

INSPECTION REPORT

CHURCH DRIVE PRIMARY SCHOOL

Arnold

LEA area: Nottinghamshire

Unique reference number: 122720

Headteacher: Mr. M. P. Benson

Reporting inspector: Katharine Halifax
25439

Dates of inspection: 21st to 24th May 2001

Inspection number: 214641

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: Church Drive
Arnold
Nottingham

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Appropriate authority: Governing body

Name of chair of governors: Mr. M. Raithby

Date of previous inspection: 12th July 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25439	Katharine Halifax	Registered inspector	Science; Music; Special educational needs; English as an additional language;	What sort of school is it? School's results and achievements; How well pupils are taught? How well is the school led and managed? What should do to improve further?
8989	Mike Romano	Lay inspector		Pupils' attitudes, values and personal development; How well does the school cares for its pupils? How well the school work in partnership with parents?
7994	Pam Weston	Team inspector	The Foundation Stage; Information and communication technology; Design and technology; Religious education;	
14806	John Stevens	Team inspector	Mathematics; History; Equal opportunities;	How good are curricular and other opportunities offered to pupils?
26514	Amanda Tapsfield	Team inspector	English; Art and design; Geography; Physical education.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Church Drive Primary is a community school for pupils aged three to eleven years. With 263 pupils on roll it is slightly larger than most primary schools. Fifty children attend the nursery part-time. Though there are similar numbers of boys and girls, there is a significant imbalance in two year groups. Pupils come from a wide range of backgrounds, whilst some write their name and count when they arrive at school a good number have limited language and poor social skills, but overall attainment on entry is close to that expected of children of this age. The population is almost all white. All but three pupils have English as their main language. The number of pupils receiving free school meals is broadly average. Fifty two pupils are on the school's register for pupils with special educational needs, this is average. Most of these pupils have moderate learning difficulties, though a few have behavioural difficulties. None of the pupils have a statement of Special Educational Need. The school is staffed by nine full-time teachers and 1.8 teachers work part-time. Pupils are taught in eight classes and the nursery classes. Pupils in the infant department are taught in single age groups each morning for numeracy and literacy and mixed age classes in the afternoon to keep class sizes more even. There has been a high turn over of pupils in some age groups. The school has experienced a turbulent period over the past two years. Because of staff illness, maternity leave and promotion to posts in other schools, pupils who left the school last year and those who are currently in their final year at the school have had far more teachers than would be expected in their time in the junior department.

HOW GOOD THE SCHOOL IS

Because pupils who left last year, and those currently in their final year, Year 6, have had a very unsettled time, standards by the age of eleven are low. Nevertheless, those in Year 6 have made at least satisfactory and often good progress since September because they have had the same teacher and because of good teaching. Standards in the rest of the school are at least satisfactory and often good. The quality of teaching is good. Staff make sure that all pupils have an equal chance to take part in all activities. Pupils are very well behaved. The school is led and managed in a cost-effective way. Whilst the school has many good and very good features, because of the low results in national tests, value for money can only be satisfactory.

What the school does well

- Nursery provision is very good and gives children a very good start to their school career.
- Standards are above those expected by the age of seven.
- Pupils of all ages and abilities make very good progress in computer studies.
- The quality of teaching is good. This is having a positive impact on pupils' achievements.
- Relationships are very good. Staff are successful in creating an atmosphere where pupils feel valued and want to work.
- Pupils are very well behaved, they enjoy coming to school and want to succeed.
- Staff are dedicated and work well together as a team for the benefit of the pupils.
- Staff provide very good opportunities for pupils' spiritual, moral, social and cultural development.
- Pupils have the chance to take part in a wide range of interesting out of school activities.

What could be improved

- Standards in writing, mathematics and science for eleven-year-olds are below those expected of pupils of this age.
- The way senior managers, governors and subject co-ordinators measure the effectiveness of the school and set targets for academic improvement.
- The accommodation restricts what can be taught and how it can be taught.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in July 1999 is satisfactory. Good progress has been made against the key issue to improve the serious weakness in the quality of teaching in the junior

department. Since the arrival of the new computers, pupils of all ages and abilities have made very good progress in information and communication technology. The key issue to improve opportunities for pupils to learn independently has been partly achieved. A planned programme has been introduced and large sums of money spent on the library and the computer suite. However, because space is at a premium these two resources are in the same room and this limits their usage. Teachers do not always plan for pupils to take responsibility for their learning. Behaviour in Years 4 and 5 has improved significantly, and behaviour is now consistently very good in all age groups. The teaching staff is stable for the first time in a good number of years. However, because of a period of unsettlement and the low expectations of a number of short-term teachers, there has been a decline in standards for eleven-year olds. Nevertheless, the quality of teaching is now good and is beginning to have an impact on standards for these pupils. Standards for seven-year-olds have improved. The school has the capacity to continue to improve.

