

# INSPECTION REPORT

## **NORBRIDGE PRIMARY SCHOOL**

Worksop

LEA area: Nottinghamshire

Unique reference number: 122610

Headteacher: Mr J. E. Kilner

Reporting inspector: Mr C. Kessell

Dates of inspection: 5<sup>th</sup> – 7<sup>th</sup> March 2001

Inspection number: 211793

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Stanley Street Worksop Nottinghamshire
Postcode:	S81 7HX
Telephone number:	01909 472322
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R. H. Payne
Date of previous inspection:	22 <sup>nd</sup> March 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20695	Mr C. Kessell	Registered inspector	Mathematics Physical education	Information about the school The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19697	Mrs. J. Moorhouse	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18709	Mrs. A. T. Bee	Team inspector	Art and design Geography History Provision for pupils with special educational needs Areas of learning for children in the foundation stage	
14991	Mr A. Hardwicke	Team inspector	Science Design and technology Information and communication technology	
25433	Mrs P. Richards	Team inspector	English Music Religious education Equality of opportunity	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 206 full-time pupils on roll and a nursery for 104 part-time pupils. It is about average in size and serves a mixed catchment area of both private and council housing. The majority of pupils come from white ethnic backgrounds. The percentage of pupils entitled to free school meals, currently 24 per cent is slightly above the national average. Sixteen per cent of pupils are identified as having special educational needs; this is below average. The attainment of the pupils when they start the reception class is below average.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

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

This is a rapidly improving school that provides a very caring and supportive environment for its pupils. By the time the pupils are eleven, standards in English, mathematics and science are average. There is a strong commitment to improving standards and the quality of teaching is good overall. The governors fulfil their responsibilities satisfactorily and the management of the headteacher is outstanding. At the time of its last inspection, the school was identified as having serious weaknesses. These no longer exist and the strengths of the school far outweigh the areas for development. The school provides good value for money.

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

- The headteacher provides excellent leadership.
- Pupils have very positive attitudes to school and their behaviour is good.
- The majority of teaching is good. Pupils learn effectively.
- Procedures for ensuring pupils' welfare are good.
- The pupils' moral and social development are very good. Relationships through the school are very strong.
- The provision for pupils with special educational needs is good.
- Parents' views of the school are very good.

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

- Standards in English and mathematics for the seven-year-olds.
- The use of assessment procedures.
- Accommodation for some of the Year 1 pupils.

*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 improved well since it was last inspected in March 1999 and was identified as having serious weaknesses. Improvement since September 2000, when the current headteacher took over the management of the school, has been very good. The positive features identified during the previous inspection have been maintained and the key issues have been addressed. The most significant improvements have been in the management of the school and the behaviour of the pupils. The provision for pupils' moral and social development has been enhanced and the school's accommodation has been developed. Although standards can improve, the test results in 2000 show an improvement on 1999.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E	E	D
mathematics	E	E*	D	C
science	E	C	D	C

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

The results of the 2000 national tests for eleven year-olds indicated that standards in English were well below average and below average in mathematics and science. When compared to similar schools standards were average in mathematics and science but below average in English. Last year's results at Key Stage 1 were better than Key Stage 2. Reading was above average and writing well above. Standards in mathematics were average. When compared to similar schools standards were well above average in reading and writing and above average in mathematics. Currently standards are below average in English and mathematics in Year 2 but average for English, mathematics and science in Year 6. This demonstrates the differences between year groups. Although the percentage of pupils in the school identified with special educational needs is below average overall, there are some year groups that have an above average proportion of pupils with special educational needs; for example, the current Year 2. Although the school's trend of improvement over the last five years is below the national trend, more recent results show an improvement. The percentage of pupils that achieved Level 4 in English and mathematics in last year's Year 6 was an improvement on 1999. The school's statutory targets in English and mathematics for 2001 indicate further improvement.

In all other subjects, standards are in line with those expected by pupils at the ages of seven and eleven with the exception of music and religious education at the end of Key Stage 2 which are below average. However, given that many pupils start school with attainment that is below average their achievements are good overall particularly in English, mathematics and science in which pupils make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They show an enthusiasm for learning and what is being taught.
Behaviour, in and out of classrooms	Pupils' behaviour is good in classrooms, when moving around the school, in the playground and during lunchtimes.
Personal development and relationships	Relationships in the school are good. Pupils respond willingly, sensibly and reliably to opportunities to be involved in the life of the school.
Attendance	Attendance at the school is satisfactory.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall. During the inspection there was no unsatisfactory teaching and seventy-nine per cent of lessons were good or better. Nineteen per cent of lessons were very good or excellent and twenty per cent of lessons were satisfactory. The teachers know their pupils well and are very caring. The literacy and numeracy strategies are used effectively and the basic skills associated with English and mathematics are taught well. In these subjects particular attention is paid to the wide range of ability that can be found in some classes. The management and organisation of lessons are very good and the pupils are interested and enthusiastic about learning. Day-to-day assessments of pupils could be used more consistently.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is satisfactory. It is broad and balanced and fulfils statutory requirements.
Provision for pupils with special educational needs	Pupils with special educational needs have full access to the curriculum and when they are withdrawn from lessons to receive extra help, the work they do is closely related to their individual needs. The school's provision is good and well managed by the special educational needs co-ordinator.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is good overall. Moral and social development are a strength of the school.
How well the school cares for its pupils	The school takes good care of its pupils.
How well the school works in partnership with parents	The school's partnership with parents is good. Parents' views of the school are very positive and the school has established an effective relationship with them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. He is well supported by the deputy-head, who is a good role-model as a classroom teacher. The school has positive ethos and the staff work well as a team. There is a shared commitment to improvement.
How well the governors fulfil their responsibilities	The governors are very supportive of the school. They are well informed and their role is developing.
The school's evaluation of its performance	The current priorities for moving the school forward are appropriate and focused very much on raising standards and the quality of education. Assessment data is beginning to be used to monitor pupils' progress and development.
The strategic use of resources	Staff and resources are used effectively and all staff are appropriately qualified and experienced. Support staff contribute well to the pupils' educational experiences. The school makes best use of its accommodation which is enhanced by good quality displays of pupils' work. However, the room used as a classroom for the smaller Year 1 class is unsatisfactory. All subjects are adequately resourced and the school applies the principles of best value satisfactorily.

## 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>• A caring, approachable staff who listen to what parents have to say. Teaching is good.</li> <li>• There is a nice atmosphere.</li> <li>• The school is well managed.</li> <li>• Behaviour in the school is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The communication between school and parents.</li> </ul>

The above views are taken from the pre-inspection meeting attended by fifteen parents and the eighty-nine responses to the parents' questionnaire. Evidence from inspection would support the parents' positive views. The range of activities outside lessons are satisfactory and the quality of information provided for parents is good.

## **PART B: COMMENTARY**

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

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

1. The school's assessments of the children when they start in the reception class shows that their level of attainment is below average. Overall, the children make satisfactory progress through the Foundation Stage although progress is better in the reception class. Social skills are promoted well and the children develop good relationships with each other and with the adults they work with. Most children show positive attitudes to learning and enjoy coming to school. Behaviour is good overall although a minority of pupils have difficulty in concentrating. Personal independence is not consistently developed. The children use a limited range of vocabulary when talking and many in the nursery find it difficult to concentrate and listen appropriately. Children develop an understanding of what books are for and handle them appropriately. In the reception class the children record their ideas and experiences through drawing and very simple writing. In both the nursery and reception classes the children sing number rhymes to reinforce their understanding of numbers up to 10. They begin to develop a basic understanding of mathematical vocabulary such as 'one more than' and more able children record simple addition and subtraction sums. The children learn about their senses and about how important it is to listen and look carefully. They confidently learn songs and rhymes, observe colours when they are painting and use computers to reinforce skills taught in literacy and numeracy. There are daily opportunities for children to develop their physical skills. They use a range of outdoor equipment and many children work with construction toys. Equipment, including scissors, paintbrushes and pencils are used confidently and safely. The children express their own ideas and feelings through role-play activities. They discuss what they like to eat in sandwiches and the importance of being hygienic in the kitchen. Artwork is created using collage, printing and painting. By the end of their time in reception the majority of children are likely to reach levels below those expected nationally. Most children are on line to reach the expected levels in physical development and creative development. The levels the children reach in all areas are hindered because some adults do not consistently promote speaking and listening skills and basic vocabulary. Planning of activities does not consistently identify different abilities and consequently move individuals and groups of children onto the next step of learning.

2. The National Curriculum tests at Key Stage 1 in 2000 showed that pupils' results were above average in reading and well above average in writing. The results in mathematics were average. When compared to similar schools, results were well above average in reading and writing and above average for mathematics. At Key Stage 2, the national tests showed standards to be well below average in English and below average in mathematics and science. However, when compared to similar schools standards were average in mathematics and science but below average in English. Although the trend of improvement in the school is below the national trend at the end of Key Stage 2, the 2000 results at both key stages show an improvement in all subjects on the previous year. These improvements were significant in Key Stage 1. At the time of the previous inspection in 1999 the national test results for that year showed standards to be well below average in reading, writing and mathematics at Key Stage 1 and well below average in English and mathematics at Key Stage 2. The mathematics results were in the bottom five per cent for the country. Standards are currently below average in reading, writing and mathematics at the end of Key Stage 1 and average in English, mathematics and science at the end of Key Stage 2. Although the percentage of pupils identified in the school as having special educational needs is below the national average overall, these pupils are not distributed evenly through the school. For example, the proportion of pupils in Year 2 identified as having special educational needs is above the national average and explains the below average standards in English and

mathematics found in this year group. Inspection evidence indicates that these differences will also occur in other year groups; for example, the current Year 5. The school's statutory targets in English and mathematics for 2001 are realistic and challenging.

3. By the age of seven pupils have developed good listening skills and are confident speakers but their overall standards in reading are below those expected nationally. Higher attaining pupils can read fluently and expressively but a significant percentage of pupils are not sufficiently confident with their reading. All pupils listen with interest when stories are read to them. Although a number of pupils are writing independently and use sentences that are punctuated with capital letters and full-stops some pupils struggle with their spelling and their handwriting is weak. In mathematics, pupils solve simple number problems and undertake data-handling exercises. They identify common two and three-dimensional shapes and measure and draw in centimetres. However, a significant number of pupils are not very confident in mental mathematics and have a limited mathematical vocabulary. Standards in science are average; pupils investigate how materials can be shaped and treated and identify the differences between natural and man-made materials.

4. By the age of eleven, the pupils' speaking and listening skills are in line with national expectations. Pupils develop their confidence well as they progress through the school and by the time they reach Year 6, talk with assurance and use a wide range of vocabulary. They read confidently from a range of texts and have developed views on favourite authors and different styles of writing. Higher attaining pupils are able to scan for information and can explain how a library works. When the pupils write they develop their ideas imaginatively and spelling and punctuation are generally accurate. Most pupils use a fluent, joined and legible style of handwriting. They work out mathematical calculations in their heads multiplying and dividing by 10 and 100 and solve number problems. They have a sound understanding of numbers including decimals and are able to take responsibility for developing their own strategies for working out problems. In science, pupils investigate the affect that heating and cooling have on water. They understand that materials can be classified as solids, liquids and gases. Although the pupils achieve standards that are average, their experience of practical investigations is limited.

5. The school is not complacent about the standards it achieves. There is a real commitment amongst the staff to continue raising standards. The school is well placed to achieve this goal. For example, the percentage of pupils in last year's Year 6 achieving the higher Level 5 was below average in mathematics and science and well below average in English, this year's percentages are likely to be higher. Teachers realise that it is important that all groups of pupils reach the standards of which they are capable. There were some variations in the attainment among pupils of different gender but where issues of equality of opportunity arise, tests are analysed and appropriate action taken. Such procedures have the effect of ensuring that all pupils derive the maximum benefit from what the school provides, according to their individual needs. There are no significant variations in attainment of pupils from different ethnicity or social background.

6. Standards in other subjects are in line with those expected nationally and the expectations of the locally agreed syllabus for religious education. The exception to this is music and religious education at the end of Key Stage 2. With music the pupils are unsure about the work that they have covered and in religious education there are gaps in the pupils' knowledge of other faiths.

