentrate on their learning. Almost always they try their best to make sense of what is expected of them, even when the teaching has not been clear. Even in those circumstances very few pupils misbehave, although there are some pupils who find learning very difficult and are easily distracted. Activities often include pupils working collaboratively and their social development is good. There is a good range of resources that help pupils encounter different cultures through stories and information books. Some teachers recognise the opportunities to read poetry or extracts from books that give pupils real pleasure and a spiritual uplift.
96. The procedures for assessing pupils' progress are very good. There is regular assessment against the key learning objectives and more formal tests each year. All the information is carefully recorded and analysed. From this information teachers set learning targets for the pupils but as yet there is little good practice of the targets being carefully thought out so as to engage the pupil in their own learning and using achievable targets to add to the motivation to improve. Records need to show pupils' progress in both reading and writing so teachers can easily track the improvement across each year to enable the school to ensure all pupils make expected progress.
97. The co-ordinator has given a strong lead to developments in English and has been well supported in this by the headteacher and literacy governor. Teaching has been monitored, data analysed and information used to set out a programme for development in the subject. The co-ordinator has very good subject knowledge and a thorough understanding of the strengths and weaknesses of teaching and learning.

98. The well-organised resources and scheme of work now need to impact upon the quality of teaching to ensure standards are improved. Teachers make too little use of ICT as part of the English curriculum, for example to develop pupils' writing both on paper and on screen. The school needs to consider how pupils can be helped to read more often. The strategies to improve writing need to include teaching that is more stimulating and engaging, especially at the upper end of the Year 3 to 6 age range. Teachers need to understand more fully the value of shared and guided writing so that pupils are helped to improve through exciting models and examples that will stimulate their writing.

MATHEMATICS

99. At the time of the last inspection attainment by age 7 was above average. In the 2001 national tests for seven-year-olds attainment was average in comparison with both all schools and similar schools. Inspection evidence shows that the school has maintained average standards since last year. Satisfactory progress is being made in Years 1 and 2.
100. Attainment at age 11 was above average at the time of the last inspection. In the national tests for eleven-year-olds attainment was well below average in 2000 and 2001. Some progress is being made, but attainment is currently below that expected of pupils of this age. Progress is unsatisfactory from Year 3 to Year 6.
101. Since the last inspection the National Numeracy Strategy has been fully implemented; a new policy and schemes of work are in place; there are new assessment procedures to track pupil progress; teachers' planning has improved; and there are better procedures for the monitoring and support of teaching and learning.
102. At age 7, at the end of Year 2, most pupils know that addition and subtraction can be done in any order and can add on 10 and 11. Higher attainers demonstrate that they can add and subtract near multiples of 10 such as 31 or 51. Most pupils understand simple equivalent fractions and some can use data to make a pie chart on the computer.
103. At age 11, pupils demonstrate that most of them understand the meaning of ratio and proportion. They are able to work out percentages using a calculator and to use the result to calculate sales costs of a variety of items. Many pupils are, however, insecure in their knowledge and recall of basic number facts such as their tables up to 10x10.
104. Teaching in Years 1 and 2 is good overall and ranges from satisfactory to excellent. Pupils in Years 1 and 2 make good progress. In the best lessons, there are high expectations, a brisk pace and very good use of support staff. Pupils are fully engaged in all parts of these lessons and respond with enthusiasm. They are all involved in responding to probing questioning by teachers. Outstanding display work, which includes interactive displays to challenge children's thinking and clear number charts and number lines, supports learning. Very good use is made of a "number of the week" chart in both Year 1 and Year 2. Teachers display very good subject knowledge and target groups well for extra support. Instructions, however, are not always followed up to ensure that pupils fully understand the objectives they are required to achieve and more structure is required for the extension activities for high-attainers in Year 1.
105. Teaching and learning in Years 3 to 6 are satisfactory overall, but are sometimes unsatisfactory. Teachers' subject knowledge, the use of support staff and the management of pupils are satisfactory overall and sometimes good. Pupils behave well in most lessons, when teachers plan

carefully and arrange appropriate work that is matched to pupils' abilities. Lessons are unsatisfactory when teachers do not give all pupils opportunities to show their answers in mental starters or clear explanations to ensure that the pupils have either achieved or understood the answer. Lessons are also unsatisfactory when teachers' explanations lack clarity and when there is an insufficient range of work to match the abilities of different groups. When a group of pupils of above average attainment were asked if they understood the teacher's instructions for the main activity, their answers showed that they did not.

