

# INSPECTION REPORT

## **NORMANTON-ON-SOAR PRIMARY SCHOOL**

Normanton-on-Soar, Loughborough

LEA area: Nottinghamshire

Unique reference number: 122661

Headteacher: Mr. A. R. Hamilton

Reporting inspector: Mr. A. C. Matthews  
19410

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> November 2001

Inspection number: 198931

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Main Street Normanton-on-Soar Loughborough
Postcode:	LE12 5HA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. T. Tyers
Date of previous inspection:	December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19410	A. C. Matthews	Registered inspector	Science Physical education Religious education Special educational needs English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
15181	M. Hackney	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
14509	P. Mann	Team inspector	Mathematics Information and communication technology Design and technology Music Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?
30266	H. Rask	Team Inspector	Foundation Stage English Art and design Geography History	

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

### **INFORMATION ABOUT THE SCHOOL**

Normanton-on-Soar Primary School is situated in the Stanford ward in Nottinghamshire, with the pupils coming from the village itself and other surrounding villages. The school is much smaller than other primary schools. There are 52 pupils on roll – 30 boys and 22 girls aged between four and eleven years. The pupils are taught in three classes. The school roll has fallen slightly since the last inspection. Pupils come from a wide variety of socio-economic backgrounds but the majority come from socially advantaged families. Eight per cent of pupils are from ethnic minority backgrounds with six per cent of pupils speaking English as an additional language. Both these percentages are above the national average. There are no pupils eligible for free school meals and this is well below the national average. There are 14 pupils on the special needs register which is 28 per cent and slightly above the national average, although there are no pupils with statements of special educational needs. Pupil mobility rate for last year was 12 per cent, with three pupils joining the school and three leaving the school other than at the normal times. This is broadly average. Children can begin school on a part-time basis in the term before their fifth birthday and on a full-time basis the following term. Children's attainment on entry to the school is average.

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

Normanton-on-Soar Primary School is a very effective school with some excellent features. The headteacher gives very good leadership to the school and is well supported by a hard working staff and perceptive governors. The quality of teaching is very good overall and leads directly to the well above average progress that pupils make as they move through the school. Pupils' attainment by the end of Year 6 is well above average in English and mathematics and above average in science. The school manages its budget well and constantly seeks to improve the resources and learning environment for its pupils. Although the school has an above average budget, it provides good value for money.

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

- The quality of teaching is very good overall, and pupils' attainment at the end of Year 6 is well above average in mathematics and English, and above average in science.
- The headteacher provides very good leadership and is very well supported by governors and all staff.
- Pupils have excellent attitudes to work, behave very well and make very good progress as they move through the school.
- Pupils develop excellent relationships with each other and thrive within the school's very happy, secure and well-structured environment.
- Pupils are mature and develop high self-esteem because of the school's excellent provision for their personal and moral development.
- Parents have very positive views of the school and have a great impact on its work and on their children's learning at home.

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

- Staffing levels are not sufficient in the Reception/Years 1 and 2 class during the afternoon to ensure all pupils achieve as well as they should, and there is not enough large play apparatus for the youngest children.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection and has maintained the high standards described in the last report. The quality of teaching for the Foundation Stage is good overall and has been enhanced by the appointment of a part-time Nursery nurse. The school has also improved standards in English, but the quality of information and communication technology (ICT) seen during the inspection, although satisfactory, was not as high as at the time of the last inspection. There have been good improvements in the Foundation Stage curriculum and the work for the youngest children has also been enhanced by the good quality training that the teacher and Nursery nurse have undertaken. The quality and range of reading books throughout the school have been improved and older pupils benefit from a wider range of classical children's literature which particularly appeals to the higher attaining pupils. The school has also improved its geography resources and this is reflected in the good quality work observed during the inspection. The school has worked hard and successfully to improve pupils' attendance which is now well above average. The recent governors' annual report to parents is an informative document which meets all statutory requirements. The accommodation for the youngest pupils has benefited from the covering of the central courtyard for more practical activities.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	B	C
Mathematics	C	A*	A	B
Science	A*	E	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Since the previous inspection, pupils have maintained well above average standards in the National Curriculum tests for eleven year olds. The results above show that the Year 6 cohort in 2001 made very good overall progress, and attained above average standards in English and well above average standards in mathematics and science. The great majority of the higher attaining pupils gained the higher level 5 in all three subjects. When compared to schools who draw their pupils from a similar background, these results were average in English and above average in mathematics and science. The sudden fall in standards in science in 2000 has been very successfully addressed through well-focused teaching. Inspection evidence shows that the attainment of the present Year 6 pupils is well above average in English and mathematics and above average in science, where pupils' investigative skills are not quite as high as in other aspects of the subject. The school has set very challenging targets for this group of pupils to achieve by the time they leave the school; the very good teaching and careful targeting of individual pupils is helping to ensure that the pupils will meet these targets. Pupils attain a higher than expected level in design and technology, geography, history and music, and reach very good standards in physical education. In other subjects pupils attain the nationally expected standards. Pupils in Year 2 are making good progress. However, the standards attained by these pupils are below average in English, mathematics and science. This is because of the extremely small cohort size and the high proportion of pupils in the year group who are on the special educational needs register. Standards in geography, history and music for these pupils are above expectations and in line with nationally expected standards in all other subjects. Children in the Foundation Stage have made a good start to their learning with the great majority expected to achieve above the expected levels in communication, language and literacy, their personal, social and emotional development, and mathematical and creative development by the end of their time in the Reception class. Their attainment in knowledge and understanding of the world is in line with expectations, but their physical skills' development is below expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very enthusiastic about school and have very positive attitudes to their work.
Behaviour, in and out of classrooms	Very good at all times.
Personal development and relationships	Excellent. Pupils take their responsibilities very seriously, get on extremely well together and show increasing maturity and self-confidence as they move through the school.
Attendance	Very good. Pupils attend school punctually and lessons begin on time.

Pupils are extremely polite and behave very well at all times. Pupils have excellent relationships with each other and show very good understanding and consideration for others. Pupils have excellent attitudes to their work and respond very positively to the high quality teaching. They take part enthusiastically in the large number of extra-curricular activities and benefit socially from the other good opportunities they are offered.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

Overall the quality of teaching is very good and this high quality teaching has a very positive impact on pupils' learning. All lessons observed were satisfactory and a very high proportion was good or better. The teaching in English, mathematics and science is good overall and consistently very good for the pupils in the top class where pupils are inspired to do their best at all times. The teaching in Reception and Years 1 and 2 in the morning is good with pupils making good progress in developing their literacy and numeracy skills. However, in the afternoon, when there is no Nursery nurse or classroom support, there is a very wide spread of age and ability for the teacher to continually challenge all pupils, and to provide the specialised play activities that the youngest children require. Pupils with special educational needs are taught well, and make good progress through the school. The use of teacher expertise is particularly effective in the teaching of recorders from Year 2 upwards, French, and for sports such as swimming, cricket, football and athletics.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and it is very well supplemented by a wide range of extra-curricular activities for the older pupils.
Provision for pupils with special educational needs	Good. Pupils with individual education plans have clear targets set for them and make good progress towards meeting these targets.
Provision for pupils with English as an additional language	The pupils designated as having English as an additional language do not need any extra support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. The school makes excellent provision for pupils' personal and moral development and very good provision for their social, spiritual and cultural development.
How well the school cares for its	There are very good procedures for looking after pupils' personal welfare and good procedures for monitoring their academic and



pupils	personal development.
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The school curriculum has improved since the last inspection. The National Numeracy and Literacy Strategies are now well established and contribute positively towards pupils' attainment. The curriculum for the youngest children is now satisfactory and reflects national guidelines. However, lack of large play equipment is restricting aspects of their physical skills development. Parents give very good support to their children with the homework that is set and some give valuable help in the classroom. Very good opportunities exist for the older pupils to take responsibilities. The school is a very caring environment where all pupils are valued, challenged and flourish.

## 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 is very well supported by all staff who are committed to raising standards further.
How well the governors fulfil their responsibilities	Governors are very supportive of the school, visit regularly and play an active part in the school's strategic planning.
The school's evaluation of its performance	Test results are carefully analysed and challenging targets are set. The staff regularly monitor the standards of pupils' work and make recommendations for improvement. The monitoring of teaching is good in the three main subjects, and results are used effectively in the school's performance management process.
The strategic use of resources	Good. The school makes good use of all the resources available to it to maintain high standards.

Leadership and management are strengths of the school, and have helped it to build on and consolidate the good standards mentioned in the last report. The school has good self-evaluation systems in place to help it maintain these high standards. The setting of very challenging targets for Year 6 pupils shows the school's strong commitment to maintaining these standards. Governors have a wide range of skills and have worked hard with the school to make the improvements since the last inspection. Even more use could be made of their expertise to help the school monitor its developments. Resources are satisfactory overall, and are generally used effectively to support the pupils' learning. There are, however, weaknesses in the provision of some computer programs. Outside accommodation is spacious, but the hall is cramped for very vigorous physical education lessons. There is at present not enough support for the teacher of the Reception and Years 1 and 2 class in the afternoons, and no secure outside play area for the Reception children to have regular access to large play apparatus. The school applies the principles of best value well, particularly in the way it works with parents, when buying resources and in the monitoring of its National Curriculum test results.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school is very well managed and expects high standards.</li><li>• Children enjoy coming to school and make good progress because the teaching is good.</li><li>• The school has a very happy family atmosphere and cares very well for its pupils.</li><li>• The school promotes good values and attitudes.</li><li>• The school works well with parents, is very open to suggestions and very quickly deals with problems.</li></ul>	<ul style="list-style-type: none"><li>• Present inconsistency in homework provision.</li><li>• Lack of information about topics their children are covering and how they can help their children with their reading.</li><li>• Extra-curricular activities.</li></ul>

The inspectors fully endorse all the parents' positive comments about the school. The school has very recently improved its communication to parents about topics the children will be covering and clarified the position about homework. Inspectors do not agree with some parents' comments about the school's extra-curricular provision, which they consider to be very good when compared to similar sized schools.

## **PART B: COMMENTARY**

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

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

1. Normanton-on-Soar is much smaller than most primary schools, and as such, year groups are often smaller than ten pupils. This makes statistical analysis of results for individual year groups unreliable. However, pupils' attainment over the last four years has been consistently above average by the time pupils leave Year 6. The results for the 2001 National Curriculum tests for Year 6 pupils showed that they equalled the school's challenging target in mathematics but comfortably exceeded the target in English. When compared to all schools, pupils' attainment was well above average in mathematics and science and above average in English. When compared to schools which draw their pupils from a similar background, pupils' performance was average in English and above average in mathematics and science. The proportion of pupils attaining the higher level 5 was well above average in mathematics and above average in English and science. A small minority of pupils joined the Year 6 group late in the school year and analysis of the results shows that these pupils lowered the overall percentage of pupils gaining the nationally expected level 4.
2. Inspection evidence indicates that the present Year 6 group of pupils has made very good overall progress through the school and has well above average attainment in English and mathematics and above average attainment in science. This represents an improvement in English, the maintaining of high standards in mathematics and a slight fall in standards in science since the last inspection. The targets for this group of pupils are slightly higher than the previous year. Inspection evidence confirms that pupils are on course to meet these targets. Over the last four years, statistics show that boys have generally outperformed girls in all three subjects. The school was aware of these differences and monitored gender attainment carefully to ensure all pupils were achieving appropriately. However, during the inspection, no significant differences were seen in the standards achieved by pupils of different gender, ethnicity or background.
3. Over the last four years, standards at the end of Year 2 have fluctuated in reading, writing and mathematics. Much of this is due to the small numbers of pupils in these year groups, and to the large fluctuation in the proportion of pupils with special educational needs. The below average National Curriculum test results for the 2001 group of eight Year 2 pupils was because of the much higher than average proportion of pupils with special educational needs in the cohort and because of lower achieving pupils who joined the school towards the end of that year. This had an extreme impact on the test results and masked the fact that the pupils who joined the school in Reception had made good progress. Higher achieving pupils also made good progress through Year 2 with the proportion of last year's Year 2 pupils scoring the higher level 3 in these tests being well above average in science, above average in reading and writing, and average in mathematics. Inspection evidence shows that the attainment of the present Year 2 group of pupils, which numbers only four, is below average in reading, writing and mathematics. This is because half of these pupils are on the higher stages of the school's special educational needs register and are not expected to reach the nationally expected level 2. However, assessment results show that this particular cohort is making good overall progress in reading, writing and mathematics.
4. Children under five enter the Reception class with attainment that is in line with that expected of children of a similar age, except for mathematics which is slightly above average. By the end of Reception, children achieve higher than the early learning goals set for this age in their personal, social and emotional development, their communication, language and literacy, and their mathematical and creative development. They achieve the expected early learning goals in their knowledge and understanding of the world, and below the expected level in their physical development, because the children have too few opportunities for regularly outdoor play to develop their gross motor skills. Whilst children's

progress is generally good in the morning sessions when they benefit from the input of the Nursery nurse, their progress is not so marked in the afternoon sessions when they combine with the Year 1 and 2 class for activities. This is principally because the learning needs of the pupils are too wide for one teacher to successfully address.