7. Because of the consistently good teaching the pupils achieve well, particularly in the core subjects of English, mathematics and science. Care is taken to ensure that pupils of all abilities make the progress of which they are capable. The school's literacy and numeracy strategies also contribute to the good progress pupils make in English and mathematics. Although progress is never unsatisfactory, in other subjects it can be slower because less attention is paid to providing a range of work for the different ability groups that are found in all classes. Ninety-six per cent of parents agreed that their child was making good progress in school when answering the pre-inspection questionnaire.

8. Teachers are aware of the pupils with special educational needs in their classrooms and pupils make good progress because work is well matched to their individual needs. In addition, most pupils identified receive good quality support from the teaching assistants when they work on the specific targets from their individual education plans. This has a positive effect on learning during lessons and impacts on progress over time.

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

9. Most children show positive attitudes to learning, settle in well in the nursery and enjoy coming to school. Behaviour is good and they develop sound relationships with the adults who work with them and with each other. When given the opportunity, the children develop the skills of independence and begin to tidy up at the end of sessions

10. Pupils' attitudes to school in Key Stages 1 and 2 are very good. At the time of the last inspection, most pupils had good attitudes to work and applied themselves very well to the tasks set for them. This situation has been maintained and pupils currently show an enthusiasm for learning and what is being taught. In the majority of situations pupils work purposefully and show an interest in learning and answering questions. Inspectors saw noteworthy examples of this in English, mathematics, art and design and history lessons. Ninety-six per cent of parents replying to the questionnaire agree or strongly agree their child likes school. Parents attending the pre-inspection meeting agreed their children are keen to come to school. During the inspection, inspectors saw pupils coming into school with enthusiasm and entering their classrooms in a purposeful manner, ready and eager to start the school day. Pupils are capable of careful presentation of their work although there was some inconsistency in this area. Pupils handle and share resources sensibly.

11. At the time of the last inspection, behaviour was satisfactory overall but deteriorated in the playground during lunchtimes. In one class, a significant minority of pupils displayed challenging behaviour. During this inspection, inspectors found behaviour to be good in classrooms, when moving around the school, in the playground and during lunchtimes. Pupils are aware of the standard of behaviour that is expected and of the consequences of misconduct through the behaviour policy. During the inspection, inspectors saw no incidents of poor behaviour. Ninety-five per cent of parents replying to the questionnaire agreed or strongly agreed behaviour in the school is good. Parents attending the pre-inspection meeting had no concerns over behaviour and parents spoken to during the inspection were happy with the standards of behaviour promoted by the school. There have been no exclusions during the current school year.

12. Lunchtime staff are fully involved in the implementation of the behaviour code and in rewarding good behaviour. Being nominated by lunchtime supervisors to eat their lunch at the headteacher's table each Friday rewards pupils who behave well and show good manners in the dining room. Pupils respond to lunchtime staff with politeness and respect. Good behaviour and attitudes are rewarded by certificates and team points and publicly acknowledged through celebratory assemblies each week. The majority of pupils have been involved in writing their own class rules which inspectors found to be relevant and

appropriately worded. The pupils' consistently good behaviour contributes much to the effective learning that is seen in the school.

13. Pupils respond willingly, sensibly and reliably to opportunities to be involved in the life of the school. At the time of the last inspection these opportunities were found to be limited. Currently, all pupils have monitorial roles within their classrooms and share responsibility for keeping their classrooms and shared areas of the school tidy. Pupils in Year 6 put out chairs in the hall for assemblies and operate the overhead projector and music centre during these occasions. Year 6 pupils are also involved with managing lunch box trolleys and in rewarding the class that has the tidiest trolley. These responsibilities make a positive contribution to pupils' personal development. When talking to pupils during the inspection, inspectors found pupils friendly, polite and courteous.

14. Relationships in school are very good. At the time of the last inspection pupils' attitudes towards each other were unacceptable and unsatisfactory. During this inspection, inspectors saw pupils working together co-operatively and kind and caring attitudes between pupils of the same age and older and younger pupils. The respect shown by pupils for the feelings and values of others is good and no incidences of unkind behaviour between pupils were seen during the inspection. No incidents of bullying were seen or reported. Pupils form positive relationships with each other, with teachers and with other adults, including visitors. During the inspection, inspectors saw pupils working together collaboratively in groups and pairs in subjects such as physical education, mathematics and science.

15. Attendance at the school is satisfactory. A very low number of pupils are persistent absentees and some families take holiday during term time. There are low levels of unauthorised absence compared with other primary schools nationally. During the inspection, inspectors saw the majority of pupils arriving punctually for school.

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

16. The quality of teaching is good overall with seventy-nine per cent of lessons being good or better. Nineteen per cent of lessons were very good or better and twenty-one per cent of lessons satisfactory. There were no unsatisfactory lessons observed. The percentage of very good or better teaching is a slight improvement on the previous inspection and two excellent lessons were observed. No excellent teaching was identified during the previous inspection. The majority of good and very good teaching was observed in Key Stages 1 and 2. The percentage of good or better teaching has improved in both of these areas of the school but more so at Key Stage 2 where the proportion of good or better teaching has nearly doubled since the previous inspection. Unsatisfactory elements of teaching were also identified at Key Stage 2 during the previous inspection. These unsatisfactory aspects no longer occur. Teaching in the Foundation Stage is satisfactory overall. This is not as good as the previous inspection. Teachers' planning is sound and day-to-day assessments are developing. However, this information is not systematically shown in the weekly planning to move individuals or groups of children onto the next step of learning. Teaching is consistently good in the reception class. In these good lessons, speaking and listening skills are well promoted in all areas of learning. The teacher interacts with groups well, activities are interesting and opportunities are not missed as the teacher reinforces skills and vocabulary previously taught. These have impact on progress over time

and learning is good during these lessons. Ninety-six per cent of parents responding to the questionnaire agreed that teaching in the school was good.

17. The teachers know their pupils well and are very caring. The very good relationships between teachers and pupils contribute to the very positive ethos that is now found at the school. The majority of classrooms present well organised learning environments where pupils can learn effectively. Consequently, pupils have an interest and enthusiasm for learning. They apply effort to all of their work and acquire knowledge, skills and understanding well. The pupils' achievements through Key Stage 1 and 2 are good and most pupils make good progress particularly in the core subjects of English, mathematics and science. The management and control of pupils is particularly effective and the teachers apply the school behaviour policy consistently and fairly. Although there are some potentially challenging pupils in the school, they are well managed and classrooms are calm and industrious. Not only do the teachers have high expectations of good behaviour they also have high but realistic expectations of what pupils can achieve.

18. The school's literacy and numeracy strategies are used well and lessons are well planned to the strategies' recommendations. Basic skills are taught well and language associated with English and mathematics is well promoted, not only through careful emphasis and questioning in lessons but also through good quality classroom displays. Literacy and numeracy lessons are planned to take into account the wide range of ability found in many classes. Particular attention is paid to the targets identified for pupils with special educational needs and this is good practice. Higher attaining pupils are provided with more challenging activities and many teachers have high expectations of what these pupils can achieve. For example, in a Year 6 numeracy lesson on finding the surface area of three-dimensional shapes, the higher attaining pupils were expected to develop a formula that would represent this process. In a very good Year 5 literacy lesson developing pupils' writing skills, the classteacher organised activities for five different groups of pupils to ensure that not only the needs of all pupils were covered but that higher attaining pupils were sufficiently challenged in a class with a very wide range of ability. Unfortunately the good practice of providing different work for different ability groups of pupils does not extend sufficiently into other areas of the curriculum. The evaluation of literacy and numeracy lessons as part of day-to-day assessment is not consistent and does not always have the impact on future planning that it should. Lesson objectives are always shared with pupils in literacy and numeracy and the plenary session is often used to discuss with pupils whether they feel they have achieved the objectives. This good practice, that ensures pupils have a clear understanding about their learning, is often extended into other areas of the curriculum. For example in a good Year 2 physical education lesson, the objectives were displayed in the hall for all pupils to see.

19. In the very good and excellent lessons pupils are very well motivated and continually challenged. In an outstanding Year 3 literacy lesson which had been well prepared, pupils were continually challenged by skilful questioning that made the pupils think very deeply about the work they were undertaking. Clever strategies were used to motivate pupils. For example, the lower attaining pupils were told that they had an important piece of 'research' to complete for the class. These pupils were promised that they would not be disturbed as they found ee and ea words. A well managed personal, social and health education session provided an opportunity of Year 5 pupils to talk about sensitive personal issues in a mature and honest way. This session contributed much to the ethos now found in the school.

20. Support staff are used well and make a significant contribution to the positive learning experiences that pupils receive. For example, in a good Year 1 literacy lesson, undertaken in a cramped classroom and developed around *Little Red Riding Hood*, the classroom assistant worked well with pupils during their handwriting and spelling sessions, offering valuable support. Although there was little evidence of homework being used during the inspection, the scrutiny of pupils' work provided some good examples of homework being used to support the curriculum in school, particularly in Years 5 and 6.

21. The quality of teaching for pupils with special educational needs is good. Work is well matched to pupils' differing abilities, which is an improvement since the previous inspection. Pupils are well supported in their lessons by their teachers and the teaching assistants who are sensitive to their needs and give good quality support. All adults develop very good relationships with the pupils they work with which results in pupils developing positive attitudes to lessons and learning in all areas of the curriculum.

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

22. The school provides a satisfactory curriculum for all pupils; this is a similar picture to that found at the time of the previous inspection. The curriculum is broad and balanced and meets statutory requirements for teaching about the misuse of drugs and sex education. Religious education conforms to the locally agreed syllabus. The provision for the children in the Foundation Stage is satisfactory. It is planned according to the new Early Learning Goals; however, activities are not systematically planned for the children's different abilities.

23. Policies and schemes of work are in place for all subjects and offer suitable support and advice. The school has adopted the government recommended schemes of work in their entirety for many of the foundation subjects and there is still work to be done in adapting these to take account of the particular needs of the school, for example in music. The school has rightly prioritised English and mathematics as areas for development in the current school development plan. There has been some delay in implementing the National Literacy and Numeracy strategies in the past and every effort has been made in recent months to make up for lost time. An extensive programme of professional training has prepared teachers well for planning and implementing the strategies. Detailed planning, to a standard format, ensures that pupils are now making systematic progress in the acquisition of skills, knowledge and understanding throughout the school. In addition, there have been significant improvements in planning for different groups of pupils, such as those with special educational needs and the more able pupils. This was an issue at the time of the previous inspection, when pupils were often given the same work to do, even in mixed age classes, where there was a wide spread of age and ability. Pupils are now taught in single age classes and literacy and numeracy tasks are appropriate to pupils' age and ability. Evidence from pupils' work books shows that this good practice has only recently been introduced and has yet to be extended to include other subjects, such as science and religious education. The present planning format is not always used as intended and information regarding what different groups in the class will learn is not always specified in the foundation subjects. The previous inspection report directed the school to adopt government-approved schemes of work for the foundation subjects and this has been done.

24. The school is concerned to ensure that all pupils have equal access to the curriculum and to address the problem of boys' underachievement. Inequalities with regard to access to swimming that were identified in the previous inspection have been addressed, along with a requirement for the school to improve planning to ensure a curriculum appropriate to the needs and interests of pupils with behavioural difficulties. This has been achieved very successfully.

25. The provision for pupils with special education needs is good. All pupils have full access to the curriculum and there is staged referral system in operation, which complies with the recommended Code of Practice. Identification and assessment procedures are good in Key Stage 1 and 2 but the co-ordinator is aware of the need to develop these in the Foundation Stage. Individual education plans have clear targets and these plans are reviewed regularly. Parents and pupils are involved in this process. Pupils are aware of their individual targets and are given 'child friendly' copies of their individual education plan, for example where the targets are written within a drawing of a hamburger or teddy bear!

26. There is a satisfactory programme of extra-curricular activity, which includes opportunities for both boys and girls to participate in competitive sport. This is an improvement since the previous inspection, when there was no such provision. Pupils enjoy after-school sporting activities such as football and non-sporting clubs include chess and a sing-a-long lunchtime club. A choir is put together in the autumn term and sings for the elderly and in the local hospital chapel.

27. The links the school has forged with its immediate and wider community make a satisfactory contribution to pupils' learning. On transfer to secondary school, there is a satisfactory induction programme with the main receiving school, with planned visits and meetings between staff. The school nurse is a regular visitor to the school, together with the police, the fire service and various artists in residence. Pupils visit the local library, church and an elderly person's home. In addition, pupils in Year 6 make a five-day visit to a residential education centre in Whitby to support their geographical studies. Pupils enjoyed a recent visit from a musician who brought a range of interesting and unusual instruments into school for them to play. A well-known author is booked to visit next month. Whilst these visits and visitors are adding a great deal to the curriculum, there is less evidence of industrial links enhancing the curriculum, other than helpful donations.