106. Achievement in Years 1 and 2 is satisfactory overall and sometimes very good. Occasionally achievement is unsatisfactory because insufficient attention is given to ensuring that the pupils who are working independently stay focused on the objectives set. There was very good achievement in a Year 2 lesson when a group of high-attainers worked independently on number work at Level 3, the National Curriculum level above that expected of typical seven-year-olds. In this lesson, most pupils worked, with support, at a Level 3 task and separate tasks had been set for a pupil with learning difficulties.
107. In Years 3 to 6 achievement is unsatisfactory overall. This is because pupils do not always understand what is required of them, there is insufficient pace and challenge in lessons and there is little evidence of work at National Curriculum Level 5, the level that high-attaining pupils would be expected to reach. Some above average attainers are insecure in their knowledge of multiplication tables, they have difficulty in remembering the difference between area and perimeter and they struggle to multiply 2.5 by 6. There is clear evidence of high-attainers achieving Level 4 during the year who should have been secure at Level 5. Although displays of key words and other items to support mathematical concepts are satisfactory, much more use could be made of display to support pupils' learning. The figures on printed charts are too small to be of real benefit.
108. In Years 1 and 2, pupils' attitudes to learning are good and sometimes very good. Pupils respond well in lessons and show interest and enthusiasm. In Years 3 to 6 the pupils behave correctly in lessons and work well together. Many pupils show interest and enthusiasm for what they are doing. A group of average and high-attainers in Year 6 express a zest and enthusiasm for mathematics that is not reflected in the responses they give in the classroom.
109. Pupils with special educational needs are supported well by teaching assistants and other support staff and make good progress. For example, two nine-year-old pupils used number cards to make number bonds up to ten and they learned to multiply by 2 and 10, making good progress due to the support and guidance from the teaching assistant. Teaching assistants liaise well with teachers and plan lessons effectively. All pupils have full access to the curriculum.
110. Leadership and management in mathematics are good. There are good procedures for the monitoring of teaching and learning. The co-ordinator is an experienced teacher and mathematics co-ordinator who sets an excellent example to colleagues in her teaching and in the support and advice she gives to others. Observations are carried out in all classes once a year and there are arrangements for demonstrations by the co-ordinator when needed. Work sampling takes place in the spring term. Information from monitoring is clearly summarised in written feedback to teachers and provides valuable information for governors and senior managers. The information obtained from classroom observations and work sampling guides the school improvement plan for the following year. These activities are carried out well but have not subsequently led to all the improvements needed in teaching the Year 3 to Year 6 age range.

111. Much collection of data takes place and the progress of different groups of pupils is tracked against key objectives. Targets are set for individual pupils for overall attainment at the end of Years 2, 4 and 6. This is good practice. The mathematics co-ordinator, headteacher and Year 6 teacher are involved in setting school targets. These have not recently been securely rooted in clear analysis of pupils' individual attainment, but the school is striving for an improvement this year. Point scores are used to track the school's progress against national trends. While these actions are commendable, it is difficult to see at a glance how each individual pupil is progressing towards higher National Curriculum levels as he/she moves through the school. It is also difficult to see where checks that sustained progress is taking place are being made and how effective action is taken to ensure that individual progress is sustained. This is an area that needs improvement.
112. There are other suitable priorities for development in mathematics and good support for pupils who have been identified as possible borderline Level 4 (expected of a typical eleven-year-old) in Year 6. The school has a well-planned mathematics policy and curriculum coverage is good. The governors are well informed about mathematics. The mathematics governor is a former teacher who has visited all classes and is able to offer practical support. Parents are well informed about pupils' progress through pupils' target books and through targets in pupils' mathematics books. This is firmly established in Years 1 and 2 but still to be developed in Years 3 to 6. Two mathematics meetings are held for parents annually, one in school time, with a follow-up meeting after school for those unable to attend. Resources for mathematics are good and are well maintained. The school accommodation is good and is well used to support the teaching of mathematics. There is some appropriate use of ICT to develop pupils' knowledge and understanding, for example in Year 2, where pupils used a graph programme to manipulate data, and Year 6, where pupils designed formulae using Microsoft Excel.

SCIENCE

113. In Years 1 and 2 pupils make satisfactory progress and by age 7 attainment overall is in line with national expectations. Teachers' assessments in 2001 showed overall performance close to the national average, although Science Attainment Target 1 (scientific enquiry) was well below average and Science Attainment Target 3 (materials and their properties) was below average.
114. From Year 3 to Year 6 progress is unsatisfactory and by age 11 national tests show that standards overall are below national expectations for most pupils and well below for the most able pupils. Inspection findings reflect these test results.
115. When pupils enter Year 1 their vocabulary and their knowledge and understanding of the world is limited. Effective teaching addresses this and teachers use a range of teaching strategies to develop pupils' skills, knowledge and understanding with an emphasis on making observations and comparisons. Pupils in Year 2 are able to identify some similarities and differences between small garden plants and trees. They know that both have flowers, recognise that a trunk and a stem are similar and the higher-attaining pupils can apply their knowledge and record that both grow from seeds. Many practical activities give pupils the opportunity to learn from first-hand experience. Worksheets are carefully marked and annotated and maintain a clear record of pupils' understanding.
116. Early in the Year 3 to 6 age range pupils continue to make satisfactory progress. Most can plan and carry out a simple, fair test on the relative hardness of rocks, make detailed observations and record their own results. In other contexts they can conduct surveys, enter results in a prepared chart and interpret them. Pupils have a good understanding of electrical circuits and

most can make generalisations that explain what they have observed; for example they say that with more batteries the bulb gets brighter. After practical work with ice cubes all pupils had a good understanding of insulation and could explain it in their own words, saying that it keeps the warm air out and the cold air in. There is evidence that pupils are able to think things out for themselves in the context of science.

