

INSPECTION REPORT

GREENWOOD PRIMARY SCHOOL

Kirkby-in-Ashfield,

LEA area: Nottinghamshire

Unique reference number: 122723

Headteacher: Mr G. McCormack

Reporting inspector: Mrs S. E. Hall
21750

Dates of inspection: 1st – 4th October 2001

Inspection number: 198714

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 with Nursery

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Sutton Middle Lane
Kirkby-in-Ashfield
Nottingham
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs L Taylor

Date of previous inspection: 17.11.1997

INFORMATION ABOUT THE INSPECTION TEAM

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21750	Mrs S. E. Hall	Registered inspector	Science	The school's results and achievements. How well pupils are taught. How well is the school led and managed What the school could do to improve further. English as an additional language
9619	Mr R. Miller	Lay inspector		Pupils' attitudes and values How well does the school care for its pupils How well does the school work in partnership with parents
10911	Ms C. Deloughry	Team inspector	Foundation Stage Art and design Design and technology Music	.
3227	Mr D. Hughes	Team inspector	Equality of opportunity English Physical education	
20301	Mr P. Isherwood	Team inspector	Special educational needs Geography History Religious education	
17520	Mr D. Fisher	Team inspector	Mathematics Information and communication technology	How good are the curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenwood Primary School is in Kirkby-in-Ashfield in Nottinghamshire. The school is larger than average with 325 pupils in the main school and the full time equivalent of 36 pupils in the nursery. Pupils are aged from three to eleven. Sixty-five pupils are eligible for free school meals, which is above the national average. Ninety nine per cent of the pupils are of white ethnic heritage, and none are at an early stage of English language acquisition. There are 76 pupils on the school's special needs register, which is lower than average. There are no pupils with statements of special educational need, this is below average. The school is in an area of below average economic circumstances although the area is changing with the building of new homes. The attainment of pupils on entry to the school is below average, especially in the development of their communication and language and social skills.

HOW GOOD THE SCHOOL IS

This is a good school. The school is well organised and there has been considerable progress in recent years. By the time pupils leave school they achieve standards in most subjects that are now in line with national expectations. The quality of teaching and learning is good and pupils make good overall progress. The headteacher carries out his duties very effectively and overall leadership and management in most areas are good. The spending per head of pupils is higher than average and the school provides satisfactory value for money.

What the school does well

- The leadership and management of the headteacher are very good.
- The quality of teaching and learning is good.
- Provision for children in the Foundation Stage of learning is good.
- Provision for pupils with special educational needs is very good.
- Pupils' attitudes to school and to their learning are good.
- The school cares for the pupils well and parents have positive views of the school.

What could be improved

- Standards in mathematics and information and communications technology.
- The monitoring and evaluation of the work of the school.
- The role of the deputy headteachers.
- The role and effectiveness of the governing body

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good overall improvement since the last inspection in November 1997, which identified several significant areas for improvement. At that stage the headteacher was very new to the school and following the inspection the staff set about tackling the identified areas for development with determination. There has been satisfactory overall improvement in the standards achieved, although attainment in mathematics and information and communications technology and art and design in Key Stage 2 remains below the national expectations. There has been good improvement in the development and use of assessment in English, mathematics and science to help ensure that appropriate work is set for groups of pupils who make different rates of progress. There has also been good improvement in the development of pupils' positive attitudes to learning. The school now meets the statutory requirements placed upon it. The quality of teaching

and of leadership and management have also improved. There is a shared commitment to improvement and generally a good capacity to succeed further.

STANDARDS

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

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

Pupils' attainment in National Curriculum tests by the end of Year 6 has been very low over several years, but improved significantly in 2001. In 1999 and 2000 attainment in English, mathematics and science was well below average. Standards in mathematics have been amongst the lowest five per cent of schools in the country for three consecutive years. In 2001 although the results showed that attainment was below the national average in English and science, standards were above average compared with schools with similar characteristics. Standards in mathematics were very low (in the lowest 5% of schools) compared with the national average and well below average compared with similar schools. However, trends over the last four years have been moving consistently, if slowly, upwards and in 2001 there was a marked improvement with twenty per cent more pupils attaining at least the national expectation in all three subjects. In 2001, seventy eight per cent of pupils achieved the expected level in English, sixty two per cent achieved this level in mathematics and eighty nine per cent in science. Test results also indicate that the proportions of pupils achieving the higher levels of attainment have risen. Inspection findings are that at the age of eleven standards in English and science are now in line with the national average, but standards in mathematics, although much improved remain below average. The school's targets for 2001 for sixty one per cent of pupils to achieve the national average in English were exceeded and in mathematics the targets of sixty one per cent were achieved. Targets for 2002 are realistic.

At the end of Year 2 the results of the National Curriculum tests show that when compared to schools with similar numbers of free school meals, the pupils' attainment in 2001 was well above average in reading and average in writing and mathematics. This year standards rose in each of the three areas with a growing number of pupils achieving at the higher levels. Inspection findings are that standards are now average in reading and writing but remain below average in mathematics.

The overall achievement of pupils and the progress that they make, including those with English as an additional language is good. Pupils with special educational needs make good progress towards the targets identified for them. Throughout the school standards in information and communication technology are below average because insufficient use is made of classroom computers. Standards in art and design in Key Stage 2 are below average and in other subjects standards are average.

Children enter the nursery class with levels of attainment that are below that expected of this age. Children achieve well in the nursery and reception classes and make good progress. By the time they enter Year 1 the children achieve the early learning goals in their personal, social and emotional development, and in the areas of mathematical, physical and creative development. Despite making good progress, their skills in communication, language and literacy and their knowledge and understanding of the world remain below average by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and show interest and enjoyment in learning throughout the range of school activities.
Behaviour, in and out of classrooms	The behaviour of the large majority of pupils is good including in lessons, assemblies and during break times. There have been no recent exclusions.
Personal development and relationships	Relationships are good and opportunities for personal development have improved with the introduction of the personal, social and health education programme but still require further development.
Attendance	Satisfactory. However, a growing number of families choose to take holidays in term time and this affects the achievement of these pupils.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. This judgement indicates an improvement since the previous inspection with a greater proportion of teaching that is very good or better and less that is unsatisfactory. The teaching of children in the Foundation Stage is consistently good and often very good. Teaching in Key Stage 1 is generally good especially in Year 1. Teaching in Key Stage 2 is good overall and particularly good in Years 5 and 6. Although there is some good and very good teaching in Year 2 and occasionally excellent teaching in Years 3 and 4 the quality of teaching is too variable. The planning of lessons is very good. This is done carefully and thoroughly and includes different activities for groups of pupils who make different rates of progress. The quality of teaching ensures that most pupils' achievement now matches their natural abilities. Pupils with special educational needs are very well supported and make very good progress. The school has successfully implemented the National Literacy and Numeracy Strategies and teaching in English and mathematics is good. Particularly effective use is made of classroom support assistants who work well in supporting learning. In most lessons throughout the school pupils make good strides in their learning. Where teaching is not as good, ineffective management and organisation of pupils allows concentration to drift. The teaching of information and communications technology and art and design in Key Stage 2 and the marking of pupils' work throughout the school are inconsistent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school has a broad and appropriately balanced curriculum for pupils throughout the school although opportunities for investigative work are limited. The curriculum for children in the Foundation Stage is good.
Provision for pupils with special educational needs	The planning and provision for pupils with special educational needs is very good. This enables them to have access to the curriculum at a level that is appropriate to their needs and supports good progress.
Provision for pupils with English as an additional language	Less than 1 per cent of pupils speak English as an additional language and no pupil is at an early stage of language acquisition. Provision for these pupils is appropriate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides good opportunities to enhance pupils' self-esteem. Provision for moral and social development is good. Provision for spiritual and cultural development is satisfactory, but staff miss opportunities to further extend pupils' experiences in these areas through all subjects of the curriculum.
How well the school cares for its pupils	There are good procedures for supporting pupils' welfare. The procedures for assessing pupils' attainment are mostly good and the school uses such information well to plan work at different levels so that pupils are effectively challenged.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management and has been a major influence on school improvement. The roles of the deputy headteachers and subject co-ordinators have not been developed effectively enough.
How well the governors fulfil their responsibilities	The Governing Body fulfils its statutory duties in a broadly satisfactory manner, but their first hand knowledge of the work of the school and in shaping the direction of the school are unsatisfactory. They do not effectively hold the school to account for the quality of its work.
The school's evaluation of its performance	Satisfactory. The school makes good use of a range of information to track the progress that pupils make and to set targets for further improvement. The monitoring of teaching and learning lacks rigour and is ineffective in informing areas for development.
The strategic use of resources	Resources including specific grants and other funding are used well. The principles of best value are applied well to purchases but the school has not established whether best value is achieved through the current senior staffing arrangements.

The school has a sufficient number of teachers and support staff; the accommodation is good with very good school grounds, which are used well. While learning resources are good, classroom computers and the library are not used effectively to support learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That pupils like coming to school and the school expects pupils to work hard and achieve their best.• That teaching is good and pupils make good progress.• That behaviour is good and the school helps pupils become mature and responsible.	<ul style="list-style-type: none">• Several parents would like to see homework used on a more consistent basis.• A small number of parents do not feel they are kept well informed about how their child is getting on.

The inspection team agrees with the positive views of the parents. The use of homework is satisfactory and the quality of information provided for parents is good, although progress reports could be more detailed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The previous inspection in 1997 identified that standards were below national expectations overall and this was a key issue for improvement. Since then standards have been slowly, but consistently, rising and there has been good recent improvement in the standards attained. This is largely because the headteacher, who was newly appointed at the time of the previous inspection, and the staff, have worked together with diligence and commitment to improve planning, especially since implementing the National Literacy and Numeracy Strategies.
2. Because standards were so low at the time of the previous inspection and other schools have also continued to improve since then, it has taken time to narrow the gap between what pupils achieve in this school and standards achieved nationally. However, in 2001 pupils at the end of Year 6 did better in the national tests in English, mathematics and science than they had in any of the previous years for which comparable information is available. Twenty per cent more pupils achieved the expected standard in national tests in the three subjects in 2001 than in the previous year. Inspection findings are that standards in English and science are now in line with national averages at the age of eleven, although standards in mathematics remain below average.
3. From 1997 to 2000 the results of the national tests for pupils at the end of Year 6 showed that standards in English, mathematics and science were consistently well below the national average, and often in the lowest five per cent of schools in the country, particularly in mathematics. Compared to similar schools with equivalent numbers of pupils eligible for free school meals, attainment was well below average in English and science and again in mathematics was in the lowest five per cent nationally.
4. National test results for each year from 1997 to 2001 indicate that in English there has been consistent year on year progress. For example, 28 per cent achieved the national expectation in 1997 rising to 78 per cent in 2001. With a slight variation in 1998 there has otherwise been consistent improvement in mathematics and science too. This is shown by the rise from 38 per cent achieving the national average in mathematics in 1997 to 62 per cent in 2001. Similarly, in science, 41 per cent achieved the national expectation in 1997 compared to 89 per cent doing so in 2001. The school's targets for 2001 in English were exceeded and mathematics targets achieved. Targets for 2002 are realistic.
5. Alongside the improvement in the percentage of pupils attaining the national average has been a recent marked improvement in the number of pupils attaining at the higher levels in national tests. This is particularly notable in English where 13 per cent of pupils achieved Level 5 in 2000 and 42 per cent achieved this standard in 2001. In science, the proportion achieving the higher level rose from eight per cent in 2000 to 38 per cent in 2001. However, there was no similar improvement in the proportion achieving the higher levels in mathematics with only nine per cent doing so in 2001. This is because there have been previous gaps in pupils' learning that have taken time to address. Assessment information indicates that targets for 2002 for 70 per cent to achieve the expected level in English and 76 per cent in mathematics are

realistic and reflect a good number of pupils on line to achieve the higher levels of attainment.