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	D	E	E
Mathematics	C	C	E	E
Science	D	D	D	E

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

Children achieve well in their early years at the school and by the time they leave the reception class most attain the required standard in the Early Learning Goals. Many achieve higher than would be expected in numeracy and in their personal, social and emotional development. By the age of seven, inspection findings show standards in mathematics, writing and science are above those expected of pupils of this age. Pupils' performance in reading is average. Results in national tests by the age of eleven are below those expected in science, and well below those expected in English and mathematics. Pupils' performance in all subjects is well below that of pupils from schools with a similar percentage who receive free school meals (similar backgrounds). Much of this is because pupils have had an unusually high number of teachers during their time in school and because of the number of pupils with special educational needs. Taking account of pupils' ability and prior attainment, though standards are still below those expected by the age of eleven, pupils in the current Year 6 have made at least satisfactory, and often good progress because of good teaching. Though standards are low, and results vary each year because of the number of pupils with special educational needs, they are still better than they were three years ago. For example, there has been an improvement of 30 percent in the number of eleven-year-olds achieving the required standard in English. Though targets agreed with the Local Education Authority are low, they are suitable for this group of pupils. Predicted targets for the next few years are much higher and challenging. Pupils with special educational needs and those with English as an additional language achieve well because of the good support they receive. Standards in art, design and technology, geography, history, information and communication technology, music, physical education and religious education are satisfactory by the ages of seven and eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and try hard to do their best. They are keen to start work and show enthusiasm in lessons.
Behaviour, in and out of classrooms	Very good. Pupils of all ages are very well behaved both in the classroom and out of school.
Personal development and relationships	Very good. Relationships between pupils and with adults are very good. Pupils do the jobs they have been given conscientiously.
Attendance	Satisfactory. Most pupils arrive on time making a good start to the day.

TEACHING AND LEARNING

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

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

The quality of teaching ranged from satisfactory to very good, being good overall. Teaching was 100 percent satisfactory or better, no unsatisfactory teaching was seen. Good and very good teaching was seen in all departments and there are no weak subjects. Good or better teaching was seen in 87 percent of lessons. Very good or better teaching was seen in 25 percent of lessons. The teaching of English and mathematics is good. Literacy and numeracy are taught well in lessons but this is not always so in other subjects. Though teachers emphasise new vocabulary they do not always write the new words on the board, nor do they provide enough opportunities for pupils to write independently. Staff know their pupils well and meet the needs of pupils of all abilities. They are confident when teaching all subjects. Teachers plan their lessons in detail, especially when there are two age groups in the class; this helps them meet the needs of all pupils. All lessons are well structured but teachers could sometimes improve the way pupils review the lesson. As pupils move through the school they make sound progress in their knowledge and the skills they acquire.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The range of learning opportunities for children in the nursery is very good. Older pupils have very good opportunities to take part in a wide range of activities out of school. The length of the day for junior age pupils is not as long as it should be.
Provision for pupils with special educational needs	Good. Pupils receive good support in the classroom and in small group work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' moral, social and cultural development is particularly strong and makes a significant contribution to pupils' personal development.
How well the school cares for its pupils	Good. The school cares well for its pupils. Partnership with parents is good. Parents raise significant amounts of money for major projects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and key staff work very well together and are building a strong team.
How well the governors fulfil their responsibilities	Good. Though not up to full numbers, governors take a lively interest in the school. Governors are aware of the school's strengths and weaknesses but they recognise the need for further training, especially in monitoring the school's performance.
The school's evaluation of its performance	Satisfactory. Managers know the strengths and weaknesses of the school and what needs to be done to improve. However, the analysis of national test results and the use of this information when setting targets for further development needs to be more focused. The school is beginning to apply the principles of best value.
Staffing, accommodation and learning resources.	Satisfactory overall. There are sufficient staff to teach all subjects. Support staff make a good contribution to pupils' learning. The building limits how some subjects can be taught. There is enough equipment to teach all subjects.
The strategic use of resources	Good. Creative use is made of limited space. Sums of money for specific purposes have been used appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are happy with the progress their child is making. Staff are hard working and very approachable. Children enjoy coming to school Staff give of their time freely for out of school activities. Parents enjoy attending school productions. 	<ul style="list-style-type: none"> Parents are concerned about the progress of children in mixed age classes. Parents are unsure how much homework their child is expected to do. Some parents feel the school does not involve them sufficiently. Some parents do not feel there are enough out of school activities.