5. Standards in English are well above average at the end of Year 6 and have improved since the last inspection. Pupils achieve well in all aspects of the subject, with their progress being particularly rapid in Years 5 and 6. Pupils benefit from the very good opportunities to develop their speaking and listening skills, such as when giving a talk during a special sharing assembly, and as a result reach high standards. Pupils enjoy writing for a range of different purposes and older pupils show very good imagination and descriptive ability, such as when they write about the witches from *Macbeth*. Pupils throughout the school take a lively interest in reading, which has been enhanced by a much improved range of books since the last inspection. Older pupils have a mature understanding of themes and characters, whilst pupils in Years 3 and 4 are successfully developing their knowledge and understanding of a wide range of children's authors. At the end of Year 2, pupils' attainment in reading and writing is below average because of the high proportion of pupils with special educational needs in the cohort who have specific reading and writing weaknesses. However, pupils in Years 1 and 2 show a real interest in reading and greatly enjoy taking a book home at the end of each day. Pupils' attitudes to reading are greatly enhanced through the eagerly awaited annual book week which features well-known children's authors and illustrators.
6. Pupils' above average attainment in mathematics at the end of Year 6 has been maintained since the last inspection. Pupils have a very good understanding of the number system, including approximations, and show good confidence in their knowledge and use of fractions. They are confident in addition, subtraction, multiplication and division and use these skills well in their mental mathematics. Higher attaining pupils show particularly good mental agility and speed when working out answers. Pupils' attainment at the end of Year 2 is not as high as at the time of the last inspection and is below average. Higher achieving pupils use counters accurately in their division work. They are confident in their knowledge of place value and use this appropriately in their addition and subtraction work. They have a good understanding of two-dimensional and three-dimensional shapes and use simple multiplication accurately to solve problems. Lower attaining pupils are not secure in their basic number bonds although their number recognition is satisfactory.
7. Pupils' attainment has fallen in science since the last inspection and is now above average by the time pupils leave Year 6. Pupils make very good overall progress and have well above average skills in all areas of the subject except for investigative skills which are average. Pupils have a particularly good knowledge of the human body, understanding the importance of a healthy diet and the impact of drugs and alcohol on the body's performance. They have very good technical vocabulary and use this well, such as in work on rock identification. Pupils do not have enough opportunities to devise their own investigations and to test their hypotheses, although during the inspection there was evidence of pupils producing careful investigative work when given the opportunity. Pupils in Year 2 make good progress but their overall attainment is below average. Higher achieving pupils have a good understanding of different parts of the body and how the body changes with age. They understand the importance of healthy foods and have a clear understanding of plant growth through their work in the class garden. Much of these pupils' scientific learning is based on practical work and they are developing a sound understanding of a fair test. Lower attaining pupils have covered the same subject aspects as their peers, but are working at a level below that expected of pupils of this age.
8. Whilst pupils' attainment in information and communication technology (ICT) is in line with national expectations by the end of Year 6, attainment has fallen since the last inspection. Pupils develop satisfactory word-processing skills and use graphics to illustrate this work. They have sound knowledge of the Internet and are able to copy and paste information on part of their Second World War history topic. Whilst pupils have satisfactory data handling,

modelling and control skills, their use of multi-media software, to make presentations, and desktop publishing to extend their word-processing skills, is below average. By the end of Year 2, pupils have made satisfactory progress and reached average attainment in most areas of the subject. They use a CD-ROM confidently as part of their reading and language work and use graphics software to illustrate topic work. They show satisfactory skills in the use of the mouse but have below average control skills as they do not have ready access to a suitable program or to the programmable robot.

9. Attainment in religious education is above the expectations of the locally agreed syllabus for pupils at the end of Year 2 and the end of Year 6. Pupils are making good progress and standards have been maintained since the last inspection. Year 6 pupils have a good knowledge of Christian beliefs and values and use this knowledge well to compare these with aspects of other world faiths, such as Islam, Sikhism and Buddhism. They make good use of their literacy skills in their writing, such as in their stories about Guru Nanak's meeting with Sajjon. Higher achieving pupils are challenged very well by the teacher's very good questioning when exploring such issues as giving and prayer. Year 2 pupils have a good knowledge of the parables of Jesus which is clearly shown in their written and art work. They also study Judaism and show a sound understanding of how the Torah helps to guide the lives of Jews.
10. Pupils attain satisfactory standards in physical education by the age of seven but well above average standards by the age of eleven. Pupils' gymnastic and movement skills are of a particularly good quality. Pupils in Years 2, 3 and 4 make good progress in swimming because of the consistently good quality teaching that they receive. Pupils have satisfactory attainment in art and design, and design and technology in Key Stage 1. In all other subjects, attainment is above the national expectations. In music pupils from Year 2 onwards benefit from regular recorder lessons, with older pupils having a good understanding of standard notation that they use well when performing a musical round. Pupils make good progress in history and geography. Pupils in Years 3 and 4 have a good understanding of the architecture and life styles of Roman Britain and have a keen understanding of the life of Queen Boudicca and her struggle against the Romans. Older pupils show a good understanding of the importance of maintaining a balance in the local environment when they argue persuasively for the advantages and disadvantages that the development of a new sports centre might bring to the community.
11. Pupils make satisfactory progress in art. Older pupils explore the work of artists such as Magritte and successfully experiment with a range of images to copy his style, whilst younger pupils in Year 2 show satisfactory brush strokes in their portraits of Florence Nightingale. Most eye-catching is the textile wall hanging of village buildings that was created by the younger pupils with the help of a local artist. Older pupils achieve above average standards in design and technology, particularly in the knowledgeable evaluations of their work.
12. Pupils' numeracy and literacy skills are developed well through the curriculum because teachers plan this element of their work carefully. As a result, good opportunities for pupils to develop their literacy skills were seen in subjects such as science, geography, history and religious education. There were also some particularly good examples of empathetic writing in pupils' stories in religious education. There was evidence of pupils using their numeracy skills in science, design and technology and physical education, and when this happens it creates good opportunities for pupils to develop their mathematical skills in different contexts.
13. Pupils who are on the special educational needs register achieve well and make good progress towards the targets in their individual education plans because they receive well-focused support in lessons from their teachers, Nursery nurse and classroom assistant. Good progress has been maintained since the last inspection. Although three pupils are designated as having English as an additional language, none of the pupils is in need of

support in this area and all are making very good progress overall as they move through the school.

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

14. Pupils have an excellent attitude towards school and this has been very well maintained since the last inspection. Parents speak highly of the school's approach to its pupils, and feel that it is a significant strength. The school is a very happy, caring and orderly environment, where pupils, including those with special educational needs, are very keen to learn and to take part in the full range of activities. All adults in the school act as excellent role models and there is a very strong relationship of mutual respect. Almost without exception, pupils are enthusiastic about school and speak confidently about their learning and their involvement in the activities. Children in the Foundation Stage are secure and happy, and they settle quickly into the routines of the Reception class. This is largely due to the quality of care and encouragement they receive from staff.
15. Throughout the school pupils know the school rules well, and have helped to write their own classroom rules. They respond very willingly to the school's high expectations and this makes a very strong contribution to their progress and achievements. During lessons, pupils of all abilities are keen to answer questions and to share their ideas and preferences with their peers. They listen well to their teachers and to each other. In most lessons pupils concentrate very well on their work. They try hard to do their best and to please their teachers. A good example of this was seen in a dance lesson with Years 3 and 4 when pupils were devising movement sequences on the theme of a fairground. Pupils worked extremely hard with strong commitment and imagination, resulting in good progress being made. Most pupils are able to work well independently, and they show a good sense of self-discipline whilst moving around the school.
16. Pupils' behaviour is very good and often excellent, and this includes those children who are under five. The pupils develop strong self-esteem and confidence because of the school's very positive learning ethos. They have a keen sense of the difference between right and wrong. Behaviour is very good in the playground with pupils of all ages playing very happily together. At lunchtime, pupils' behaviour and table manners are impressive. Pupils have very well developed social skills and genuinely care for each other's needs. They sit very politely together in family groups at lunch times, and are served very confidently by an older pupil. Pupils are very polite, friendly and helpful towards visitors who are made to feel most welcome. They have an excellent understanding of the impact of their actions on others and this is very well developed through the school's provision for the pupils' personal and social education. Bullying, racism or harassment are extremely rare, but parents and pupils know that the school listens to them if any problems arise, and are confident that these will be dealt with promptly and sympathetically. During the last academic year there were no exclusions.
17. Relationships amongst pupils and between pupils and all adults in the school are excellent. Pupils of all abilities are very well integrated into the school 'family', and all are very aware of the school's motto *Nemo hic sine parte* - everyone working together - and its commitment to ensuring everyone is looked after and takes a full part in its activities. During lessons and other activities pupils share resources sensibly and willingly. They co-operate very well when working in small groups and with partners. Pupils are very familiar and confident with the daily routines of school life, and they have a strong sense of pride in their school. In classrooms, in the playground and at lunchtimes, pupils support each other well and older pupils take their responsibility of caring for the younger ones very seriously. The excellent relationships throughout the school impact strongly on standards and on pupils' personal and academic progress.
18. Pupils' personal development is excellent and is central to the school's aims and ethos. Pupils are keen to help and are enthusiastic about taking on special responsibilities. Although there is no formal arrangement through a school council for pupils to be involved in

decision making, they often raise issues in lessons and assemblies, and their views are always listened to and taken into account. In all classes pupils willingly act as monitors, and help to organise equipment and put away resources. Following the midday meal, older pupils were seen organising themselves and very confidently and efficiently clearing away tables and sweeping the hall floor. Pupils' performances at the sharing assemblies provide excellent opportunities for their personal development and confidence building. For example, during the inspection, pupils were split into two groups for assembly. One group listened very attentively while two boys played the piano and a girl played the flute. This was followed by good discussion with pupils interested and keen to ask very searching questions of the performers. In the other group two pupils gave an excellent presentation on the care of ponies. The talk was further enhanced by a range of riding equipment which they had brought into school. Another pupil gave a very well prepared talk about her trip to South Africa, answering questions very clearly and confidently.

19. Older pupils are encouraged to take responsibility for aspects of their own learning such as researching additional information in the library and on the Internet. Teachers will often set informal individual targets for improvement in this work. Pupils enjoy regular visits to places of educational and cultural interest, which include a residential visit for the older pupils. The school's strong links in the local community and with other schools enable pupils to take part in a good range of sports and other activities. This has a very positive effect on their personal and social development.
20. Attendance is very good and has improved since the last inspection. There is no unauthorised absence and absence levels are below the national average. Both levels are considerably better than the national norms. Pupils are punctual and want to come to school. Registration and lessons start on time and there is an efficient and orderly start to the day. This has a very positive effect on pupils' attitudes and on their personal and academic progress.