6. Since the time of the last inspection standards of attainment for pupils aged seven have also risen. Inspection findings are that standards of attainment are currently average in reading, writing and science, but below average in mathematics. In the years from 1997 to 2001 there has been year on year improvement in the achievement of pupils aged seven in reading. For instance in 1997, 66 per cent of pupils achieved the national average whereas in 2001, 79 per cent achieved this standard. There has been a smaller improvement in standards of writing but standards have generally been average, for instance improving from 74 per cent of pupils attaining the expected standard in 1997 to 81 per cent in 2001.
7. Standards in mathematics for pupils aged seven largely mirror those in Key Stage 2 and have often been lower than in other subjects. National tests from 1997 to 2000 show that when compared to schools nationally, attainment was well below average. When standards in 2000 were compared to schools with similar numbers of pupils entitled to free school meals, attainment was well below the average of these schools. But in 2001, 88 per cent of pupils achieved the expected standard compared to 78 per cent the year before. However, as in Key Stage 2 there have been gaps in pupils learning that staff have had to work hard to address and opportunities are not always taken to use numeracy skills in other subjects.
8. The quality of pupils' learning and the progress that they make throughout the school is generally good because the school has improved the quality of lesson planning to meet the needs of pupils who make different rates of progress. This ensures that the needs of pupils with higher, average and lower attainment are taken into account and different work is planned to offer an appropriate level of challenge. Where pupils are managed well their achievement is good. However, in both key stages, the sometimes unsatisfactory management of pupils adversely affects the quality of pupils' learning. Overall, boys and girls and the very small number with English as an additional language make similar progress to their classmates. Generally pupils of all abilities now achieve as well as they can.
9. Pupils with special educational needs make good progress towards their individual educational plan targets because of the very good support they receive and having work set at the correct level. Most of the pupils with special educational needs have positive attitudes to their work. They concentrate well on their work, particularly in the group work sessions.
10. Children enter the Nursery class from the age of three with attainment below the average for children of this age in most areas of their learning. The communications skills of many children are limited and several speak in only very short phrases and with a limited vocabulary. The personal and social development of the youngest children when they start school is also very limited and many play alongside others rather than with them. The quality of learning for children in the Foundation Stage is good and is often very good in personal and social development activities and this enables children to make good overall progress. However, from a low start most children do not attain the Early Learning Goals for children of this age in communication, language and literacy and in their knowledge and understanding of the world around them. Most children are in line to achieve the expected levels at the end of the Reception year in mathematics, physical, creative and personal and social development.

11. The school has implemented the National Literacy Strategy successfully and there are good strategies for teaching literacy skills across the curriculum. This is often seen in science and other subjects where pupils are encouraged to record their findings in a wide variety of open-ended formats that encourage the development of descriptive and evaluative writing. The school has implemented the National Numeracy Strategy appropriately and has sound strategies for teaching numeracy skills. However, at times the further development of numeracy and scientific skills is hindered by the lack of sufficient open-ended experimental and investigative activities and staff miss opportunities to develop numeracy skills across the curriculum.
12. Standards in information and communications technology (ICT) are below national expectations throughout the school, but have begun to rise since the development of a new ICT suite. The progress that pupils make when using the suite is often good. But there has been an historic deficit in pupils' learning from previous years and overall achievement in ICT is still limited by the ineffective use of classroom computers. This was seen in parts of the inspection where several classroom computers were not switched on in lessons where this would have been appropriate. Standards in all other subjects are in line with national expectations, except in art and design in Key Stage 2 where the opportunities to develop a suitable range of skills have been limited. Standards in religious education are in line with the Locally Agreed Syllabus.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to the school are good. All pupils, including the youngest children in the Foundation Stage of learning and those with special educational needs, enjoy coming to school and show interest and enjoyment in learning throughout the range of school activities. This is consistent with the previous inspection findings and is an aspect of school that parents are pleased about. The behaviour of the large majority of pupils is good, including in lessons, assemblies and during break times. There have been no recent exclusions. A key issue in the previous inspection was to address the problem of the small number of pupils in Key Stage 2 whose attitudes to learning were less positive than those of their peers. The school has generally addressed this issue well.
14. The overall good standard of behaviour identified in the previous report has been maintained. No bullying, racism, sexism or other oppressive behaviour was seen during the inspection and midday staff report instances of inappropriate behaviour by only a minority of pupils. The vast majority of pupils are polite and friendly and follow instructions carefully. Playtimes and lunchtimes are pleasant social occasions, where pupils socialise within their age groups. Older junior pupils are given suitable opportunities to show initiative and develop personal responsibility by undertaking tasks such as stacking chairs at the end of lunch and preparing the information communication technology suite for lessons. The opportunities for pupils' personal development have improved since the previous inspection, with the introduction of the personal, social and health education programme. Pupils move around the school in a generally orderly manner, although they are not always aware of the presence of others when moving along corridors. Most pupils show respect for their own property and that of others.
15. Relationships are good amongst pupils and staff and with each other. Pupils are mostly kind and considerate towards one another and the large majority show respect

for teachers and visitors alike. In class, most pupils are attentive and concentrate well. They listen carefully whilst their classmates are talking and share ideas and resources well.

16. Attendance has improved since the previous inspection and is now broadly in line with the national average of around 94 per cent. The school makes clear statements to encourage parents to send their children to school regularly. However, a growing number of families choose to take holidays in term time and this affects the progress made. Punctuality is good for the vast majority of pupils and lessons start and finish on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The overall quality of teaching is good in the Foundation Stage, Key Stage 1 and 2 and this enables pupils to achieve well as they move through the school. During the period of the inspection, teaching was excellent in almost three per cent of lessons observed, very good in 22 per cent, good in 54 per cent, satisfactory in 19 per cent and unsatisfactory in three per cent of lessons. This indicates an improvement since the previous inspection especially in the proportion of very good teaching for the younger and older children.
18. The quality of learning for the large majority of pupils is good. The achievement of pupils with special educational needs and the very small number of those speaking English as an additional language matches that of all other pupils in the class. Children in the Foundation Stage and in Year 1 achieve well because of an effective level of challenge in the work undertaken and in the good management of pupils. The quality of pupils' learning in Years 2,3 and 4 is more variable because the quality of teaching is not as consistent as in other parts of the school. The rate of progress made by pupils in Years 5 and 6 increases because teaching is consistently good in these classes and more is expected of pupils on a regular basis.
19. The teaching of children in the Foundation Stage is consistently good and is often very good. Teaching in Key Stage 1 is generally good, especially in Year 1. Teaching in Key Stage 2 is good overall and it is particularly good in Years 5 and 6. Teaching in Year 2 and in Years 3 and 4 is more variable. In Key Stage 2 where teaching was excellent this was reflected in very good planning and organisation and a very high level of challenge and very effective management of pupils. The 'Ashfield project' where staff work together with those from the local secondary school to support mathematics teaching has been valuable in boosting the quality of teaching and of pupils' learning.
20. Teachers' knowledge and understanding of the needs of pupils and of the subjects that they teach is effective overall and is very good in the Foundation Stage. The methods that teachers use are good. Teachers explain things well to the pupils. Questions are used effectively to check understanding and push thinking forward and to assess the next steps in learning. Teachers know the pupils well and have worked hard to organise activities that meet the needs of pupils who make different rates of progress. Lessons involve a good range of activities that include the whole class, groups of pupils and working individually in different parts of the lesson.
21. The structure of activities based upon the National Literacy and Numeracy Strategies has had a positive impact upon the organisation of lessons. Group activities are well

planned to allow a teacher focus in most activities and for staff to interact efficiently with as many pupils as possible. However, despite good levels of overall subject knowledge there are deficiencies in teachers' knowledge and understanding in information and communications technology which is reflected in the ineffective use of classroom computers to support learning. Similarly, whilst there are a few opportunities in both key stages to undertake experimental and investigative activities in mathematics and science several of these activities are very teacher directed.

22. The teaching of basic skills is good. Literacy and numeracy lessons follow the format of the national strategies and make clear demands upon pupils. The effective teaching of reading, writing and spelling results in pupils throughout the school making better than expected progress in these areas. While parents are concerned that pupils no longer read to an adult individually, the school is wisely considering extending the deployment of support staff and training voluntary helpers to supplement the group reading activities in the literacy hour to boost achievement even further.
23. Teachers' planning throughout the school is very effective. During the inspection individual lessons were planned thoroughly and with particularly good awareness of the needs of different groups of pupils. The planning of lessons over a longer period of time is also very thorough and well considered and is reflected in a well-organised range of activities that boost pupils' learning throughout the year. In several year groups a particularly effective emphasis is placed upon extending the pupils' skills in writing by employing a range of open-ended recording tasks. This works well in science where the pupils write in their own words what they predict, observe and conclude. The sample of pupils' work shows that where this open-ended approach is used pupils make very good progress. However, overall teachers do not insist that pupils present their work neatly enough and the marking of pupils' work is often limited.
24. Teachers' expectations are satisfactory overall and are particularly good in Years 5 and 6, where several teachers have high expectations of what pupils can and will achieve. This is reflected in the growing number of pupils now achieving the higher levels in end of key stage tests. However, there is variation in teachers' expectation across the school and occasionally more could be expected of pupils, including those with higher attainment, in Years 2, 3 and 4. There are also weaknesses in the teaching of art in Key Stage 2 and in information and communications technology because there are insufficient planned opportunities for teachers to develop pupils' skills in these subjects.
25. The management of pupils is good overall and although there are variations within the school this is very good in the Foundation Stage. Here all staff have warm and caring relationships with the children, but alongside this have developed clear lines of what is acceptable or unacceptable behaviour. This is seen when staff supporting pupils with identified special educational needs calmly and quietly make it very clear when the behaviour of pupils is not appropriate.
26. The management of pupils in the rest of the school is mostly good and in many classes is very good. This is shown in Years 5 and 6 where teachers have established very good relationships with pupils, which results in a very quiet and well-focused working environment where all pupils are able to concentrate well. Virtually all parents who responded to the pre-inspection questionnaire indicate that they are confident that teaching in the school is good. At the meeting with parents, many

spoke warmly of the long-standing dedication of the staff and of the time and attention given to all pupils and especially those in the Nursery and with special educational needs. There are nonetheless parental concerns about the unequal quality of teaching and the management of pupils in some classes in the middle of the school. Inspectors' note that although teaching is rarely less than satisfactory, there are variations in the quality of teaching in these groups which has remained since the previous inspection.

27. The use of time within lessons is good and many lessons have a sense of pace and clear time targets are set for the completion of tasks. Because planning is very good all lessons are carefully structured for introductory activities, main tasks and often a feedback discussion. The use of support staff is very good and adds considerable value to the quality of teaching throughout the school. Support staff are well briefed and have a very clear understanding of the roles they undertake. This is seen particularly in the Nursery and Reception classes where classroom support staff work well as part of the teaching team in supporting the pupils' learning. Resources are used well to support learning, although more use could be made of the outdoor facilities in science and classroom computers.
28. The use of ongoing assessment is satisfactory overall. Teachers usually make good use of discussions to indicate what the pupils do well or what requires improvement however, there are variations in this and pupils would benefit from more detailed feedback. The main weakness within this area is in the marking of pupils' work. This is highly variable; ranging from good to cursory with marking at times being little more than a tick to indicate someone has looked at the work. This is insufficient to inform the pupils what they need to do next to improve their work and does not set small-scale targets for improvement. The use of homework whilst somewhat inconsistent is satisfactory overall, although it is better in the Foundation Stage than for older pupils.
29. There is early identification of pupils with special educational needs. There are good quality individual education plans. Targets are clear and measurable, for example being able to read a certain number of words, or recognise particular letter sounds. The individual education plans are linked very well to the English and mathematics aspect of the National Curriculum. When planning lessons teachers are aware of pupils with special educational needs. In lessons, pupils with special educational needs are very well supported both by teachers and support assistants. This support ensures that these pupils make good progress in their learning. Pupils' learning is very well developed in withdrawal sessions because support assistants use interesting methods.

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

30. The school fully meets the statutory requirements for the provision of the National Curriculum at both key stages. It follows the programmes of study in each subject and the Early Learning Goals for children in the Foundation Stage of learning. Religious education is taught in accordance with the locally agreed syllabus. Over the period of a school year, all the required subjects of the National Curriculum and religious education are taught to pupils aged five to eleven although the teaching of art and design in Key Stage 2 is limited.