The inspection team agrees with the strengths identified by the parents. In response to their concerns, the amount of homework given is suitable for pupils of this age. The number and range of out of school activities is very good. Staff work hard to involve parents in their child's education. Pupils in mixed age classes make good progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's abilities vary from those who have limited numeracy, literacy and social skills when they enter the nursery, to a small number who can count and write their name, but overall attainment is in line with that expected of children of this age. However, there are marked differences in each year group that comes into the school. For example, one third of pupils in Years 4 and 6 have some form of special educational need, whilst only 5 out of 33 pupils in Year 5 have special needs.
2. Achievement in the nursery and reception classes is good. Children settle well and make good progress in all areas of learning. By the time they leave the reception class, as at the time of the last inspection, the majority of pupils reach the expected standard in all areas of learning. However, because children enter the school at different times, according to which month they were born, those who are born in the summer months do not spend as long in the reception class and do not do as well in their writing. There has been an improvement in the number of children achieving higher than would be expected in numeracy. Children's personal, social and emotional development continues to be above that expected.
3. The results of the 2000 national tests for seven-year-olds show standards are close to the national average in reading, writing and in mathematics with almost all pupils achieving the expected standard. When compared to pupils from schools with a similar number of free school meals, pupils' performance in writing and mathematics is average, but below in reading. Though standards declined between 1997 and the time of the last inspection, in 1999, they have begun to rise with a stable staff. Inspection findings indicate that, because of good teaching, standards for this age of pupils have improved and are now above those expected in writing, mathematics and science. Standards in reading are average for pupils of this age. This is an improvement since the last inspection when attainment was judged to be broadly average.
4. Pupils' performance in the 2000 tests for eleven-year-olds was below that expected in science and well below that expected in English and mathematics. Performance against that of pupils from similar backgrounds is well below that expected of pupils of this age. This is a decline in English and mathematics since the last inspection. Although some of this can be attributable to the high number of pupils with special educational needs, much is the legacy of the turbulence pupils have experienced. Pupils who left last July and those in the current Year 6 have each experienced a high number of teachers during their junior school career, some of the teachers being in the school for only a few days. Many of these teachers had low expectations and poor discipline and this led to a decline in standards. Nationally published figures comparing the results these pupils achieved at the age of seven to those when they were eleven are not always accurate in that of the 33 pupils who did the tests last year, 13 have joined the school in the last three years. Eleven of the pupils who sat the tests at the age of seven have moved on to other schools. Similar numbers have left and come into the current Year 6.
5. Inspection findings show that though standards are below those expected in English, mathematics and science, the majority of pupils in Year 6 have made at least

satisfactory, and often good, progress over the last year because of good teaching. Though standards are low there has been improvement over time, especially in English, where the number of pupils achieving the expected level has risen by 30 percent since 1997. Over the last four years there have been differences between the performances of boys and girls in national test results at seven and at eleven but these are not significant or consistent. During the inspection no consistent evidence of significant differences in attainment of boys and girls, nor of pupils from different cultural backgrounds was found.

6. The achievements of pupils with special educational needs are good overall taking account of prior attainment. This is because of the good support they receive. They achieve better in numeracy and literacy and in lessons where written tasks are carefully matched to their abilities. Occasionally in lessons such as science, history and religious education, pupils with special educational needs are expected to complete the same worksheet as everyone else in the class. Though they have good support they sometimes find the task difficult and lose interest. The small number of pupils with English as an additional language progress at the same rate as others in their class because their teachers check they understand what is expected of them.
7. In English, standards attained by the age seven are just above the national average. Pupils are attaining standards in line with those expected in reading and above those expected in writing. The standard of handwriting is good and pupils' spelling is strong. The content of pupils' writing at age seven is above that usual for their age. Pupils in both age groups attain satisfactory standards in speaking and listening. Pupils up to the age of seven, (the infant department), listen attentively. They answer questions clearly and confidently, and take their turn in discussions. Pupils between the ages of seven and eleven, (the junior department), are suitably articulate. They express their preferences in reading, and discuss thoughts and feelings of the characters within texts they are sharing. Pupils of all abilities regularly engage in conversation with visitors, and use their skills effectively when taking part in assemblies and school productions.
8. By the time they are seven, pupils attain satisfactory standards in reading. Many read accurately, confidently and with good expression. They have a sound grasp of letter sounds and this helps them to tackle words that are unfamiliar to them. They express simple preferences in reading, but do not talk easily about their favourite books or authors. They know the difference between fiction and non-fiction books and use the contents and index of a factual book to find information. Higher attaining seven-year-olds reach standards above those expected nationally. Standards in reading are close to those expected for eleven-year-olds. As they progress through the junior department they read with increasing fluency and accuracy and develop critical appreciation of a range of stories and forms of poetry. The oldest pupils are competent readers of fiction and poetry and talk with discernment about different authors. Pupils of all ages use books and the school library to find information, and older pupils demonstrate effective use of dictionaries, thesauruses and contents and index pages. The reading skills of most pupils are sufficiently well developed to allow them to cope with texts in other subjects.
9. Standards in writing are good overall by the age of seven. Pupils write sustained stories with good attention to characterisation and plot. They make good use of interesting vocabulary. Many use a variety of joining words to make short sentences into interesting complex sentences. By the age of eleven, standards in writing are below those expected for their age. Pupils have a satisfactory knowledge of grammar

and punctuation, but their writing lacks vitality. Standards of handwriting are good in both age groups. However, the use of pen is not developed consistently. Standards attained in spelling by the time pupils are seven are close to the national average. Most pupils spell monosyllabic words accurately, and they make good use of their knowledge of common spelling patterns to help them spell new words. Standards in spelling by the time the pupils are eleven are well below those expected and this is reflected in misspellings in pupils' everyday work. Pupils do not make as much progress as they should in writing because they do not write independently in other subjects.