28. At the time of the last inspection spiritual, moral, social and cultural development was good overall. During this inspection, inspectors found the situation to have been maintained. However, the provision for pupils' social and moral development is now very good and a strength of the school. It makes a significant contribution to the ethos of the school. Pupils are valued and pupils and adults share a mutual respect, the adults, in a significant majority of cases, providing positive role models for pupils to follow.

29. Provision for spiritual development is good throughout the school. Collective worship that is of a broadly Christian nature is well planned and complies fully with legal requirements. Pupils are given regular opportunities to pray, sing a hymn and quietly reflect in each assembly. Pupils' out of school achievements such as sport and swimming are valued and work for charities celebrated. Assemblies include opportunities to consider aspects of school life such as unacceptable behaviour and moral issues. There are a number of opportunities for parents and governors to be involved in assemblies. Religious education offers pupils opportunities to learn about and value a range of beliefs and customs of different faiths and cultures. Occasionally there are incidental moments of awe and wonder, for example in a design and technology lesson when the class teacher displayed a musical slipper.

30. Provision for pupils' moral development is very good across the school and parents feel the school promotes the right values and a happy environment. Most pupils have a clear understanding of what is right and wrong and are encouraged to be truthful and honest. The relationships developed by staff with pupils helps promote concern for others and the environment. The school has a behaviour policy that rewards good behaviour and personal achievement. In the majority of classes pupils are responsible for agreeing class rules and have responsibilities within the classroom. Older pupils are responsible for setting out the hall for assemblies, for duties during lunchtime and general monitorial roles. The school has raised money for children's charities, helped to purchase an artificial limb for a parent and collected spectacles for people in Africa.

31. The school's provision for social development is very good. There are opportunities for pupils to get to know each other and have lunch together with their parents before starting school. Pupils are regularly expected to reflect on their actions and consider the consequences in order to promote an awareness of what is acceptable and unacceptable behaviour. Pupils are regularly praised and rewarded with team points and certificates for achievement, effort, helpfulness and good behaviour as well as academic achievements. During the inspection, inspectors saw examples of pupils working closely together in numeracy, art and design and information and communication technology (ICT). They share resources and help each other. There are opportunities for pupils to work together in pairs and groups in after-school clubs and through the school's trips and visits. The recent residential trip to Whitby for Year 6 pupils provided opportunities to co-operate and learn to share and work well together. There are a number of opportunities provided for visits out of school, for example to a Viking centre, Southwell Minster, a local theatre and the Quantum Theatre that is science related.

32. The school's provision for cultural development is satisfactory. Pupils learn to value and understand their own cultural traditions through a range of education visits and curriculum themes and topics. Pupils have learnt about a number of musical instruments including those of other cultures and have valuable opportunities to perform in school productions and class assemblies. Pupils are encouraged in assemblies to listen to and appreciate a wide range of music. Pupils have learnt about artists such as Monet, Rembrandt and Van Gogh. There are some opportunities in history to learn about famous people from the past and their contribution to society and in geography about other countries and cultures. The opportunity to recognise the contribution of a wider range of cultures is underdeveloped in the curriculum except in religious education where pupils learn about a range of different faiths and places of worship.

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

33. The care the school takes of its pupils is good and contributes effectively to the progress made by the pupils. The procedures for child protection and ensuring pupils' welfare are good and staff are aware of named personnel and procedures. Issues are dealt with immediately and positively as stated in the school's policy, which has been based on local education authority procedures. The school has good relationships with personnel from outside agencies involved in pupil care.

34. The school has three qualified first aiders on the staff. All staff have participated in basic first aid training. All necessary procedures are in place for reporting and recording accidents and illness. Arrangements and procedures for the conduct of educational visits comply with local authority guidelines and risk assessments are carried out on places visited by pupils in the locality and further afield. There is a comprehensive health and safety policy that contains details of the responsibilities of the headteacher and all employees including the caretaker. It gives procedures for fire drill, playtime arrangements and guidance on physical

education lessons, including swimming sessions. The policy makes reference to procedures related to stock rooms and the use of equipment, particularly in science and technology. Regular health and safety audits are carried out with a member of the governing body. The school is aware of the need to provide a safe environment for pupils and staff. Sensible security precautions are in place.

35. Supervision during lunchtime is satisfactorily organised through a rota of six supervisors. One member of the teaching staff supports the supervisors in the dining hall every day and the headteacher or deputy headteacher are always available during lunchtimes. There are clear procedures for supervisors to follow in cases of difficulty in the playground or the field. The headteacher holds regular meetings with supervisors to discuss procedures or issues related to behaviour. Lunchtime staff are fully involved with praising and rewarding good behaviour and enter pupils' names in the 'Gold Book' as appropriate. Supervisors have high expectations of pupils related to table manners and behaviour. As a result lunchtime is an orderly occasion that contributes towards the social and personal development of pupils. Pupils treat lunchtime supervisors with politeness and courtesy.

36. The school's procedures for monitoring and promoting good behaviour are very good. Pupils and parents are aware of the standards of behaviour expected that are consistently applied by staff and other adults working in the school. Good behaviour is rewarded by certificates and team points and by entering the pupil's name in the 'Gold Book' that is displayed in the entrance hall. All staff, including lunchtime supervisors and the caretaker, may write names in the 'Gold Book'. The school has an anti-bullying policy that is detailed and structured. Behaviour and bullying issues are addressed in whole school assemblies and through personal, social and health education in Years 5 and 6.

37. The school has made sound progress in developing assessment procedures since the previous inspection. However they have not sufficiently worked on using this information so that all pupils are challenged to do their best work and achieve maximum progress.

38. The school has good links with external agents and uses them when necessary to support pupils with special educational needs. Clear documentation is kept on all pupils which shows clearly the progress they are making.

39. The school fully complies with the requirements to administer statutory tests at the end of the key stages and these results are beginning to be analysed. All pupils are now tested at the end of each year in Key Stage 2, but these procedures have not been in place long enough to have impacted on standards. The headteacher is aware of the need to collect this data and begin to use it to inform planning and teaching. The idea of target setting for pupils has been discussed, and has been highlighted as an area to be developed. Most pupils have writing targets in Key Stage 2, but there are no consistent procedures throughout the school for target setting.

40. The previous report indicated that assessment procedures were good. Inspection evidence shows that procedures for assessment are satisfactory and in the process of development. Procedures for assessment in English mathematics and science are satisfactory. Teachers regularly assess the learning in these subjects to identify what the pupils have learnt and keep records of what individuals can do. However, they do not consistently use the detailed information which they collect to move pupils on to the next stage of learning. The headteacher is aware of the need to improve procedures, where teachers identify assessment opportunities in the planning and record the next step of learning for individuals or groups of pupils. At present there is little evidence to show that teachers evaluate the learning objectives identified in their plans and record what is needed to develop learning for individuals or groups. Assessment practice also requires further

monitoring. Assessment of pupils with special educational needs is good. They all have individual plans containing clear targets, which are well tailored to their individual needs.

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

41. The school's partnership with parents is good and has improved since the time of the last inspection. Parents' views of the school are very positive and the school has established an effective relationship with them. The school has an 'open door' policy and encourages parents to discuss issues and concerns as soon as they arise. Ninety-seven per cent of parents replying to the questionnaire agreed or strongly agreed that they feel comfortable about approaching the schools with questions or problems. The staff handbook contains a section on working with parents and the school has a written policy for welcoming parents in to school which gives sensible guidelines for content and settings for conversations. Parents attending the pre-inspection meeting agreed that staff are approachable, listen to what parents have to say and deal appropriately with concerns. The majority of parents replying to the questionnaire agreed or strongly agreed the school works closely with them. During the inspection, inspectors saw daily opportunities for parents to talk briefly with the headteacher, the deputy headteacher and other members of staff.

42. There are regular letters and newsletter to parents that are good in relation to content and presentation. They give details of events, diary dates and items of interest. A small number of parents help in classrooms on a regular basis with reading. One parent helps with an after school craft club and another runs the school football team. There is an appropriately worded letter for parent helpers and a useful good practice guide for volunteers working in schools. In a report to governors, the headteacher states a wish to increase the number of parents involved in the school and the need to offer training to volunteers. There is an active and supportive 'Friends Association' that raises money through well supported sponsored and social events. They have recently supplied equipment for the nursery and contributed towards fund raising to help a parent with a serious illness.

43. Eighty-nine per cent of parents replying to the questionnaire agreed or strongly agreed to being kept well informed about how their child is getting on. The school holds parents' meetings twice a year. Parents attending the pre-inspection meeting were happy with the number of parents' meetings and the quality of end of year reports that contain targets that have been discussed with staff at parents' meetings.

44. The majority of parents attending the pre-inspection meeting agreed their children are given enough work to do at home. Parents replying to the questionnaire agreed with their views. Inspectors found the use of homework in school to be satisfactory. The policy states the aims and beliefs of the school related to doing work at home and gives details of what homework will be set for different ages. The policy outlines the roles and responsibilities of parents related to homework. During the inspection, inspectors did not see homework being set but a scrutiny of pupils' books showed evidence of work being done at home in English, mathematics and science.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher provides excellent leadership. Since September when he took over the management of the school the rate of development and improvement have been very good. He provides a clear educational direction and good professional support to all staff, within a supportive and positive environment; as a result, the teaching and non-teaching staff work well together for the benefit of the pupils. The school has a genuine caring ethos where everyone is valued and there are high expectations of pupils' behaviour and the work that they undertake. In response the pupils now conduct themselves sensibly, responsibly and purposefully. Staff are now more confident, resources to support teaching are better and the environment of the school has improved. At the pre-inspection meeting parents identified that the headteacher was a good leader and ninety-seven per cent of parents agreed that the school was well led and managed when responding to the pre-inspection questionnaire. These views are also supported by the staff and pupils of the school. The headteacher has an enormous presence around the school and this contributes much to the high standards of behaviour that are now found. Although there are some challenging pupils in the school he confronts any difficulties positively and the pupils in particular appreciate this. He knows all of the pupils individually and they respond well to his questions about their day in school or an achievement in the classroom. At the time of the previous inspection there were serious weaknesses about the management of the school. These no longer exist. The school's mission statement *Forward Together* is entirely appropriate and describes exactly what is happening in the school at the moment.

46. The headteacher is very well supported by the deputy-head who started her role in September, although she has been in the school longer as an 'associate deputy-headteacher' for the local education authority. She is a consistently good teacher who provides a good role-model for other members of staff. Although the subject co-ordinators work very hard, their role requires further development. Through no fault of their own they have insufficient knowledge of the standards and quality of education in their subjects. Overall, their experience of monitoring and evaluation is limited, although the English and mathematics co-ordinators have monitored in classrooms.

47. The school governors are very supportive. They were criticised at the previous inspection but now see themselves as entering a 'new era' in their relationship with the managers of the school and fulfilling their statutory responsibilities. They see the school developing positively and also acknowledge the enormous influence the new headteacher has had. By their own admission the governors would accept that they have some way to go in shaping the direction of the school but believe that they are now more confident and that the lines of communication with the school are now more effective. They are well informed, and despite some areas for development they do have a good understanding of the school's strengths and weaknesses. Statutory requirements are fulfilled. Each governor is linked to a class in the school. This is a new initiative but is successful in developing the links that the governors have with the school and their understanding of how the school is developing. The current school budget was set last year by the 'associate headteacher' at the school. Although the governors had some input, they were not as involved as they should be. This will now change with staff and governors becoming more involved in development planning and linking the identified needs of the school with financial planning. Consequently, current financial management and administration are satisfactory. The principles of best value are soundly applied. All specific grants are used for their designated purposes and the recommendations of the latest audit report have been fulfilled. On his arrival at the school, the headteacher put together an interim development plan that was appropriate for the school at the time and has a number of good proposals for development planning in the future. The governors agreed the current statutory targets in English and mathematics that are realistic and challenging. The targets for 2001 also indicate improvement and the school is well

placed to continue its rapid development.