31. The length of the school day and time planned for teaching each subject are in line with national guidelines. A high priority is given to developing pupils' literacy and numeracy skills. There is a satisfactory balance of time allocated to other subjects. Additional time is given to supplementing the literacy hour by having periods set aside for handwriting and extended writing. This is helping to contribute to the improved standards achieved in 2001.
32. The National Literacy and Numeracy Strategies have been successfully implemented. Schemes of work have been established for all subjects and are central to teachers' planning although some, including art and design, are very recent. There is a whole-school curriculum framework that ensures all strands of the National Curriculum are delivered in a two-year cycle to match the needs of pupils in mixed aged classes. The school has developed effective strategies to widen the range of learning opportunities. Booster classes in English and mathematics have helped to raise attainment in Key Stage 2. The range of out of school activities has improved since the previous inspection and is satisfactory. These are provided on a daily basis and include computer, choir and drama clubs. There is also after-school care provision that has seen a steadily rising roll.
33. The major weakness in the curriculum is in information and communications technology (ICT). Although the strands of the curriculum are taught, they are not covered in sufficient depth to enable pupils to achieve standards expected of their age. Opportunities are missed to use skills learnt in ICT lessons to enhance learning in other subjects. There are also weaknesses in mathematics and science. In mathematics, pupils do not sufficiently develop skills in using and applying their knowledge. In science, investigative skills are not systematically developed in all classes.
34. The curriculum for children in the Foundation Stage is effectively planned to provide a relevant, well-balanced curriculum that takes account of the needs of young children. The planned activities offer children the opportunity to develop a wide range of skills and provide a good foundation for work in Key Stage 1.
35. The school ensures equal access to the curriculum for all pupils. The provision for pupils with special educational needs is very good. Pupils have full access to all subjects taught in the school. This has a very positive effect on their learning. When pupils are withdrawn from lessons, this is part of a well thought out programme. Teachers, with the support of the named teacher for special needs, produce relevant individual education plans for pupils. The learning support assistants provide good support within lessons and make a positive contribution to the good progress made by pupils with special educational needs.
36. Provision for pupils' personal, social and health education is good and an improvement since the previous inspection. Pupils are given suitable opportunities to discuss social issues and there is a recent initiative to raise issues through an appropriate forum. Sex education is covered partly through the science curriculum and through separate lessons in accordance with the school's policy on the subject. Drug awareness education is also covered very effectively, especially with the older junior children. Opportunities for pupils to show initiative and pursue and research areas of interest are sometimes limited, as most lessons are very teacher directed.
37. The involvement of outside agencies and visitors is good and has a positive impact upon pupils' learning. This includes visits from members of the Christian faith, the

police and a park ranger. A number of theatre groups visit the school and there is a good range of educational visits to places such as farms, museums and a university. Pupils in Years 5 and 6 undertake an annual residential visit to Wales. Links with other educational institutions are also good with teacher training students regularly placed in the school. Pupils from the school also have the opportunity to visit a secondary school prior to moving into secondary education after the age of eleven and links with the 'Ashfield project' are particularly valuable in supporting improvements in mathematics by providing a high level of challenge.

38. The overall provision for pupils' personal development, including spiritual, moral, social and cultural development is good. This maintains the findings of the previous report and the strengths in provision for moral and social development have a positive impact upon pupils' attitudes to school and their learning. However, on occasion staff miss opportunities to extend the pupils development through opportunities for reflection and to make decisions in their own learning.
39. The provision for pupils' spiritual development is satisfactory. The daily acts of collective worship meet requirements and contribute successfully to pupils' spiritual development. Well chosen stories enable pupils to reflect on their own and other people's lives and beliefs. During the inspection, a visitor representing 'Christ-in-Schools', held pupils' attention very well when asking them to consider what was precious to them. She skilfully related pupils' answers about their families to the family of God. In a music assembly, pupils reflected on the meaning of the words in the hymn 'We worship you'. When the choir sang, pupils and visitors were spellbound by their singing and showed their appreciation by their spontaneous applause. However, opportunities are missed to develop spiritual understanding in other areas of the curriculum.
40. The provision for pupils' moral development is good and has a significant impact upon life in the school. Teachers and other adults usually set good examples and have high expectations of manners and behaviour. Adults are kind, supportive and encouraging and the high standards of behaviour are a natural result. Pupils are clearly encouraged to make distinctions between right and wrong. Teachers deal firmly but sensitively with any incidents of misbehaviour. The headteacher is very visible around school he knows the pupils well and has the full respect of all pupils. They show genuine regret if he has to reprimand them. Clear guidelines for work and behaviour are set at the beginning of each new school year and pupils are regularly reminded of these. There is a reward system for positive behaviour where pupils strive to become a 'Star of the Week'.
41. The provision for pupils' social development is good. Pupils have many opportunities to work together in large and small groups. They relate well to each other in lessons and in the playground. All pupils work happily together and share resources. Occasionally older pupils are given a number of jobs around the school. They help look after resources and lunch boxes, but there are few opportunities for them to be involved in the daily life of the school. Pupils enjoy belonging to the school clubs and activities. They speak enthusiastically of the wide range of day and residential visits in which they have participated. They develop an understanding of citizenship through activities including the raising of money for various charities.
42. The provision for cultural development is satisfactory. However, to a large extent the strengths and weaknesses identified in the previous report still exist. The school makes good use of planned visits to museums and places of historical and

environmental interest to extend pupils' cultural development and their awareness of their place in the wider community. Occasionally work in religious education, geography and history introduces pupils to a range of traditions, customs and lifestyles. Important festivals from world faiths are acknowledged. However, little music and art from other cultures is evident in the school. Although books displayed in the school reflect multi-cultural images, there are few posters and resources which reflect other cultures and the staff miss opportunities to extend learning in this area. While the provision for British cultural development is good, the school provides few opportunities for pupils to develop a sense of living in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. There are good procedures for supporting pupils' welfare. The procedures for assessing pupils' attainment are good and the school uses such information well to plan work at different levels. Parents agree that the school supports children well.
44. The school's procedures for Child Protection and for ensuring the health and safety of the pupils are good and an improvement on the previous inspection. The designated member of staff with responsibility for this area has a clear understanding of the role. Risk assessments are now carried out in accordance with a health and safety school policy on the subject. First aid provision is good with a number of staff trained and records diligently kept of any accidents that occur. The site manager is conscientious in his day-to-day management of any safety issues that are raised by staff.
45. Procedures for monitoring and promoting good attendance are sound. Registers are kept well and in accordance with statutory requirements. There is satisfactory liaison with the educational welfare officer, but the school does not always follow up unexplained absences quickly enough.
46. Procedures for monitoring and promoting good behaviour and for eliminating oppressive conduct are effective. There is a well-understood behaviour policy that is consistently applied by all staff including mid-day assistants and there are class rules to supplement this drawn up by the pupils themselves. Rewards are given frequently for positive behaviour, and management by teachers and support staff is good overall. This has a positive effect on pupils' attainment.
47. Arrangements for monitoring and supporting pupils' personal development are effective and an improvement on the previous inspection. All staff know the children very well and any areas for development are identified very quickly and addressed. Where personal targets are set, parents are fully involved and teachers' expectations are shared with them.
48. Provision for pupils with special educational needs is very good. The school identifies pupils' special needs at an early stage. Teachers complete a concern form, consult the special educational needs co-ordinator and set targets for the pupil. If the action taken is not successful, an individual education plan is put in place. The special needs register is regularly reviewed. The special educational needs co-ordinator and class teachers regularly review the plans to ensure that pupils are making sufficient progress towards their targets and effect regular assessments to ensure that pupils are making good progress. However, the school misses opportunities for pupils to be involved in setting their own targets. The school has regular contact with the

educational psychologist and other support services and uses the advice and support from these services effectively to develop pupils' learning.

49. At the time of the previous inspection procedures to assess pupils' attainment and achievement were judged to be inadequate, particularly in the foundation subjects and therefore teachers were not able to use the information from assessments appropriately to help pupils to improve. This is no longer the case. The school has made good improvement in this area and the current arrangements are now effective in English, mathematics and science. The school has put in place comprehensive assessment and recording procedures and these are largely effective in most subjects. These cover not only the core subjects but also all the foundation subjects except for information and communications technology where the assessment procedures are underdeveloped. Children are assessed as they enter the Foundation Stage to provide an effective baseline against which future achievement can be measured and as an aid to planning.
50. The way the school analyses and reflects on data received from national tests and other formal assessments is good. These results are used effectively to identify areas for development and to track the achievement of individual pupils. There is a clear staff commitment to making full and effective use of all assessment information available to enhance and improve pupils' learning. This now effectively informs the planning of lessons to take account of the needs of groups of pupils who make different rates of progress. The good quality of assessment procedures and the good use of such information have had a significant impact upon raising attainment especially in the core subjects of English and science and to a growing extent in mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents' views of the school are positive. The small number of parents who attended the pre-inspection meeting and those who returned the questionnaires are satisfied with the quality of education provided; they view Greenwood Primary as a good school. Their children like coming to school and parents agree that the school expects pupils to work hard and achieve their best. They also agree that teaching is good and that pupils make good progress. Parents believe behaviour is good and that the school helps pupils to become mature and responsible. Effective links have been established between the school and home and a very large proportion of parents feel comfortable with approaching the school about any problems they might have. The headteacher in particular is held in high esteem by the parents. Good quality information is provided for parents. This is an improvement on the previous inspection and has a positive impact upon pupils' learning.
52. The quality of information to parents is good overall. Information is sent to parents outlining the curriculum topics for the ensuing period and notices keeping them abreast of what is being taught supplement this. This information is strategically placed around the school where parents gather at the beginning and of the school day. Discussions with staff are organised appropriately and parents find the majority of staff to be approachable and happy to discuss areas of concern. Most parents feel well informed about their child's progress but a small number does not. End of year reports, whilst helpful, are not sufficiently diagnostic and do not always contain specific academic targets for the child and parent to aim for.

53. The parents' involvement in their children's learning is satisfactory. Parents are encouraged to help in school and a number do, carrying out such tasks as listening to children read. The 'Friends of Greenwood' association raises funds by organising social events and this money has been spent on resources such as a climbing frame, musical instruments and a television. Parents and carers are welcomed into the nursery and reception classes in a friendly manner at the beginning and end of the sessions. Teaching staff carry out home visits when children enter the school for the first time; the parents concerned welcome this. Most parents contribute in a satisfactory manner to their children's reading at home and this is having a positive effect on attainment. However, several parents do not actively support the work of the school and this sometimes makes the setting of homework difficult.
54. Parents are informed at an early stage if there are problems with their child's learning. They are kept well informed about their child's progress. Comments at the Parents' Meeting and responses from the Parental Questionnaire praise the school's attitude towards pupils with special educational needs. Individual education plans include a section that says what parents can do to help their child. They are informed about any changes made to the plans. Parents are sometimes involved in reviewing individual education plans but this is not yet well developed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The quality of leadership and management is good overall and shows an improvement since the previous inspection of the school. However, this overall judgement includes areas that are very good and which have a very positive impact on the work of the school and others that are unsatisfactory and require further development. The leadership of the headteacher reflects the aims and values of the school well including a commitment to good relationships, educational inclusion and equality of opportunity.
56. The leadership of the headteacher is very good and has had a significant impact upon the improvements made in the school. At the time of the previous inspection the headteacher was very new to the post and had not had time to establish effective working procedures. Since that time he has worked with clarity of purpose to make improvements in many aspects of the school's life. He has established a clear educational direction for the school firmly founded upon the necessity to raise standards of attainment. He has worked calmly, but with determination, to bring about improvement in curriculum planning and teaching and has been very successful in many areas. He has established effective team working approaches, been very supportive of colleagues and built upon good practice where it exists. Staff clearly share a commitment to improvement and the capacity to succeed further is, with a few exceptions, good.
57. Parents believe the school is well managed and have confidence in the headteacher as a strong leader. The inspection team shares these views. Alongside the improvements in standards of achievement the headteacher has managed the day-to-day work of the school well during a major building project. This has seen the establishment of three new classrooms, a computer suite and the further development of the school grounds as a valuable learning resource. New staff have been appointed. In many respects the effective way in which the headteacher's role has been developed has been pivotal in making the necessary changes and in moving the school forward.

58. The previous inspection identified several key issues for improvement. Following this the school began to produce thorough and detailed audits of provision and subsequent action plans. These have been regularly reviewed and updated and are effective in identifying what improvements have been made and what remains to be done. School development planning is now good. Following the previous inspection the first priority was to raise pupils' attainment and staff worked hard to implement the many changes necessary to bring this about. Whilst improvements in end of year national test have been slower to achieve than the school would have wished staff continue to pursue this goal with determination and standards are now largely in line with national expectations except in mathematics and information and communications technology.
59. The school was also required to put assessment procedures in place and to use the information gained to ensure work set for all pupils is appropriate and challenging. There has been good improvement in this area since the deployment of an 'achievement co-ordinator' who has worked effectively to help manage the use of assessment data and to liaise with colleagues to plan work for pupils who make different rates of progress. Subject co-ordinators have a variable but mostly satisfactory role in leading the development of subjects. This work includes supporting colleagues and leading staff development activities. This has been most effective in English but the role requires further development in other subjects including mathematics.
60. There has been good improvement in addressing the issue of a small number of pupils in Key Stage 2 whose attitudes to learning were less positive than their peers. The school introduced the monitoring of teaching and learning as part of this process. This identified that where the management of pupils was effective behaviour was well supported and achievement was good. However, whilst monitoring and evaluation of a range of activities does occur and procedures are satisfactory overall they are ineffective. The monitoring and evaluation of the school's performance and taking appropriate action to maintain improvement is a key issue for further development. The schools' procedures often lack rigour and are often more focused upon curriculum coverage rather than clear and specific evaluation of the quality of teaching and learning. Senior staff are very supportive of colleagues and an improved programme of in-service training has helped the school move forward. However, at times staff have found it difficult to tackle teaching and staff development issues noted by parents and identified in monitoring. A satisfactory programme of support and development was introduced for staff often led by the headteacher or Key Stage 2 deputy. This has to a large extent lessened the ineffective management of pupils, although on occasion this still occurs and is something the school is wisely determined to eradicate.
61. The effective delegation and contribution of staff with management responsibilities is also variable. The headteacher is supported in his work by two deputy headteachers. The development of the senior manager's role in Key Stage 2 has been effective in bringing about improvements in teaching and raising standards but the role in Key Stage 1 is underdeveloped and ineffective in supporting school development. The senior management team has not always been able to offer the headteacher the quality of support necessary to move the school further forward because not all senior staff have a clear enough understanding of where weaknesses occur or lead by example.