10. Standards in mathematics are above those expected by the age of seven. Pupils show a good understanding of number. They work confidently with numbers to one hundred and beyond. Pupils estimate volume, recognise coins, tackle money problems and record data as block graphs and tally charts. By the age of eleven, standards in mathematics are well below those expected of pupils of this age. Though pupils in the present Year 6 have made good gains in their knowledge this year, their progress since the age of seven, in the time they have been in the junior department, is unsatisfactory because of the unsettled provision they have experienced. Pupils' attainment in Years 3, 4 and 5 is satisfactory. Pupils have acquired sound numeracy skills through regular mental practice. Most know their tables, with higher attaining pupils being able to do long multiplication. Pupils' ability to solve problems is developing, but is not sufficiently linked to real life and they are not always able to reason their answers. Most pupils use their knowledge of mathematics well in other subjects.
11. Inspection evidence indicates that standards in science are above those expected by the age of seven. Pupils have a good understanding of 'living and growing'. Through growing cress, they understand that living things need water, food and light in order to flourish. As part of their work on sound, pupils know which instruments need to be plucked, which need to be shaken, and which need to be hit in order to produce a sound. Pupils use their mathematical knowledge well, for example to produce graphs of objects that are pushed and those that are pulled. Pupils of all abilities discuss how they would set up an investigation, and higher attaining pupils explain how to make their test fair.
12. Though standards are below those expected by the age of eleven, pupils have made satisfactory gains in their knowledge and understanding of most aspects of science because of intensive teaching this year. By the age of eleven, pupils have satisfactory knowledge of plants and animals and their habitats. Their knowledge of the human body is satisfactory. Pupils know materials can be solids, liquids or gas and that some changes in materials are irreversible, for instance, when an egg is cooked. Pupils have a basic understanding of forces. However, the current Year 6 has had little experience of planning and carrying out an investigation. Few are confident when setting up an experiment, and look to their teacher for guidance, similarly so when recording their findings. Pupils in this age group do not apply their knowledge of numeracy and literacy so readily because they do not always have the opportunity. Whilst pupils use skills acquired in reading to help them read their worksheets and new words, they make little progress in writing independently because most of their recording is completing commercially produced worksheets. Similarly, though they used their mathematical knowledge to measure accurately and produce a graph of their findings of how a force affects the length of an elastic band, the scrutiny of work shows limited evidence of pupils applying their mathematical knowledge.

13. Standards in information and communication technology are satisfactory by the ages of seven and eleven. There has been very good improvement since the last inspection. Pupils have made very good progress over the last few months since the arrival of new computers and a new subject manager. By the age of seven, pupils use a simple word processing program to write sentences and captions for work on display. Pupils know how to use a programmable toy and plot the route it must take to find the treasure on a map. By the age of eleven, pupils use the facilities of powerful word processing programs to make presentations on topics of their own choosing. They know how to alter the size, type and colour of the font. They enter data, present it as a pie chart or as a graph, and print and save the information. Most pupils have very good mouse control, but keyboard skills are not as well developed.
14. Standards in religious education are in line with those expected by the Nottinghamshire Locally Agreed Syllabus by the ages of seven and eleven. Pupils in both age groups make satisfactory gains in their knowledge of Christianity and other major world faiths. They have an increased awareness of the importance of religion, and how it affects everyday life.
15. Standards in art and design, design and technology, geography, history, music and physical education are satisfactory by the ages of seven and eleven. Though targets agreed with the Local Education Authority are below national targets they are suitable for the group of pupils. Predictions for the following years are much higher and reflect the stability of the school and the influence of the numeracy and literacy strategies. Staff and pupils are striving hard and are likely to meet the projected targets.

Pupils' attitudes, values and personal development

16. Pupils continue to enjoy coming to school. There has been good improvement in pupils' behaviour since the last inspection. Behaviour is now very good in all classes. Relationships are now very good and pupils take good advantage of opportunities for personal development. Most parents are pleased with their child's behaviour.
17. Young children in the nursery and reception classes settle quickly into school routine. All are at ease in their surroundings and gain confidence, for instance, when choosing activities. They are very well behaved and eager to learn. For example, in a lesson in the nursery, children were keen to learn how to make bread, preparing the dough, kneading it vigorously and rolling it into the required shape. Children in these classes respond particularly well to the "Five Finger Code": caring, sharing, listening to each other and showing respect. Older pupils, in the infant and junior departments, recall the code and respond with good humour to gentle reminders by teachers, "Thumbs up if you remember this".
18. Pupils enjoy coming to school. Most are keen to settle down to work and show an enthusiasm for their lessons. This is the result of the calm and consistent application of the behaviour policy, the good pace of lessons and the enthusiasm of the teachers. Pupils are enthusiastic about all aspects of school life. This is demonstrated in the way they give of their free time to attend rehearsals for productions and by joining in the numerous after school clubs.
19. Behaviour in and around the school is very good. Pupils move around the school calmly and cheerfully. They are polite to visitors and to each other. The absence of

racist and sexist behaviour is an example of the way in which pupils respond to the high expectation of all staff, and the sense of community that pervades the school. Pupils have a good understanding of the effect of their actions on others and through work in personal and social education, an understanding of the effects of bullying. Incidents of bullying are very rare. There has been only one exclusion in the past few years. This was very recent, when a pupil was excluded for a few days to “cool off”. Behaviour at lunch and break times is very good. Although the weather was particularly hot during the inspection, pupils played well together using equipment from the “play time boxes” in their ball and skipping games. Pupils in Year 1 were especially well behaved during their visit to the library, listening intently to the librarian, treating the books with care, and taking care of each other during the walk to and from the library.