117. Later in the Year 3 to 6 age range progress is unsatisfactory. An analysis of pupils' work shows that science concepts are not well understood. For example, after an activity investigating how the size of a shadow changed as the object was moved closer to the source, most children drew it the same size. Pupils are also confused about scientific terms, for example translucent, transparent and opaque and most have a limited understanding of how plants make food through the process of photosynthesis. Marking of pupils' work is insufficiently analytical and errors are not corrected. Although pupils are involved in lots of experimental work much of their recording of it is unfinished.
118. Teaching in Years 1 and 2 is good and some very good teaching was seen. Teachers use curriculum guidelines to cover the National Curriculum programmes of study. Lessons are planned effectively and teachers employ a range of strategies to make the work interesting and keep pupils on task. Work is planned well to make use of previous knowledge and develop concepts further. At the end of a lesson on the similarities and differences between small plants and trees, pupils were able to say what they had learned in the lesson.
119. Some teaching in the Year 3 to 6 age range is good. In Year 4, the teacher makes good use of the environmental areas around the school, for example to teach the concept of habitat, and pupils are taught the correct scientific terms to apply to their observations. Teachers mark pupils' work carefully and analyse it, giving reasons why it is good, correcting errors and adding scientific information to supplement pupils' knowledge.
120. Other teaching is satisfactory overall but has weaknesses. Science lessons are planned to build on pupils' previous knowledge but this is not made explicit so pupils sometimes think the work is being repeated, for example in an investigation involving ice cubes. The scope of scientific investigations is often constrained by over-direction on the part of the teacher. For example, when planning a test to discover how ice cubes could be kept cold, pupils had a range of ideas but all groups were directed to test in the same way and this limited achievement at the higher levels. The scientific knowledge of some teachers is limited and opportunities for teaching scientific concepts are missed. The work planned does not sufficiently cater for each range of ability and teachers have low expectations of the most able pupils. For example, measurements of string length were frequently inaccurate in a pendulum experiment and there was no evidence of pupils using line graphs to record results of shadow experiments.
121. Pupils' attitudes to science are satisfactory and sometimes good. They enjoy practical lessons, behave well both in the classroom and outside in the environmental area and all can work both independently and collaboratively. Younger pupils can explain their work and older pupils show initiative and are able to apply previous knowledge. When planning investigations, older pupils illustrate that they are capable of reaching above average levels of attainment. They are inventive in identifying variables they might test. For example, one group made predictions that air resistance would slow the speed of pendulum weights if they were put into a big bag but they were not given the opportunity to test this hypothesis. Another group were able to make practical suggestions after carrying out their test about how their working method could be improved, explaining that the results were inaccurate and difficult to interpret because they did

not time the pendulum swing for long enough and so the numerical data collected was too close together.

122. The science co-ordinator ensures all areas of the programme of study are planned and that there is an appropriate emphasis on science investigations. He has drawn up a scheme of work based on nationally recommended guidance. This covers all aspects of the National Curriculum, with the exception of data logging using ICT, which is a requirement for the Year 3 to Year 6 curriculum. There are suggestions for appropriate scientific investigations for all years and good teaching support booklets for using the environmental area. There are plans to monitor teaching. There is no analysis of the data available from national tests that would inform strengths and weaknesses of teaching and learning. An assessment and record keeping system is in place and the school has recently purchased end-of-year tests, which will help to build a record of the levels of pupils' achievement. However, currently there is no effective method for tracking pupils' progress or for setting appropriate targets and no strategy for using marking and assessment to guide future planning.

ART AND DESIGN

123. Pupils' attainment in art and design is in line with the national average at age 7 but below average at age 11. There is some average work produced by pupils age 7 to 11, but pupils often lack the underpinning skills to explore and develop their ideas fully. This is because teachers need to improve their planning for progression in drawing, painting and other skills as pupils move from year to year. At age 7, pupils use a range of materials effectively to create artefacts. Work inspired by Monet's painting methods led to effective use of dots, stipples and lines to create paintings. At age 11, pupils produced masks, using laminated paper effectively to construct them, and this unit of work shows what they can achieve. However, a sample of work from Years 3 to 6 shows work that is average at best and inconsistent in quality overall. At the time of the last inspection standards in art at age 7 and age 11 were in line with those found nationally, so standards have been sustained at age 7 but have fallen at age 11. However, art teaching has improved in Years 1 and 2.
124. Pupils enjoy practical work in art and design. Six-year-olds worked with some independence on making their own versions of Monet's "Japanese Bridge". They had previously looked at Van Gogh's painting method, and this prepared them well. They followed instructions carefully and outcomes showed a clear influence of Monet. Eight-year-olds came up with ideas for sculptures and when they produced drawings to show their ideas they did so confidently and with a good level of concentration. Eleven-year-olds were motivated by exercises on drawing faces and their use of proportion improved as they went through a sequence of drawings.