62. The special educational needs co-ordinator performs her role effectively, meeting fully the recommendations of the Code of Practice for special educational needs. She has put very good procedures in place to meet the needs of the pupils. There has been good improvement in the provision for special educational need since the previous inspection.
63. From the last inspection the school was also required to meet statutory requirements for daily acts of collective worship, a policy for sex education, the full programme for information and communications technology and compliance with regulations governing information to parents in the school brochure. The school now complies with the appropriate regulations. The Governing Body generally fulfils the statutory duties it undertakes and is supportive of the school. However, governors have not fully come to grips with the many and varying changes in their role in the last few years and are not sufficiently involved in strategic development. Governors do not sufficiently hold the school to account for the quality of education provided although the need to develop their role as critical friend to the school was identified in the previous inspection.
64. The role of governors in shaping the direction of the school is unsatisfactory. The Governing Body's infrequent meetings are short, not very well supported and show little in-depth discussion of aspects for which governors hold responsibility. There have been very few presentations to governors by staff or advisers to ensure that they develop sufficient depth of understanding of developments. Whilst there are suitable governors' committees these meetings are often brief and on occasions have had to be deferred as no one has attended. This places a tremendous extra responsibility upon the headteacher not only to undertake his own role, but to a large extent that of the governing body. He ensures that a range of information is available to governors, but few have actively or consistently developed their role by observing at first hand the developments undertaken. Whilst there are curriculum links few governors meet subject co-ordinators to discuss the work of the school or become involved in a scrutiny of pupils' work.
65. The quality of the school's financial management is very good. Priorities for spending are clearly identified by the headteacher and staff and the Governing Body discusses spending decisions closely linked to ongoing educational priorities. The school makes very good use of the financial resources at its disposal, the 'carry forward' is appropriate and the school constantly strives to upgrade equipment and accommodation. The school uses the specific grants and additional funds it receives very effectively, as is evidenced in the significant improvements that have taken place, particularly within the grounds of the school. Financial control and school administration are very good. The office manager is highly skilled in the use of technology and she makes very good use of a wide range of software, enabling routine procedures, such as pupils' records and attendance to be carried out quickly and accurately. The office manager, ably assisted by the clerical assistant, make a significant contribution to the efficiency of the school
66. The school has good systems in place to set up and monitor financial planning and expenditure. Careful account is taken of the educational priorities that have been identified in the school development plan. The school budgets systematically for all expenditure and has a concise idea about all identified improvements. This makes an important contribution to pupils' progress through ensuring the school environment and resources are effective in supporting pupils' learning. Once the priorities have been identified the school is effective in applying the principles of best value to its

management and use of resources. However, as yet the school has not established whether best value is achieved through the deployment and effectiveness of the senior staff. Money that the school receives for teacher in-service training is used efficiently and is targeted so that it meets the needs of the individuals and also matches identified school priorities accurately. There are good induction arrangements for newly qualified teachers and those new to the school. All are linked to experienced mentors and are given effective support within their year groups. The school has become appropriately involved in national initiatives including the in-service training of staff and working towards the successful completion of the Investors in People award.

67. There is a good number of suitably qualified teachers for the number of pupils on roll, all of whom are suitably deployed. Teachers work well together and there is effective teamwork within year group teams. There is a good number of support staff who provide good support for pupils' learning which positively affects standards of pupils' attainment. Performance management procedures are in line with national requirements.
68. The accommodation in the Foundation Stage is very good and well used by adults and pupils alike. There is direct access to a well-resourced and very attractive outside secure area. The accommodation in the main school is good and used well. The school is kept clean and very well maintained by the commitment of the site manager. There has been considerable investment both in improving the interior of the school and the outside environment in recent years. The large playing field and hard play areas, which include climbing apparatus and attractive seating areas, are well used at break and lunchtime to promote informal discussion and traditional games. At present the main library is inconveniently situated in the main reception area which limits its use for research and a place for pupils to browse. The good quality display of pupils' work around the school demonstrates that their work is valued by teachers and helps to create a colourful, purposeful and in several cases an exciting environment for pupils to work in.
69. Learning resources in the school are good overall. Resources in the Foundation Stage are very good. The last inspection identified shortcomings in the level of resources within the main school, particularly in information and communications technology and design and technology. Since then the school has made significant financial investment to improve them. The resources available for teaching the curriculum are now judged to be good in English, science and physical education and satisfactory in other subjects. The resources are very well organised, attractively stored and readily accessible. Resources are generally well used to support learning although classroom computers and the central library are not used as effectively to support learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 1) Raise the standards in mathematics by;**
 - providing more opportunities for work of an investigative nature (paragraphs 11,21,33)
 - providing more planned opportunities in other subjects for using numeracy skills (paragraphs 7,101,104).
- 2) Raise the standards in information and communications technology (ICT) by;**
 - ensuring all strands of the curriculum are covered in sufficient depth (paragraphs 33,137);
 - establishing regular opportunities to develop information and communication technology skills across the curriculum (paragraphs 12,21,89,102,111,136);
 - developing assessment procedures to monitor pupils' progress and attainment through the National Curriculum (paragraphs 49,143).
- 3) Improve the quality of monitoring and evaluation of the work of the school by:**
 - carrying out regular and rigorous observations of teaching using recognised criteria (paragraphs 28,112,118,122,143,149,153);
 - extending the role of the subject co-ordinators in regular and rigorous monitoring of the quality of pupils' learning (paragraphs 59,60,112,128,160);
- 4) Increase the effectiveness of the Governing Body**
 - by increasing the direct involvement of the Governing Body in the work of the school so that they are better informed about the quality of the education the school provides
 - involving governors more in the shaping school development through greater engagement in strategic planning and evaluation procedures (paragraphs 63,64);
- 5) Review the effectiveness of the roles and responsibilities undertaken by the deputy head teachers in order to achieve best value (paragraphs 60, 61);**

In addition the school should consider the following minor issue for inclusion in its action plan;

- Improve the standards of work in art and design in Key Stage 2 (paragraphs 113, 115,116)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	16	40	14	2	0	0
Percentage	2.7	21.6	54	18.9	2.7	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36	325
Number of full-time pupils known to be eligible for free school meals	0	65

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	4	64

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.29
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	27	27	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17 (18)	20 (17)	23 (17)
	Girls	24 (21)	24 (22)	24 (23)
	Total	41 (39)	44 (39)	47 (40)
Percentage of pupils at NC level 2 or above	School	79 (76)	81 (76)	88 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20 (17)	19 (16)	23 (20)
	Girls	26 (21)	24 (24)	24 (23)
	Total	46 (38)	43 (40)	47 (43)
Percentage of pupils at NC level 2 or above	School	81 (75)	88 (78)	87 (85)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	16	29	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11 (14)	10 (11)	14 (17)
	Girls	23 (9)	18 (5)	26 (10)
	Total	34 (23)	28 (16)	40 (27)
Percentage of pupils at NC level 4 or above	School	78 (58)	62 (40)	89 (68)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12 (11)	8 (9)	11 (15)
	Girls	18 (6)	14 (6)	20 (7)
	Total	30 (17)	34 (15)	31 (22)
Percentage of pupils at NC level 4 or above	School	67 (43)	49 (38)	69 (55)
	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	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	321
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	205

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	667,689
Total expenditure	625,191
Expenditure per pupil	£1,997
Balance brought forward from previous year	18,517
Balance carried forward to next year	42,497

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	373
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	47	49	3	0	1
Behaviour in the school is good.	37	57	3	0	3
My child gets the right amount of work to do at home.	29	48	12	3	8
The teaching is good.	46	49	3	0	2
I am kept well informed about how my child is getting on.	41	41	13	3	2
I would feel comfortable about approaching the school with questions or a problem.	65	27	4	3	1
The school expects my child to work hard and achieve his or her best.	61	36	3	0	0
The school works closely with parents.	39	46	8	4	3
The school is well led and managed.	55	33	4	3	5
The school is helping my child become mature and responsible.	49	46	3	0	2
The school provides an interesting range of activities outside lessons.	41	41	9	1	8

Summary of parents' and carers' responses

Parents are generally very appreciative of the quality of education provided. However, parents would like to see homework set on a more regular basis and they would like more information about how their children are getting on at school.

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

70. The provision for children in the Foundation Stage in the Nursery and Reception classes is good. The environment is very attractive, stimulating and welcoming. Teachers and support staff create an atmosphere that is warm and secure. The attainment of the majority of the children on entry to the Nursery is low in all the areas of learning. This is most apparent in their language development, mathematical understanding, and in their knowledge of the world around them. As a result, in spite of the good, and frequently very good teaching they receive and the wide range of stimulating experiences they encounter, a significant majority do not achieve the early learning goals by the time they enter Year 1. Children, including those with special educational needs benefit from the high quality support available to them and make good progress. Judgements of attainment overall, are similar to those made in the previous school inspection.
71. The teachers in the Nursery and Reception classes work very closely together and the high quality support assistants are a much valued part of the team. The teachers have a very good knowledge and understanding of the learning needs of young children and maintain careful records of their progress, which they use when arranging learning activities. Children are given many opportunities throughout the day to choose from a wide range of activities. Although this is valuable in helping them to become independent and self-reliant, there is sometimes a lack of focus to activities and times when more adult intervention could increase the level of challenge.

Personal, social and emotional development.

72. Children start school with poor social skills and make very good progress with many children achieving well in this area because the quality of teaching is very good. The high priority placed on promoting personal, social and emotional development is having a very positive effect and the majority of children will attain the early learning goals by the end of their Reception year. When they start Nursery children spend much time playing on their own, seldom involving themselves with another child or small groups in co-operative play, and some children find it difficult to wait their turn. The staff provide plenty of effective opportunities for the children to try and develop better skills. Children join in musical games and discuss sharing and taking turns in circle time. These activities make a positive contribution to their understanding of the needs of others. For example a child in the Nursery offered a share of her Play-Doh to a child with special educational needs who had taken someone else's. The classroom assistant then focused on the need to observe the appropriate courteous response. Children in the Reception class join in reading a big book and listen attentively to each other in the subsequent discussion.
73. Teachers and classroom support assistants provide very good role models for the children and there are high levels of mutual consideration, tolerance and respect. They have developed very good relationships with the children, manage them well and provide plenty of encouragement to develop their confidence and self-esteem.

Communication Language and Literacy.

74. The communication skills of many of the children entering the Nursery class are below or well below average. Although they make good progress in this area of learning only a minority reach the early learning goals before the move into Year 1. The teaching of language and literacy is generally good in both the Nursery and Reception classes. However, in both classes opportunities are missed to extend children's speaking and listening skills during discussion periods and throughout the day. Younger children often confine themselves to one word or short phrases as a means of communication and the adults do not always sufficiently encourage the children to broaden their vocabulary or speak in full sentences.
75. Most children make a good start in learning to read and write and many make good progress. Nursery children enjoy listening to stories and looking at books. They handle these carefully and most are aware that print conveys meaning. They make suitable marks on paper during their play sessions in order to write letters, cards or to make a booking in the 'Travel Agents'. Many make good attempts to write their own names and the higher ability older children are beginning to copy short sentences and phrases with skill. The good achievement continues in the Reception Class, where the teacher makes very good use of the shared reading time in the Literacy Hour to develop reading and writing skills. Several children recognise many of the initial letters of the words, and demonstrate their familiarity with the terms to identify the title, author and illustrator. Most children hold their pencils correctly and are beginning to form their letters legibly when copying print. The higher attainers are able to write words independently and by the end of the year should be able to complete a short phrase or sentence unaided.
76. There is a good range of attractive books, in both classrooms. The children enjoy discussing the pictures and the story plots as a whole class or in small groups. Their individual achievement is checked when they read to a teacher or a classroom assistant. The time and support provided by a group of volunteers who visit throughout the week, is much appreciated and is making a positive contribution to the children's progress. Many of the children are able to "read" stories from the pictures with the higher attainers beginning to recognise words on sight. A good system of home-school diaries has been established and most children take their books home and read regularly to their family.