20. Pupils respond very well to opportunities for personal development. In a Year 6 physical education orienteering lesson for example, pupils were observed working together in teams, listening to each other and realising the need to play by the rules. Pupils of all ages are beginning to take responsibility for their learning, undertaking research such as the nutritional value of food, Yorkshire Dale’s poems and churches in Arnold with steeples. Though pupils try to use the library and computers in school, this is not always possible because the two areas are a shared facility and often used for whole class teaching. Pupils who have been given jobs around the school, such as checking the cloakrooms or running the tuck shop, carry out their duties conscientiously. Pupils who are members of the School Council show great maturity as they debate concerns such as age split playtimes.
21. Attendance continues to be satisfactory, being broadly in line with the national average. Unauthorised absence is also close to the national average and is satisfactory. Pupils are punctual both to school and to lessons. Pupils strive to achieve an attendance certificate awarded for full attendance over the school year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. There has been very good improvement in the quality of teaching since the last inspection, when teaching was judged to be unsatisfactory in one quarter of lessons in the junior department. No unsatisfactory teaching was seen in this inspection and there is now a much higher percentage of good and very good teaching. This is having a positive effect on pupils’ learning and on standards. The quality of teaching has been improved by staff training and by new appointments. Teaching is good overall in all three departments. There are no weak subjects.
23. Numeracy and literacy are taught well in English and mathematics lessons. Whilst all staff encourage pupils to read worksheets and write using their best handwriting in other subjects, not all teachers plan for pupils to improve their independent writing. Where teachers do plan for this, pupils make good progress, for example, when writing a letter to Nottingham Water Authority to find out about their water supply. However, all too often pupils are required to complete worksheets or write to a set form given by their teacher and this limits their progress. All teachers place good emphasis on new vocabulary, carefully explaining the meaning of each new word and making sure that pupils with English as an additional language and those with special educational needs understand. However, few teachers show the new word in written form, thus limiting opportunities for pupils to improve their reading and spelling. The use of numeracy is much better. Pupils make good progress constructing graphs and pie charts, and in measuring accurately through work in science, geography, history

and design and technology. Since the arrival of the new computers, teachers plan very good opportunities for pupils to use new technology to support work in other subjects. Pupils improve their reading and research skills by using CD ROM and the Internet to find out new information, for example in science to find the composition of soil or how plants reproduce.

24. All teachers plan their work conscientiously. Teachers with more than one age of pupils in their class make sure that the activities are suitable for each age and ability group within it. Teaching for pupils with special educational needs has improved since the last inspection and is generally good. However, though planning for pupils with special educational needs and lower attaining pupils is good in numeracy and literacy it is sometimes less effective, for example in science and history, where pupils of all abilities are expected to complete the same work sheet. Though pupils with special educational needs and lower attaining pupils receive good support whilst completing the task, the work is sometimes a little too difficult and they lose heart.
25. There is a good structure to all lessons. All teachers begin by telling pupils what they are going to learn and all give clear instructions and good demonstrations, for example in science and physical education. Lessons include a good mix of class, individual and group activities as appropriate so pupils increase their ability to work with others as well as working independently. Teachers manage their pupils well and this enables effective learning to take place. Resources are readily to hand to prevent minimum disruption, and are used effectively to prompt discussion and make pupils think. For instance, in a Year 4 religious education lesson, pupils were shown a 'mourning brooch' and had to make suggestions as to what it contained. Pupils listened to each other and made numerous suggestions before discovering it contained a strand of hair.
26. Teachers, support staff and the special educational needs co-ordinator work very well together. Joint planning allows all staff to understand what is to be taught and how it is to be taught. Pupils appreciate the support they are given and the use of praise and encouragement gives pupils the confidence to tackle increasingly difficult work. Support staff keep detailed records of what pupils have achieved in their group time and this allows the teacher to plan further work at the appropriate level.
27. All staff use questions effectively to check pupils' understanding, to help pupils make progress and to help them reason their answers. In art and design when creating landscapes, questions such as "What shapes do you see in the photograph?" and "How has the artists used shading?" help pupils to improve their observational skills and improve their work by considering detail, texture, form and colour. In mathematics, pupils make very good progress in their understanding of proportion because the teacher expects them to explain how they have worked their answer out. Pupils extend their vocabulary and improve their writing because teachers expect them to use imaginative words. For example, older pupils are encouraged to use strong verbs and so in their account of a little boy lost they use words such as 'whimpered and 'blubbered' instead of 'cried'.
28. All lessons end with a review of the activities each group has taken part in. Where teaching is more effective pupils review what they have learned, what parts of the lesson they found easy and what was difficult. In addition to helping pupils improve their knowledge of their own learning, it provides a good indicator for teachers planning further work. Most teachers provide suitable homework to reinforce what pupils have learned in lessons. Homework is more effective, and pupils make greater

gains in their learning, where they are required to find out information for themselves, for instance having to use the local library to find examples of poetry from the Yorkshire Dales.