48. The school's policies and practices all strive to provide equality of opportunity, and lessons seen during the inspection showed that teachers ensure that all groups of pupils, including those with special educational needs, are fully included. The co-ordinator for special educational needs is a strength of the school. She has developed very good relations with all adults who work with pupils with special educational needs and this results in the day-to-day system in the school running very smoothly. Liaison is very good between all adults who work with pupils with special educational needs and the teaching assistants are very highly regarded. They are always very well prepared for their sessions and work with confidence. During the termly reviews the co-ordinator monitors the provision which the pupils receive. Funding for pupils with special educational needs is used well, in particular, to give additional support to pupils to help them develop basic skills in the areas of literacy and numeracy, develop resources where necessary and release the co-ordinator. The co-ordinator has identified the weakness in the system regarding the few pupils identified and supported in the Foundation Stage. The school is also part of an Inclusion Project that involves consultation with governors, pupils, staff and parents. The outcome of this process will allow the school to have a clear understanding of the parents' and pupils' views in particular and the school accepts that these could well challenge some of the current assumptions. This good practice will provide valuable information for the next stages of its development.

49. The school has sufficient appropriately qualified and experienced teachers and other staff to meet the needs of the curriculum. They have clear job-descriptions and are aware of their duties. Procedures for appraisal and performance management are in place and up to date. Systems to deal with staff absence, use of supply teachers, and support for new members of staff are all in place. The school has a mentoring system for newly qualified teachers which ensures that they feel well supported and can discuss professional issues when necessary. The caretaker and other cleaning staff work well for the school; they make a valuable contribution to its life and the environment in which teachers and pupils work. Lunchtime supervisors are aware of their duties and enjoy the rota system that gives them a varied range of tasks. They supervise the children well and contribute to the calm atmosphere around the school at lunchtime. Although the playground and field are well maintained and safe, the potential to enrich pupils' play has not yet been exploited.

50. The quality of the school's accommodation has been dramatically improved recently, due to extensive redecoration and tidying. The school's previous report found that the accommodation was unsatisfactory, untidy and sometimes hazardous. All areas of the school are now clean and tidy and this has a positive impact on the way in which pupils learn, and how they and staff, feel about the school. Key Stage 1 and 2 classrooms do not at present have sinks or running water, and this can limit the scope for some activities, for instance in art and design and science. The room used as a classroom for the smaller of the two Year 1 classes is, however, unsatisfactory. As the only convenient way into the main school for nursery and reception children, there is frequent interruption of lessons, and the room is very cold during winter due to constant opening of the door as children pass through. The present heating arrangements are insufficient to maintain a reasonable working temperature. The room is also small and this could limit practical activities. The classteachers work hard to minimise these difficulties, but the scope to overcome them is limited. The school is aware that the situation is less than ideal, and has plans to extend the area at minimum cost.

51. The school's provision of resources for learning is satisfactory overall. Previous issues of hazardous storage have been remedied and all resources are now appropriately accommodated. Resources for history and geography, and religious artefacts to support the teaching of religious education, are good. Recent additions to resources for ICT, and to the supply of new fiction books in the library, mean that they are now much improved. In all other subjects resources are satisfactory.

52. With the good attitudes and behaviour of the pupils, the consistently good teaching, the care provided by the school and the excellent leadership of the headteacher; the school provides good value for money.

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

53. The inspection team recognises the significant improvements since the previous inspection and the school's drive to raise standards. In addition to the good work already being undertaken, to improve the standards and quality of education further, the headteacher, staff and governors should:

- (1) Continue to raise standards in English and mathematics by implementing and developing assessment procedures to ensure the monitoring of all pupils' progress and to influence future planning effectively, including identifying day-to-day assessment opportunities in planning.  
(Paragraphs: 7, 16, 22, 37, 39, 40, 56, 77, 83, 85, 101, 106, 111, 116, 128, 133 and 140)
- (2) To pursue the development of the small classroom at present used by Year 1, so that more appropriate accommodation is available for these pupils.  
(Paragraphs: 20 and 50)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	15	60	21	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	52	206
Number of full-time pupils known to be eligible for free school meals	0	37

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	2	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	11
	Girls	16	16	15
	Total	27	29	26
Percentage of pupils at NC level 2 or above	School	90 (69)	97 (65)	87 (81)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	16	14	15
	Total	26	24	26
Percentage of pupils at NC level 2 or above	School	87 (69)	80 (73)	87 (65)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	12
	Girls	9	10	12
	Total	17	19	24
Percentage of pupils at NC level 4 or above	School	61 (52)	68 (43)	86 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	9	10
	Girls	8	10	10
	Total	13	19	20
Percentage of pupils at NC level 4 or above	School	48 (64)	68 (62)	71 (73)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	206
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23.3
Average class size	25.8

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	67

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	525 434
Total expenditure	521 196
Expenditure per pupil	1 695
Balance brought forward from previous year	13 717
Balance carried forward to next year	17 955

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	310
Number of questionnaires returned	89

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	18	2	2	0
My child is making good progress in school.	60	35	2	0	3
Behaviour in the school is good.	47	49	1	0	3
My child gets the right amount of work to do at home.	37	47	6	1	9
The teaching is good.	65	31	1	0	3
I am kept well informed about how my child is getting on.	43	46	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	69	28	0	0	3
The school expects my child to work hard and achieve his or her best.	60	36	0	0	4
The school works closely with parents.	38	48	8	1	5
The school is well led and managed.	59	37	0	0	4
The school is helping my child become mature and responsible.	48	48	1	0	3
The school provides an interesting range of activities outside lessons.	21	50	12	5	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**

54. The adults who work with the young children in the Foundation Stage have worked hard to implement the new curriculum for the Foundation Stage. The children enter the nursery at three years old and at the time of the inspection there were 104 children who attend part time. Attainment on entry to the nursery is below average in particular in the development of communication, language and literacy skills and mathematical development. It is slightly higher in the development of personal and social skills and physical development. A few children have difficulty acquiring basic language skills. In the reception class there are 15 children who attend full-time. The number of children identified as having special educational needs in the Foundation Stage is low. The headteacher is aware that this is an issue and it is due to be addressed on the next school development plan. The children who are identified as having special educational needs are well supported. There are no children who have English as an additional language. The children quickly settle into the nursery because an effective induction programme is successfully implemented and parents are happy with the provision their children receive. The school has maintained this strength in the provision since the previous inspection.

55. Baseline results on entry to the reception class and a scrutiny of work indicate that attainment on entry to reception is below average. Despite a continuation of the predominantly satisfactory teaching in the nursery and good teaching in the reception class, the majority of the current cohort of children are unlikely to reach the expected levels in most areas of learning by the beginning of Year 1. Most will reach the expected levels for physical development and creative development. Overall progress is sound and in the best lessons the children's speaking and listening skills are well promoted in all activities which has impact on learning during these lessons and over time.

56. The curriculum for the Foundation Stage is closely linked to the Early Learning Goals. Planning in both classes is sound but does not consistently refer to the individual needs of the children. Profiles, which indicate what each child can do, are developed on entry to the nursery and added to in the reception class and day-to-day assessments add useful information to these profiles. However, this information is not clearly used to inform planning and future teaching to move individuals or groups of children onto the next step of learning. This impacts on progress for all children during lessons and over time. In the nursery, children are targeted and on-going assessments are completed, however this system is not yet fully understood by all adults and was not fully in place during the week of inspection. There is no system that clearly shows the progress individual children make in the areas of learning as they move through the nursery and then the reception class. Links between the nursery and the reception are developing.

57. Learning resources are sound to promote all areas of learning inside and outside the classroom. Facilities for outside play are good. There is a covered way and a grass area where children can play as well as a playground surface for the children to develop skills as they use good quality wheeled vehicles, small apparatus and climbing frames. The children in the Foundation Stage have opportunities to use the resources in the main hall to develop physical skills.

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

58. Teaching is satisfactory and in most lessons this area is appropriately promoted. Adults in both classes promote basic social skills well, which results in most children developing good relationships with each other and with the adults who work with them. This results in sound progress in the area. Most children show positive attitudes to learning and enjoy coming to school but many children have weak speaking and listening skills and adults do not always promote these adequately and this has impact on learning over time. Behaviour is good although a few children have difficulty in concentrating and listening and shout out during class discussions. In the best lessons they are firmly told that this is not acceptable behaviour and the adults do not speak over the noise of children. In these lessons learning is good. Personal independence is not consistently developed, in particular in the nursery. For example when a nursery nurse was seen collecting straws after milk time, the teacher explained that this was done to stop the children 'all running to the waste bin at the same time'. Teachers' expectation is sometimes too low and this affects the learning during lessons and the progress the children make over time. There are many opportunities to work in pairs and small groups and children begin to develop the skills necessary to work independently. Most children select activities with confidence although a few have difficulty, in particular in the nursery and then they wander around aimlessly. When given the opportunity the children begin to tidy away at the end of the sessions. By the end of the reception class, most children are unlikely to reach the expected levels. Many children have under developed language skills and their understanding of different religions is limited in particular with regard to Christian and other religious festivals. In the reception class, the children speak in a very limited way about Jesus and Bible stories they have heard. There is little evidence that children's cultural development is well promoted as they move through the Foundation Stage.

## **Communication, language and literacy**

59. The quality of teaching of communication, language and literacy skills is sound. It is better in the reception class where speaking and listening skills are well promoted. Teaching has impact on learning and where basic communication skills are well promoted, learning and ultimately progress over time is good. A good example was seen in the reception class when basic language during a literacy session was well promoted and reinforced as the children developed a good understanding of the story of *The Three Billy Goats Gruff*. During this lesson the teacher encouraged the children to tell her what they would say when they were in the role of their favourite character in the story. By the time the children reach Year 1, most will attain standards, which are below what is expected. Only a few children are likely to reach the expected level in this area. In both classes the majority of children use a limited range of vocabulary when talking, in particular about stories they have heard. In the nursery many find it difficult to concentrate and listen appropriately for example when they discuss what the caterpillar ate each day after listening to the story of *The Hungry Caterpillar*. Most develop a sound awareness of what books are for and all handle them carefully and sit and look at them for short periods of time. In the reception class many begin to tell the story in books they are given and a few children identify the title. Many children recognise a few initial sounds; they learn the names and sounds of some letters and some familiar words. Reading records are sound but do not consistently inform the adults of what individuals need to do in order to improve and this has impact on standards in reading over time. In the nursery the children are consistently encouraged to use their name card to write their names, which results in most children being able to write their names in the reception class. In the reception class the children record their ideas and experiences through drawing and writing at a low level. Most children attempt to write with confidence and a few children are aware that sentences begin with a capital letter and end with a full stop.

## **Mathematical development**

60. Teaching is sound and the children have many opportunities to develop mathematical skills in the activities they are offered. Each morning in the nursery basic number skills are reinforced and developed as the children count the number of children in their group. Number charts on the wall are used well to promote what the spoken number looks like. The children enjoy the many opportunities they are given to develop basic number skills, for example by using the computer. Good interaction was seen between a nursery teacher and a small group of children who were developing accurate counting skills using a computer program. Learning was good as the children listened carefully to the teacher, counted accurately up to eight and then attempted to name the numbers. In both classes the children sing number rhymes to reinforce the sequence of the numbers up to 10. In the reception class this learning is extended and all children are taught the importance of writing numbers correctly and counting 'sets' of objects accurately. They thread beads confidently and make colour and shape sequences and develop this further by linking art and design with mathematics as they print repeating patterns. The children begin to develop an understanding of basic mathematical vocabulary such as 'one more than' and 'one less than' and 'add' and 'subtract' as they sing number rhymes. More able children write down and work out simple addition and subtraction sums recording their findings neatly. Progress is sound overall but most are unlikely to reach the expected levels because their understanding of basic mathematical vocabulary is limited.