Mathematical Development.

77. The children achieve well in this area of learning, they make good progress, and the majority are on target to achieve the early learning goals by the end of the Foundation Stage. Children have good opportunities to find out about volume and capacity in their sand and water play. They are given a wide variety of objects and small toys, which most can sort by colour, size and shape. Most Nursery children are able to recognise and name the primary colours, and many are able to count to five unaided. Reception children count confidently to ten with many going beyond this. Most are able to count groups of objects to five and record the number correctly and are able to put numbers to ten in order.
78. Teaching in this area is good with the activities being matched well to the interests and abilities of the children, who respond well, especially when the teacher increases the challenge. They try hard and are delighted at their own success. Teachers focus well on the use of correct mathematical vocabulary and make good use of the opportunities that arise during the day to reinforce mathematical concepts. For example, the two absent children are subtracted from the class number during

registration, and children count the bulbs before they are planted. Number rhymes, and games, such as “Ten Green Bottles” or “The Train is Carrying Coal”, are utilised to good effect in the classroom and during music sessions. The children know all the words and join in with immense enthusiasm and enjoyment.

Knowledge and Understanding of the World.

79. Despite making good progress throughout the Foundation Stage most children’s knowledge and understanding of the world is below the expected level by the time they start in Year 1, mainly because of their limited knowledge when entering the Nursery. The teaching is good and the children respond with interest to the new, stimulating, experiences school provides, but their learning is often restricted by their lack of language and communication skills. Many practical experiences are provided which contribute positively to the children’s learning about materials such as building bricks, wet and dry sand, and construction toys. These activities are most valuable when actively supported by an adult who is asking relevant questions that help the children to think and to move their learning forwards
80. Children are given good opportunities to find out about living things, they examine conkers bursting through their shells with the aid of magnifying glasses and observe and care for the hamster and fish kept as pets in the classroom. Effective activities such as these encourage the children to show curiosity and lead them to ask and answer questions enthusiastically. There are good activities and displays that widen the children’s understanding beyond the local environment including a world map labelling the places children have visited on holiday and a Nursery ‘Travel Agents’ with labels, tickets and destinations to places all over the world. The level of children’s knowledge and competence, when using information and communication technology, is close to that expected for their age. They use the mouse with the computer and are beginning to make use of programmable toys.

Physical Development.

81. The very good teaching enables children to make very good progress in their physical development and most of them reach the expected level by the end of the Foundation Stage. The accommodation is excellent, indoors and out, with plenty of space for large and small apparatus, and for the children to move freely. There is a suitable range of equipment for sliding, jumping and climbing which the children use with enthusiasm and healthy enjoyment, effectively increasing their body control and balance and sense of space. They are provided with opportunities to practise throwing and catching to an adult. They do this with increasing dexterity and skill. Over a period of time they gradually learn to wait their turn and run, skip and jump with appropriate awareness of the presence of others. The children handle tools, such as scissors, pencils crayons appropriately, and a majority develop good control of the computer mouse, so they are able, for example to dress the teddy bear or use the colour magic programme. They use soft modelling materials and wet sand to mould into shapes, and develop their finer physical skills well when cutting, sticking drawing, painting and completing jig-saw puzzles.

Creative Development

82. By the end of the Foundation Stage most of the children attain the early learning goals in this area of learning. The teaching is good and the wide variety of opportunities offered ensures most children make good progress. Children are

frequently allowed to make independent choices of materials and subject and on other occasions they are carefully guided and taught the skills which enable them to learn and make progress. They are, for example, shown how to use paint in different ways in order to create different effects, such as printing, bubble and trickle painting and using a paint wash as a background. Children produce collage pictures and friezes, from natural objects and other materials ranging from glitter, to straws and seeds. The staff celebrate children's efforts by displaying the work attractively in the classrooms and corridor, which not only encourages the children, but also adds to the bright environment that already exists. The children thoroughly enjoy listening and responding to music, either as movement or rhythmic games or singing songs together. Children in the Nursery are helped to learn to play together by enjoying games and songs, which require co-operation with the group, or in pairs. Children in the Reception Class sing tunefully and enthusiastically, competently accompanied on the keyboard by the teacher.

ENGLISH

83. Since the previous inspection of the school there has been year on year improvement in end of Key Stage 1 national test results in reading and writing. The 2001 national tests for pupils aged seven show standards in reading were well above the average of similar schools and standards in writing were average. In 2001 national tests Key Stage 2 pupils did considerably better in the national tests in English than they had in any other comparable year. Pupils aged eleven achieved standards that were below the national average but above the average of schools with similar characteristics. Inspection findings show that at the end of Key Stage 1, standards in speaking and listening are below average, but there has been considerable recent improvement in reading and writing which are now judged to be at an average level overall. Standards in each of the main areas of the English curriculum are average at the end of Key Stage 2. The quality of pupils' learning and achievement is good in both key stages.
84. In the previous inspection standards in English were below average at the age of seven and eleven. Since then pupils' attainment in National Curriculum tests at the end of both key stages has often been well below the national average. However, there have been many recent improvements in planning and teaching especially since the introduction of the National Literacy Strategy. Pupils throughout the school now make good progress and achieve well. Pupils with special educational needs and those with English as an additional language make good progress towards the targets identified for them. All pupils have full access to an appropriate curriculum and their inclusion in the full range of activities is assured. Taking into account the low levels of linguistic ability which the majority of the children possess on entry to the Foundation Stage, these results indicate good and in certain areas very good progress.
85. A significant factor in improving standards has been the considerable amount of good teaching coupled with effective deployment of support staff to where the need is greatest. The school places a strong emphasis on the teaching of literacy and has extended the levels of support for most groups in literacy lessons. There are much improved assessment procedures that clearly identify what pupils know, understand and can do. The school is using this information well to set appropriately challenging targets to raise standards. This has raised expectations of what pupils can achieve and the grouping of pupils by ability, creates a good match between tasks and pupils' prior attainment. Other factors that have influenced standards positively are the

effective teaching of literacy skills across the curriculum and pupils' good attitudes to learning.

86. Many pupils enter Year 1 with only limited communication skills and below average standards in speaking and listening. Many pupils do not use spoken language with confidence and use language in a narrow context but they make sound progress as they move through the key stage. Teachers work hard to extend pupils' vocabulary by asking questions that require more than a one word answer. Discussion and 'show and tell' sessions, as seen in a Year 1 class are valuable in encouraging the pupils to talk about their own experiences. However, throughout the key stage too few pupils are able to participate in group and class discussions with skill, or use a broad and interesting vocabulary and by the end of Year 2 standards remain below average.
87. By the end of Key Stage 2, pupils have developed their speaking and listening skills to an appropriate level for their age making generally good progress within the key stage. In a class lesson on poetry writing, several pupils spoke with confidence and clarity about their own beliefs and feelings relating to poems entitled 'Vampires' and 'Rainbow'. By the time pupils have reached Years 5/6, the majority have developed satisfactory skills in speaking when, for example, they are describing a book they have enjoyed. These pupils arrange what they have to say carefully and they focus on what is important. However, too few examples were seen of more formal speaking and listening, such as debates, but in the everyday exchanges in classrooms attainment is in line with the national average by the end of Year 6.
88. At the end of both key stages, reading standards are at an average level. Pupils make good progress and acquire the necessary skills at a suitable rate. By the end of Key Stage 1 pupils enjoy reading and having books and other literature read to them. They follow the text in an appropriate manner when it is read to them as part of their literacy lessons. Pupils use a suitable range of strategies to help them when they come across unfamiliar words or phrases. Pupils are introduced to the works of different authors and to fiction and non-fiction texts. Some pupils are aware of terms such as contents and index with the higher attaining pupils able to use them to locate information at speed. Although a minority of pupils read with a secure degree of accuracy and fluency, too few pupils read with a high degree of expression or recognise how correct interpretation of punctuation can really help you understand what you are reading.
89. Pupils develop their reading skills well in Key Stage 2. Good teaching ensures that pupils continue to be introduced to many forms of literature including poetry and the work of famous authors. Most pupils locate information quickly, with the higher attaining pupils having developed more advanced reading skills and the ability to infer from the text what the writer means. Many pupils' read sufficiently fluently and the higher attainers change the tempo of what they have read, by using their knowledge and understanding of the importance of reading with suitable intonation and expression. Pupils use reference books to find information and most of them have mastered how to use a glossary and index at speed to locate information. However, the siting of the library in the reception area makes it difficult for pupils to work independently or in comfort in developing their research skills. Not enough use is made of computers in both key stages to enhance pupils' writing, research or computer skills.
90. Pupils achieve well throughout the school in writing. By the end of Key Stage 1 most pupils write in full sentences and many show an appropriate awareness of the use of

full stops and capital letters. There are good examples of writing skills being directly taught to pupils and this together with the provision of a framework to support the structure of writing impacts significantly on pupils' learning and achievement. By the end of the key stage, the majority of pupils have made good progress in the acquisition of writing skills due in the main to the good support of the teaching staff. Pupils are gaining in confidence in their ability to sequence the events of a story and sometimes produce interesting stories, as seen in the work linked to 'Handa's Surprise'. However, too few pupils are able to use a written style or vocabulary that looks and maintains the attention of the reader.

91. An interesting range of writing opportunities is provided at Key Stage 2 and pupils are currently making good progress and the majority are achieving standards that are appropriate for their age. There are examples of good and sometimes very good work in poetry and extended writing at the upper end of Key Stage 2, as seen in the written work on 'The Bermuda Triangle' and 'The Mystery of the Marie Celeste'. Teachers plan opportunities which are often exciting and interesting and include a study of the features of journalistic writing, as seen in a Year 5/6 lesson. The emphasis of the teaching is geared to providing pupils with the skills to complete the work successfully. Such teaching is having a positive impact on the standards that are achieved. As a result a growing number of pupils are producing work of a high standard, as witnessed in their work on a newspaper project linked to a report on the Queen Mother's birthday celebrations, and the writing of a modern day version of a Christmas Carol. However, throughout the school standards in handwriting are too variable because teachers do not consistently make clear to pupils that this is important. Occasionally handwriting is barely satisfactory and in others good or even very good by the older pupils.
92. The attitudes shown by all pupils are good and have a positive impact upon learning. They enjoy their work and the standard of behaviour in lessons is good. The school is increasingly setting individual targets for pupils and this acts as a spur to the pupils who then try and rise to the challenge. The attitudes displayed by pupils with special educational needs and those with English as an additional language are also good. The good progress that the pupils make is directly linked to the quality of teaching. The school provides a very good level of support for all pupils and the support staff make a valuable and significant contribution to pupils' learning. They work well with the teaching staff and add considerably to the effective learning environment that is prevalent within most classes.
93. The quality of teaching during the inspection was almost always good in both key stages. Teaching has improved since the time of the last inspection because the staff have undertaken training in Literacy and improved the quality of planning for different groups of pupils. Most teachers have high expectations of what the pupils can achieve. The National Literacy Strategy is well embedded in school practice and the positive impact on standards is very evident. Most teachers manage pupils well and use a wide range of behaviour management strategies when dealing with the occasional inappropriate behaviour. However, the marking of pupils' work and the use of homework are not always effective in helping develop skills in the different areas of English because the policies the school has are not implemented consistently.
94. The co-ordinator has only had responsibility for managing the subject for a short period of time. However, in this time she has gained a good grasp of the strengths and areas for development and is providing inspirational and knowledgeable guidance to all staff in their desire to raise standards in the subject. The school has

implemented satisfactory monitoring and evaluation procedures and all staff have been observed teaching by senior staff in school and by Local Education Authority advisors. However, there is still room to improve the rigour of such monitoring to ensure that over time and throughout the school the necessary skills of writing are taught in a progressive manner that ensures standards continue to improve.