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

21. The quality of the teaching observed during the inspection was very good overall and high standards have been maintained since the last inspection. Teaching has improved in the Reception class and is now good. Teaching is also consistently good in Years 1 and 2 in the mornings when Reception children are taught separately by the Nursery nurse. However, after lunch, the part-time children who only attend school in the afternoons join together with the full-time Reception children and Years 1 and 2. Although this class is comparatively small in number, it does have a very wide spread of ability, and contains groups of pupils whose needs are very different. The quality of teaching in the afternoons is satisfactory overall as it is extremely difficult for the teacher to consistently challenge all the pupils, some of whom do not receive the level of one-to-one support that they need. The quality of teaching in Key Stage 2 was consistently very good and resulted in the older pupils achieving high standards in most subjects. No unsatisfactory teaching was observed during the inspection.
22. Children in the Reception class benefit from the good quality teaching of the Nursery nurse who works very effectively with the small number of children who attend school in the morning. The planned work ensures that pupils have opportunities for creative and physical development interwoven into their numeracy and literacy work. The Nursery nurse assesses pupils' progress carefully and ensures the work set is both appropriate and challenging. All staff in Reception have worked hard to introduce the new Foundation Stage curriculum for the youngest children and, as a result, all areas of learning are now thoroughly planned for. However, opportunities for the development of children's physical skills are restricted due to there being no enclosed area for the use of large equipment.
23. The quality of teaching in English is very good overall, with pupils making particularly good progress in Key Stage 2. The school has successfully implemented the National Literacy Strategy and constantly strives to improve the standards in this subject. Teachers integrate

literacy well into other subjects, and this has a positive impact on the standards of pupils' work. Pupils are very motivated in lessons because teachers provide good opportunities for serious and reflective discussions about ongoing classroom work. This was particularly evident in pupils' discussion of *The Diary of Anne Frank* and how her outlook on life had changed as she grew older. Pupils in Years 1 and 2 are improving their use of adjectives in their story writing because the teacher clearly demonstrates the editing of her own writing so that pupils can refine their own techniques.

24. The teaching of mathematics is very good overall and this is clearly reflected in the very good progress that pupils make. Teachers know their pupils well and ensure they are given suitably challenging work. Good subject knowledge and the use of careful questioning successfully extend pupils' knowledge and understanding. Teachers stress the importance of learning the correct technical vocabulary, and Years 3 and 4 pupils show a good understanding of words such as axis, frequency and tallying in their graph work. Lessons have a quick pace and a competitive edge which impacts successfully on the pupils' rate of learning. Teachers' enjoyment of mathematics shines through and has a positive effect on pupils' attitudes to the subject. Teachers do not always tell pupils what they are to learn at the beginning of the lesson and, as a result, pupils do not always have a clear idea of what is expected of them.
25. The quality of teaching in science has been maintained since the last inspection and is very good overall. Teaching is good overall in Years 1 and 2 where the teacher has to work very hard to successfully challenge all pupils. Pupils make particularly good progress in Key Stage 2 because teachers make good use of their evaluation of previous lessons to ensure that the work is challenging and also addresses known weaknesses. Teachers insist that pupils use accurate technical vocabulary and this has a positive impact on the quality of discussions and in pupils' written work. There is a good emphasis on the use of practical investigations in Years 1 to 4 and this helps to clarify pupils' understanding of different aspects, such as growth and forces. There is less planned investigative work in the top class and, although pupils have well above average knowledge and understanding in the subject, they lack opportunities to plan investigations to test out their own hypotheses.
26. The quality of teaching in ICT is satisfactory. The Years 1/2 teacher carefully plans the use of ICT to help with the development of pupils' literacy and numeracy skills. However, the planned progression in pupils' control skills is less well developed. Pupils have good opportunities for word processing and data handling. Whilst older pupils have access to the Internet and control technology, there are no planned opportunities for them to use desktop publishing, and monitoring or multi-media programs, which result in their under-developed skills in these areas.
27. Pupils make good progress in developing their religious education skills because teachers plan carefully from the locally agreed syllabus. Pupils are given good opportunities for discussion and are able to relate well to the lesson themes. This was clearly evident in the younger pupils' responses to some of the better known parables of Jesus and in the older pupils' work on Sikhism and Buddhism. Good opportunities are given for pupils to explore their own responses to questions, and this is further enhanced by the teachers' sensitive questioning of pupils. As a result of this, one Year 5 pupil defined prayer as not only an opportunity to talk to God but also as an opportunity for personal reflection.
28. In all other subjects in Key Stage 2, teaching is good, except in art where it is satisfactory, and physical education where it is very good and pupils achieve very high standards. In Key Stage 1, the quality of teaching is good in geography, history and music, and leads directly to pupils achieving above average standards in these subjects. In all other subjects, the quality of teaching is satisfactory. The quality of teachers' planning is good overall, and teachers show a very good awareness of the needs of individual pupils in their planning. This is because of the good quality ongoing assessment that takes place during lessons, the honest evaluation at the end of each lesson, and the good in-service training that teachers have undertaken since the last inspection. As a result, teachers have a very good



knowledge of strategies that ensure that pupils of all abilities and from all backgrounds are suitably challenged, well supported and achieve well. As a result, all pupils, including the higher achievers, make very good progress through the school.

29. Teachers have good expectations of the amount of work pupils are to cover in lessons but do not place the same expectations on the quality of presentation which is not as good as it should be in the books of the oldest pupils. Teachers know their pupils well and the different approaches they employ create an enthusiasm for learning and a desire for pupils to do well. This was clearly evident in a Years 5/6 physical education lesson when pupils worked tirelessly and very effectively in small groups to develop a sequence of rolls and balances. Relationships between teachers and pupils are excellent, and this gives pupils confidence to ask for help when they are experiencing difficulties. Teachers expect pupils to behave well during lessons and to listen carefully. This results in lessons having good pace with little time wasted on the disciplining of pupils. However, the very wide range of ability and different ages in the afternoon sessions of the youngest class sometimes makes it very difficult for the teacher to ensure that pupils' interest and concentration are sustained. As a result, a small minority of pupils do not always make the progress they are capable of. This was particularly apparent in a physical education lesson where pupils were not all suitably challenged and the quality of their behaviour deteriorated.
30. The quality of marking is satisfactory overall but teachers do not consistently outline what pupils need to do to improve. Marking is best in the Years 3/4 class where there is clear evidence of improvements being made when pupils respond to the teacher's comments. There are very good relationships between teachers and the classroom assistant and Nursery nurse, and these result in good quality support for individuals and groups of pupils. As a result, pupils with special educational needs in Year 2 benefit from working with a Nursery nurse in numeracy and literacy and Years 3 and 4 pupils benefit from good quality support in their additional literacy support withdrawal group. There has been a recent improvement in the regularity with which homework is set. Parents and pupils know when homework is to be given and the expectations. Homework makes a satisfactory contribution to pupils' learning and creates a valuable opportunity for parents to support and take an interest in their children's learning.
31. The teaching of pupils with special educational needs is good overall and they make good progress towards the targets on their individual education plans. Teachers ensure that all pupils are fully included in discussions at the beginning and end of lessons. This makes a positive contribution to the development of these pupils' self-esteem. Individual pupils' needs are carefully met through good quality teacher planning and the well-focused use of the classroom assistant and Nursery nurse to support pupils when appropriate.

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

32. The school has maintained its broad and well-balanced curriculum since the previous inspection. A good quality statutory curriculum has been carefully drawn up and effectively meets the learning needs of all the pupils. The school provides excellent opportunities for pupils' personal, social and health education, which includes drugs awareness and sex education. The school is successful in meeting its curriculum aims as stated in its mission statement. The school has successfully addressed the curriculum key issues from the previous inspection which included organising a separate curriculum for the under fives, improving the quality of reading books throughout the school, and improving resources for geography.
33. The quality and range of learning opportunities are good in Key Stage 1 and very good in Key Stage 2 where pupils have greater access to a very good range of extra-curricular clubs and French lessons. To further stimulate pupils' interest in learning French, the school has twinned with a school in Isneaville, France. There is a carefully tended school garden in the infant area and this also provides much curriculum stimulus for the younger pupils who plant, grow, draw, harvest, measure and finally eat their produce. The curriculum is further enhanced through day visits for all pupils and a residential trip for the older pupils. Such trips have included visits to Beverley, Flamborough Head and the New Walk Museum in Leicester, where, as a result, the pupils' learning is enhanced in subjects such as literacy, numeracy, science, history, geography and art.
34. The curriculum for the youngest children has been improved considerably by the introduction of the nationally recommended Foundation Stage curriculum. This is ensuring that all areas of learning are appropriately planned for. The children's learning is enhanced by the work of a Nursery nurse who works regularly with pupils in their morning numeracy and literacy lessons. This leads directly to the good progress and above average standards seen during the inspection in these two areas. The quality of the children's learning experiences are not as good in the afternoon because there is no Nursery nurse or classroom assistant to work alongside and support these children. There is a lack of a discrete outdoor play area and large play equipment such as wheeled vehicles. As a result, the school's provision for the children's physical development is not as good as other elements of their learning, and the children are not making the progress they are capable of.
35. Teachers plan carefully to try to ensure that all pupils have full access to the curriculum, are set challenging learning experiences and are fully integrated into the life of the school and its various activities. However, the afternoon lessons for the pupils in the Reception and Years 1 and 2 class are not of the same high standards as the morning lessons because the teacher does not have enough support to ensure all pupils' individual needs are met. The school has a very strong family ethos that pervades the school, enabling very warm relationships to exist between all who work there. The older pupils develop a wide range of school responsibilities, including the expectation of looking after younger ones. The school makes good provision for pupils with special educational needs, and as a result of their carefully planned work and good quality support, all pupils on the special educational needs register make good progress towards their targets.
36. Teachers are implementing the National Literacy and Numeracy Strategies successfully and integrating previous good practice into the school's planning. For example, Years 5 and 6 pupils may have a separate mental mathematics session and the practical activity may follow at a later time in the day. Teachers also plan the development of pupils' literacy and numeracy skills very carefully across the curriculum, and this has a significant impact on pupils' high standards in these subjects. Pupils are well aware of classroom routines and move from demonstration to practical activities in a responsible manner. Teachers organise their lessons efficiently, resources are easily accessible and good use is made of the learning support assistant in Years 3 and 4 and the Nursery nurse in the Foundation Stage to support pupils' learning.

37. The headteacher and staff have successfully accommodated the changes required through the introduction of Curriculum 2000. A number of adaptations have been made to the existing two-year rolling curriculum plans, including the integration of the government's recommended schemes of work for all subjects. Careful allocation of time for each subject has been carried out, including the use of blocked time for particular activities, such as art and design, as opposed to regular weekly slots. The school has taken care in planning for the continued use of its existing commercial schemes of work that it uses effectively to support pupils' learning. The school has worked hard to ensure its two-year rolling programme of work for all subjects, except English and mathematics, takes account of the two year age span in each class. As a result, pupils of different ages and abilities are appropriately challenged by the activities that teachers plan for them.
38. The school is adaptable and makes good use of opportunities to enhance the curriculum. Provision of extra-curricular activities is very good for the size of the school and makes a significant contribution to the pupils' social and personal development. There are regular after-school activities such as football, netball, cricket and athletics. All pupils from Year 2 to Year 6 have recorder lessons. The school does well in local sporting fixtures. During the inspection, some members of the Trent Bridge ground staff ran a cricket training session for the older pupils.
39. The local community makes a very good contribution to pupils' learning. There are close links with the church, and local people regularly come into the school to talk to the pupils on a variety of subjects. For example, older pupils learned about the history of the local river ferry, and the younger pupils visited a local shop in a nearby village in connection with their topic on growth. Local walks are arranged to the bluebell woods, and old buildings are used to enhance the pupils' learning in history and art. The school has good links with local schools and nurseries. Loughborough, Derby and Nottingham Universities have provided trainee teaching and Nursery nurse students. Contact with the local secondary school is very productive, with Year 6 pupils having a good introduction to their future school. The school also has good links with the police who play an important role in pupils' drugs awareness education.
40. The school makes very good provision for pupils' spiritual development. For example, whilst listening to music during assembly, they are encouraged to reflect upon the feelings evoked by the music of Saint-Saens, and in critical appreciation lessons linked to music and art they write about their feelings with sensitivity. Displays throughout the school show that pupils are learning to find out about a range of religious traditions and beliefs. This is also reflected in whole-school assemblies where short prayers are spoken together. During the school year pupils explore local beauty spots, such as the bluebell wood and the River Soar, and record this through paintings, poetry and environmental investigations which demonstrate their growing appreciation of the wonders of the natural world.
41. Provision for moral development is excellent, since pupils are constantly challenged to consider the impact on their own actions on the lives of others. Stories, such as the story of 'The lion and the mouse', are used well in assembly to explore moral themes, and to encourage tolerance and understanding. Each class negotiates its own set of rules very thoughtfully, and right from the start of school life, pupils learn to distinguish between right and wrong behaviour. When considering world events or local issues, older pupils are encouraged to consider their future roles as citizens and their responsibilities in caring for those less fortunate than themselves. The headteacher and his staff promote a very strong moral ethos in their daily work with the pupils, and their caring and respectful relationships with pupils set an excellent example.
42. Social development is very good. Older pupils take on responsibilities around the school in a very mature way, for example when cleaning up and stacking tables after lunchtime, and sensibly supervising and serving lunches in a friendly family group atmosphere. Girls and boys collaborate very well together during lessons and during break times when behaviour is very good. Open assemblies and drama performances are well supported by an enthusiasm to work closely together. Older pupils offer positive role models to younger

pupils, for example during sharing assemblies when they make confident presentations. All staff make very good use of praise to encourage pupils to give of their best, and pupils are encouraged to voice their opinions on issues relating to school life.