125. Teaching in art and design lessons is satisfactory. Teaching in Years 1 and 2 is good, and builds effectively on pupils' previous learning. Teachers in Years 3 to 6 tackle some adventurous units of work and encourage pupils to be creative and to use approaches that are new to them. They create a positive working atmosphere and give the lessons a sense of direction. However, teachers' subject knowledge has some gaps and they need to improve pupils' knowledge and understanding of colour, texture, pattern, line, tone, shape, form and space by covering these elements more systemically across the age range. Teachers make effective use of ICT in Years 1 and 2, but none was seen used in pupils' work in Years 3 to 6.
126. During the inspection the headteacher was acting as co-ordinator for art and design in a caretaker role. The adoption of the national scheme published by the Qualifications and Curriculum Authority (QCA) has led to teachers working in new areas to cover some exciting aspects of the subject but also reveals a need to plan the development of basic art skills more rigorously and progressively. This needs co-ordination and the identification of those areas teachers find most difficult to cover. There is no formal monitoring of pupils' performance and no formalised procedures for assessing work in art and design. This reflects the school's prioritisation of other subjects but in order to raise standards in art and design the school needs to improve teachers' knowledge of how art skills can be built on year on year and to use assessment to help plan future work.

DESIGN AND TECHNOLOGY

127. Attainment in design and technology is in line with national expectations at age 7 and age 11. This is below the standard at the time of the last inspection when pupils' attainment was above national expectations and they made good progress. Lessons, discussion with pupils and teachers and an analysis of past and present work, including photographic evidence, show that pupils' skills in designing and making generally develop soundly as they move through the school.
128. Pupils in Year 1 can design and make a moving picture using a simple sliding or lever mechanism. They produce a drawing of their planned model and a list of materials they will need. They are able to measure, shape and cut card and assemble and join it using simple techniques with glue and masking tape. Pupils in Years 1 and 2 use their own ideas to produce a variety of successful outcomes and are able to solve problems and adapt designs to make them work.
129. Pupils in Year 5 use stiff paper and card to make a rocking toy. They draw designs and are taught techniques for scoring and folding the card accurately and some attempt to solve the problem of maintaining stability in their model. In this activity the range of materials available limits the level of pupils' achievement and only the rocker is produced in three dimensions. However, classroom displays show that pupils have produced small wooden carts with moving wheels using more sophisticated materials and techniques. Pupils in Year 6 test the strength of structures in a focused practical task in preparation for making a shelter.
130. Pupils' attitudes to design and technology are good and sometimes very good. They are interested in their work, able to evaluate their models and keen to improve them. They sustain concentration well.
131. Teaching is satisfactory overall and some is good. Most teachers have a satisfactory knowledge of the subject, which allows them to build on skills already learnt. Materials are available for children to develop a range of skills and techniques.

132. The headteacher has taken responsibility for the subject on a temporary basis. A comprehensive scheme of work has been prepared by the subject co-ordinator, which supports the teaching programme and aims to ensure appropriate progression in all areas of design and technology. Pupils have access to a range of tools, materials and kits for construction, for working with resistant materials and fabric, but recent changes to the use of accommodation has meant that access to equipment for the teaching of food technology is currently limited. ICT does not feature amongst the range of equipment used and is required in order to cover the National Curriculum for Years 3 to 6 in full.

GEOGRAPHY

133. No lessons were seen during the inspection. Evidence is from the scrutiny of pupils' work, teachers' planning, work on display around school, discussions with the subject co-ordinator and with Year 5 and Year 6 pupils. It is not possible to make an overall judgement on standards because so little of pupils' work was available.
134. In Years 1 and 2 pupils learn about the weather and use weather symbols to record the daily changes. They use this information to learn about the seasons and the cycle of change. After a walk in the local area they draw simple maps and mark on the main building and landmarks. To compare locations, pupils are using a book about a Scottish island to note the different geographical features.
135. There are maps, atlases and globes in classrooms and a good range of books in the library. Year 3 pupils are keeping a weather chart using symbols they have devised to record the daily weather. Year 5 pupils are using Ordnance Survey maps to learn mapping skills. Year 6 pupils are looking at the local area and the Rainworth bypass to consider the advantages and disadvantages of such an important project. They have looked at the development of roads from early times to the Roman constructions. A questionnaire was sent out and the result correlated to find how the change had affected the community: local traders had lost business; congestion was much less; communication much quicker. The quality of the work by age 11 is unsatisfactory with poor quality illustrations, misspelling of words such as 'straight', 'local', 'customer' and 'carving'. In discussion with the pupils, their knowledge and understanding was unsatisfactory. Their knowledge of the globe was poor and they could not locate Japan or other features that should have been familiar to them. Year 5 pupils were quite different and could locate Japan and Korea because of their knowledge of the World Cup. They were quick to locate Greece because of their studies in history. Standards attained by them were much higher as they showed familiarity with the maps and the atlas.
136. As no lessons were seen there is no overall judgement on teaching. However, there are examples of teachers' expectations being too low with much unfinished work and poor quality presentation and marking that labels it 'good work'.
137. The co-ordinator is knowledgeable and provides good leadership. There is a good policy and a scheme of work that provides a good structure to help the teachers to plan for coverage of the National Curriculum and the agreed units of work. The co-ordinator has a good understanding of the relative strengths and weaknesses of the subject and knows that teachers are not confident in their subject knowledge. Good links have been made with other subjects and there is adequate provision for geography. The school now needs to review the scheme of work and identify the learning of the key skills, knowledge and understanding relevant to the scheme of work. The subject needs a review of how the time allocated to geography is used to enable pupils to follow their studies to an appropriate depth.