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

29. The school continues to provide a broad and balanced curriculum to which all pupils have equal access regardless of gender race or ability. It meets requirements of the National Curriculum and appropriately uses the Nottinghamshire Locally Agreed Syllabus as the basis for religious education. The well planned provision for young children reported by the last inspection continues to be a strength of the school and has been reviewed to take account of the recently introduced Early Learning Goals. Though the school meets the recommended teaching hours for pupils in the infant department, it does not meet the recommended teaching time for junior age pupils. Whilst the timetable is generally satisfactory, the first lesson each afternoon is very long for infant age pupils. Teachers plan lots of interesting activities to fill the allotted time, but some pupils tire and lose concentration before the end of the one and a half-hour lesson.
30. Curriculum planning is of very good quality. Teachers consult each other to make sure pupils of all ages and abilities are able to make progress in the knowledge and skills they acquire. Nationally recognised programmes have been introduced since the last inspection and these are used effectively by all teachers. The two-year rolling programme of topics ensures pupils in mixed age classes cover all the work they should. Teachers in these classes plan their lessons meticulously, taking account of the age and abilities of pupils in their group. Provision for pupils with special educational needs is good in all age groups; such pupils are identified very early in their school career and a suitable programme allows them to make good gains in their learning. The few pupils who have English as an additional language are supported well.
31. The school has introduced the numeracy and literacy strategies well. However, though numeracy and literacy are taught effectively in individual lessons, teachers do not always plan for pupils to use their skills in other subjects. For example in science, pupils are not always expected to record the outcomes of their investigations, or some pupils are only expected to complete missing words on a commercially produced work sheet. This reduces opportunities for pupils to write independently and limits their progress.
32. The provision for extra-curricular activities has improved since the last inspection and is now very good. Football, for boys and girls, netball, basketball and cricket all take place after school at various times of the year. The school uses government funding well to provide for extra activities to boost the progress of some pupils in Year 5. There is an art club, three recorder clubs, and a film club. Older pupils have chance to join the French club. At Christmas time, the school choir sings to senior citizens and alongside the Salvation Army at various places around the town. Residential experiences for junior age pupils to places such as Overton Camp and Kingswood Centre make a very good contribution to pupils' personal development by preparing them well for living as part of a community.
33. The provision for personal, social and health education is good. Citizenship is taught to younger pupils and is gradually being introduced to older pupils. Personal, social

and health education lessons provide a useful opportunity for pupils to consider their values and to be aware of the need to be good citizens. The school makes effective use of initiatives such as the Nottinghamshire Drug Abuse Resistance Education programme and a good lesson on stress taught by a police constable was observed during the inspection. Suitable arrangements are in place for sex education and health education. However, the sex education policy was drawn up in 1994 and is dated but this is due to be revised in the next few months and will form part of the citizenship policy together with the health education policy.

34. Staff arrange a wide range of visits to make learning more varied and interesting. For instance, younger pupils have visited Sherwood Pines, a bakery, a circus workshop and have seen a spiritual and moral drama for Easter on the Life of Christ. Visits to the church, Nottingham Castle, the local supermarket and Arnold library have also taken place. Older pupils have visited Twycross Zoo, Southwell Minster and Blists Hill Open Air Museum. The physical education programme is enriched by visits from members of Nottingham Forest Football Club and from Nottinghamshire County Cricket Club, who offer coaching and help pupils improve their skills.
35. Links with neighbouring schools are good. Staff meet both formally and informally. Local primary school heads meet regularly to discuss matters of mutual interest. Subject managers and the special educational need co-ordinator meet with their counterparts. Following national examinations in the summer, staff from the secondary schools spend time in the school teaching pupils in their final year, preparing them well for their transfer to secondary education.
36. Provision for the spiritual, moral, social and cultural development of pupils is very good overall. The arrangements for pupils' spiritual development are good. The Locally Agreed Syllabus for religious education has been adopted and all pupils have opportunities to take part in daily acts of worship. Acts of worship are good and there is a weekly celebration where pupils are praised and certificates awarded. The school welcomes clergy from local churches who regularly lead assemblies which promote Christian values and provide opportunities for pupils to appreciate that they are all members of God's family. At times, teachers leading assembly talk about other religions and customs such as the Chinese New Year. Recently a local church visited school and all pupils took part in enacting "Christ's Life". Earlier in the year pupils visited Southwell Minster where they were given the opportunity, amongst many other activities, to read from the pulpit and play the organ. This had a profound effect on many pupils.
37. Teachers plan opportunities for pupils to be amazed by their learning. For example, during a science lesson investigating the movement of air, younger pupils experienced pure wonder as they sat under a parachute and there was absolute silence as the air slowly seeped out and it gradually floated to earth, covering them as it did so. All teachers take time to listen and talk to pupils and value their contributions. Pupils are encouraged to listen to each other and to respect each other's feelings. Pupils are encouraged to reflect on their achievements in celebration assemblies and by looking at the many photographs displayed around the school. A particularly symbolic photograph of the recent production "Annie" shows a pupil singing "You're never really dressed without a smile" which is the message the school tries to impart to all its pupils. This results in a happy atmosphere where all pupils are included and valued. Throughout the school there is a calm, quiet atmosphere where pupils are encouraged to value friendship and each other.