43. Provision for pupils' cultural development is very good. The pupils enjoy a wide range of visits linked to different areas of the curriculum, and the school invites a wide range of visitors to enhance the curriculum. For example, the youngest pupils worked with a local textile artist to make an attractive textile hanging depicting the village, and pupils visited Leicester to explore Roman remains. The school's residential visit to Beverley Hostel provides very good opportunities to extend pupils' cultural experiences. Visiting musicians, authors, artists and drama groups are used well. The school took part in a local anti-racism event where it was awarded prizes for children's poetry linked to this, and the headteacher and his staff make determined efforts to broaden all pupils' knowledge and understanding of a multicultural society.

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

44. Since the previous inspection the school has maintained its satisfactory procedures for assessing pupils' attainment and progress. Pupils are assessed on entry into school using the Nottingham Baseline tests. As well as the statutory assessments made in Year 2 and Year 6, reading ages are assessed four times during a pupil's time in school and further commercial tests are taken in Year 3 and Year 5 in English and mathematics. This system enables the effective monitoring of pupils' progress. The school has recently introduced a 'Cohort Analysis Profile' to show pupils' added value as they move through the school. This is at a stage of continuing development and does at present have some weaknesses. The profile does not yet enable teachers to set individual targets and the recording of the Baseline assessments are not detailed enough to help judge future added value. The school needs to continue its development and refine the profile so that it can provide clearer predictive information on pupils' future attainment and also provide improved value added data.
45. The use of assessment information to guide curriculum planning in the core subjects of English, mathematics and science is good, although it is less well developed in other subjects. The small class sizes, together with the good level of support from additional adults, enable pupils to make overall very good progress, despite the difficulties of having at least two age groups and wide ability in each class. However, in the afternoons, the spread of ages and needs is too diverse in the Years 1/ 2 class when they are joined by the Reception children, and the progress that these that pupils make in the afternoon lessons is not as good as at other times. Teachers know their pupils very well, use ongoing assessment effectively to ensure work is clearly matched to pupils' abilities, and all pupils including the higher achievers are suitably challenged. The procedures for monitoring and supporting pupils' academic progress are good. Each pupil has a record of progress that contains information on National Curriculum coverage subject by subject. Entries into these booklets are not dated, however, and this makes a judgement on the rate of progress difficult.
46. Procedures for assessing pupils with special educational needs are good overall. These pupils are carefully monitored and supported from the Foundation Stage onwards and this good practice enables them to make good progress towards meeting their individual targets. Detailed records noting pupils' progress are kept by the special educational needs co-ordinator, and these are used well at regular review meetings when good quality individual education plans are drawn up. Class teachers, support staff, parents and sometimes pupils are involved in the review progress. This shared responsibility boosts pupils' confidence and raises their motivation to do well. The school makes regular use of other agencies to assess pupils with more serious learning difficulties, and to ensure pupils are given the most appropriate help to meet their needs.
47. The provision for ensuring pupils' pastoral care and welfare is very good and parents are pleased with the academic and personal support and guidance their children receive. Since

the last inspection this provision has been well maintained. Through the excellent relationships and family atmosphere of a small school, close attention is paid by all staff to ensure that pupils take a full and active part in all aspects of school life. This enables them to take full advantage of the wide range of educational opportunities that the school offers, and leads directly to their very good progress. The school provides a very secure and happy environment in which to learn. Staff have very close relationships with their pupils and are very alert to their individual, physical and emotional needs. The excellent provision for pupils' personal, social and health education very effectively promotes pupils' awareness of the need to care for themselves and for others.

48. The health and safety policy is comprehensive and is very closely followed by staff and governors. A formal risk assessment is completed annually, and the caretaker and governors are very pro-active in carefully monitoring the site. All staff are vigilant in ensuring that potential safety hazards are recorded and promptly dealt with. Electrical equipment is checked regularly. Good provision is made for first aid with trained staff on site and accidents accurately recorded. Regular fire practice drills are held.
49. Child protection procedures are very good and any concerns are well monitored and recorded by the headteacher who is the designated responsible person. All staff, including the lunchtime supervisor who knows pupils very well, are aware of procedures. All pupils have access to all outside support agencies. Computerised personal records are kept up to date by the school secretary, and good use is made of these to support pupils' personal needs.
50. The school has improved its monitoring of attendance, and this has resulted in much improved attendance since the last inspection. Registers are completed accurately and consistently. The procedures for monitoring and promoting good behaviour are very good and there is a consistent approach throughout the school. A very positive system of reward and celebration encourages pupils to try hard both academically and socially. Procedures to monitor and eliminate any oppressive behaviour are clearly understood by all staff, and any isolated incident is dealt with promptly and effectively. The school's procedures for monitoring and supporting pupils' personal development are very effective, and their achievements are regularly recorded by the staff.

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

51. The school has a very good partnership with parents and works closely with them. Parents are extremely happy with the education provided by the school and are very supportive of their children's learning. The school has an open door policy where parents are welcomed and encouraged to help. Parents feel the school is very open to suggestions and they find teachers very approachable. The headteacher views parents as a constant source of ideas, many of which are integrated into school life. The majority of parents have signed the home/school agreement that was written in consultation with them. The very good links with parents make a strong contribution to pupils' progress and their academic and personal achievements.
52. A small group of parents provide regular help in classrooms with reading, cooking and accompanying pupils when they go swimming. Many more parents offer help when pupils go out on trips and with extra-curricular activities. Parents and members of the community are regularly welcomed into school to talk to pupils about special topics, and this contributes well to the enrichment of the curriculum. For example, as part of their study of the life of Florence Nightingale, a parent spoke to pupils about her role as a nurse. The Friends Association is a very active and supportive group of parents who organise regular fund-raising activities to provide the school with a range of additional learning resources. Most parents make a very good contribution to their children's learning by listening to them read and helping with homework and other topics. They give very good support to the work

of the school through their involvement in activities, and their contribution has a strong impact on the pupils' standards and progress.

53. The quality of information for parents is good. At the meeting held for parents prior to the inspection, some parents felt they would like more information about the topics that their children are learning so that they can support them at home. The school has already acted upon this suggestion and parents now receive a list of topics and helpful suggestions for ways in which they can help. The headteacher sends out regular informative letters to parents about activities, visits and visitors into school. New parents receive an 'Introduction to School' booklet which encourages the home/school partnership. A noticeboard for parents is located in a central area giving helpful information about school and community events. Regular open evenings are held which are well attended, but the curricular workshops organised by the school have attracted limited interest. Parents are invited twice a term to an open assembly where pupils' work is celebrated, and this is always well attended. Parents whose children have special educational needs are kept well informed, and they are invited to attend all assessment and review meetings. The headteacher and staff are regularly available to speak to parents at the start and end of the school day.
54. Parents have expressed some concern about the consistency of homework and the related communication between home and school. The school has taken these concerns seriously and parents have now received a programme of homework assignments up to the end of term. Pupils in Key Stage 1 have reading record books which they take home with their reading books. Although these are used well as a communication with parents they rarely contain targets for improvement or guidance on how parents can help their child in specific areas.
55. The prospectus and governors' annual report to parents meet the statutory requirements and provide detailed information about the school organisation and the curriculum. The inspection confirms parents' concerns that pupils' annual reports do not provide sufficient information about progress in subjects nor any targets for improvement. Although each subject of the National Curriculum is reported, there is insufficient information provided about pupils' attainment against national expectations.

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

56. The quality of the leadership has improved since the last inspection with the headteacher now providing very good leadership to the school. He is given very good support by his hard-working teaching colleagues. He gives a very clear idea of the school's educational direction and has rightly concentrated on maintaining and improving the high standards reported at the time of the last inspection. Much of this is due to the carefully planned high quality in-service training that all staff have undertaken, and also on the building and the development of very close and effective teamwork of all those who work in the school. The present school staff have a strong shared commitment to improve the school and a very good capacity to continue these improvements. The school's motto of *Nemo hic sine parte* – everyone working together – is extremely well reflected in the life of the school where the excellent relationships in and across years make this a very special place for pupils to learn and grow up in. As one parent said during the week of the inspection "This is a very happy family", and teachers use this closeness to create a very effective learning environment in which pupils' educational, personal and moral development reaches high levels. There is good delegation of responsibilities to staff, with the co-ordinators playing a positive role in the development of their subjects. Not all subjects have co-ordinators and when this is the case the staff work closely together in ensuring that the development of the subject is continuous and that standards are appropriate.
57. The role of the governing body has also improved since the last inspection and it now carries out all its statutory duties effectively. There is a well-organised committee structure with committees regularly reporting back relevant issues to the full governing body. Governors are closely involved in the final stages of the school improvement plan, which is closely linked

with the budget to ensure all planned developments are appropriately financed. Governors carefully follow the progress of individual year groups and have a very good understanding of the school's performance in relation to similar schools nationally. Governors are keen to improve their effectiveness even further, and a recent self-audit highlighted where further training needs to be targeted.

58. All teachers in the school constantly reflect on the effectiveness of their teaching practice. This process is enhanced through regular monitoring visits by the headteacher as part of the school's performance management programme. It is also enhanced by the videoing of lessons that constructively criticised during follow-up staff meetings. This openness and sharing of strengths is a powerful process that ensures that strengths are shared and weaknesses are addressed. As a result of this, the teaching is very good overall and is a principal reason for the very good progress that pupils make through the school.
59. There are good processes for drawing up the school improvement plan, whose developments are clearly linked to the aims of the school. Whilst the plan is carefully costed in terms of release time for teachers, the financial implications of initiatives are not clear, and this makes it more difficult for the school to judge value for money once the development has been put in place. Much of the evaluation of developments is done by the school and this information is passed on to governors at subsequent meetings. More use could be made of the expertise of governors to help in the first-hand evaluation of its developments or plan evidence-collecting systems from the pupils themselves. Success criteria are clear, but the initiatives do not always focus strongly enough on the raising of standards, as, for example, in the plans for the present ICT development.
60. The special educational needs co-ordinator provides good leadership for all aspects of the school's work in supporting these pupils. The Code of Practice is followed carefully and the school liaises well with parents, most of whom attend the regular review meetings. Good use is made of the skills of the Nursery nurse who works effectively with the younger pupils with special educational needs. A well-qualified classroom assistant provides effective additional literacy support for pupils in Years 3 and 4. The school is making improved use of computer programs to support these pupils' learning. The school has good links with an outreach teacher who assesses pupils identified by the school as having more severe learning difficulties. At present the special educational needs co-ordinator has no release time to observe pupils with special educational needs at work in their classrooms. As such, the school is not making the most of her expertise, and she is not in a position to bring any first-hand evidence to review meetings when pupils' progress is discussed and new targets are set.
61. The school has made good improvements since the last inspection, particularly in the quality of teaching for the Foundation Stage that has been enhanced by the appointment of a part-time Nursery nurse. The school has also made a good improvement in the standards in English but the quality of ICT seen during the inspection, although satisfactory, was not as high as at the time of the last inspection. There is now an effective Foundation Stage curriculum and the teacher and Nursery nurse have had good quality training in this area. The quality and range of reading books throughout the school have been improved and older pupils benefit from a wider range of classical children's literature that especially appeals to the higher attaining pupils. The school has improved its geography resources and this is reflected in the good quality work observed during the inspection. The school has been very successful in improving its attendance which is now well above average. The governors' annual report to parents is an informative document that now meets all statutory requirements.
62. The school's finances are in sound order. Ten per cent of its budget was carried forward last year to accommodate the fall in the school role and to continue to improve the school environment, such as the installation of a more efficient boiler and the creation of some extra storage for resources. There are secure financial systems and effective control in place, with the headteacher and governors having a clear picture of the school's finances

and how these can be used to their maximum effect. The office administrator, who is responsible for the day-to-day management of the budget, gives very good support to the school. She keeps clear records of curriculum spending as well as records of other funds, such as school visits. The general school administration is very efficient, with day-to-day routines very well established. The recommendations of the last audit have all been dealt with effectively. Funding for subjects is agreed by the staff, taking into account the school's needs and the identified school priorities. The specific grants which the school receives for special educational needs and staff training are effectively spent.