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

61. Teaching is sound and the children make sound progress. However they make good progress when activities are well planned and resourced and adults effectively interact to develop their basic vocabulary and speaking and listening skills. An example of good teaching was seen in the reception class when children were given the task of building a wall. The teacher was aware of their limited language and after taking them outside to look carefully at a wall, she consistently developed subject specific vocabulary such as 'strong', 'stable' and the need to 'overlap' the bricks when building a wall. There are many opportunities given to the children to develop a better understanding of the world but their limited basic language and the lack of appropriate adult intervention often inhibits learning. For example, in the nursery a well resourced activity was put out for children to use magnifying glasses and look at pieces of wood, fir cones, stones and leaves. Many children had difficulty naming the objects and walked away having gained little from the experience. Another day kaleidoscopes were put out for them to use and the children had difficulty saying anything about the beautiful patterns they could see. Adults do not consistently take advantage of the many opportunities to promote understanding in this area of learning as they interact with the children during indoor and outdoor sessions. Opportunities are frequently missed to promote learning; for example, the children had no idea that the shoots in the ground outside would eventually turn into flowers. One child said that they were 'prickly fings' and another said 'the teachers might know what they are'. When looking at a big bunch of daffodils in the nursery with a small group of articulate children no one could name them. In the reception class a few higher attaining pupils talk about how substances can change their form. They know that some things like ice, chocolate and the butter on jacket potatoes melts but few can explain why this happens. By the time they leave the reception class most children are unlikely to reach the expected standards. The children learn about their senses and about how important it is to listen and look carefully. Most children confidently learn songs and rhymes. They look at the colours they use when painting and a few know that blue and yellow when mixed together make green. Children have opportunities to use computers but few know basic vocabulary such as 'key board' and 'mouse'. Activities using the computer reinforce skills taught in literacy and numeracy and teach the children the importance of working together in pairs and in small groups. Most children confidently select materials from a limited range to develop

skills needed to cut, stick and thread materials together.

### **Physical development**

62. Teaching is overall sound and good in the reception class. By the end of the reception class most children are likely to reach the expected levels in this area. Both classes have planned opportunities to develop physical skills in the hall. There are daily opportunities for children to develop skills using the good range of outdoor equipment in the safe and secure outdoor play area. Where teaching is good listening skills are well promoted and opportunities are not missed regarding developing speaking skills. In one lesson in the hall, the children listened well to the tape, moved imaginatively and confidently and showed a good awareness of space. Adults promote the safety element of this area and develop personal and social skills consistently. The children have many opportunities to develop skills by working with construction toys and there is some evidence to show that children have opportunities to use malleable materials such as 'Play-Doh' or clay. A few children handle scissors, paintbrushes and pencils with weak control but develop more confidence as they get older. All children use equipment confidently and safely. The children make sound progress in this area.

### **Creative development**

63. Sound teaching and support enable most of the children to reach standards, which are expected by the time they enter Year 1. Progress is satisfactory as the children sing songs with enjoyment, express their own ideas and communicate their feelings through well-organised role-play sessions in the classrooms. For example in the nursery they play in 'The Cafe' and develop a sound understanding of vocabulary such as 'menu', 'cook' and 'cleaner'. Opportunities for role-play sessions are continued in the reception class as the teacher develops vocabulary by talking about the 'waiter' and the 'waitress'. The children discuss what they like to eat in sandwiches and learn about the importance of being hygienic in the kitchen as they make sandwiches. Many children in the reception class know that you have to wash your hands before making a sandwich! Careful artwork is created using a sound variety of techniques such as collage, printing and painting. The adults who work in the nursery and the reception classes value all artwork. Displays enhance the learning environment such in the 'Night and Day' pictures in the nursery and in reception where they made hedgehogs from art straws.

## **ENGLISH**

64. The results of national tests for the Year 2000 show that by the age of seven, the pupils' attainment in reading was above average and their attainment in writing was well above average. When compared to similar schools, both reading and writing were above average. The percentage of pupils achieving the higher Level 3 was well above average in writing and above average in reading. This represents very good improvement since the time of the previous inspection, when test scores in both reading and writing were well below average. Standards over time have fluctuated widely, reflecting both year-on-year differences in the overall ability of different year groups and, more significantly, differences in the curriculum and its delivery. The school's analysis of the test results has highlighted differences in the performances of boys and girls in reading and writing over the past three years.

65. Recent changes in the English curriculum and its delivery have resulted in considerable improvement throughout the school and although inspection evidence shows that standards for the present Year 2 pupils are below national expectations, there is no doubt that they are making good progress. Forty-two percent have special educational needs and may not achieve the expected levels for their age. However, these pupils make good

progress with the high quality of support they receive, both within the classrooms and in small withdrawal groups and indications are that some may achieve higher standards than those initially predicted for them.

66. The results of national tests for eleven-year-olds in the Year 2000 showed that, by the time pupils are ready to leave the school, their attainment in English is well below the national average and below that for similar schools. Both boys and girls fell behind the national trends. The proportion of pupils achieving the higher Level 5 is well below average. Trends over time show inconsistency but with recent improvement. Results show a rising trend, significantly when compared to 1999, but still with much room for improvement. Inspection evidence indicates that the present Year 6 pupils are in line to attain close to national averages by the time they are eleven, with a rise in the proportion expected to reach the higher Level 5. Despite there being a significant proportion of pupils with special educational needs in the year group, there is every indication that results will be much better this year.

67. The need to raise standards in English is being addressed rigorously. Recently introduced systems and procedures are beginning to have a very positive impact on pupils' achievement in Key Stage 2, most significantly the introduction and implementation of the National Literacy Strategy and measures to address the underachievement of boys. The school is ambitious about the improvements that can be made and has set challenging targets for the future.

### ***Speaking and listening***

68. Teacher assessments at Key Stage 1 for the year 2000 show that pupils' attainment in speaking and listening was in line with national expectations but the percentage achieving the higher Level 3 was well above that normally expected for seven-year olds. Inspection evidence shows that, by the time they are seven, the majority of pupils have developed very good listening skills and are confident speakers. Throughout the key stage, pupils listen attentively to adults and each other and respond very positively to the many opportunities provided for them to talk about their work and to discuss matters of immediate interest. Most sequence their sentences correctly and incorporate appropriate detail, for example when pupils in Year 2 provide graphic descriptions of how they eat a chocolate cream egg! Standards in Key Stage 2 are in line with national expectations. The most able pupils speak with assurance and a developing variation of vocabulary. They listen carefully and develop their ideas thoughtfully, for example when they talk about a range of slippers in terms of their comfort, appearance and strength in a design and technology lesson. Pupils develop their confidence well in speaking and listening, as they progress through the school. An expectation is established in all classrooms that pupils will listen attentively and respond appropriately. Most teachers make good use of oral sessions at the beginning and end of lessons to help pupils to develop these skills. Opportunities for role play enrich the curriculum further, for example when children in the reception class re-enact the story of the

*Three Billy Goats Gruff* and those in Year 5 present their version of *Albert and The Lion* before an audience of pupils, teachers and parents with great aplomb!

### **Reading**

69. Inspection evidence shows that by the end of Key Stage 1, overall attainment in reading is below national expectations. However, all groups of pupils are making good progress and achieve well according to their prior attainment. All pupils in a representative sample heard to read demonstrated an enjoyment of books and read regularly at home and at school. The most able readers in Year 2 read fluently and expressively. They show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate information in dictionaries but they have little understanding of how to use the library system. Average readers use their knowledge of letter sounds and other methods to establish the meaning of unfamiliar words. They read smoothly, observing punctuation, and self-correct their mistakes. They express opinions about the characters and main events and recall what they have read easily and accurately. The least confident readers recognise familiar words and use picture and their knowledge of letter sounds to help them with new ones. They identify their favourite aspects of the book and show an interest in stories generally. In class, they listen with rapt attention when the teacher reads to them.

70. By the end of Key Stage 2, the most able readers are very confident with a wide range of texts. They scan quickly for information and can explain how a library is organised. They retrieve and organise information from a variety of sources, for example when researching their history topics. They identify the crucial features of the text, make deductions and refer back to phrases and sentences to justify their opinions. They read between the lines, inferring meaning from what the story characters do and say. Readers of average ability read from a range of texts and express their preferences for a limited range of authors and genres such as fantasy stories. They can explain the significant features of the text and are beginning to use inference and deduction to establish meaning. Pupils with below average ability have read many books but lack confidence. Their reading lacks fluency and expression and they find it difficult to make predictions or to discuss the text beyond answering literal questions. There are year-on-year differences in overall ability throughout the key stage but the school's literacy strategy is raising standards throughout. Teachers make very good role models with their own enthusiasm for reading. Research skills are taught well and opportunities found for personal research. For example, pupils in Year 5 are encouraged to formulate their own questions to research. They identify a wide range of sources of information that they might use to find the answers, including the CD-ROM. They enjoy making their own glossaries of technical words relating to their topic on natural disasters. An attractive display of book reviews in the library demonstrates pupils' enjoyment of literature.

71. The school is working hard to encourage pupils to read by offering a range of support and a lively and interesting reading scheme, combined with a wide choice of fiction and a range of non fiction books. Good links with the county lending service widens the choice of reading materials further. Links with a local library are in the early stages of development. Staff have regard to equal provision for all children regardless of age, gender or ability. The school is seeking to address the under-performance of boys through carefully chosen reading materials that have equal appeal to boys and girls.

### **Writing**

72. Pupils in Key Stage 1 are making good progress with their writing, although the high proportion of pupils with special educational needs has a negative effect on overall standards, which are below average. Initial tests on entry to the reception class show that the children's attainment in writing is below average, but by the time they are seven, all are writing independently. The most able pupils are beginning to choose words for their interest. They structure sentences appropriately and order them in a logical sequence, for example when

they describe the processes involved in making a cardboard model or writing an adaptation of *Jack and The Beanstalk*. Spelling and punctuation are usually accurate and handwriting is legibly formed and often joined. Pupils of average ability develop their ideas in a sequence of sentences that are often punctuated with capital letters and full stops. Many are beginning to include more advanced punctuation such as speech marks. Spelling is usually accurate and they are beginning to join their writing. Pupils with special educational needs write simple sentences, some of which are demarcated with full stops. They struggle with spelling and handwriting is generally weak. However, with the good support they receive they are developing positive attitudes and independence in their writing.

73. In Key Stage 2, pupils' writing skills are developing well and standards are close to national expectations. The most able pupils use a pleasing handwriting style and write at some length. Their words are chosen imaginatively and used with precision, for example when they write a recipe for a ghost story. '*Take a pinch of darkness and an old dark cellar; sprinkle in plenty of suspense...*' Spelling is normally correct in complex words and commas and apostrophes are used correctly. Pupils of average ability develop their ideas imaginatively and write in a range of forms such as poems, stories and factual accounts. Spelling and punctuation are generally accurate. Most use a fluent, joined and legible style of handwriting. Below average pupils make good progress with carefully chosen tasks that are well matched to their needs. The gap between the achievement of boys and girls has widened by the time pupils are ready to leave the school and most of the pupils in the lower ability groups are boys. Writing has been an area of particular focus in recent months and strategies such as individual targets for improvement are raising standards. In some classes, pupils' workbooks contain teachers' comments that provide very helpful feedback on what has been done well and what needs to be done next in order to improve. This is an improvement since the previous inspection, when marking was a weakness.

74. Opportunities are provided in all classes for pupils to write beyond the literacy hour and this time is used well. Other subjects such as history and science support literacy well, for example when very good use is made of drama in Year 2 to promote pupils' scientific understanding. Homework makes a significant contribution to pupils' learning; which is an improvement since the previous inspection. ICT is used well to support pupils' writing and research skills.

75. The quality of teaching and learning is good overall, often very good and occasionally excellent. Planning shows clear provision for all groups, with a uniform approach across both key stages. This is an improvement since the previous inspection, when planning was inconsistent. In the best lessons, pupils' learning is accelerated by imaginative use of resources that motivate pupils to learn and careful planning that enables pupils of all abilities to make good progress. In such lessons, time is maximised with a careful balance between teacher input and pupil activity; deadlines are set, motivating the pupils to work at a good pace and caring, sensitive relationships help pupils to gain in confidence. An example of such teaching was seen in the Year 3 class, where the teacher used CD-ROM software to introduce rhyming vowel sounds. The text, nonsense verse, appealed to both boys and girls. All were well motivated and co-operated well to model their own writing on a Dr Zeus' poem. They laughed as they wrote about a keeper at the zoo, who couldn't get to the loo because he had eaten stew containing blue glue! The teacher insisted that they use the correct technical vocabulary when describing units of sound in a word and rhyming couplets, reinforcing their understanding. The follow up work was adapted to suit all ability levels, each with an appropriate level of challenge designed to move them on. Time and resources were used efficiently, with deadlines to work to. 'Wipe boards' allowed pupils to draft and redraft their ideas without wasting paper. Pupils with special educational needs worked very productively. Their relatively low level task of finding words containing just 'ee' and 'ea' was introduced to the class as a 'very important research job' and all respectfully promised not to disturb them.