HISTORY

138. Only one lesson was seen during the inspection. Other evidence is from the scrutiny of pupils' work, teachers' planning and displays around school, and discussions with pupils in Year 5 and Year 6.
139. Standards in history are in line with national expectations overall and pupils make satisfactory progress. The subject is carefully organised through the school's long-term and medium-term plans that provide a two-year cycle for Years 1 and 2 and a good structure for Years 3 to 6. The plans provide for coverage of the National Curriculum and ensure that pupils study history regularly.
140. Pupils in Years 1 and 2 learn about chronology through the time line of their own development and about times past through a study of toys. They question their parents and grandparents about the changes in toys and materials. They learned lots of facts about Florence Nightingale and labelled a picture of her to use the information. Visitors had been to school to show their collection of old toys and Victorian artefacts.
141. In the Year 5 lesson seen, the pupils were very interested in the history of Ancient Greece. They demonstrated a good sense of chronology when discussing the events of the era: the Trojan Wars and the development of the Olympic Games. They know about the use of artefacts and archaeological evidence to tell us what life was like. They are keen to ask questions about the people and their way of life. Year 6 pupils have studied the Victorian times, when they compared their own experiences with the life style of that period. All the writing is in the pupils' own words and reflects their learning and understanding. The standard in English of the written work is unsatisfactory with poor grammar, simple sentence structure and too many errors in the spelling of such key words as 'ingredient', 'disease' and 'bobbin'. The pupils had enjoyed a visit to Cusworth Hall and experienced a day in costume with a chance to use original artefacts and do such tasks as washing clothes and working in the schoolroom as Victorian children. Their writing showed that, at best, the pupils had a satisfactory recall of historical facts and information. A significant number of pupils showed a lack of interest and used only a minimum of detail. In discussion, the difference between two classes was very apparent. Year 5 pupils were lively and interested in history. They obviously enjoyed their teaching and learning and could recall a good deal of information of their studies of Ancient Greece, including many incidental facts such as the battle of Marathon and the link to the marathon race. They listed history as their favourite subject. Year 6 pupils could recall very little detail of their studies of Victorian times without a good deal of prompting. Their knowledge and understanding was unsatisfactory. They were able to recall far more detail of the studies of the Tudor period from the previous year's learning.
142. It is not possible to judge the quality of teaching overall. The one lesson taught was satisfactory. The teacher was enthusiastic and had good questioning skills. Learning was satisfactory but needed to be made clearer in the task that pupils had to undertake.
143. The co-ordinator is enthusiastic and knowledgeable. There is a good understanding of the strengths and weaknesses of the subject and some of the developments that need to be made to improve the standards. There have been some improvements since the last inspection with a good scheme of work and curriculum guidance. There are carefully chosen links to other subjects that do not distract from the important factors of learning in history. Pupils have the opportunity to make several visits that provide a real link to the past and there are good

resources to interest them in the study of history. An appropriate amount of time is allocated to the subject and the development of resources has been good. The school now needs to determine more clearly what and how they want pupils to learn in the knowledge, understanding and skills related to history and how best to use the time available to ensure the pupils study the subject to an appropriate depth.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. During the inspection three full lessons were seen and a number of parts of lessons. Other evidence includes discussion with the subject co-ordinator, teachers and pupils and an analysis of school documents and pupils' past and present work. This evidence indicates that attainment is broadly in line with the standard expected at age 7 and age 11.
145. During the last four or five years much greater demands for teaching and learning have been placed on this subject and at the time of the last inspection the school did not have a CD-ROM. ICT resourcing has been tackled with vigour and enthusiasm. A new computer suite has been set up with sufficient computers to allow a full class of pupils to work in pairs. Many programmes have been installed and each class is allocated time to use these facilities. In addition, a good range of supplementary software recommended by the Local Education Authority has been purchased. This has been mapped to age groups and subjects by the co-ordinator so that teachers can readily identify appropriate programmes to use in their lessons. In addition there is a computer in each classroom where pupils can practise and develop their skills. The school has a clear plan for the continuing development of the subject, which will involve improving the pupil-to-computer ratio still further and provide a computer for the library area so that pupils can use the Internet as well as books for research.
146. Pupils begin to use the computer as soon as they start school. In the reception class children learn mouse control and in Year 1 they can use capitals and the space and return keys. Children in Year 2 used the computer suite to learn how to find information about towns using a CD-ROM. Back in the classroom, pairs of pupils were able to use a simple graph programme with confidence during a mathematics lesson to manipulate data. This illustrated on a pie chart that half a given number of people like cats best and a quarter prefer dogs.
147. Most pupils in Year 4 can transfer floor turtle instructions to a screen then write further instructions for the screen turtle and predict the outcomes, correcting them if necessary. By the end of Year 6, most pupils working in the computer suite are able to enter data into a spreadsheet. Some could use a formula to calculate league tables for the World Cup games and a few pupils applied further expertise gained on computers at home to accomplish this with considerable speed and efficiency.
148. Pupils enjoy ICT lessons and attitudes to learning are good. The majority talk enthusiastically about the subject and are eager to show what they can do. Less able pupils are supported well by teaching assistants. All work well in pairs, sharing ideas and equipment. The computer club, which is well supported, gives Year 6 pupils the opportunity to gain more confidence and increase skills in their own time.