63. The school gives good consideration to the principles of best value through the work of the headteacher and the finance committee. It carefully considers its comparison with local schools, has very open channels with parents and receives very good support from them, particularly in the way that the school is organised and in the high standards of behaviour expected of all pupils. The school shows good regard to competition by ensuring that it gets the best possible deal when buying resources and making improvements to the school's accommodation. This was clearly seen when the school saved a great deal of money when covering the courtyard area.
64. The school is staffed with a sufficient number of very experienced teachers who are appropriately qualified to teach the National Curriculum. The three full-time teachers, including the headteacher, have responsibility for a class and all act as co-ordinators for specific subject areas. Teachers have very good subject knowledge and a wide range of expertise. The school makes good use of local authority courses and the regular attendance of teachers is matched well to the needs of the school improvement plan. The present organisation of afternoon sessions in the Foundation Stage is not sufficiently meeting the needs of children. The lack of additional support in the afternoons for the class teacher of Reception/Year 1/Year 2 results in limited time for focused adult interaction with the youngest children, who are not always achieving as well as they might. Very good support is provided by the caretaker and lunchtime supervisor to ensure the effective day-to-day running of the school.
65. The school's accommodation is generally sufficient for pupils' learning needs. Attractive and colourful displays of pupils' work, pictures and artefacts throughout the school create a stimulating and interesting learning environment. The library, although small, provides additional teaching space. The school makes the best possible use of its small hall which it uses for assemblies, physical education lessons and lunches. There is limited storage space available. Since the last inspection, the school has improved accommodation by covering the courtyard area. This provides a very useful area for the younger pupils to work and play. The outside hard and grassed play facilities are of a good size, but there is no secure dedicated outside play area for the development of the Reception children's gross motor skills. As a result children's physical development is below that expected of similar aged children. The infant vegetable garden and school wild garden provide a good learning resource for the pupils. Resources for learning to support the National Curriculum are satisfactory and there have been developments in some subjects since the last inspection; for example, resources for English and music have been improved in quantity and quality, and are used well to support pupils' learning. However, there are gaps in the provision of some software for the older pupils.

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

66. In order to improve even further the standards of attainment and the quality of education, the governors, headteacher and staff should:

Improve the provision for the Reception/Year1/Year 2 pupils by:



- reviewing and addressing the resources for Reception children's physical development;
- addressing staffing levels for the afternoon sessions.  
(Paragraphs 4, 22, 34, 35, 64, 68, 69, 74)

In addition to the key issue above, the following minor weaknesses should be considered for inclusion in the action plan:

- ensure the objectives in each school improvement plan target are more clearly linked to the raising of pupils' attainment; (Paragraph 59)
- use the expertise of governors more effectively in the evaluation of school initiatives; (Paragraph 59)
- ensure greater concentration on science investigation work in the Years 5/6 class;  
(Paragraphs 7, 25, 93, 94)
- give clearer improvement targets for the core subjects in pupils' reports;  
(Paragraph 55)
- give a clearer indication of the standards pupils are attaining in relation to national standards; (Paragraph 55)
- ensure there is the full range of software to meet the needs of the older pupils in desktop publishing, multi-media, and monitoring environmental changes;  
(Paragraphs 8, 26, 111, 114)
- review the hardware provision for the younger pupils.  
(Paragraph 116)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	15	3	0	0	0
Percentage	0	26	61	13	0	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 just over four percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		52
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		14

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

### Attendance

Authorised absence	%
School data	3.7
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

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

**Attainment at the end of Key Stage 1 (Year2)**

**No results are published for 2001 because the year cohort had fewer than eleven pupils in it.**

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

**The individual totals for boys and girls are not given as there were less than ten in each gender group.**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	7	6	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	11	13
Percentage of pupils at NC level 4 or above	School	92 ( 86 )	85 ( 86 )	100 ( 57 )
	National	74 ( 75 )	71 ( 71 )	87 ( 84 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	11	13
Percentage of pupils at NC level 4 or above	School	92 ( 86 )	84 ( 86 )	100 ( 100 )
	National	72 ( 71 )	73 ( 71 )	82 ( 79 )

*Percentages in brackets refer to the year 2000.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	47
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– Y7**

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	17.1
Average class size	17

#### **Education support staff: YR – Y7**

Total number of education support staff	2
Total aggregate hours worked per week	25

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

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

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000//01
	£
Total income	185295
Total expenditure	174259
Expenditure per pupil	3005
Balance brought forward from previous year	9570
Balance carried forward to next year	20786

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	52
Number of questionnaires returned	17

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	6	6	0	0
My child is making good progress in school.	71	23	0	0	6
Behaviour in the school is good.	76	18	0	0	6
My child gets the right amount of work to do at home.	29	35	12	6	18
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	47	41	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	65	23	12	0	0
The school is well led and managed.	94	6	0	0	0
The school is helping my child become mature and responsible.	82	12	0	0	6
The school provides an interesting range of activities outside lessons.	41	29	18	0	12

## **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**

67. Children are admitted to the mixed Reception, Year 1 and Year 2 class on a part-time basis during the term before their fifth birthday and they move to full-time attendance in the following term. At the time of the inspection there were three children attending on a part-time basis during the afternoons, and three attending on a full-time basis. None of the children have been identified with special educational needs. Almost all of the children joining the school have had the benefit of playgroup or nursery experience before starting school. A local parent and toddler group makes good use of the school premises on a weekly basis. The school has improved the curriculum for the younger children by adopting the nationally recommended Foundation Stage curriculum. The teacher plans carefully with the Nursery nurse to ensure that the children's learning experiences are both appropriate and challenging. The staff work very hard and children are eager to take part in the good range of activities that are provided. Baseline assessments, which are undertaken within the first five weeks of attendance, show attainment on entry to be in line with expectations for children of this age, with performance in mathematical tasks slightly above the children's performance in early literacy tasks. The teacher maintains sound records of the children's progress over time and planning takes account of the national early learning goals identified for children of this age.
68. Since the time of the last inspection, the school has covered in a small outdoor paved quadrangle area, adjacent to the infant classroom, with a transparent roof. This allows the children extended play activities in all weathers. However, although the children have opportunities to use the outdoor playground under the supervision of the part-time Nursery nurse, there is no discrete enclosed area for using large wheeled toys and large equipment. There is a well-designed cloakroom area leading from the classroom and an attractive carpeted raised area in the classroom. Staffing levels are very favourable during the morning sessions when the Nursery nurse joins the class. However, in the afternoons, it is extremely challenging for the teacher to meet the different learning needs of the three year age groups, and impossible to provide for the full range of outdoor activities without additional adult support. As a result, children's individual needs are not always met, and they do not make the same good progress that children make with the Nursery nurse in the morning sessions.
69. The overall quality of teaching in the Foundation Stage is good, and the Nursery nurse makes a valuable contribution to children's learning in communication, language and literacy and in mathematical development. By the end of Reception, children achieve higher than the early learning goals set for this age in their personal, social and emotional development, their communication, language and literacy, and their mathematical and creative development. They achieve the expected early learning goals in their knowledge and understanding of the world, and below the expected level in their physical development.

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

70. The quality of teaching for children's personal, social and emotional development is good, with children thriving in the warm family atmosphere created within this small school community, and making good progress. They learn much from the very good examples of sensible and kindly behaviour set by older pupils in the school, for example, when they join together for lunch in family age groupings. Staff set a very positive example to the children in their consistent use of praise and encouragement. The children learn the difference between right and wrong behaviour because this is well emphasised by staff, and children are encouraged to share resources together sensibly and to behave well in school. For example, through discussion with their teacher of what they are good at doing, the youngest children in the class develop an awareness of their own abilities and feelings. The Nursery

nurse plays an important role in helping children to focus on activities for sustained periods of concentration and she contributes well to class records of development, through her thoughtful observations.

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

71. The children make good progress in developing their speaking and listening skills. They learn to take turns in small group discussions during activities, and take good advantage of the other opportunities for expressing their needs and ideas, and listening to those of others. This was clearly evident during role-play in the class 'clinic' where children take the roles of doctors, nurses and patients. The Nursery nurse works in good partnership with the teacher, and carefully planned activities successfully encourage the development of early reading and writing skills. The children enjoy playing a large dice game with family pictures and then contributing to a large book about themselves. They know that print carries meaning. They are starting to recognise some familiar letters such as those found in their own names, and they try to copy these accurately. In their play they write their own appointment cards and note down information given by their 'patients'. When participating alongside story sessions with older children, the youngest children show a fascination for the sounds of different letters that are systematically developed by the teacher. The children join in enthusiastically with the rhymes and action songs with the older pupils in the class.

### **Mathematical development**

72. Progress in this area is good because of the good quality teaching that the pupils receive. The teaching by the Nursery nurse during the morning sessions is well planned, makes good use of questioning to assess the children's understanding, and involves many first-hand mathematical activities to extend mathematical language and knowledge. Good use is made of the outdoor area and the indoor covered area to provide challenging mathematical activities to develop counting skills. For example, the children count steps they make between marker posts after guessing how many steps they will need to take. Good quality questioning helps the children to work out if they had taken more or less steps than they had originally thought. The children make good gains in their counting skills up to ten and they respond well to the challenge of forming repeated patterns of jumps and steps demonstrated by the Nursery nurse. They are also eager to record numbers with chalks and pens and to make repeated patterns using beads and string. The children have many opportunities to undertake counting together, and the teacher makes good use of action songs such as 'Five little speckled frogs', to reinforce the children's new mathematical learning during the afternoon sessions. Regular provision of sand and construction materials supports children in their mathematical learning. A generous contribution by the parent association has allowed for improved equipment to include a large water tray and further construction equipment to enhance mathematical provision.

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

73. Teaching in this area is sound and the children have appropriate opportunities to use a satisfactory range of resources and to explore the natural world. A small, enclosed outdoor garden provides very good opportunities for the children to plant and grow vegetables with their Years 1 and 2 classmates during the summer months. The produce is cooked by the school cook and eaten by the children for lunch. Good use is made of the local environment through local walks and visits, and this enriches the children's experiences and helps to develop their understanding of the world around them. For example, they gather together items such as abandoned nests and large sunflower heads for further observation. The teacher plans appropriate opportunities to develop the children's learning through the senses by providing practical activities that consolidate and extend their scientific knowledge. The children use the computer to make pictures, develop satisfactory skills in using a mouse, and control the large and fine brushes on the screen. Good use is made of visitors to extend the children's learning; for example a parent visited with her new baby,

linked to a topic on 'ourselves'. The children learn about the stories told by Jesus and make drawings and paintings to illustrate a class book on this, as part of the provision for religious education.

### **Physical development**

74. Whilst the teaching in this area is satisfactory, children make unsatisfactory progress in their physical development, because of the lack of a discrete and secure outdoor play area, and a lack of large play apparatus including wheeled vehicles. As a result, most physical development takes place with the older pupils in the class physical education lessons, where activities are not always appropriate to their needs, such as developing their awareness of space and helping them to follow simple instructions. The children have some opportunities to develop their physical skills through the use of a small range of tricycles and large boxes in the enclosed covered quadrangle but space is very limited and also shared with other teaching equipment. Opportunities to use the outdoor playground are restricted to school playtimes. However, in some well-planned morning activities the Nursery nurse makes good use of the outdoor environment to link mathematical and physical development. The school has recognised the need to build up resources to extend children's physical development and the parent association has recently made a generous contribution to meet this need. Activities are satisfactorily planned to develop children's small motor skills, such as cutting with scissors and handling a range of different tools and materials. The children's learning in this area is enhanced when there is a more favourable staffing ratio in the mornings.

### **Creative development**

75. This area of the children's development is carefully planned, well taught and resourced, and results in the children making good progress. The children have many good opportunities to undertake creative activities. The children enjoy handling a range of different materials such as play dough and paint, and they make small figures to represent people as part of a theme on 'ourselves'. They make constructions using junk materials and are eager to undertake cutting and sticking activities. In the role-play area, the children take on the different roles of doctors and patients, engaging in extended and elaborate play, bandaging, weighing, and taking down details about one another. A small group of boys became so engrossed by the activities in the clinic play area that they chose to construct crutches and hopped into the clinic for treatment. The children sing a good range of songs and learn rhymes together, and listen attentively to recorded music which is played during the school assembly.