38. The provision for pupils' social and moral development is very good. Teachers set very good examples of how to behave appropriately and encourage and reward good behaviour. All staff use any incidents that arise to teach the difference between right and wrong. Pupils are taught to respect the rights of others, such as when listening to each other in whole-class sessions, to respect property and to handle equipment carefully. Children in the nursery and reception classes are encouraged to adopt their "Five Finger Code", and pupils in all other classes agree the rules for their classroom. Pupils are expected to be honest, co-operative and well mannered and to consider those less fortunate than themselves, for instance by raising money for charities such as "Red Nose Day". An awareness of environmental issues is encouraged through topics in geography and science and pupils are encouraged to recycle waste such as aluminium cans. Because teachers have high expectations of pupils, they work very well together in ability groups and mixed ability groups, helping each other when necessary. In one class there is a sign which reminds pupils "we get credits when we work as a team". Teachers provide many opportunities for pupils to develop good relationships and work as a team in, for example, physical development where they work as a team understanding the rules of the activities. There are very good opportunities for pupils to develop their social skills and relationships through the many out of school visits, including residential visits, which provide opportunities for living and sharing together. The School Council provides a good opportunity for pupils to work as a member of a team for the benefit of others.
39. Provision for pupils' cultural development is very good. Pupils are encouraged to appreciate their own cultural heritage and traditions through lessons such as English, art and design, music and religious education. For example, in English and art, pupils are encouraged to appreciate the work of great authors and artists. A wide range of musical styles is used to introduce assemblies, with the headteacher taking the opportunity to draw pupils' attention to the title and composer, and encouraging them to listen for the two families of instruments. Very good use is made of the locality to give pupils a strong sense of local identity and culture. For example, by studying the history of Arnold and visiting the Victorian village at Blists Hill. Pupils have numerous opportunities to consider cultures other than their own. They are helped to understand the importance of the major celebrations associated with a number of world faiths. Festivals such as Diwali and Ramadan have been studied and these provide very good opportunities for pupils to gain an insight into the traditions, values and beliefs of others, and to consider similarities and differences. Music lessons are used very effectively for pupils to gain an understanding of other cultures. For instance, pupils in Year 3 gain a very good understanding of African music and traditions as they sit in a circle singing "Sasa Akroma" whilst passing round instruments in time to the music, as African children would do when playing this musical game.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school continues to provide good support and guidance for its pupils. Parents are pleased with the care their children receive. Pupils say they feel comfortable and confident in approaching their teacher or any other member of staff when troubled. Teachers know the pupils well, and set a very good example of how to behave appropriately. The school has an effective policy for child protection, and follows the guidelines of the local area child protection committee. The headteacher has received appropriate training as the named person. All staff, including lunchtime supervisors, understand the procedure to follow if they have concerns. Suitable systems are in place to deal with accidents, emergency evacuation, first aid and the

administration of medicines. An effective health and safety policy is in place and the findings of a recent safety audit, carried out by the local authority, were satisfactory. Staff assess potential risks before taking pupils out of school, and are vigilant about safety in all lessons, especially science and physical education lessons.

41. Procedures for monitoring and promoting good behaviour are very good. The clear behaviour policy is known to all, including parents, and is effectively applied by all staff. As a result, pupils fully understand the system of rewards and sanctions, though sanctions are rarely necessary. In many classes, teachers offer further encouragement by giving a 'child of the day' award. Incidents of bullying are very rare and are dealt with appropriately. Classroom rewards and the 'Good Book' assembly prompts pupils to behave well. Pupils are encouraged to raise concerns with staff, and assemblies and personal and social education time are used effectively to help pupils consider the need to behave appropriately, and the effects of their behaviour on others. Lunchtime supervisors have clear rules for behaviour, and they too have suitable sanctions, though these are rarely needed. Lunchtimes and playtimes are very well supervised by caring staff. Staff encourage pupils to take responsibility, for example, monitoring cloakrooms and looking after younger children, and this contributes to the very good behaviour.
42. Procedures for monitoring and promoting pupils' attendance are good. The headteacher follows up any unexplained absence and shares any concerns with the education welfare officer. Registration procedures meet requirements, and teachers seek information from pupils about any absentees in their class. Parents know they are expected to notify the school of any absence, and seek permission for holidays in term-time by completing the required form.
43. Pupils with special educational needs receive good support from all staff. Pupils who have emotional and behavioural difficulties receive good additional support from specialist staff within the Local Education Authority. However, recommended support from the local authority for pupils with specific learning difficulties has not happened. Close liaison with special needs staff at the secondary schools where pupils will transfer allows new staff to get to know the pupils and their individual needs, and gives pupils confidence to start their new school. All staff are very aware of pupils from other cultures and those who do not speak English as their first language at home. Teachers encourage pupils to share their traditions and make sure they understand what is expected of them in lessons.
44. The school has continued to develop procedures for monitoring pupils' academic performance and these are satisfactory overall. Teachers of young children have extended their already comprehensive range of assessment by introducing pictorial records of children's progress. During lessons, all staff continually assess pupils' knowledge and understanding through skilful questioning. Teachers mark pupils' work conscientiously, often making helpful comments as to how pupils can improve their work further. A worthwhile start has been made to compiling portfolios of work and individual tracking files. Whilst these are useful records, they are not as effective as they could be because not all the work is dated, and though the appropriate National Curriculum level is recorded, the work is not annotated. Overall, teachers use the results of assessment well when planning further work. For instance, a practice test in mathematics for pupils in Year 6 clearly identified gaps in pupils' learning and allowed the teacher to provide work to remedy this.