The oral session at the end of the lesson was used very well to reinforce and extend the pupils' learning. Their pride in their writing was evident as they shared it with the class and all were rewarded with high praise for their hard work. They were then motivated to find examples of a different vowel sound for the class display, which was already rich in language. Many children slipped back after the bell to add to the list, talking animatedly about the task.

76. In the best lessons, very good teaching of basic skills contributes to the good progress pupils make in developing their writing skills. For example, pupils in Year 5 use appropriate language to explain the function of subordinate clauses. They know that a main clause makes sense on its own and that a comma is used to separate main and subordinate clauses. Basic skills such as spelling and handwriting are taught well, with the teachers' own handwriting providing very good models. Teachers use a range of methods, including games, to make lessons more interesting and to promote pupils' confidence. They manage the pupils very well and lessons are well organised. Reference is made at the beginning of lessons to what the pupils will learn and this is referred to during the lesson, giving pupils a clear understanding of their own learning. Pupils are encouraged to think for themselves and accept some responsibility for their own learning. Very good relationships reflect the caring ethos of the school and the good behaviour of the pupils contributes well to the pace of learning.

77. The very good practice of setting individual targets for writing that are based on the results of standardised tests is helping pupils to make progress. However, day-to-day assessment and recording is not consistent throughout the school. Planning sheets are consistently clear about what groups of pupils will learn; this is a major improvement since the previous inspection, but there is insufficient information regarding the day-to-day progress of individuals. Teachers know their pupils well and many interim targets are based on this good understanding. Sometimes assessment information is 'kept in teacher's heads' and some teachers assess the progress of groups of pupils rather than individuals. The school acknowledges that, in order to raise standards further, there is a need to refine and standardise current practices.

78. The school has been slower than most in introducing the National Literacy Strategy but recent developments in leadership have accelerated its implementation. The sessions are longer than recommended times but this is a deliberate strategy to give opportunities for pupils to make up ground. Despite this, there is still room for improvement in time management, with lessons sometimes overrunning and leaving insufficient time for the important oral sessions at the end of the sessions.

79. The subject co-ordinator has the necessary skills to develop her subject across the school. Recent changes in management procedures have provided opportunities for her to observe teaching and learning in classrooms other than her own and to examine pupils' workbooks, giving feedback and, where appropriate, advice to teachers. Nevertheless, such monitoring is too early in its development for her to have a clear enough overview of standards throughout the school and this is unsatisfactory.

## **MATHEMATICS**

80. Pupils in Year 6 attain standards expected for their age in mathematics. However, standards are below average in Year 2. The 2000 national test results show the reverse of this with average standards in Key Stage 1 when compared with all schools and above average standards when compared to similar schools. At Key Stage 2 standards were below average when compared to all schools nationally and comparable with similar schools. Last year's national test results were an improvement on the previous year's results in both key

stages. The national test results for 1999 when the school was last inspected show standards to be well below average in both key stages. The results at Key Stage 2 being in the bottom five per cent for the country. This improvement will continue at Key Stage 2 and the reason for the dip at Key Stage 1 is the above average proportion of pupils with special educational needs in Year 2. There were no marked differences in the performance of girls and boys at Key Stage 1, but the girls outperformed the boys at Key Stage 2. Because of the good teaching they receive all pupils achieve well and make good progress. This includes pupils with special educational needs who are supported well.

81. By the age of seven, pupils identify number sequences and complete patterns. They measure and draw in centimetres and identify halves and quarters. Pupils solve simple number problems including some involving money, and estimate the weight of objects. They take part in data-handling exercises, for example producing block graphs that show the frequency of birthdays in the class, and identify common two and three-dimensional shapes. Although more able pupils are able to solve number and money problems using mental calculations, a significant percentage of pupils find this difficult and can become confused with the language of mathematics, for example, not appreciating that 'take away' and 'less than' mean the same. These pupils are also less secure in discussing their work. By the age of eleven, pupils have a sound understanding of numbers including decimals. Pupils work calculations out in their heads multiplying and dividing numbers by 10 and 100. They understand fractions and appreciate the links between ratio and proportion. Pupils accurately solve number problems involving division and multiplication and in the area of shape, space and measures have worked with the circumference and diameter of circles and calculated the angles of triangles. Many of the pupils are able to develop their own strategies for working out mathematical problems and the majority, present their work in an organised way.

82. The quality of teaching throughout the school is consistently good and often very good, particularly in Key Stage 2. This is an improvement on the previous inspection when teaching was judged to be satisfactory overall. In all lessons the National Numeracy Strategy is used well with the recommended three-part structure and planning used effectively. A notable feature of all the lessons is the effective mental mathematics session. These always have brisk pace, pupils of all abilities are challenged and no time is wasted. Key mathematical vocabulary is always reinforced and most notably these sessions are fun and enjoyed by all of the pupils. This positive start to all lessons encourages pupils to learn and sets them on their way for the rest of their activities. Consequently, pupils are well motivated, sustain their concentration and apply considerable effort to their work. A good example of a positive start to a lesson was observed in Year 4 where the pupils started the mental mathematics session by doubling and halving numbers. The positive working atmosphere led to pupils learning effectively and using negative numbers by the end of the session. Lesson objectives are always shared with the pupils so that they have a good understanding of what they are about to learn. In the best lessons, the objectives are revisited at the end of the lesson to see whether they have been achieved.

83. Lessons are well planned and the main activities take into account the wide range of ability that is found in most of the classes. Careful attention is paid to ensuring that the targets for pupils with special educational needs are included in the planning. When teaching is very good all pupils are consistently challenged, often through very good questioning, and there are very high expectations of what the more able pupils can achieve. In the best lessons good references are also made to previous learning and lessons are presented in a knowledgeable and very stimulating way. This was seen in Year 6 where pupils were calculating the surface area of three-dimensional shapes and in Year 3 where, using two and three digit numbers, pupils identified multiples of five. An inconsistent feature of teaching is the use of day-to-day assessment. Although teachers know their pupils very well, insufficient information is recorded about individual pupils' knowledge and understanding. Work is always

marked and many teachers interact very effectively with their pupils during lessons to monitor and evaluate what they are doing. However, although teachers' marking is always very supportive, very little information is provided to move the pupils on to the next stage of learning. The pupils are not provided with targets in their books. In some instances, particularly in Key Stage 1, the pupils' presentation of their work could be better.

84. Numeracy is well promoted through the school. In most classes there are displays that are related to the pupils' recent learning and in the school hall displays of work from different year groups, for example, Year 2 shopping with coins and Year 4's work on co-ordinates, emphasises the importance of the subject. Pupils always discuss their work very enthusiastically and talk proudly of their achievements in the subject. The use of ICT to develop the pupils' skills, knowledge and understanding is underdeveloped. Computers were only seen once during the inspection supporting mathematics; this was part of a Year 4 data-handling exercise. Pupils use mathematics to help learning in other subjects, for example temperature readings in science.

85. The role of the subject co-ordinator has strengthened since the previous inspection. She has been provided with release time to monitor parts of lessons and also monitors termly planning. Although this is an improvement, the role is still underdeveloped in terms of her understanding of the quality of education through the school and the impact this has on standards. Further opportunities to monitor lessons and work with staff will develop her knowledge of how the subject is developing in the school. Assessment procedures are satisfactory. The school has undertaken diagnostic testing to identify areas for development in the pupils' knowledge and understanding. The school also uses non-statutory test materials but have not been using these long enough to track pupils' progress from year to year. Resources are satisfactory overall but there is an improvement in the class-based equipment that teachers use on a daily basis.

86. The school has improved well since the previous inspection. Standards are rising and the school's statutory targets in mathematics indicate further improvement in 2002. The school is now well placed to continue its development of the subject.

## **SCIENCE**

87. By the ages of seven and eleven pupils achieve standards which are in line with those expected nationally. In 2000, teachers assessed standards as in line with those of other schools nationally at the end of Key Stage 1, and this represented an improvement on 1999. At Key Stage 2 National Curriculum test results for 2000 showed the percentage of pupils reaching Level 4 or above to be in line with the national average, although fewer eleven year olds reach the higher levels. The trend in results over the years since 1996 shows a slight improvement, but with overall results remaining below the national average. Test results for 1999 when the school was last inspected show standards to be well below average at the end of Key Stage 2.

88. There is evidence of differences in the attainment of boys and girls at Key Stage 2, with girls showing significantly higher results than boys in the latest National Curriculum tests. Evidence from the inspection shows that this difference can be accounted for by the circumstances and characteristics of the group of pupils involved. The school's procedures for ensuring inclusion for all are successful in promoting equality of access and opportunity for all groups, including both genders.

89. In the current Year 2, standards are average. In their work on natural and man-made materials, the teacher used a good variety of teaching strategies, which ensured that pupils of all abilities developed their understanding of the similarities and differences between

materials. The lesson was planned to ensure that pupils were actively involved in investigating how materials can be shaped and treated, for instance by painting, before use. The teacher made very good use of drama, with pupils acting out the different stages in making wooden toys, in order to bring the subject to life.

90. By the time they reach Year 6 pupils achieve satisfactory standards. The ways in which heating and cooling can affect water were investigated, and the teacher encouraged pupils to use correct scientific vocabulary when discussing their work. They used words such as 'evaporate' and 'reversible' correctly. They showed understanding of the principle that materials can be classified as solids, liquids and gases, and a minority of pupils are developing the higher level understanding of situations in which changes such as evaporation can occur. The use of computers to support the work, and the extent to which teachers demonstrate, rather than allowing pupils to carry out practical investigations for themselves, are areas where there is a need for further development.

91. Pupils enjoy their work in science, particularly when it involves practical investigations. Such investigations are particularly beneficial to pupils with special educational needs, who are well supported by both their class teachers, and well-deployed classroom assistants. Opportunities to provide practical, investigative work are insufficiently developed at present, particularly at Key Stage 2, and this is holding back the development of pupils' understanding of scientific enquiry. They learn effectively as they move through the school, and their increasing confidence in using scientific vocabulary makes a good contribution to their basic literacy skills.

92. Teaching is good at both key stages, with a number of strengths that contribute to pupils' satisfactory progress. Teachers manage their pupils well at both key stages. This is based on good working relationships, positive encouragement of good behaviour and good motivation. In a Year 5 lesson on evaporation, for example, the teacher praised the class for settling down well. She set a good pace of work, asked searching questions that extended the learning of pupils of all abilities, and gave very thorough coverage of the concepts. There was a quiet buzz of conversation as pupils worked, and everyone showed positive attitudes towards the work. This is typical of the teaching approach at both key stages, where teachers expect their pupils to behave well, work hard, and do their best.

93. Teachers at both key stages are good at giving their pupils clear information about what they are learning. They often begin lessons by discussing with pupils what they are going to learn, and then review this, both during and at the end of lessons. This is very helpful in involving pupils in their learning, so that they know how well they are doing. In some lessons observed introductions were too long, and this resulted in the ends of the lessons being too rushed. In a few lessons there was also too little provision of different work for pupils of varying abilities.

94. Teachers generally make good use of time, provide interesting resources, and use support staff effectively. They teach their pupils to use correct scientific language, and provide good role-models by using the correct vocabulary themselves.

95. Assessment procedures are developing, but do not, at present provide information which teachers can use to inform their lesson planning. The school recognises the need to continue the development of assessment, so that teachers can provide work which is more consistently matched to the needs of individuals. The format of short term planning does not at present help this, and is not used consistently in all classes. Attention should therefore be given to these aspects in order to further improve standards.

96. The subject is effectively co-ordinated, although the role of the co-ordinator is in need

of further development. Many positive changes in the management of the subject are very recent, and have not yet had time to have an impact on standards. At present monitoring is limited to looking at medium term planning and analysis of National Curriculum test results. There are plans to work alongside colleagues in the co-ordinator's management release time, and these plans need to be implemented so that this aspect of the role is better developed. Resources are adequate and well organised and the school's accommodation is satisfactory with the exception of the small room used for one Year 1 class, which makes practical activities difficult. The school does not at present make sufficient use of its grounds as a resource for teaching aspects of the science curriculum, such as environmental science.

## **ART AND DESIGN**

97. Pupils' attainment in art and design is in line with the expectations of the National Curriculum by the end of both key stages. All pupils including those with special educational needs make sound progress. By the age of eleven a few pupils attain standards that are higher than those expected in the development of observational drawing skills. These inspection findings reflect the previous inspection. Judgements are based on the two lessons observed, discussions with teachers and pupils and a scrutiny of planning and work around the school.