## **ENGLISH**

76. Attainment in English as shown by the National Curriculum tests for Year 6 pupils has been consistently above average since the last inspection. In the 2001 tests, both boys' and girls' attainment was above average with the proportion of pupils attaining the higher level 5 also above average. When compared to similar schools, pupils' attainment was average. Boys' and girls' standards in the present Year 6 group are well above average and have improved since the last inspection. Year 2 pupils' recent National Curriculum results in reading and writing have been more variable than the Year 6 results for English, but have been average overall. The variations are mainly due to the small number of pupils in some year cohorts and a wide variation of the proportion of pupils with special educational needs within each year. In the Year 2 National Curriculum tests in 2001, pupils' attainment was well below average in reading and average in writing when compared to all schools, and very low in reading and well below average in writing when compared to similar schools. This particular cohort was very small compared to most schools and had an above average proportion of pupils with special educational needs. Attainment for the present very small cohort of Year 2 pupils is below average in reading and writing, as half of the pupils in this year group are on high stages of the special educational needs register for weaknesses in



literacy, and are not predicted to gain the nationally expected level 2 in the National Curriculum tests next summer. However, overall, pupils achieve well throughout the school in both reading and writing and speaking and listening, with their progress moving on rapidly in Years 5 and 6. Pupils with special educational needs make good progress towards the targets set in their individual education plans.

77. Pupils have very good opportunities to develop their speaking and listening skills. For example, during a special sharing assembly, two Year 6 pupils gave an excellent informative talk on the care of ponies, whilst another pupil gave a very well prepared talk on a recent visit to South Africa. These captivated their audiences, who asked searching questions after the talks. In their lessons, pupils listen attentively and are very eager to answer questions and share their knowledge.
78. Pupils in Years 5 and 6 enjoy writing for a range of different audiences and purposes. After learning about the plot of Shakespeare's play *Macbeth*, pupils produced some well-crafted writing and poetry linked to this. For example, one pupil described the witches as follows: "They chanted, shrieked and cackled, and their gravestone faces appeared then disappeared through the slimy, smelling fog." Pupils' writing in Years 3 and 4 is good quality and imaginative, and shows an enthusiasm for using language such as in their work on life in Roman Britain. These pupils are skilled in using a dictionary and a thesaurus to explore word meanings. As a result, pupils improve their knowledge of words, such as when they work out which alternative words could provide the best fit in a story line by the author Anne Fine. Pupils in Year 1 and 2 write regularly when they record their daily activities in their 'zig zag' diary, and improve their writing skills when they write a story together with their teacher on a large flip chart. All pupils are taught to use effective strategies to learn to spell new words, and as a result pupils' spelling is well above average when they leave the school. Handwriting is taught in a consistent approach throughout the school, and by the age of eleven, the majority of pupils produce a well-formed cursive script.
79. The range of resources for reading has improved considerably since the time of the last inspection and these are well used to promote pupils' reading skills and their interest in books. Pupils throughout the school take a lively interest in reading, both fiction and non-fiction, and their range of reading is well extended through the fortnightly visit of the mobile library van. The school reference library is appropriately used during afternoons; however, it is used as a teaching area for the youngest children during the mornings, and this restricts access for others. Pupils in Years 5 and 6 have well above average attainment in reading because they read avidly and show a mature understanding of underlying themes and characters encountered. Pupils in Years 3 and 4 also read widely and are successfully developing their knowledge and understanding of a wide range of children's authors. Younger pupils in Years 1 and 2 show genuine interest in reading and eagerly select books to take home each day. Year 1 pupils make good progress in developing their reading skills when the Year 2 pupils in the class 'model' the role of the teacher and share their new phonic learning with them. An annual book week is one of the highlights of the year, and provides very good opportunities for pupils to meet, talk with, and question established children's authors and illustrators.
80. Teaching is very good overall and relates directly to the very good progress that pupils make as they move through the school. For example, having read and compared two dated entries from *The Diary of Anne Frank*, very probing questioning by the Years 5/6 teacher enabled pupils to explore how the writer had changed over time. One pupil thoughtfully suggested, "She is more mature now, more grown up and sadder." Teachers know their pupils very well, and set challenging work that fires their enthusiasm. This was clearly seen in the Years 3/ 4 class when pupils remained totally engaged in their activities of word research tasks using a thesaurus, and spelling activities linked to words discovered in a class story. In the Years 1/ 2 class, the pupils gained a clear understanding of how adjectives improve the quality of writing when the teacher 'modelled' the writing process with them to enhance the class version of *Goldilocks*.

81. Parents are fully involved in supporting their children's reading through the regular use of home/school reading records. Much of the assessment undertaken is of an informal nature, as teachers discuss work with pupils during their lessons and offer positive feedback and suggestions on how to improve a piece of writing. However, formal marking is less consistent across the school, and there is no record of individual targets that may be set. Support from the classroom assistant during additional learning support sessions is well focused and has a positive impact on raising standards for lower attaining pupils in Years 3 and 4. The National Literacy Strategy has had a positive impact upon standards throughout the school, and it is particularly noticeable that staff carefully plan opportunities to further develop pupils' literacy skills across the full range of the primary curriculum. For example, older pupils write detailed diary accounts of their school trip to Beverley Hostel, and write clear factual accounts in science such as their investigations into magnets.
82. The school has satisfactory procedures for assessing and recording pupils' progress over time. Standards are monitored throughout the school through the use of optional reading tests and regular assessments of writing. Overall performance is analysed and appropriate targets are set for each cohort of pupils. However, although good use is made of video cameras to evaluate teaching, the co-ordinator does not have regular release time to undertake the direct monitoring of teaching across the age ranges. Overall co-ordination of the subject is good, as the co-ordinator has much enthusiasm and good subject knowledge and understanding that she shares with her colleagues.

## **MATHEMATICS**

83. The very small cohorts within each year group make statistical analysis of the results of individual years unreliable. The analysis of the Year 2 pupils' results in national tests between 1997 and 2001 reveals that standards have usually been above average. The results of the 2001 National Curriculum assessment tests at the end of Key Stage 1 were, however, below the national average. Compared with similar schools, results were also below average. Over the past five years, boys' and girls' test results have varied a great deal. The chief factor influencing these results has been the number of pupils with special educational needs in the very small year groups, and this has adversely influenced the test results when compared with national averages.
84. National Curriculum assessment results for Key Stage 2 in 2001 show that the number of pupils achieving level 4 is in line with national averages and those achieving the higher level 5 are well above national averages. Compared with similar schools, test results are well above average. Over the last five years, standards in this key stage have usually been well above average and this reflects the very good progress that both boys and girls make as they move through the key stage. Again, the comparatively small number of pupils adversely affected test results in Year 6 in 2001, but since the previous inspection the high standards have been maintained.
85. The attainment of the present Year 2 group of pupils is below average as half of the very small cohort are on high stages on the school's special educational needs register and have below average attainment in their basic number work. However, from looking at Year 2 pupils' past work, they are clearly demonstrating their knowledge and understanding of the number system. They are familiar with important mathematical vocabulary such as 'multiple' and are able to write down multiples of 2, 5 and 10. They are able to carry out addition and subtraction with confidence using numbers up to 100. They round numbers below 100 accurately and use this in their recognition of near doubles. They are confident in determining patterns within sequences of numbers and are able, for example, to list different totals in weight from a set of 50, 20, 10 and 5gm weights. Pupils are confident in their knowledge of place value and are able to partition accurately two-digit numbers into tens and units and to develop this to help them with addition and subtraction. They have good understanding of two and three-dimensional shapes and their properties, and are able to solve written problems which require them to use simple multiplication. Lower attaining

pupils are not secure in their basic number bonds although their number recognition is satisfactory.

86. Years 1 and 2 pupils were enthusiastically involved in the lesson observed. They counted accurately on and back in 10s and used a variety of terms to describe subtraction such as 'less', 'minus' and 'take away'. The Year 2 pupils used counters appropriately to help with sharing and understood what the remainder meant in a calculation such as  $30 \div 7 = 4 \text{ r}2$ . The language of mathematics is carefully planned by the teacher and well emphasised. For example, one pupil wore a headband with 'double' written on it and his friend had to give him mathematical clues so he could guess what the word was. This offered a good opportunity for a variety of number operations to be tried out before the answer was guessed. The Year 1 pupils were ordering numbers in tens. One boy was able to make correct use of a number square and was able to count both on and back in 10s with ease once he had recognised and understood the quick way by going up and down the appropriate column. The advantage of Year 1 and Year 2 pupils working closely together is that the Year 1 and the lower attaining Year 2 pupils are able to gain from the Year 2 pupils' knowledge and understanding. There is a good atmosphere of sharing and openness such as when the Year 2 pupils consolidate their understanding by explaining and supporting the younger pupils. The younger pupils also gain when they are introduced to particular aspects in mathematics early. This was illustrated in a plenary at the end of the lesson when the teacher introduced negative numbers on a large thermometer and the pupils were shown how to work out  $0 - 5 = -5$ .
87. Pupils make very good progress throughout Key Stage 2. Scrutiny of work shows a good understanding of the number system including approximations and rounding up and down in, for example,  $163 - 59 \sim 100 = 104$ . There is confidence in their knowledge and use of fractions, such as in the calculation of 2% of 58 and the understanding that  $\frac{1}{25} = \frac{4}{100} = 4\% = 0.04$ . There is very good progress made in long multiplication and division where each stage is clearly outlined by the pupil. Very good progress is also made in shape and space, the properties of regular shapes, and the calculation of area and perimeter of triangles and the volume of solids. Mental mathematics practice is considered very important and the quality of this has a very positive impact on the pupil's confidence and learning in mathematics. A Years 5 and 6 mental session was observed where the pupils worked exceptionally hard. Questions such as how many times smaller is 80 than 8000 and what is the difference between 1.5 metres and 135 centimetres were typical. Whilst answering these questions the more able group were simultaneously answering a series of doubling and halving questions. This stretched the higher achieving pupils well and helped to maintain an atmosphere of challenge and enthusiasm.
88. The teaching of mathematics is very good overall. Small year groups enable teachers to know their pupils well and to ensure they are given suitable challenging work. Teachers are confident with the subject and through the use of careful questioning are able to extend their pupils' knowledge and understanding. The Years 3 and 4 class used data on vowel frequency accurately to plot a graph. Clear links to the previous lesson and the consolidation of terminology such as 'axis', 'information', 'frequency' and 'tallying' gave pupils a greater understanding of what they were doing. The teacher further challenged the pupils by asking them to use their completed graphs to think up questions based on their results. Teachers use resources effectively to develop pupils' understanding. The use of the headband with 'double' written on in Year 2 to stimulate questioning is a good example of a simple yet effective resource. The good use of the learning support assistant in the Years 3 and 4 class enabled different groups of pupils to be supported effectively, and this had a positive impact on their progress. In general, all pupils receive good support in the subject and the pupils with special educational needs make good progress. Lessons have a quick pace and this adds challenge and a competitive edge to activities that impact positively on pupils' learning. Teachers enjoy teaching mathematics and this enjoyment is reflected in the pupils' attitudes to their learning. In all the lessons observed the pupils demonstrated very positive attitudes and their behaviour was also very good. They work very well co-operatively, demonstrating the very good relationships found in the school.

Teaching could be further enhanced by the posting of learning outcomes for pupils to see at the beginning of lessons. This would help pupils to be more aware of their learning and act as a useful focus for discussion at the end of lessons. There is variability in the presentation and marking of pupils' work. There are too few comments in pupils' books to inform them how they can improve their work, and untidy presentation is allowed to perpetuate in some older pupils' books.

89. Since the previous inspection the school has successfully combined the demands of National Numeracy Strategy with their existing scheme of work and with existing commercial resources. Teachers plan carefully from the numeracy framework and supplement activities effectively from two commercial schemes used throughout the school. There is great emphasis on the oracy of number work. Mathematical concepts are discussed carefully and practical activities used to consolidate and challenge the pupils. Teachers monitor pupils' progress in mathematics carefully and are aware of particular year group strengths and weaknesses. Individual targets are not yet set for the subject nor is there any process that clarifies 'added value' in mathematics from the test scores. The school makes use of Springboard booster classes for pupils in Years 3 and 4 and additional support is given to Year 5 pupils. Opportunities to develop numeracy skills in other subjects are good. In a science investigation in Years 5 and 6, graphs were being drawn to demonstrate the rate of absorbency of a plant stem, and in design and technology, pupils make good use of their measuring skills when drawing up plans for their constructions.
90. The management of mathematics is good. The school uses satisfactory resources that the pupils access independently. Teachers have undertaken a high level of numeracy training whilst the National Strategy for Numeracy was being introduced. Lessons are monitored through the use of video recordings and best practice adopted. The school improvement plan has three targets in mathematics, and these are well on their way to being successfully completed.