MATHEMATICS

95. Standards at the end of both key stages are below average. Results of the national tests since the previous inspection have been well below average at the end of Key Stage 1 and very low at the end of Key Stage 2. The 2001 results show a significant improvement and this is confirmed by inspection evidence. In 2001 national tests pupils aged seven achieved standards that were average in comparison to similar schools but standards in Key Stage 2 were well below average. The progress that the pupils make throughout the school is currently good. However, while the quality of learning for pupils including those with special educational needs is now good, there have been gaps in pupils' learning over time that staff have had to work hard to eradicate. Lessons are now generally well planned for groups of pupils who make different rates of progress and the quality of learning of the large majority of pupils is now good although aspects of investigative mathematics are under-developed. Although standards have been slow to rise there has been satisfactory improvement since the previous inspection.
96. The recent improvement in pupils' achievement is directly related to better planning, effective use of assessment, good teaching and the implementation of the National Numeracy Strategy. Teachers have clear guidance, and are supported by effective training and additional resources. The quality of teaching and learning has been monitored and strengths and weaknesses identified. A detailed action plan is in place to ensure standards continue to improve. As part of the 'Ashfield project' two teachers have been nominated to work with a secondary specialist to provide support in classes and challenge pupils to attain the standards expected of their age. During the inspection, the specialist teacher worked very effectively with a group of more able Year 6 pupils to successfully develop their understanding of using simple formulae involving one or two operations. This project is having a highly beneficial effect upon boosting the progress that pupils make at the end of the key stage.
97. By the age of seven, pupils have a secure understanding of place value to 100, but few are able to solve problems using larger numbers. Most pupils confidently add or subtract single digit numbers. They recognise the value of coins, but do not have sufficient opportunities to solve number problems involving money. Very few pupils are able to demonstrate mental recall of the 3 and 4 multiplication tables. Pupils have a secure understanding of common 2 dimensional and 3 dimensional shapes. They describe the properties of triangles, rectangles, squares, cubes, cylinders and cones with reasonable accuracy.
98. By the age of eleven, pupils have further developed their understanding of number. Most can identify place value to beyond one thousand. They recognise factors, square numbers and show reasonable mental recall of multiplication tables. They are less confident in using this knowledge to solve problems because there have been insufficient opportunities for pupils to try different approaches when solving problems. When asked to find different ways of using the compartments of a train for a given number of people, they had difficulty in explaining alternative solutions. Pupils in the higher ability set take care in the presentation and recording of their work, but this is not so in many other classes because teachers do not make such expectations clear.
99. Most pupils in Years 5 and 6 have satisfactorily developed an understanding of shape, space and measurement. They recognise that angles are measured in degrees and describe them in terms of right, acute and obtuse. They are able to recognise reflective symmetry and draw 2 dimensional shapes in different orientations

on grids using co-ordinates. The more able pupils show confidence in handling data to solve problems. They are able to conduct a survey and input results from a science experiment to produce bar charts, line graphs and pie diagrams. They are less confident in drawing conclusions from statistics and graphs.

100. The quality of teaching of mathematics is good. During the inspection teaching varied between excellent and satisfactory. Overall, it is good in both key stages. Where teaching was excellent, the teacher's enthusiasm for the subject was reflected to pupils who were eager to respond in each strand of the lesson. Teachers ensured a brisk mental session to start the lesson. For example in Year 3 / 4, teachers expected pupils to quickly add pairs of numbers and in Year 5 / 6, pupils used individual white-boards to calculate factors of 72, 24, 18 and 36. They were expected to have the answers written before the teacher counted to five. These clear but achievable expectations motivated pupils to try hard and were effective strategies. Pupils were then challenged to use three numbers to make an agreed total using different strategies involving the four rules of number. They were expected to work in pairs to solve the problem. All pupils responded positively and were eager to explain their solutions. Teachers make good use of resources. Pupils enjoy using white-boards, digit cards, number lines and 100 squares.
101. All teachers plan their lessons well and follow the National Numeracy Strategy effectively. They share the learning target for each lesson with pupils and ensure the three-part lesson structure is followed. This strategy provides pupils with a clear understanding of what they are expected to achieve, raises their self esteem and is ensuring pupils are now making good progress. There are weaknesses in some activities in Years 2, 3 and 4 and they do not provide sufficient challenge to pupils. In these lessons teachers do not ensure that pupils remain on task or take care with recording their work. The scrutiny of recent work shows that a number of activities are based on worksheets that are too easy for more able pupils. The marking of pupils' work is inconsistent and rarely suggests ways of improvement. Staff often miss opportunities to develop numeracy skills across the curriculum.
102. Insufficient use is made of information and communications technology to enhance learning in mathematics in most classes. The exception is where teaching is excellent. But, overall teachers do not take sufficient opportunity to develop numeracy skills across the curriculum. A strength of teaching throughout the school is the support given to pupils with special educational needs. Teachers have identified pupils' specific needs and ensure work is matched to their prior attainment. Support assistants in each class are well informed and relate very well to these pupils when working in the group activities. In these sessions, pupils make good progress. The curriculum co-ordinator has ensured that an Action Plan has been established with the prime target of raising standards. However, the role has not been effectively developed to allow him to systematically monitor planning, pupils' work, teaching and learning in order to identify areas for further development.

SCIENCE

103. Standards in science are in line with national expectations at the age of seven and eleven. This judgement shows there has been improvement in the subject from the time of the previous inspection when standards were below average. In the end of Key Stage 1 teacher assessments standards improved from 1997 to 98 and have remained at a similar level since then. In Key Stage 2 national tests, attainment

improved significantly in 2001 when twenty per cent more pupils attained the expected standard than in previous years. National tests in 2001 indicate that standards achieved by pupils aged eleven were below the national average but above average when compared to schools with similar characteristics. These improvements are due to better curriculum planning, which gives the pupils wide ranging opportunities to acquire scientific knowledge and vocabulary.

104. The quality of teaching and the progress made by different groups of pupils is satisfactory in Key Stage 1 and good in Key Stage 2. Strengths in the subject include open-ended opportunities to record scientific predictions, observations and conclusions especially in Key Stage 2. These opportunities build upon the pupils' skills in recording in a range of styles and formats and extend the development of descriptive and evaluative writing skills well. Weaknesses in the subject are that too often experimental and investigative activities require the pupils to observe the teacher and this limits their first hand opportunities to develop experimental and investigative skills.
105. Teacher assessments at the end of Key Stage 1 indicate previous weaknesses in pupils' knowledge of materials and their properties. However, since the school introduced planning based upon national guidance for the subject these weaknesses have largely been eliminated. The quality of teaching in Key Stage 1 is satisfactory as is pupils' learning and the progress that they make. Staff have secure subject knowledge and occasionally a high level of personal subject interest. However, as in mathematics this is not always translated into activities where pupils find things out for themselves and too often lessons are based on discussion or observation. This affects the concentration of pupils and limits the development of investigative skills.
106. Whilst the quality of pupils learning is satisfactory in Key Stage 1 younger pupils make better progress than those in Year 2 because of more consistently high expectations of what pupils can achieve. In Year 1 teaching is good and pupils make good progress when finding out about food. They learn about the value of different foods including fruit in their diet. They learn well in lessons linked to the design and technology curriculum, when they design, make and evaluate fruit kebabs. Pupils have enjoyed finding out about sounds around them and when investigating forces they learn more about pushes and pulls. While investigating materials they have found out which are attracted or not attracted to magnets and are able to sort a range of materials according to their different properties.
107. In Year 2 pupils make satisfactory progress and teaching is sound. For example during the inspection pupils discuss the main changes that happen as a baby grows into a toddler and are able to identify in a satisfactory manner some of the things that they can do now that they couldn't do as a baby. However, whilst pupils enjoy discussing how they have grown and changed, achievement is limited because there is no direct observation of younger children and what they can or can't do. The sample of recent work confirms that pupils in Year 2 make satisfactory progress when learning about electricity. They make electrical circuits and find out how electricity can make power for sound, light and heat with average understanding. When investigating forces they satisfactorily observe which cylinder goes the furthest down a ramp. Parents note that pupils enjoy growing sunflowers and identify and name the main parts of a flowering plant.
108. Teaching in Key Stage 2 is good and pupils including those with special educational needs make good overall progress. This good teaching was exemplified in an

effective lesson in Year 3 / 4 where pupils had direct experience of making hypotheses, carrying out tests and drawing conclusions about which of a range of materials would be most hardwearing. Pupils develop a clear understanding of why and how to carry out a fair test through well planned activities, so that when rubbing the same sized pieces of materials they use new pieces of sandpaper and try to rub the material in the same way each time. Pupils work well together in this activity by helping members of their group carrying out the tests and by carefully counting and recording the number of rubs taken to make a hole in the materials.

109. Where teaching is good there are plenty of opportunities for pupils to develop their abilities to make predictions through experimental work. During the inspection pupils in Year 5 / 6 made good progress when making predictions and observing whether the addition of red food colouring will make boiling water evaporate into red steam. The quality of learning of another group of pupils is also good when discussing how to plan an experiment to make solids dissolve more quickly. When discussing the relevance of such an activity to everyday life pupils are keen to offer ideas of how to use different types of sugar and what to do to the sugar to make it dissolve in a cup of coffee more quickly. The sample of pupils' recent work confirms good achievement when investigating the effects of exercise on their body and when finding out about the earth, moon and sun.
110. The planning of lessons is good, overall. Teachers plan thoroughly and carefully and organise different tasks for pupils who make different rates of progress. The use of writing frames to provide a structure to record the findings of investigations is especially effective in developing literacy skills across the curriculum. This provides headings for the setting out of pupils' ideas but does not limit the development of individuality and pupils record their findings in their own words. Teachers use worksheets wisely and mostly encourage pupils to record work in their own words. Teachers have a good level of subject knowledge and most have a confident manner when handling discussion and observation activities. Good use is made of open-ended questions to check pupils' understanding although occasionally more use could be made of directed questions to involve quieter pupils and to develop awareness of spiritual, moral and cultural issues.
111. The opportunity to use information and communications technology to support learning in science is unsatisfactory. The school has only a limited range of research software and classroom computers are not used sufficiently to support learning. Pupils rarely use the information they collect to make graphs or use a digital camera to record observations or sensory equipment to measure light and sound. The school has a very good external learning environment, which is used to support the science curriculum satisfactorily. However, sometimes staff could make even further use of the environment or take sufficient opportunities to extend numeracy skills in science activities.
112. Leadership and management of the subject are satisfactory. There has been a complete review of the curriculum to ensure that the scheme of work covers all aspects of science and that learning builds upon what pupils know, understand and can do. An audit of the subject has been conducted and action plans have been drawn up. The subject co-ordinator has a high level of interest in the subject, but has not had a strong influence upon developing experimental and investigative work. There have been appropriate opportunities to monitor and evaluate the quality of teachers planning and opportunities to observe teaching but this has lacked rigour in identifying what has worked well and what needs to be improved. The evaluation of

samples of pupils' work has also lacked rigour in identifying areas for further development. This has had a limiting impact on standards of attainment and the rate of pupils' learning especially in Key Stage 1.

ART AND DESIGN

113. Standards in art in the previous inspection were judged to be slightly below expectation. Since then attainment in Key Stage 1 has improved and is now in line with national expectations, but standards at the end of Key Stage 2 have not altered. Over the past few years the school has concentrated on developing the core curriculum subjects and art has been given a low priority. This has limited the experiences of the pupils in Years 5 and 6, but the attainment in Years 3 and 4 is now showing improvement. The progress the pupils make, including those with special educational needs, is generally satisfactory.
114. Pupils in Key Stage 1 use paint and materials imaginatively. Their paintings are bold and colourful as demonstrated in a series of pictures depicting the four seasons, and in a zoo frieze portraying a variety of animals. Much of their work enhances their studies in other curriculum areas, for example in a large display to illustrate, 'An Island Home', or pencil drawings of Kirkby-in-Ashfield. Pupils experiment effectively with a range of materials to print effective patterns of different textures, using Lego, shells, batteries and wooden letters. Other materials are used for three-dimensional work involving different types of weaving. Pupils weave paper mats, or wool around twigs or crepe paper to make stars. By the end of Key Stage 1, they work carefully and patiently and their skills in handling tools are average.
115. The work in Key Stage 2 is too often based on topics being covered in other subjects and does not focus sufficiently on the development of pupils art skills. There is, for example, a Year 3 / 4 collage display, chronicling the 'History of Thieves Wood' as part of an environmental study. This is very attractive and utilises paint, fabric and paper to depict events from the Middle Ages to the present day, with a particularly graphic portrayal of the hanging of Charles Rotherham. Following a visit to Rufford Park pupils in Year 3 and 4 design and make models of sculptures suitable for the school grounds, as part of a project on, "changing the environment by use of art design". The quality of design varies widely and teachers' expectations are not always high enough. Some pupils present good, imaginative and decorative ideas and one incorporates an interesting mobile structure, but there are others, which are less appealing or practical. These pupils have also had an opportunity, to use clay, making pots and models, with satisfactory results.
116. There is very little evidence of artwork from Years 5 and 6 displayed in school. Whilst an appropriate amount of time is nominally allocated to the teaching of art and design, in practice such time has not always been available. The collage of the creation is very attractive and uses a good range of materials to portray the different images, but pupils' overall drawing and shading skills are poor. As noted in the previous inspection only a small minority of sketchbooks, which contain pencil drawings, attain the levels expected for pupils at the end of Key Stage 2. On occasions pupils use their sketchbooks very effectively to develop their ideas. For example, pupils practise drawing views of objects from different perspectives, or to draw a moving figure, but often sketchbooks are used less productively. There is not enough study made of the work of different artists, although computer paintings in the style of Mondrian make a good display in the computer suite.
117. The teaching of art is satisfactory overall but weaknesses remain. Although teachers have adequate subject knowledge teaching time in Years 5 and 6 is barely sufficient. The teachers' management and organisation of lessons is good, as are the pupils' attitudes to their lessons. Pupils show good levels of concentration and most are

keen to do well, but they do not always receive enough systematic guidance from their teachers and this affects the quality of pupils' learning.