98. In Year 1, pupils show a sound understanding of observational drawing as they develop pictures of spring flowers using pastels, pencil and wax crayons. In a lower ability group the pupils demonstrated limited language skills when no pupil recognised or could name a snowdrop. Learning was sound because the teacher interacted well with the pupils and developed language satisfactorily. This resulted in the pupils developing a sound idea of naming all colours used and experimenting enthusiastically with the crayons and pastels they were given. All showed positive attitudes to the lesson and behaviour was good. By the age of seven, pupils confidently use a variety of techniques and materials and develop artwork of which they are proud. They use watercolours and paint portraits. Observational drawing skills are developed well as they sketch natural objects, then trace the outline to make a template and finally use sticky paper to make patterns.

99. As they move into Key Stage 2, observational drawing continues to develop well and pupils show a sound understanding of using sketchbooks to develop their ideas. Planning shows that in Year 4 they develop the idea of shading, as they look carefully at chairs and then sketch them using a variety of pencils. In Year 5 pupils show a sound idea of drawing three-dimensional shapes as they look carefully at containers and draw them. They look at still life work which famous artists have created such as the work of Cézanne and then using pencils and paints create their own. After a visit to Whitby pupils in Year 6 complete good quality observational drawings of fossils. By the end of Key Stage 2, pupils use sketchbooks well and work confidently using a satisfactory range of materials, tools and techniques, showing increasing accuracy to detail, in particular when drawing.

100. There is too little evidence to make a judgement on teaching in art and design but in the two lessons seen teaching was judged to be satisfactory. Teachers give clear instructions, soundly promote subject specific vocabulary and interact well within groups giving supportive and helpful comments to the pupils. This results in pupils developing techniques confidently, in particular observational drawing skills. Planning and work on display shows that pupils use a variety of materials and tools but there is limited evidence of pupils using clay in both key stages and paints in Key Stage 2. The co-ordinator states that this is because the classrooms do not have sinks. All pupils are encouraged to develop their own sketchbooks, and these show the sound and occasionally good progress pupils make as they move through the school.

101. Teachers are now following the new national guidelines and the co-ordinator is beginning to monitor what is being taught. She oversees planning and looks at samples of work. Teachers keep on going assessment notes on individuals but there is little evidence of assessment informing future planning and teaching. ICT is beginning to support the subject but the co-ordinator is aware of the need to develop this area further. Art skills are used well in other subjects, such as in geography and history. Throughout the school, art displays create an attractive visual environment and clearly demonstrate the sound progress pupils make in all year groups.

## **DESIGN AND TECHNOLOGY**

102. Standards in design and technology are satisfactory at the ends of both key stages, and pupils are given a series of worthwhile experiences in the subject as they move through the school. This is a similar picture to that found in the school's previous inspection. During the inspection it was only possible to observe one design and technology lesson, but discussions with pupils and staff, scrutiny of pupils' previous work, and work seen in displays around the school, all provided evidence that standards are satisfactory. This is due to good choice of interesting activities and topics, and good links with other subjects. All pupils, including those with special educational needs, make satisfactory progress.

103. By the time they reach Year 2 pupils have experienced activities such as designing and making glove puppets, and model vehicles, including the use of wheels and axles. In the course of this work pupils learn such skills as joining different materials, how mechanisms such as axles work, and how a design needs to take account of the purpose of the product.

104. As they move through Key Stage 2 pupils continue to develop their skills, although this is not systematic at present. The recent adoption of national guidelines will help ensure that skills are taught more systematically. In a Year 6 lesson pupils learned about how designers work, by looking at how slippers are produced. They considered issues such as how products are designed for a particular purpose, and what a designer needs to take into account. They discussed appearance, function, cost and safety, and were given

opportunities to generate ideas through discussion. They worked well in groups, got on with their tasks, and wrote notes confidently. They showed positive attitudes, and behaved well.

105. Teaching is satisfactory at both key stages. Teachers provide a range of interesting activities which are well matched to the interests of all their pupils, including those with special educational needs. Classes are well managed and pupils enjoy the work, sharing and co-operating well. There is a need to find more ways of integrating ICT into the subject. At present some teachers miss opportunities to use the computer, and there is a need to provide guidance in this area.

106. Resources for design and technology are satisfactory overall. They are sufficient and of good quality, and well organised, with due regard for safety. The co-ordinator is appropriately experienced and qualified, but is insufficiently in touch with what is happening in Key Stage 1 and Key Stage 2 classes, due to being based in the nursery. Although she has looked at medium term planning and has kept photographic evidence of some work, further development of the monitoring role would be of benefit. Assessment procedures are largely informal at present, and do not provide teachers with information on which to base their on-going planning

## **GEOGRAPHY**

107. Good progress has been made since the last inspection. The new national guidelines are being used which will now ensure the progressive teaching of skills, knowledge and understanding in the subject. Recent inspection evidence indicates that there has been an improvement in the progress the pupils make and that standards have been maintained. All pupils including those with special educational needs make good progress over time. Judgements are based on two lessons in Key Stage 2, discussions with pupils, a limited amount of scrutiny of their work and teachers' planning.

108. Pupils in Year 1 begin to study their local environment as they conduct a traffic survey and record their findings on a chart. They link their work with art and design as they paint pictures of busy streets. The subject promotes pupils' cultural development well from an early age, as pupils in Year 2 compare life in Africa with life in England. All pupils in Key Stage 1 follow the adventures of Barnaby Bear as they link his travels to a map of the World and develop geographical skills which are similar to those expected by the age of seven.

109. Past work completed by Year 3 shows that pupils study weather around the world. They learn about different climatic zones in the world and look at places they go for their holidays. In Year 4 pupils draw their own map which clearly shows the layout of a settlement. They identify key features using symbols. All have a good idea of what a hamlet, village and town is. Pupils in Year 5 study their local town, Worksop. Most pupils demonstrate sound knowledge about the town they are studying and begin to understand how features of places and changes that occur in places affect the lives and inhabitants of the local people. They understand and use a street map well and planning shows that they are due to plan a questionnaire and complete a survey on what the local people think about the High Street which became pedestrianised in 1999. In Year 6 a residential visit to Whitby is closely linked with the geography curriculum. They identify forests and moorlands as they compare Whitby with Worksop. Written accounts show some use of ICT as the pupils develop word-processing skills. Geography links with other areas of the curriculum such as religious education, as pupils study Whitby Abbey during this visit. By the end of Year 6, pupils' knowledge and understanding of geographical skills, places and themes, such as weather, settlements, and environmental change, are typical for their age.

110. There is insufficient evidence to make a judgement on teaching overall. However in the two lessons seen at Key Stage 2 teaching was judged to be good. The lessons were well resourced for example good quality photographs of Worksop were used and the board was used well to reinforce thinking. Teachers have developed good relationships with the pupils and this and the pupils' very good attitudes to the subject promoted good learning in both lessons. Teachers interacted expertly by asking questioning to assess pupils' understanding and provoke thinking and constantly reinforcing geographical vocabulary such as the use of symbols to produce a key when developing a map.

111. The co-ordinator is knowledgeable and interested in the subject and has a good idea of standards throughout the school. Resources for geography are overall good but the co-ordinator has identified the need to update some atlases and develop the use of ICT to support the subject. A start has been made to assess the pupils' attainments and progress but there is little evidence of this information informing planning and teaching for individuals or groups of pupils. Geography displays in classrooms enrich the learning environment and reinforce topics, which are taught. The subject supports learning well in the pupils' social, moral and cultural development as pupils learn about life in different countries and work very well during the lessons when they are given group tasks.

## **HISTORY**

112. Standards have been maintained since the previous inspection and there has been an improvement in the progress the pupils make. All pupils including those with special educational needs make good progress. The new national guidelines are being used which will now ensure the progressive teaching of skills, knowledge and understanding in the subject. Resources have been developed in accordance with the new national guidelines. This is a big improvement since the previous inspection. Judgements are based on the one lesson seen, discussions with pupils, a limited amount of scrutiny of their work and teachers' planning.

113. Planning for pupils in Year 1 shows that pupils have good opportunities to develop a basic idea of the past as they look at old toys and compare them with the ones they play with today. Discussions with pupils in Year 2 clearly shows that they develop a sound understanding of aspects of history they cover, for example The Fire of London. The pupils talk very enthusiastically about what they have learnt, naming dates correctly and excitedly talk about where and why the fire began. By the end of Key Stage 1, the pupils develop a sound understanding of events and famous people of the past such as Florence Nightingale whom they have studied. Past work shows that Year 3 have looked at the life of the Vikings. They write about different people who lived in society in these times. Some good work is displayed in the classroom but a scrutiny of work shows that some pupils' efforts are untidily presented and unfinished. Past work and planning shows that pupils in Year 4, pupils look at life in Tudor times and the lessons are brought to life as they visit a local Tudor House which reinforces learning well. The Victorians are studied in Year 5 and artefacts are displayed well which promote good learning.

114. Visits to places of historical interest are linked to other curriculum areas and are an important part of the history curriculum. For example, pupils in Key Stage 2 visit Wollaton hall and take part in a Tudor experience as they learn about Christmas in Tudor Times. In Key Stage 1 during a geography visit, to the Austerfield Study Centre, the pupils learnt about a famous man, William Bradford who used to live there before he travelled to America. Historical displays in most classrooms show timelines and information and facts about the periods of history the classes cover. These reinforce the pupils developing idea of chronology and show that history is high profile in all classes. A very good example in Year 3 showed good links with English as pupils identified 'Viking Verbs' and learnt about the

Viking alphabet. There are good links with other areas of the curriculum in particular with art and design and geography.

115. There is too little evidence to make a judgement on teaching overall but in the lesson seen teaching was good. Pupils listened and concentrated well as they recalled facts about John Lennon, the famous person they are studying. These enthusiastic attitudes and their good behaviour have impact on the pupils' learning, which was good. Pupils were given a variety of ways to develop research skills, including using a computer program.

116. The co-ordinator is developing a good idea of the standards throughout the school. She has identified the need to develop the use of ICT to support the subject. A start has been made to assess the pupils' attainments and progress but there is little evidence of this information informing planning and teaching for individuals or groups of pupils. The subject supports learning well in the pupils' social development as pupils learn about life in the past and work well during the lessons when they are given group tasks.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

117. At the ends of both key stages standards in ICT are in line with those found nationally. The school's previous report also found standards to be satisfactory. Recent improvements in the provision of hardware and software, and in the school's overall management structure mean that it is now well placed to move ahead in the subject.

118. By the end of Key Stage 1 pupils achieve satisfactory standards. This results from sound teaching, often in the context of work in other subjects. Pupils use ICT in a variety of situations, and most are able to control the computer effectively with the mouse and keyboard. In some lessons observed during the inspection pupils showed poor keyboard skills, wasting time searching for letters, and unable to carry out simple operations such as using the Shift key to produce a capital letter. In a Year 2 English lesson, for example, pupils wrote the story of *Jack and The Beanstalk*. Some of the more able pupils worked at the computer, using word-processing software as an aid to presentation. This is a worthwhile use of the computer, but it is hampered by the pupils' underdeveloped keyboard skills, and so they do not make as much progress as they might.

119. In the same class there is evidence, from work displayed, of the imaginative use of a programmable toy in history work on the diaries of Samuel Pepys. Such examples of effective use of ICT are, however, exceptions. In many lessons teachers miss opportunities to use the computer. Some teachers lack confidence in teaching aspects of the ICT curriculum and the school needs to look at ways of providing support so that all can make full use of all aspects of ICT in their day to day work.

120. As they move through Key Stage 2 pupils continue to make satisfactory progress. By the time they reach Year 6 they have experienced a worthwhile range of ICT activities and all areas of the curriculum are covered. In a Year 4 lesson on interpreting pictograms, for example, pupils looked at different pictograms which they have produced in an earlier lesson, and answered questions about the data included. They can compare ICT with alternative methods, seeing the benefits of using the computer.

121. By the time they reach Year 6 pupils can use a word-processor as an aid to presentation, and have had experience of combining text and graphics. They have had limited experience of the internet and e-mail, due to delays in the installation of hardware, which is now due to be begun within the next few weeks. The school has been selected as a pilot for a Wireless Internet system, and has developed its own web site, to which pupils have access.