## SCIENCE

91. The 2001 National Curriculum tests show that pupils attained well above average standards by the end of Year 6, with an above average proportion of these pupils achieving the higher level 5. These results showed a great improvement on the previous year. The teacher assessments for the 2001 Year 2 group of pupils show that attainment was average overall but that a well above average proportion of pupils reached the higher level 3. Attainment for the present Year 6 pupils is above average and this shows a slight fall since the last inspection. The attainment of the present Year 2 pupils is below average because of the very significant proportion of pupils in this very small cohort who are on the special educational needs register. The statistical fall since the last inspection is mainly brought about because of the very small year group sizes that greatly exaggerate differences in the individual year groups.
92. By the age of eleven pupils have well above average skills across all aspects of the science curriculum, except for investigative skills which are average. Pupils have a very good knowledge of a healthy diet and have a clear understanding of how drugs and alcohol affect the performance of the body. They have a very good knowledge of the role of different muscles and the circulatory and skeletal systems. Pupils have particularly good knowledge of different rocks and use this well when devising an identification chart using their own criteria. Pupils have a good understanding of how sound travels and know why no sound can be heard in a vacuum. Pupils use their very good technical vocabulary well in discussions and when writing up their work. However, pupils' investigation skills are comparatively weak because they do not have enough opportunities to devise their own investigations to test out their hypotheses. As a result, much of the pupils' very good knowledge is not based on practical experience. The one lesson observed during the inspection showed that pupils are capable of careful investigative work when given the opportunity.

93. Pupils make good progress in Years 1 and 2. Much of the pupils' learning is based on practical work, such as when they compare their physical similarities and differences. Pupils have a good understanding of the different parts of the human body and their clear understanding of healthy foods is shown in a carefully illustrated art display of a harvest table. Pupils show an increasing knowledge of how the body changes with age. Their understanding has been carefully developed by the teacher who has arranged for a two-week old baby and a six-month old baby to be brought into school so that pupils can discuss the differences. Pupils benefit from having their own garden and work about this is well integrated into the curriculum. Pupils use their mathematical skills well in measurement and extend their understanding of healthy foods by a visit to a local greengrocer. Pupils make good progress in all aspects of the subject in Years 3 and 4. They have a very good technical vocabulary in the areas they cover. For example, pupils use 'cranium', 'scapula' and 'hinge joint' accurately when describing parts of the skeleton. Pupils have a very good understanding of forces, which is clearly evident when they analyse the different types of friction present when riding a bicycle. Pupils have good investigative skills, clearly shown in their work on separating mixtures and in their high quality work on the impact of air resistance on different parachutes.
94. The teaching of science is very good overall and this equates closely to the overall very good progress that pupils make as they move through the school. Teachers have good subject knowledge and high expectations of their pupils. They plan well and take into account evaluations of previous lessons, so that weaknesses are subsequently addressed. Pupils of all abilities are appropriately challenged and work hard and behave well in lessons because they are interested in the work that is planned for them. However, there is a very wide spread of age and ability in science lessons when new Reception children work alongside Years 1 and 2 pupils. The teacher has to plan carefully and work extremely hard to ensure the needs of the different-aged pupils are met. Good quality open-ended questioning successfully develops pupils' thinking. For example, the Years 5/6 teacher asked pupils "How do you think the water goes up hill?" when pupils were investigating capillary action in celery. Teachers' marking is satisfactory overall and best in the Years 3/4 class when comments lead directly to pupils improving their work. There are too few comments in the work of some Years 5/6 pupils and, as a result, the quality of presentation, diagrams and labelling by some pupils is not as good as it should be. There is little planned use of ICT in the subject but there are good links with mathematics and design and technology, such as when Years 3/4 pupils design and make a 'steady-hand' tester as part of their electrical circuit work.
95. The curriculum is based on the national guidelines and is enhanced by the school's science week and by the residential visit for the older pupils, when the coastal environment is studied. Informal assessments at the end of units of work give teachers a good understanding of pupils' progress and this is used appropriately to plan future work.

## **ART AND DESIGN**

96. Standards in art and design are in line with expectations for pupils by the age of seven and eleven. Pupils with special educational needs take a full part in lessons and make similar satisfactory progress to their peers. Good use is made of visiting artists to develop pupils' knowledge and understanding of textiles.
97. Pupils in Years 5 and 6 explore the work of the artist Magritte, and use their knowledge appropriately when they experiment with a range of visual images, to recreate work in the style of the painter. They learn about repeating patterns and successfully create images to reflect this. They show a good use of colour when creating brightly coloured paintings in the 'art deco' style of the 1930s. There are good links with history when pupils make attractive masks of the Greek gods. Pupils' close observational drawings show good detailing, and were further developed when they sketched the Humber Bridge as part of their residential visit work. Pupils in Years 3 and 4 are justifiably proud of their large and colourful felt textile hanging that they produced when working with a local artist. Pupils make satisfactory progress in their pencil drawings linked to their history work on the Romans. Carefully planned experimentation with light and colour enabled pupils to paint landscapes in the style of the French impressionist painter Claude Monet. Pupils in Years 1 and 2 demonstrate sound brush-handling skills when they select paints to depict portraits of Florence Nightingale, linked to their work in history. Pupils greatly benefited from the skills and experience of a local artist who worked with them to create a striking jewel-like textile hanging that depicts the houses and buildings around the village.
98. Pupils have some opportunity to undertake three-dimensional work, through clay and other modelling materials, but this area is less well developed within the school than drawing, painting and textile work. Little evidence was seen during the inspection of the use of sketchbooks as a design resource, or of the full use of computer-generated images for art and design purposes.
99. No lessons were observed during the inspection; however, scrutiny of pupils' work and displays around the school indicate that teaching is satisfactory and that the teachers have satisfactory knowledge and understanding of the subject. The curriculum coverage is appropriate and pupils are encouraged to evaluate their own work and that of other artists. The subject makes a good contribution to pupils' cultural development, such as when they study different artists and explore art traditions linked to other cultural traditions.
100. Co-ordination of the subject is satisfactory, although there has been no recent monitoring of standards and teaching across the school. Resources for art are adequate, and the school takes advantage of the attractive local environment to further develop children's skills in the subject.

## **DESIGN AND TECHNOLOGY**

101. The school has maintained the standards found in design and technology in the previous inspection. Progress in Key Stage 1 is satisfactory, and standards are in line with expectations at the end of Year 2. Progress is good throughout Key Stage 2, and, by the end of Year 6, pupils' standards are above national expectations. Pupils with special educational needs take a full and active part in lessons and make good overall progress as they move through the school.
102. Throughout Key Stage 1, pupils are developing their skills and understanding in the planning, making and evaluating of a variety of structures. This term they were concentrating on vehicles. Their moving vehicles were of satisfactory quality and were made from a variety of different cardboards using different methods to attach axles and wheels. They had successfully used various joining techniques including split pins, glue, tabs and tape. These models were originally designed to carry a load and had been tested

for that purpose. Pupils are successfully familiarising themselves with the use of simple tools and materials, and designing with a purpose in mind. Previously, pupils had designed and made cold frames to house a plant.

103. As pupils progress through Key Stage 2 there is good progress in their planning and making skills. In the Years 3 and 4 class, pupils were involved in the design and making of purses. Details within their planning were clear and many of the designs had informative labels and comments about the construction. The older pupils in Years 5 and 6 become more discerning in the evaluation of their constructions. Pupils use the 'Plan, Do, Review' procedure to guide them in their work. There is also good development in their making skills, as shown by the wide variety of constructions such as bridges, chairs, model house interiors, trains and lifts. Written comments in their reviews such as, "Even though the card was thick we could have cut it more neatly" and "We could have been more patient with the glue," give evidence of a developing awareness of their skills and the challenges of tools and materials. Several pupils showed evidence of improving their work having critically reviewed their constructions. One pupil wrote, "I changed my plan, I realised the chair fell backwards so I put more string through the back to hold it upright." Pupils also show a good appreciation of the importance of finish to their models with their careful use of paint and thoughtful colouring.
104. No design and technology lessons were observed during the inspection; however, evidence was obtained through discussion with teachers and pupils and through the scrutiny of their work. Based on this evidence, the quality of teaching is good overall. Teachers make effective links between design and technology and other subjects. In geography, Years 5 and 6 pupils had made three-dimensional maps, and bridges were made in connection with their visit to the Humber Suspension Bridge. Numeracy skills are extended through pupils' estimations and measurements during planning and making, and there are opportunities to extend their literacy skills in their evaluations and reviews. There has also been some use of ICT for the planning and evaluation stages of their work.
105. The school has recently adopted the government's recommended scheme of work, although it is too early for its impact on the curriculum to be evident. There is no system of assessment in place but pupils' work is valued and displayed imaginatively within classrooms. Resources for the subject are good and offer opportunities for pupils to develop skills and understanding. These include a variety of resistant materials such as wood of different cross-section, and tools including saws, mitres and glue guns.

## **GEOGRAPHY AND HISTORY**

106. The school has maintained the above average standards in both these areas since the time of the last inspection. Pupils are enthusiastic about both geography and history because they thoroughly enjoy the good range of carefully planned first-hand visits that successfully extend the curriculum and develop their knowledge, understanding, interests and skills to a good level.
107. In history, pupils in Years 5 and 6 have a good understanding of the way of life and the beliefs and achievements of people in Ancient Greece. This was reinforced by a visiting drama production of *The Tales of Troy*, that helped pupils investigate the cause and effect of historical events of the time with the actors. Teachers plan carefully to stimulate pupils' interest and develop their understanding of different periods of time. For example, during their residential visit, pupils visited the museum at Grimsby to learn about the history of the fishing industry, comparing their own lives to the lives of others. Pupils in Years 3 and 4 are engrossed in their study of the Romans. They have a good knowledge of the life of Queen Boudicca, and also of the architecture and the lifestyles in Roman Britain. A visit to the Leicester museum gave pupils a valuable insight into what was happening locally at this time. Pupils in Years 1 and 2 have a good understanding that their lives are different from the lives of people in the past, such as when they learn about the life of Florence Nightingale. They know that she lived a long time ago, and that she encouraged cleanliness

in hospitals and founded a college for nurses. Pupils' understanding of those times is clearly shown in the details of their lively drawings and paintings of scenes from her life.

108. In geography, pupils in Years 5 and 6 show a good understanding of how a new sports centre might impact upon their local environment, and they show a good understanding in their written work, when they argue persuasively for the advantages and disadvantages of such a project. This demonstrates a mature insight into environmental issues and citizenship responsibilities. During residential visits, the pupils develop a good knowledge of the formation of sea cliffs and other notable geographical features in a contrasting environment, and use this knowledge constructively when studying their own local river bank and carrying out further investigations. Pupils throughout the school successfully develop their mapping skills, using an appropriate range of maps and atlases. Older pupils use large maps and secondary sources, such as large aerial photographs, to locate physical features. Satisfactory use is made of ICT to develop geographical skills, but opportunities to use the Internet, such as to find comparative weather information, are missed. The school has an email link with a school in France and this provides an opportunity for pupils to compare their own lives and local amenities with those of their French peers. Pupils in the lower school combine their learning in geography and art when they investigate the buildings in the village and record their work on a textile hanging, that was produced with the help of a local artist. They also learn early mapping skills. Pupils with special educational needs make the same good progress as their peers.
109. Only one lesson was observed in history and none in geography. However, discussions with staff and pupils, and evidence from the analysis of work and displays, indicate that the quality of teaching is good, with teachers having a good knowledge and understanding of these subjects and an enthusiasm for promoting pupils' learning through well-planned first-hand visits and investigations. Teachers also promote children's literacy and referencing skills well in both geography and history.
110. Co-ordination of both geography and history is sound, although there has been little opportunity to monitor teaching across the school and assessment procedures are not yet fully developed. Resources for the teaching of history are satisfactory. The school has improved the availability and use of maps and atlases for the teaching of geography since the time of the previous inspection, and resources are now satisfactory in this area.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

111. Standards in ICT are in line with expectations in both key stages. The previous report stated that standards were above in Key Stage 1 and well above in Key Stage 2. However, national expectations in the use and application of ICT have risen significantly over the last few years and the school has only just kept up with these expectations. Progress is satisfactory in Key Stage 1 and just satisfactory in Key Stage 2. By the end of Key Stage 2 pupils have good knowledge and understanding of a proportion of software to support their learning. However, there are gaps in the provision of software and as a result certain skills are less well developed with the older pupils.
112. Throughout Key Stage 1, pupils are using ICT to help in the development of their literacy and numeracy skills. Pupils in the youngest class use older Acorn Archimedes computers and a BBC Master effectively in a wide variety of drill and skill activities. They also make use of CD-ROM software to support their reading and language work. They use graphics software to illustrate topic work and are developing satisfactory skills in the use of the mouse, understanding menu options and printing out their work. Pupils' control skills are less well developed because pupils do not have ready access to the programmable robot.
113. Only one ICT lesson was observed and this was with the Years 3 and 4 class. The class has a mixture of Archimedes and PC laptops, one of which is connected to the Internet. The lesson was an introduction to the 'cut and paste' facility in word processing. The whole class watched the laptop screen whilst the teacher demonstrated the process. They were



able to carry out the technique successfully on a piece of jumbled up writing called 'Hadrian Wall Blues', which had clear links to their history topic. A significant proportion of the pupils have good knowledge of the various toolbars and menu options. The teacher was very clear in her use of various techniques. For example, she used the 'undo' button to take the process back and so help to consolidate the pupils' understanding. A very large font size was also used so that the text was clearly seen by all. The accurate use of terminology was stressed to ensure pupils learned correctly. Years 3 and 4 pupils have access to the Internet and make good use of a mathematics site to practise their number work and extend their knowledge within numeracy.