118. There is insufficient teaching of the techniques of art and design such as the use of colour, line and tone to produce different effects, which would help them to improve their skill. The breadth of opportunities to experiment with different materials and processes is too narrow, so the pupils are not being offered sufficient choices to allow them to express their ideas or fully extend their imaginations. One reason that standards in the subject have remained low is that there is insufficient monitoring and evaluation of teaching and learning and this has allowed weaknesses in provision to remain. There is now a scheme of work in the school with an in-built system for assessment. The subject is due for review during the next school year and the co-ordinator is keen to extend the range of resources, especially by providing more examples of the work of well - known artists as a means of improving the curriculum and raising standards.

DESIGN AND TECHNOLOGY

119. Attainment in design and technology is in line with the national expectation at the end of both key stages. Pupils, including those with special educational needs, make good progress as they move up through the school. These judgements are similar to those made in the previous inspection, but there has been an improvement in the quantity of tools and other resources since then, which are very well stored and organised.
120. By the end of Key Stage 1, most pupils are developing a clear understanding of the design process. They draw basic plans before making their models, often labelling them in order to identify the materials they intend to use. These models range from wheeled vehicles such as a double decker bus or a pick-up truck, to moving pictures and winding mechanisms, which include a rocket designed to move up a string and a bear descending a slide. Pupils' literacy skills are often well utilised as they record their designs and evaluate the results, identifying possible future improvements. They gain experience in choosing, preparing and tasting food and the importance of applying hygienic procedures. Pupils in Year 1 gain good first hand experience when they make fruit kebabs. Choosing from a good range of fruits, they work with a partner to draw, label, cut and produce a finished product, which is then wrapped in cling film, before a careful check is made to ensure the plan has been correctly executed. Finally, the kebabs are tasted and preferences discussed and recorded.
121. Good quality learning continues throughout Key Stage 2. Pupils' designing skills are further refined, for instance in a topic about packaging pupils decide the final purpose of the product and who it is meant to attract. These plans also involve the utilisation of the pupils' mathematical skills, as it is necessary to measure and create a 'net' in order to make the boxes. Year 4 pupils use a range of materials and their knowledge of electric circuits well when designing different forms of lighting for a baby's bedroom, or making a torch. Year 6 pupils understand the principles of cams and how a motion can be changed from rotary to linear. They use this knowledge when they design and make moving toys. Pupils in Key Stage 2 are able to evaluate their work well. In their bread-making topic, for example, they compare and make detailed recordings of differences in the taste of various breads and reasons for their preferences. This topic also provides good opportunities to discuss a range of recipes and nutrients.

122. The teaching in both key stages is generally good. Teachers have a sound knowledge and understanding of the subject and make good use of the core scheme of work and the suggestions in the supplementary scheme. They are well organised and their management is good, so the pupils know what is expected of them, are interested, concentrate well, and give of their best. The teachers make very good use of the support staff but do not fully exploit the possibilities of all the resources that are now available, especially the range of tools and working with wood. As the subject co-ordinator has only limited opportunities to monitor the quality of teaching and learning, the use of information and communications to develop cross-curricular skills remains limited.

GEOGRAPHY

123. The school has improved standards since the previous inspection when they were unsatisfactory. The majority of pupils aged seven and 11 years are now attaining at levels expected at their age. Pupils of all ages show very good knowledge and understanding of environmental geography. The school has worked hard to introduce a very good environmental education programme. However, pupils' knowledge and understanding of contrasting localities is not well developed. A shortage of resources in the previous school year restricted development in this area. The school is now taking appropriate measures to address this issue. All pupils achieve satisfactorily. Work set at different levels and additional support ensure that pupils with special educational needs are fully included in all aspects of the subject and make progress in line with the rest of the class. The very small number of pupils with English as an additional language have no problems with the subject.
124. Younger pupils develop a satisfactory understanding of places in the world because of the on-going 'Barnaby Bear' theme. Identifying where postcards have come from on a map develops their knowledge and understanding of maps and locations. Teachers make good use of trips to develop pupils' environmental geography skills. On a 'Teddy Bears Picnic', pupils identified attractive and unattractive things such as flowers and rubbish. By the age of seven years, pupils write satisfactory descriptions about towns and identify features they would see on a journey to the seaside and the countryside. Higher attaining pupils identify the countries of Great Britain and label major cities such as Nottingham and London on a map. Work using the 'Katie Morag' stories gives pupils a sound understanding of life on an island and people's occupations. While few pupils ask and answer questions using their own observations, pupils use correct geographical vocabulary, for example when talking about hills and rivers.
125. Key Stage 2 pupils have a good understanding of life in other countries because of their study of the Indian village of Chembakolli. They compare and contrast many aspects of life including climate, school and daily life. Geographic knowledge is well used by pupils to compare a journey in the Nilgiri hills with a local journey. By the age of 11 pupils show very good understanding of the environmental issues of the day. They discuss the effects of changes made to the environment by humans, and the effects on people and animals. Pupils are able to locate countries and major cities throughout the world. However, pupils' knowledge of contrasting United Kingdom localities is not well developed because pupils have not had sufficient opportunities to develop their understanding.

126. The quality of teaching is satisfactory. Lessons are planned satisfactorily, with work set at different levels to meet the needs of all pupils; this ensures that pupils of different attainment levels make similar progress. In one lesson good questioning about the different types of building on the 'Isle of Struay' helped pupils develop their observational skills well. However, in some lessons there is a lack of pace and a small number of pupils become restless and there is inconsistency of what is acceptable behaviour in such lessons. The scrutiny of pupils' work shows that teachers have secure knowledge of the subject. The marking of pupils' work to further develop learning is unsatisfactory. Marking, although positive, does little to move children on in their learning and does not make clear to pupils how to improve. Work in books is well presented, with pupils taking pride in what they do. Discussions with pupils show that attitudes are good. Year 6 pupils are eager to talk about the subject and say they enjoy the subject. Pupils listen to each other and are polite when they answer questions.
127. Literacy and numeracy skills are developed effectively in geography. Pupils read about other places. They use books to research topics, although this tends to be teacher led. There are opportunities to develop writing skills, for example when writing as though they were children in Chembakolli. In work on climates, pupils use graphs to record temperature and rainfall. Map work develops pupils' skills in co-ordinates. There is occasional use of information and communications technology but this is not well developed and overall it is unsatisfactory. Pupils have accessed the Internet to find rainfall figures but there is limited use of computer-generated graphs.
128. Geography makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are given opportunities to study the beauty of the world, discuss moral and social issues and learn about other cultures. There is effective co-ordination of the subject. The co-ordinator has recognised the areas for development and is taking action to address them, but there have been only limited opportunities to monitor and evaluate the quality of teaching and learning. The school makes very good use of the local environment to develop geographical skills.

HISTORY

129. Standards in history have improved since the previous inspection. By the ages of seven and 11 the majority of pupils are attaining at the expected level for their age. A small number of pupils attain above this level. The school has introduced new curriculum plans. These plans, linked to good quality teaching, have had a positive effect on raising standards. Work set at the correct level ensures that all pupils, including those with special educational needs, are fully included in all activities they make good progress and achieve well. The school has made good progress in the subject since the previous inspection.
130. Younger pupils are developing a good sense of time because teachers use the child's own life as a starting point. Pupils recognise things as being old because teachers provide displays, for example a display of toys in a Year 1 class, this is reinforced well by the use of a 'washing line' illustrated time line in the classroom. Pupils know that clothing has changed over time because teachers ask them to compare modern day clothing to clothing in the past. By the age of seven pupils have satisfactory knowledge of famous people from the past, including Samuel Pepys. They show particularly good knowledge of the 'Great Fire of London'. In work on Florence Nightingale, pupils compare hospitals in Florence's time with hospitals of today with a

sound understanding. There is knowledge of why people acted as they did but this is not well developed and higher attaining pupils are not able to explain the consequences of major changes because they do not have familiarity with a large number of historical events.

131. Older pupils satisfactorily build on the skills they have acquired earlier. Pupils in Years 3 and 4 develop an appropriate understanding of Invaders and Settlers by using illustrated historical evidence such as shoes and pots. They have sound understanding of the relationship between the Saxons and the Vikings. Pupils show understanding of historical opinion when they read what a Saxon thought about the Vikings. Teachers then develop this well by asking the pupils to think about and write what the Viking would have felt. By the age of 11 years, pupils have satisfactory knowledge of the periods studied. There is particularly good understanding of the period 1930 – 2000. They explain change well but are not confident in explaining the consequences of events and change. Pupils identify the main sources of historical information. There is research, but this is mainly teacher led and as a result pupils' independence skills are not fully developed.
132. The quality of teaching is good, overall. Teachers plan lessons effectively. Resources and displays are used very successfully to develop learning. In Years 5 / 6 teachers use artefacts, books and videos to enhance learning in lessons on Ancient Egypt. Teachers use different work sheets with the lower attaining pupils and those with special educational needs, this enables them to keep pace with their classmates. Occasionally worksheets do not challenge the highest attaining pupils enough. Pupils respond well to the good quality of teaching, showing good attitudes overall. In some classes, for example Year 6, pupils show very good attitudes. They listen very well to introductory sessions. When set to work in groups to research aspects of life in Ancient Egypt, they apply themselves very well.
133. Literacy skills are very well developed in history. Pupils are given lots of opportunities to read about people and events in the past. They write in many different styles, for example writing a diary in work on Samuel Pepys. There is a limited contribution to numeracy; pupils develop a sense of time through their work in history. The contribution of information and communications technology is unsatisfactory. Opportunities to develop research skills using modern technology are taken occasionally, but these are not well developed. A good example of the use of modern technology is the 'Saxon Times' produced by pupils in Years 3 and 4. The subject makes a good contribution to pupils' moral, social and cultural development. Pupils learn about cultures of the past and have sufficient opportunities to discuss social and moral issues.
134. There is satisfactory management of the subject although opportunities to monitor and evaluate the quality of planning, teaching and learning in the subject lack rigour. A new scheme of work has been introduced since the previous inspection. The school is carefully monitoring this to ensure that pupils' learning improves. History is brought to life for the pupils by the very good use of educational visits to places including Brew House Yard, Sudbury Hall and Newstead Abbey. Visitors to school, including theatre groups and role players have a very positive effect on pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Standards in information and communication technology are below those expected of pupils aged seven and eleven. At the time of the previous inspection, attainment was judged to be below national expectations at the end of both key stages and progress was unsatisfactory. The school did not at that time meet the requirements of the National Curriculum.
136. Satisfactory improvements have been made in provision for information and communications technology and whilst there are strengths in the development of the ICT suite an important weakness remains. The school has recognised the need to improve standards and has agreed a clear action plan. A scheme of work is now central to teachers' planning. This ensures coverage of each strand of the National Curriculum. A computer suite with twelve computers has been established. This is used effectively by each class to ensure pupils are taught keyboard skills and use a variety of programs. This has boosted the recent achievement of many pupils. All classes have access to a computer in their own classroom, but these are rarely used to enhance learning across the curriculum and this is a weakness that impacts upon the quality of pupils' learning.
137. Staff have benefited from in-service training as part of national initiatives in the subject. They demonstrate secure subject knowledge and plan their lessons effectively when using the ICT suite. The major weakness is that some strands of the curriculum are not covered in sufficient depth to enable pupils to achieve the standard expected of their age. Although skills are taught in lessons, pupils do not have opportunities to use these to enhance their learning in other subjects. Information and communications technology does not have a high profile around the school. There are fewer displays of pupils' work than seen in many schools.
138. Pupils throughout the school, develop satisfactory use of the keyboard. They are confident in the use of the mouse to load and operate programs. By the end of Key Stage 1, pupils are able to use a suitable word processing program. They type using different sized and coloured fonts, as when producing a caption for a picture. They know how to open a file, locate the class folder, save their work and close the computer down. Most pupils know how to use the backspace key, space bar and direction arrows. They are unsure how to 'block' text and use the delete key. Pupils have limited opportunity to practise word recognition, number skills and research topics using CD-ROMs. They develop appropriate understanding of control technology by entering commands into a programmable toy robot, but have difficulty in describing the effects of their actions because they are not familiar with such activities.
139. By the end of Key Stage 2, pupils continue to develop word processing skills. They know how to edit their writing, use a spell check and move text by 'cutting and pasting'. However, these skills are not sufficiently developed to enhance learning in other subjects. Pupils are able to use a data-handling program to display information in the form of graphs and pie charts. Occasionally, they conduct surveys and input results from science experiments. Most pupils give clear explanation of how to use a spreadsheet, move cells and use the sum function when working out the cost of ingredients used in making a cake or providing a school uniform.
140. Pupils do not have sufficient opportunities to research information in a range of subjects. Although pupils have been taught how e-mail speeds communication, very few pupils are able to explain how to receive and send a message with an attachment. The few pupils who can explain, have benefited by developing their

knowledge at home. Pupils have little experience of entering a series of commands to control objects or monitoring external events such as the weather or sound using the computer. Most pupils confidently describe the benefits of using computers outside school. They recognise the value of how a supermarket can scan goods at the 'checkout' and keep an accurate account of remaining stock. They describe how doctors and police can add to a database to keep records that can be accessed at the touch of a button.