149. In all lessons observed teaching was satisfactory and some of it was good. Teachers have worked hard to cope with the speed of change in this subject and have benefited from training provided and also from the support of the co-ordinator. They use the computer suite with confidence and are planning to make more use of ICT in all areas of the curriculum in their classrooms.

MUSIC

150. Attainment in music was above average and progress good at the time of the last inspection. The co-ordinator, who was a music specialist, left the school two years ago. A new co-ordinator was recently appointed. Attainment in music is now broadly in line with national expectations at age 7 and age 11. Progress is satisfactory.
151. Achievement in Years 1 and 2 is satisfactory overall. In a Year 2 lesson, pupils interpreted the music well through body movements that they demonstrated to others. Achievement is sometimes unsatisfactory when a considerable number of pupils do not participate and receive too little assistance. Pupils in Year 2 demonstrate that they know the names of musical instruments in the orchestra and instruments they use in school such as a "tamba" and "claves". The pupils are familiar with the words "dynamics, tempo and pitch" and can interpret the music they hear through body movements. They learn how to play instruments loudly and quietly, quickly and slowly and can make instruments "talk" to each other.
152. Pupils in Year 4 can identify the voices of their peers when they are disguised or combined with those of others. They can also identify voices from a tape and associate them with jobs, locations and either music or speech. In Year 6 pupils keep a satisfactory sense of rhythm when playing instruments. Most pupils can sing well in one or two parts when accompanied by the piano or a guitar. In Years 3 to 6 achievement is satisfactory overall, but unsatisfactory when pupils' learning is affected by unacceptable behaviour and when there is too little musical content to the lesson.
153. Pupils with special educational needs normally take part in all musical activities. A percussion group in Year 6 was supported well during a lesson in which pupils learned to play a musical accompaniment. Two pupils in another class were effectively helped to keep on task when recording information on a chart.
154. Singing in assembly is satisfactory and at its best when accompanied appropriately by the piano. When accompanied by tapes which are played too quietly, there is insufficient lead to help the pupils keep a good sense of rhythm or to stay in tune. Some good, robust singing takes place with a piano accompaniment, but singing lacks development. Pupils of all ages join in enthusiastically when words are familiar to them, but non-readers require more support so that they can be involved.
155. Teaching and learning in Years 1 and 2 are satisfactory overall and there is some good teaching. Where teaching is good, as in a Year 2 lesson based on Peter and the Wolf, the teacher chooses appropriate music, shows good subject knowledge and has high expectations. The pupils respond by listening attentively and concentrating on what they have to do. The teacher ensures that all pupils have direct experience with different musical instruments and maintains the pupils' interest through a range of strategies, including the distribution of instruments through a "pass the parcel" game. In a satisfactory lesson, the teacher initially uses good strategies to engage the pupils and deals effectively with inappropriate behaviour. When singing new words,

however, a considerable number of pupils lose concentration and do not participate sufficiently for appropriate learning to take place.