114. Years 5 and 6 pupils make good progress in a number of key areas of ICT. They have access to two desktop PCs, one of which is connected to the Internet and also the use of a PC laptop. From discussion with pupils and scrutiny of their work, they have satisfactory skills in word processing, the use of graphics to illustrate work, data handling and drawing graphs, modelling software and control technology. Internet access is very carefully supervised by the school and local education authority. Pupils discuss enthusiastically how they email bookmarks to pupils in a French school, including digitised images of themselves working in school. They copy and paste information from the Internet in the support of their learning such as on the Victorians and aspects of the Second World War. However, there are some weaknesses in the provision, such as the use of desktop publishing to extend their word-processing activities, the use of multi-media software to make presentations, and the use of ICT to monitor environmental changes.
115. In the one lesson seen, the quality of teaching was good. The teacher was confident in her knowledge and enthusiastic in her demonstration, and that inspired the pupils. The task set was clearly defined and the routines used in the activity very clearly demonstrated. The task also had strong cross-curricular links and helped pupils in their understanding of both literacy and history. Overall the teaching is satisfactory. This could be improved by ensuring pupils in Key Stage 2 have access to a full range of software and that activities are more firmly rooted in subject planning. The school has just introduced the government's recommended scheme of work and although early in its implementation this should form the basis from which teachers plan and resource ICT activities.
116. The management of ICT is satisfactory. Teachers have just undergone their New Opportunities' funded ICT training, which was received positively. Teachers felt that they learned from it and have gained in their confidence and skills. The school needs to plan for the replacement of its old equipment. Resources in Key Stage 2 are good overall but are unsatisfactory in Key Stage 1. The younger pupils would benefit from faster machines that would offer access to CD-ROMs in a more animating and exciting manner. Pupils also do not have access to a colour printer that would enhance the appearance of some of their work.

## MUSIC

117. During the inspection, singing, appraising and some performing were observed. In both key stages pupils make good progress in their appraising and performing and standards are above those expected nationally. In both key stages the singing observed during assemblies was both controlled and tuneful. The school has maintained the good standards in this subject that were found in the last inspection.
118. Progress in pupils' listening and appraising skills is good. Only one music lesson was observed during the inspection. The Years 5 and 6 class were listening to *Danse Macabre* by Saint-Saens and carrying out a musical analysis as an appraisal exercise. Pupils used a printed form, which helped them to focus on a number of important aspects in support of their appraisal. These included terms such as 'tempo,' 'dynamics', 'pitch' and 'timbre'. Working in pairs, pupils initially wrote their predictions as to what instruments would be suitable for various parts of the musical story and made other predictions about aspects of

the music. Pupils worked very well together. They used imaginative descriptions when appraising the music, for example, "The violin made it feel sad", when describing the end of the piece. Whilst listening to *Peter and the Wolf* during a previous lesson, one pupil wrote that the clarinet depicting the cat gave it "a sneaky feeling." From the same piece, a pupil had written that the flute depicting the bird made "...the pitch high and chirpy." The pupils are confident with their interpretations; they have good knowledge of the instruments and are able to categorise them easily and suggest what instrument best fits a particular mood or feeling.

119. Very little performing and composing was observed during the inspection. The pupils sing accompanied in assembly, with confidence and enjoyment. The school takes part in a carol service in the local church at Christmas and there are a number of opportunities for individual pupils to perform in front of the school, such as at the annual Christmas concert, Easter Service and in assemblies. Three pupils performed in an assembly on the piano and flute. They demonstrated a high level of self-confidence and enjoyed demonstrating their skills and answering questions about learning their instruments. Pupils from Year 2 to Year 6 have regular recorder lessons. One such session was observed where a group of Years 4 and 5 pupils were practising. The quality of performance was good and pupils were becoming familiar with standard notation such as the repeat symbol and the values of particular notes. The group performed a musical round and were able to maintain their place throughout the piece.
120. The teaching of music is good. There were high expectations of performance during the recorder session where pupils rose to the challenge and performed well. During the musical appraisal lesson children felt confident because the resources were helpful and they knew exactly what to do. The teacher gave a clear outline of the story within the music, enabling the pupils to match their knowledge of music and instruments to the various situations and feelings within the story. The quality of performance is high because good teaching and high expectations have imparted both musical confidence and skill.
121. The management of music is good. The school is amalgamating its existing scheme of work with the government's recommended scheme. Resources are satisfactory and include a selection of untuned percussion. There is a good selection of music on CD used for appraisal and to introduce the work of famous and lesser-known composers.

## PHYSICAL EDUCATION

122. Pupils' attainment in physical education at the end of Key Stage 1 is in line with national expectations and is well above national expectations at the end of Key Stage 2. Pupils make satisfactory progress through Years 1 and 2 and very good progress through Key Stage 2. Standards in Key Stage 1 have fallen slightly since the last inspection but have been maintained at the same high level in Key Stage 2. However, all pupils benefit from a broad and well-balanced curriculum that reflects all areas of the National Curriculum programmes of study.
123. By the end of Year 2, pupils make good use of space and change direction, speed and level in the rigorous warm-ups. In their journey to the imaginary 'land of sweets' pupils move appropriately to the rhythm of the syllables in words such as 'lollipop' and 'sticky toffee'. Pupils benefit from observing the high quality exemplars of their peers but do not always have opportunities to copy what they have seen. Year 2 pupils benefit from ten weeks of swimming; the great majority show good confidence in water, with the higher achieving pupils responding very well to the good quality teaching and being able to swim ten metres without support.
124. Pupils make very good progress in Key Stage 2. Years 3 and 4 pupils have regular swimming lessons for a term with Year 2 pupils and make good progress in developing their swimming skills. The higher achieving pupils in Year 4 show good body position and strong

leg kick in the front crawl, breast-stroke and back crawl. Pupils in Years 3 and 4 move well to music when simulating movements they would see at a fairground. They show particularly good skills when mirroring their movements with a partner. By the end of Year 6, pupils have very positive attitudes to the subject and work very hard in their lessons. They have a very good understanding of the physiological impact of warm-ups, and show very good control in their rolling work and when producing asymmetrical shapes. They greatly enjoy building up sequences and make very good progress in this work because of the encouragement and very good subject knowledge of the teacher, and the very good use of pupil exemplars to raise pupils' awareness of excellent quality work. Pupils show great sensitivity when they constructively criticise the work of their peers who demonstrate to the class. Pupils put immense physical exertion into their work on the apparatus, clearly shown in the very wide variety of original balances, all of which demonstrated good understanding of presentation and tension.

125. All pupils enjoy physical education lessons and most respond very well in lessons. The lesson observed for the younger pupils contained Reception, Year 1 and Year 2 pupils; some of the youngest children had difficulty following all the instructions and did not always make the progress of which they were capable. Older pupils thoroughly enjoy the challenge of trying to improve their personal sequence work because their efforts are valued by their peers and because of the very high expectations of the class teacher. Year 2 pupils showed much more positive attitudes in swimming where they were taught in a single age group and the practices were challenging, enjoyable and relevant to their needs.
126. The quality of teaching is satisfactory in Key Stage 1 where the teacher has too wide an age and ability difference in the class to be able to successfully challenge all pupils. The quality of teaching is very good in Key Stage 2 where teachers have a smaller age differential in their classes, and this contributes significantly to their high expectations being successfully met. As a result, pupils' rates of progress in acquiring skills and improving their performances are greater in Key Stage 2 than in Key Stage 1. Teachers make good use of exemplars to raise pupils' awareness of high quality work and this becomes even more effective when pupils have opportunities to copy what they have seen. All lessons are carefully planned. Relationships are very good and teaching styles are particularly effective in Key Stage 2, where pupils are successfully challenged to continually improve their performance.
127. In addition to the elements outlined in the National Curriculum documents, pupils are also given the opportunity to take part in a wide range of sports activities, such as inter-school football, netball, athletics and basketball matches, where the school has had some very good successes in recent years. Years 5 and 6 pupils also take part in outdoor and adventurous activities on their annual residential trip. Pupils also benefit from the wide range of extra-curricular sport activities that the school provides and also from some high quality coaching such as from Trent Bridge ground staff, footballers from Nottingham Forest and Notts County, and from local authority athletics coaches. The school has a good-sized playground and field for outdoor games. The hall is cramped for vigorous physical activity but pupils understand the restrictions, and work hard and sensibly in lessons.

## RELIGIOUS EDUCATION

128. During the inspection only one lesson was seen and this was in the Years 5/6 class. Evidence for judgements is taken from this lesson, scrutiny of pupils' work and displays and discussion with teachers and pupils. Attainment overall is above the expectations of the locally agreed syllabus for religious education and above average standards have been maintained since the last inspection. There are no significant differences between the achievement of boys and girls, and pupils with special educational needs make good progress and are achieving well.
129. By the end of Year 6, pupils have a good knowledge of Christian beliefs and values, as well as a number of other world faiths, such as Islam, Sikhism and Buddhism. Their work reveals a good understanding of Buddhism and they write empathetically in stories such as Guru Nanak's meeting with Sajjon. Years 3 and 4 pupils have a good understanding of the importance of having rules and know how the teachings of Jesus lay down a set of values for Christians to follow. These they then contrast sensitively with their class rules and their own personal rules. Pupils in Year 2 make good progress in their knowledge of the parables of Jesus which are reinforced through written and art work. They understand some of the Christian traditions of Lent, and know how the Torah helps to guide the lives of Jews.
130. Teaching overall is good because lessons are carefully planned and teachers make effective use of their good subject knowledge and the very good relationships that exist in all the classes. The one lesson observed was very good because high quality questioning by the teacher not only revised the Five Pillars of Islam but helped pupils to develop a deeper understanding of the significance and relevance of these to all people and not just Muslims. In this way pupils are coming to realise the great similarities between some of the major world religions. Teachers show good skills in integrating other subjects into religious education lessons. Good quality artwork by pupils in Years 1 and 2 illustrates some of the parables of Jesus, whilst drama in the class of the oldest pupils was used to share ideas on 'giving'. Pupils respond well to challenging tasks and show good originality in their responses; for example, when asked about the importance of giving, one Year 6 pupil replied, "it's important to give because it stops you being selfish," whilst another thought that giving created a bond between himself and his parents.
131. Pupils enjoy religious education lessons because they have frequent opportunities to discuss their ideas and to share their personal feelings. For example, one Year 5 pupil described how he thought prayer was not only about talking to God but also to yourself through reflection. The pupils in Years 1 and 2 showed enthusiasm and originality when writing about their special qualities. One pupil wrote, "I am very good at looking after animals because they are cute and soft."
132. Procedures for assessment are informal but teachers know their pupils well and record pupils' progress in an appropriate way. Pupils make visits to the local church, with the vicar making regular visits to school assemblies. However, there are few visits by representatives of other faiths and too few artefacts to enhance pupils' awareness of the rituals and ceremonies of different religions. Despite these comparative weaknesses, religious education contributes well to pupils' cultural development, and the deep discussions that take place in lessons play a significant part in pupils' moral development.