141. Teaching overall is unsatisfactory. Teachers do not ensure pupils have regular opportunities to develop information and communications technology skills across the curriculum. In the ICT lessons observed, teaching was too variable. There is good and unsatisfactory teaching in both key stages. In the best lessons, teachers show secure class management skills in organising their class to use the resources available. For example in a Year 6 lesson, the teacher encouraged pupils to work co-operatively in inputting data to present their findings from a science lesson in different ways. He made very good use of a classroom support assistant who worked with a group of pupils using laptop computers in the classroom. The assistant was well informed and provided very good support to pupils who completed their work in a given time. In a Year 1 lesson, the teacher ensured a good balance between her explanations and pupils having adequate time to label a picture and save their work in a class folder. The discussion session of the lessons being used very effectively to ensure all pupils had understood the learning target for the lesson.
142. In unsatisfactory lessons, teachers' class management was insecure. Pupils became frustrated when their difficulties were not noticed. This resulted in time being wasted and pupils losing interest in the lesson. Teachers have mostly secure subject knowledge and are often supported by the headteacher when using the ICT suite. Relationships between pupils are very good. Pupils with special educational needs are fully integrated and receive additional support in using classroom computers during group sessions. In these sessions they make good progress.
143. Teachers plan their lessons well and follow the agreed scheme of work. This is an improvement since the previous inspection. A weakness is the absence of a whole-school system for assessing pupils' progress through the National Curriculum. The co-ordinator has produced a detailed action and development plan but has not had the opportunity to share her expertise or to monitor teaching and learning across the school.

MUSIC

144. Standards in music, in both key stages are in line with the national expectation. This is an improvement since the last inspection when standards were judged below average. Pupils in Key Stage 1 make satisfactory progress, but in Key Stage 2 achievement is good. Pupils with special educational needs make progress in accordance with their abilities. The improvement in standards is due to the introduction of a new scheme of work with supplementary materials, which provides good support for the teachers who lack confidence in this subject. The singing throughout the school is generally good, but in Key Stage 2 it is very good and sometimes excellent.
145. The pupils in Key Stage 1 know the words of a range of songs by heart, most sing sweetly and in tune, but they do not all join in. They are able to participate in question

and answer songs, such as, "Little Bird". The pupils are able to follow simple clapping rhythms from written symbols. They do this successfully in unison, but experience difficulty in holding the beat when groups are asked to clap two different rhythms simultaneously. Small groups of pupils, using African percussion instruments, follow written symbols and beat time satisfactorily, but the whole class requires more practice when using the same symbols as guidance in order to clap the rhythms.

146. Coverage of the National Curriculum is satisfactory, but not enough time is spent, particularly in Key Stage 1, on musical appreciation or composition using percussion instruments. Pupils do not record their musical experiences in an exercise book, which makes it difficult for them to recall their learning at a later date.
147. Much of the good progress made by the pupils in Key Stage 2 is due to the effective use of the music assembly, which is held each week. During this time the pupils listen to pieces of music and are able to differentiate between various instruments, effects and moods. They are beginning to use correct musical terminology, such as pitch and volume and most are able to indicate the variations of pitch in Grieg's, "Morning" music, using hand signals. The pupils sing enthusiastically and tunefully and reach a very good standard. Year 6 pupils, confidently sing a two part round with each group holding the tune well. The choir perform very movingly with excellent tone and clarity of diction. The younger pupils in the key stage are able to read and clap basic notational rhythms and a small minority listen carefully to a piece of music and recognise a change from a three to a four beat rhythm.
148. The teaching of music in Key Stage 1 is satisfactory, and it is good in Key Stage 2. Good lessons move at an effective pace, and the teachers and pupils share a common enthusiasm. Careful planning ensures new skills are carefully sequenced and practised, with pupils evaluating the quality of their work and teachers making sure errors are corrected and improvements made. As a result, good quality learning occurs in Key Stage 2 with pupils taking pride in the finished product. However, in Key Stage 1 teachers subject knowledge is not high and more could be expected of pupils in some activities including creating and developing musical ideas and composing skills.
149. The curriculum is enriched by extra-curricular percussion, choir and recorder groups and by the support of peripatetic teachers who provide brass and piano lessons. Pupils participate in school performances at Christmas and have enjoyed visits from a recorder consort, a music and dance group and a music and science group. All of these activities support pupils' learning effectively and have a positive impact on pupils attitudes and performance. The subject co-ordinator is keen and enthusiastic and is beginning to monitor the achievement of pupils, using the new scheme of work. She is able to share her expertise with less confident members of staff during the music assemblies, but opportunities to monitor the teaching and learning in the classroom are very limited.

PHYSICAL EDUCATION

150. Pupils' attainment in physical education is in line with national expectations at the end of both key stages. During the course of the year, pupils take part in a wide range of activities including swimming and athletics, which successfully promote their physical development. Most pupils, including those with special educational needs and English as an additional language make good progress. The large majority of pupils achieve

the required standard in swimming before they leave the school and several pupils swim well. Standards are similar to those reported in the last inspection report. The good quality of teaching in most classes has a positive impact on pupils' attainment and learning and contributes significantly to the positive and enthusiastic attitudes of the pupils.

151. By the end of Key Stage 1, most pupils have reached an average standard in gymnastics and games, as the result of effective teaching. Pupils are given clear instructions about what is expected of them, and are guided carefully in the learning of new skills. As a result, they exhibit satisfactory body control and balance when using the apparatus, and perform well-planned sequences of linked and fluid movements. In one lesson seen during the inspection, pupils are gaining in confidence in their throwing, catching and kicking of balls and also they are developing a range and consistency of skills involving balance, quick turns and hopping. The pupils have developed effective skills in throwing, catching and striking a ball and have a good understanding of the basic rules of basketball, which they are keen and willing to obey.
152. As they move through Key Stage 2, pupils make good progress, and continue to work hard to perfect their movements in gymnastics and dance. Most pupils have satisfactory skills of balance, and many are well co-ordinated. They make appropriate use of space, and vary the direction, speed and level of their movements to create variety and interest. In dance pupils effectively express the mood of the music, and show a good sense of rhythm as they interpret different and contrasting sections of the music. Pupils enjoy performing their work and that of others. Pupils have satisfactory games skills and are energetic. They show a good appreciation of the need for basic rules, and most demonstrate a sense of sportsmanship. Swimming lessons are available for the older pupils who are developing their swimming skills effectively and making sound progress.
153. The quality of teaching is good overall. The pupils achieve especially well in those classes where they are systematically taught the necessary skills, and are given time to practise, demonstrate and evaluate their work. In these lessons the pupils are highly motivated and their behaviour is good which aids learning. All teachers place a high priority on safety, when organising the setting out and putting away of apparatus, and by incorporating warming up and cooling down periods into the lesson. However, occasionally in Key Stage 2 the pace of lessons is sometimes too slow and leisurely and not all activities are sufficiently structured. However, as the subject co-ordinator has only limited opportunities to observe teaching and learning such issues remain unresolved. Teachers have a secure knowledge of the subject and this enables them to present activities in a confident manner, and to help pupils to improve their work further. In most lessons, pupils of all abilities are appropriately challenged. In the vast majority of lessons the pace is lively and brisk and all pupils are eager and enthusiastic to perform competently.

RELIGIOUS EDUCATION

154. Standards in religious education are broadly in line with the expectations of the locally agreed syllabus for pupils aged seven and eleven years, but few pupils attain above this level. All pupils achieve satisfactorily. Pupils with special educational needs make progress in line with the rest of the class because teachers set work at different levels and give extra support when necessary. The small number of pupils with English as

an additional language make progress at the same rate as other pupils. Teachers ensure that all pupils are fully included in the lessons. This is an improvement on the unsatisfactory standards of attainment in the previous inspection. The planning that had just been introduced at the time of the previous inspection is now having a positive impact on raising standards. Teachers use Bible stories well to initiate discussions, which develop pupils' ability to learn from religions. The school has made good progress since the previous inspection.

155. Younger pupils talk about special times such as birthdays. By the age of seven they recognise Christmas and Easter as special occasions. They explain that Christmas is celebrated because Christians believe it is the birthday of Jesus. Pupils do not have a great deal of knowledge of the festivals of other faiths. Pupils explain that the Bible is a special book, which contains stories about God and Jesus. They are able to recall stories, including David and Goliath. Pupils show good understanding of how stories from the Bible can be used to discuss modern day issues such as bullying.
156. As pupils move through the school, they build on the skills they have acquired earlier. Teachers give pupils satisfactory opportunities to develop an understanding of the world's major faiths. Pupils in Years 3 / 4 show sound understanding of the life of The Buddha. Literacy skills are developed well when the pupils write the sayings of The Buddha and learn the story of 'The Monkey King'. In work on Christianity pupils understand the concept of temptation because of their knowledge of the story of Jesus in the desert. By the age of eleven pupils have a sound understanding of the religions studied. In work on Hinduism pupils understand the concept of one God with many parts. Teachers link this well to pupils' own experiences by asking them to write about the different aspects of their life. Pupils know that there are similarities such as rites of passage because teachers link Hindu and Christian rites.
157. The quality of teaching is satisfactory, but teachers miss opportunities to develop literacy skills in Years 1 and 2 and this affects the quality of pupils' learning. There is very little recorded work and as a result reading and writing skills are not developed well in religious education. Teachers in these classes do however, use story telling and discussion to good effect. In a Year 1 lesson the teacher had the pupils 'spellbound' as she told the story of 'David and Goliath'. This and a well-read poem were then used very effectively in a follow up session when pupils discussed how they felt about bullying. Teachers give pupils appropriate opportunities to study the world's major faiths. There is good coverage of these faiths. The marking of pupils' work is unsatisfactory; it does not help pupils to develop their learning.
158. There are too few opportunities for pupils to develop learning by undertaking individual research into the faith being studied. Teachers provide many opportunities for pupils to read and write in different styles. In Years 5 and 6, pupils write poetry and their own 'wise thoughts'. The use of information and communications technology is unsatisfactory. There are too few examples of modern technology being used to develop learning.
159. Pupils show good attitudes to the subject. Work is almost always very well presented. In several lessons pupils listen to stories intently. In the follow up work, they listen to each other as they explain how they would feel if they were being 'picked on' or bullied. Religious education makes a generally good contribution to pupils' spiritual, moral, social and cultural development but opportunities are often missed in other areas. Pupils learn about a 'Greater Being', the wonder of the creation story and special times and people. They are given many opportunities to discuss moral and

social issues. When they study the world's great faiths they learn about rites and customs of many cultures.

160. The subject is soundly co-ordinated. There has been a little monitoring of classroom teaching but this is not yet used to improve teaching and learning. There are satisfactory assessment procedures in place and the school is starting to make good use of these to identify areas of strength and weakness. The curriculum is enhanced by visits out from school, for example to a church and Gudwara. Visitors to school help pupils to develop an understanding of Christianity.