156. In Years 3 to 6 teaching and learning are satisfactory overall, but some aspects are unsatisfactory. Teachers prepare their lessons well and show good subject knowledge. In one lesson the inappropriate behaviour of a number of boys spoilt the lesson and there was insufficient musical content. Another lesson was well planned and all pupils had access to musical instruments. Some of the singing was tuneful and robust. The lesson had clear objectives, but these were only partially met as pupils ignored the music sheets they had been given to read and played only what they remembered or thought sounded correct.
157. In music lessons throughout the school the pupils behave correctly most of the time in lessons and during assemblies. They work well together in pairs or in groups and they show acceptance when preferred musical instruments are distributed to other pupils. In Years 1 and 2 the pupils' attitudes to music are satisfactory and pupils behave properly in lessons. In Years 3 to 6 pupils show interest and enthusiasm and sing well. Most pupils behave well apart from a minority of boys.
158. A music group meets weekly after school and involves guitars, recorders and violins. Other instruments are available for those who wish to participate. The group prepares for class assemblies and offers opportunities for those who wish to improve their musical knowledge, skills and understanding. A small school choir meets once a week with the music co-ordinator. A music workshop is held weekly by the deputy head. Instrumentalists take part in assemblies and in concerts in the summer term and at Christmas. Other good practice is the demonstration of musical instruments during weekly "musical appreciation" assemblies, sometimes by visiting musicians. There is good peripatetic music tuition for twelve pupils on guitar, violin and trumpet.
159. The arrangements for the management of music in the school are not satisfactory because the part-time co-ordinator has little opportunity to monitor teaching and learning or to take effective action to support and advise staff. A music policy is, however, in place and the co-ordinator has recently introduced a new "Living Music" scheme to support non-music specialists. The new scheme is not yet fully implemented. The school is hopeful that improvements will take place once the co-ordinator becomes a full-time member of staff in September.
160. Resources for music are centrally stored and are accessible to all staff. Many instruments are past their best and in urgent need of replacement, with some instruments lacking skins or keys. The present set of instruments is barely adequate to support teaching throughout the school. During the inspection, no ICT was used to capture, change and combine sounds in music lessons and this is a requirement of the National Curriculum for Years 3 to 6.

PHYSICAL EDUCATION

161. The school has sustained standards and progress in Years 1 and 2 since the last inspection and pupils continue to make good progress.
162. At the time of the last inspection standards at age 11 were judged to be in line with national expectations and the pupils made satisfactory progress. At the present time standards in physical education are higher than those normally expected of pupils of this age and the pupils are making good progress.
163. There was no policy statement for physical education at the time of the last inspection. A policy statement is now in place. At the time of the last inspection it was stated that there was

unsatisfactory attainment in outdoor and adventurous activities for pupils in Years 5 and 6. This issue has been satisfactorily resolved and good use is made of outdoor areas for a variety of activities.

164. At age 7 pupils' attainment is in line with that expected of pupils of this age. At age 11 attainment is in line with and often better than that expected. High standards of attainment are achieved by a number of pupils in Year 6 where there are opportunities for capable throwers and catchers to move further apart to develop their throwing and catching skills.
165. In Years 1 and 2 teaching and learning are good. Teachers have clear expectations of work and behaviour and give clear explanations. The pupils respond by listening and behaving well. In a Year 2 lesson the teacher encouraged mixed gender pairings and made a good teaching point by preventing one pupil from making an issue of this. The teacher gives good demonstrations of how to throw and catch and uses examples of good practice to make teaching points to the class. For example, in a group activity, the pupil called the catcher's name before throwing to him/her.
166. In Years 3 to 6 teaching and learning are good overall and sometimes very good. Teachers have good subject knowledge, clear learning objectives and high expectations. Lessons proceed at a brisk pace and the pupils are well behaved most of the time. Sixth form students from the neighbouring school give very good support to Year 6 classes. The sixth formers coach the pupils in netball and tag rugby skills. The students work under the supervision of the class teacher and communicate their enthusiasm to the pupils. The pupils respond by being very well behaved and by working well. In a Year 6 lesson on throwing and catching skills the class teacher showed good awareness of how the pupils are achieving and used examples of good practice to demonstrate these to the class. In a game of Danish rounders, groups were organised quickly and efficiently and the teacher circulated from group to group to ensure that the pupils knew what they had to do and were doing it.
167. In Years 3 to 6 the pupils show that they are developing their throwing and catching skills. They learn the importance of listening and watching carefully when working in groups with more than one partner. In Year 4 the pupils learn about stamina and energy. They learn that loss of energy can be controlled by changing pace. A little unacceptable behaviour was seen that spoilt a well-planned lesson, although learning was still satisfactory. In Year 6 the pupils learn a variety of skills and strategies for participation in team games such as netball, rounders and tag rugby.
168. Standards in swimming are very good and the school takes advantage of its position within walking distance of the local baths to use times at the beginning and end of the school day that are not popular with other schools. Swimming lessons are offered to all year groups from Year 1 to Year 5 and to non-swimmers in Year 6. Records are kept of individual attainment in swimming.
169. The school is involved in the national Healthy Schools Initiative. This has a positive impact on standards in physical education. The school provides a good variety of lunchtime and after school activities. Extra-curricular activities currently include girls' football and mixed cricket and gymnastics. Activities that take place at other times include netball, basketball, tag rugby and rounders. The school reached the county finals in a cricket tournament in 2001. It hosts a local soccer tournament. Sports day involves all pupils and is held in the school grounds. Older pupils take part in a Local Education Authority orienteering festival. Sports data are used in ICT activities and orienteering skills are developed through the use of floor turtles.