122. The teaching of ICT is satisfactory at both key stages, but there are still some teachers who do not make full use of computers. In some lessons seen during the inspection computers were left unused, and opportunities to enhance pupils' learning through their use were missed, due to lack of confidence and subject knowledge. Some teachers have limited expectations and their planning does not, therefore, provide the full range of activities in the National Curriculum programmes of study. The school's recent adoption of the national guidelines will help make such possibilities more accessible. Training sessions for teachers will commence in May.

123. The school has worked hard recently to improve its hardware and software resources, through good use of funds provided under national initiatives and from its own resources, and this is already having an impact on standards. The purchase of a projector will enhance the teaching of whole-class lessons. Recent developments in management structures and procedures are also beginning to have an impact, although the role of the co-ordinator needs further development. The co-ordinator is new to the post, but is enthusiastic and aware of what remains to be done.

## **MUSIC**

124. Only one music lesson was seen during the inspection and judgements are made on the basis of this lesson, analysis of teacher's planning, discussions with pupils and teachers and observation of the musical aspects of assemblies. The previous inspection judged that pupils' attainment was in line with national expectations at the ages of seven and eleven. Evidence from the inspection indicates that standards are similar at Key Stage 1 but at Key Stage 2 they are below expectations.

125. Pupils in Year 2 have a satisfactory understanding of pitch, identifying high and low sounds. They repeat simple rhythm patterns, keeping the pulse well. They sing lustily from a repertoire of songs, which they know by heart. They have composed music of their own, using a range of untuned percussion instruments and evaluated the quality of their work. They have created their own simple scores from which they have played collaboratively. They know that music can create moods and enjoy listening to different kinds of music. In the one lesson seen, Year 1 pupils repeated short patterns confidently and very enthusiastically. They 'wrote' their own music and in performing, showed an awareness of others. Most could name a range of percussion instruments and knew that people play in an orchestra.

126. Discussions with pupils in Year 6 indicated that they were unsure about the work covered so far and they needed much prompting. However, they remember composing pieces of their own and making their own graphic scores. They talk about their listening experiences and explain that music often changes in tempo and pitch. They sing in two part rounds and some belong to a 'sing a long' which is currently focusing on songs by the Beatles. Few read formal notation and, apart from a small number who undertake private tuition, none plays an instrument such as a recorder. In assemblies, pupils sing very tunefully and parents report that end of term musical productions are to a high standard.

127. It is not possible to make a judgement on the quality of teaching and learning overall but, in the one lesson seen, which was given by the music co-ordinator, teaching was good. The lesson was well organised, which contributed to the pace of learning; relationships were very good, promoting confidence and activities were based on previous learning, reinforcing pupils' knowledge and understanding. The lesson was interesting and varied and the pupils enjoyed it very much. Non-specialist teachers are supported by commercial schemes and tapes, which help them to provide worthwhile experiences in the subject.

128. Planning has not improved significantly since the previous inspection when teachers had difficulty ensuring that work was progressively more demanding as pupils moved through the school. The school has recently adopted government-approved guidelines but these have yet to be adapted to suit the particular needs of the school. Planning is brief and there are no procedures for assessment. The role of the co-ordinator is insufficiently developed for her to have a clear view of standards throughout the school. Resources are adequate but some are in need of repair and replacement. A visiting musician, who brought along exciting and interesting instruments, such as a sitar, for pupils to play has enhanced the curriculum for music. Assemblies contribute well to pupils' appreciation of music, with well-chosen pieces to create appropriate moods.

## **PHYSICAL EDUCATION**

129. Standards on physical education are average in Key Stages 1 and 2. All pupils make satisfactory progress including those with special educational needs. This is a similar picture to the previous inspection.

130. Although only a limited number of lessons were observed during the inspection, the quality of teaching is good overall. This is an improvement on the previous inspection. Lessons are well planned and pupils enjoy their physical education sessions. They are involved in plenty of activity that ensures appropriate physical effort. The pupils in Key Stage 1 build well on the good work that is started in the reception class. Year 2 pupils enter the hall sensibly and find their own space before they begin an educational gymnastics lesson developing sequences involving balance and movement. After a good warm-up led by the classteacher the pupils sustained considerable physical effort all through the lesson. Using gentle background music for the pupils to work to created a positive learning environment. The teacher skillfully gave her instructions and challenges quickly so interruptions to the pupils' work was minimal. Useful observations were also made about the impact exercise has on changing the body. Good references to the pupils' previous learning contributed to the development of the pupils' knowledge and all of the pupils knew exactly what was expected of them as the lesson objectives were displayed in the school hall. Important teaching points were made to help pupils improve their performance. For example, focusing their eyes on a point in the hall to improve their balance. In a very good Year 3 dance lesson, pupils showed high standards of behaviour as they responded well to the high expectations of their teacher. Good references were made to health and safety before the pupils began an energetic warm-up session. As pupils moved to the beats of a drum they were provided with good teaching points such as changing direction, moving at different levels and using space. Consequently the pupils showed a wide range of movements and rhythm was interpreted well. Inspired by the teacher the pupils were productive and worked at good pace. They were very interested in their work and produced dance sequences of good quality. Good links were also made with literacy and numeracy by asking the pupils to find words to describe the sounds from the 'rain maker' and describing partner work as 'symmetry'.

131. Year 6 pupils worked hard on developing their bat and ball skills as part of an outdoor games lesson on a very cold and windy day. The importance of warming-up was emphasised by the classteacher through careful questioning to the pupils as they exercised.

This was followed by a stretching session in which the pupils carefully identified those muscles that needed stretching before the main activity. The pupils showed mature social skills as they sensibly participated in team games involving bats and balls. Boys and girls worked well together and demonstrated appropriate control and an awareness of tactics as they played 'tennis rounders' in small groups. This well organised lesson enabled pupils to continue to develop their games skills successfully.

132. The school uses the themes of the national guidelines to ensure continuity and progression through the school. Each class has two physical education lessons a week that includes a swimming session for all Key Stage 2 pupils. By the time these pupils are eleven, the majority reach national expectations for swimming activities and water safety. The criticisms of the school's swimming provision identified at the previous inspection have been overcome. The recent residential visit for Year 6 pupils to Whitby provided opportunities for pupils to participate in adventurous activities such as orienteering and moorland walking. The school intends to maintain this provision in the future.

133. The subject co-ordinator does an effective job but as in many schools the development of physical education does not head the school's list of priorities. Consequently the criticisms highlighted in the previous inspection regarding the monitoring of teaching and learning have not been dealt with. However, the co-ordinator does monitor long and medium term planning and will carry out lesson observations when time is allocated in the future. There are no formal procedures for assessment although in some of the lessons observed pupils were encouraged to make judgements about their own performances and that of others. This is good practice. Resources, which were judged to be unsatisfactory at the time of the previous inspection, are now satisfactory overall. The school hall is small but pupils had sufficient space during the lessons observed. Dining room tables and chairs are packed away tidily but occasionally an odd piece of furniture or equipment can be left out from assembly and restrict the space available for pupils. The school playground is sufficiently large enough to conduct outdoor games lessons although the surfaces are uneven and space is at a premium. There is an appropriately sized school field and during the inspection a good number of boys and girls were observed participating in football related activities after school.

## **RELIGIOUS EDUCATION**

134. Only two lessons were seen during the inspection and judgements are based on these lessons, analysis of pupils' work, discussions with pupils and teachers and scrutiny of the school's planning for religious education. The previous inspection report stated that pupils' attainment at both key stages was in line with the requirements of the agreed syllabus for Nottinghamshire and that religious education made a positive contribution to pupils' cultural development. However, inspection evidence indicates that although pupils' knowledge and understanding about religion is broadly in line with that expected by the locally agreed syllabus by the age of seven, it is below expectations by the time they are eleven.

135. In Key Stage 1, the agreed syllabus lists key questions, around which teachers structure their lessons, providing pupils with an appropriate depth of knowledge and understanding, according to their age and ability. For example, the youngest children begin by exploring their experience of themselves as individuals, of the world around them and their relationships with each other. Pupils in Year 1 learn about events and customs in the Jewish way of life, for example the Shabbat and make comparisons with their own home experiences. Those in Year 2 have a sound knowledge about the celebrations of the Christian faith. They learn about Christianity through stories from the Old and New Testament and display understanding and compassion when discussing stories such as *The Prodigal Son*. They talk sensitively about concepts such as *love* and *forgiveness*. Through good teaching,

which reflects the caring ethos of the school, they explore the thoughts and feelings of the main characters in such stories. They know that the Jewish Torah is an example of sacred writing and explain, with due respect, how it should be handled. They understand that the cross is an important symbol of Christianity and explain why. They appreciate the look of candles but are unaware that the light given is a symbol of light in the Christian faith. They use the correct vocabulary to describe the Shabbat and Hanukah. Through themes such as *Friendship* and discussion about environmental issues, they consider the importance of caring for each other and the natural world.

136. Pupils in Year 6 display an encouraging insight into why religion is important to many people but their factual knowledge of the major world faiths and their understanding of how people learn from religion is less well developed. They have a generally satisfactory understanding of the basic values and beliefs of the Christian faith and recall stories from the Old and New Testaments, such as those relating to Moses and the flight from Egypt. They understand that the use of candles is common to many religions but are unable to explain their symbolism. They are beginning to understand that religious beliefs can affect people's way of life, for example when they describe some of the rituals relating to the Muslim faith. They know that people turn to sacred writing such as the Bible, Q'uran and Torah for guidance. However, discussions with a group of Year 6 pupils revealed significant gaps in their knowledge and understanding. They have insufficient detailed knowledge of the celebrations and basic beliefs of the major faiths and tend to lump those other than Christianity into a general 'them', for example commenting about what 'they' do that is different from what 'we' do. That is not to say that the pupils lack respect for other faiths, indeed they treat religious artefacts with much respect, explaining how they should be handled.

137. Pupils are making satisfactory progress overall as they move through the key stages. The agreed syllabus is now enhanced by national guidelines, which offer good support for non-specialist teachers. The school scheme of work has been adapted accordingly and provides good opportunities for pupils to make systematic progress. The time delay in its implementation means that some pupils at the top of the school will have gaps in their knowledge and understanding as some aspects have not been covered in sufficient depth lower down the school.

138. There are differences between year groups in the quality of pupils' recording. For example, the workbooks of pupils in Year 4 show evidence of an in-depth study of Sikhism, whilst the work in some other classes is recorded on loose sheets of paper that are difficult to collate.

139. Not enough lessons were seen to support an overall judgement on the quality of teaching and learning. In the two lessons seen, teaching was lively interesting and carefully planned to enable pupils to make appropriate progress in their learning. For example, in Year 2, drama was used well to enable pupils to consider their stance and that of others when talking about the Prodigal Son. Pupils are informed about what they will learn during the lesson, which helps them to evaluate their own progress. Skilful questioning techniques are used to involve as many pupils as possible in the oral sessions at the beginning and end of lessons, providing useful feedback to teachers and ensuring that all pupils are concentrating.

140. The lessons promote pupils' spiritual, moral, social and cultural development and reflect well the caring ethos of the school. Staff use a varied range of strategies in their teaching, including opportunities for pupils to become active participants in their own learning rather than simply passive listeners, as when pupils in Year 3 collaborate to formulate their own rules for living, after learning about the Ten Commandments. Teachers ensure that the content is of interest to both boys and girls and that they understand its relevance to their own

lives, for example when pupils in Year 4 write about their own special place and talk about overcoming fear. Pupils enjoy religious education lessons and are keen to get down to the work and to share it with others. Interesting and colourful class displays raise the profile of religious education throughout the school. Assessment procedures are in their early stages and occasionally the intended learning is not made clear in teachers' planning. Pupils of all abilities often cover the same work, with the result that some are unable to explain what they have learned in their religious education lessons.

141. Good quality artefacts help to promote pupils' knowledge and understanding of each of the religions studied. There is however, a shortage of other materials such as videos, which the school intends to address in the near future. Use is made of visits to Christian places of worship but there is little opportunity for visits to those of other faiths and there is no evidence of visitors representing other faiths and traditions. Assemblies make a very good contribution to religious education. Their spiritual quality, relevance and emphasis on the Christian values of caring for each other reinforce pupils' understanding and offer opportunities for reflection.

142. The curriculum co-ordinator monitors teachers' planning, giving advice where appropriate. However, her role is insufficiently developed for her to have a clear overview of standards in teaching and learning throughout the school. The subject is not currently a priority in the school.