170. Teachers ensure that all the pupils are involved in all physical activities. Lower attainers are encouraged to improve and are praised for their efforts. Teachers ensure that activities involve opportunities for the pupils to develop their skills at a variety of levels. In a Year 2 lesson the teacher changed one pair's beanbag for a ball in a throwing and catching activity in order to provide greater challenge. In a Year 6 class two pupils who have physical impairments are given suitable opportunities to join in with the rest of the class for an appropriate amount of time.
171. In the absence of the physical education co-ordinator the subject is being managed by the headteacher. The school has an appropriate scheme of work that was introduced in 2000 and has been checked and modified in accordance with the Qualifications and Curriculum Authority guidelines. The scheme sets out a clear programme for each year group and resources are matched to the programme. The headteacher carries out an annual audit of physical education resources and appropriate action is taken to ensure that these are replaced or maintained. A grant of £3000 from National Lottery funding has provided the school with excellent basketball posts. The school has a very good hard surface that is appropriately marked out for netball, basketball and other activities. Teachers carry out end-of-unit assessments in physical education and these are seen by the physical education co-ordinator. The school places a strong emphasis on healthy exercise and therefore gives a greater than average time allocation to physical education. As a result, physical education is a strength of the school and achievements are at least good and sometimes very good. The school is involved in a Sport England initiative, which has provided funding for the physical education co-ordinator to attend courses and to have release time to develop physical education throughout the school. The school aims to encourage all pupils to be able to participate in healthy activities. A lunchtime play supervisor has been appointed and uses a well-marked play area and a grass area for a variety of lunchtime games.
172. The governing body is well informed about the physical education curriculum. The link governor helps with football and basketball in school time and attends school fixtures.
173. There is good curriculum coverage in all years and dance is incorporated in each year's programme. Links with a local basketball team and with Nottinghamshire County Cricket Club provide free coaching opportunities for the older pupils. There are very good links with the secondary school that shares the site. Coaching by sixth formers is linked to the school's secondary induction programme.
174. Resources and accommodation for physical education are very good. The school makes very good use of the school grounds and hall and resources are well maintained and located in strategically placed store cupboards around the school. The school grounds provide a variety of hard and soft areas and the loan of extra facilities is offered by the local secondary school if required.

RELIGIOUS EDUCATION

175. The provision for religious education is good and standards are above expectations. Resources are good and provide good opportunities for teaching and learning. Pupils enjoy the subject.
176. At age 7 pupils have a good knowledge of Christianity and show a good understanding of "special" and "sacred". They are able to recall and retell the story of Christmas from when Mary was first visited by the Angel Gabriel through to their escape to Egypt after the birth of Jesus. When telling the story of Easter they know how Jesus was compared to a common criminal and had to carry the cross to his own crucifixion. After the stone was rolled from the tomb they understand that Jesus was resurrected and that his disciples did not recognise him.

During a very good lesson when the pupils looked at a Torah, the sacred scroll of the Jewish people, they knew the language of the script was Hebrew and that Jews believe it to be the word of God. They understood the Torah is very special and treated it with great respect. When asked to think of something that is very special to them each pupil gave a very sensitive answer. Pupils in Year 2 wrote sensitively about Christening after teachers had shown the garments that babies wear and the importance of the naming ceremony to families and the church. In Year 1 they are studying Hinduism as one of the world's major faiths. Parents commented on how much they value the contribution religious education makes to the lives of their children.

177. Achievement across Years 3 to 6 varies but is generally good. By the end of Year 6 it is satisfactory. There is a clear focus on Christianity as pupils learn the Lord's Prayer, stories from the life of Jesus and from the Old Testament. They understand about the main Christian beliefs of forgiveness, prayer and that Jesus is the Son of God. There are some good accounts of the Last Supper and the events leading up to Easter. They have heard many of the parables and are able to retell them in their own words although the standard of writing is below expectations. In Year 5 pupils are studying Islam and they are very interested in the different beliefs, culture and way of life. They know the five pillars of Islam and use the Arabic names. They discuss the similarities and differences to Christianity and ask questions to help them understand. Year 4 pupils are learning about the Jewish Shabbat and the routines of special occasions. Pupils are able to share personal feeling about special occasions in their lives.
178. The school has a carefully planned scheme of work based on the locally agreed syllabus. There is a focus on Christianity and a planned cycle that includes the world's major faiths. This is an improvement since the last inspection. This has led to pupils considering the importance of spirituality and how belief is important to many people's lives. This is making a significant contribution to their own spiritual development. Resources are now good.
179. Pupils enjoy the subject. They enjoy learning about the fundamental questions that guide the lives of so many people across the world. Pupils in Year 5 listed religious education as one of their two favourite subjects. They are attentive, eager to learn and ask searching questions of their teachers. Teaching is generally good. The lessons are carefully planned and use the resources well to interest the pupils. Teachers' subject knowledge varies but almost all lack some confidence to talk about faith and commitment but enjoy teaching the factual aspects of other faiths. They are good at asking the pupils questions and then extending the pupils' answers by using supplementary questions.
180. The co-ordinator is interested in the subject and has a good understanding of the strengths and weaknesses of the provision. The agreed syllabus is to be re-written so the school is sensibly waiting for the revision before it reviews the curriculum and scheme of work. The school has good links with the local church. The vicar visits half-termly and all classes visit the church as part of their studies as well as for special services.