45. Teachers use a number of formal tests to check the progress pupils make in reading and mathematics. Optional national tests have been introduced for pupils in Year 4 and are to be introduced in Years 3 and 5 next school year. Whilst some analysis has taken place to assess pupils' progress, the results of tests are not used to set individual targets.
46. Systems to identify pupils with special educational needs are good. Early identification allows teachers to provide additional support. Pupils with more severe needs have individual education plans. Whilst these clearly identify pupils' needs and suitable strategies to address individual need, some of the targets are not in sufficiently small steps to be easily measurable. For example, progress can be more accurately judged against a target of 'recognise the first 100 high frequency words' than against a target of 'continue to improve reading'.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. As at the time of the last inspection, the school's partnership with parents makes a good contribution to pupils' learning and to their personal development. Parents are generally pleased with the quality of education their children receive. Of those completing the questionnaire, the vast majority said their child likes school, and that they feel comfortable in approaching the school if they have concerns. Some parents expressed concern about the progress of their child in mixed age classes and others were unsure about homework. Pupils in mixed age classes make good progress. The amount of homework given is suitable for pupils of this age.
48. Parents get good information about their child's progress. Annual reports on pupils' progress are good, telling parents what their child has done, and giving targets for further improvement. Consultation evenings, held each term, are well attended and are beneficial in helping parents support their child. Parents have found information evenings about the numeracy and literacy strategies helpful in supporting their child at home.
49. Information for parents is good. A list of topics to be studied each term is sent home and is also prominently displayed in classroom windows. This encourages parents to take an interest in what their child is learning and to provide additional resources. For example, interesting objects from the Second World War. Parents are consulted about homework. Though some parents expressed concern about the amount of work their child is expected to do at home, the policy gives clear guidelines on how much homework pupils should expect. A homework diary gives detailed information about the tasks to be completed each week. This contributes to pupils' progress. The amount of homework given builds up as pupils progress through the school and prepares them well for secondary school.
50. The majority of parents have signed the home-school agreement. On their child's entry to school, parents receive an informative prospectus which provides helpful guidance. Parents of children with special education needs are consulted regularly about their child's progress. They are invited into school to review the child's progress annually, and like all other parents, the school is pleased to see them about their comments or concerns at almost any time. An interesting monthly newsletter keeps parents informed of any new developments. Whilst informative for parents, the Governors Annual Report does not meet requirements in that it omits details about the election of parent governors and a statement on security.

51. Parents are welcomed into the school at all times. Parent governors are very committed to, and very supportive of, the school and they are amongst about 20 parents who come into school regularly to help with reading, preparing resources, trips, swimming and visits to the local library. Some parents feel they are not sufficiently involved in the work of the school, yet staff provide many events to involve parents in their child's education, including the book fair and computer workshop held during the inspection. Relationships between staff and parents are good, with all teachers spending time at the end of the day either on the playground or in class, talking to parents. A significant minority of parents responding to the questionnaire did not feel the school provided an interesting range of extra-curricular activities; the inspection team does not agree with this view. The range of out of school activities is very good and includes sports clubs, chess club, music clubs, residential visits, and a French club. Parents appreciate the lavish productions staged by staff and pupils. A recent production of "Annie" was greatly enjoyed by parents, staff and pupils. Parents' attendance at events such as this and nativity plays is very good. A very active parent-teacher association runs social and fund-raising events that raise considerable funds to provide additional resources, for example computer equipment and games for playtime.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school have improved since the last inspection. The headteacher has successfully developed the role of managers in observing in classrooms and this is contributing to the improved quality of teaching. His quiet unassuming manner has been successful in gaining the respect of staff, parents and governors, and in building what is now an effective team of teachers and support staff. Following an adverse inspection report, he has been successful in maintaining staff morale and in bringing about a sense of optimism. The headteacher provides very good professional development for his senior teachers, valuing their opinions and giving them the opportunity to demonstrate their management skills.
53. Until the start of this academic year, the school had been without a deputy headteacher for almost a year. The recently appointed deputy is fitting in well with the management structure and has a good understanding of his role. In the short time he has been in post he has gained the respect of members of staff, taken the lead in performance management and forged strong links with governors and parents.
54. The effectiveness of subject managers varies from satisfactory to very good. All managers are responsible for their budget. They know the strengths and weaknesses of their subject and have suitable plans for improvement. All monitor teachers' planning and check what is taught. A good number have the opportunity to observe teaching in their subject. This has contributed to improved teaching. Where classroom observation has been more successful, subject managers have set challenging targets for teachers to improve their practice. Sampling of pupils' work has been started in mathematics and is built into the school development plan and scheduled to commence after half term in other subjects. The management of pupils with special educational needs is good. The practice of the teacher supporting in class ensures pupils receive their full entitlement and allows the manager to track social as well as academic progress. Close liaison with neighbouring primary and high schools allows her to keep pace with developments and provides well when pupils transfer to secondary school.

55. Though not up to full numbers, the governing body fulfils its legal requirements. All legally required policies are in place. Much of the time at meetings over the past year has been spent discussing staff appointments and finance. Governors have been especially careful to appoint the right candidates to improve standards in mathematics and information and communication technology. In order to retain more experienced staff, governors have sensibly given management points to more experienced teachers to maintain stability and keep expertise within the school. Governors feel the school has now 'turned the corner'. Staff and governors are committed to improvement and have the capacity to help the school improve further. The aims of the school are reflected in all aspects of school life.
56. Development planning is satisfactory and clearly linked to the needs of the school. Detailed reports by the headteacher allow governors to assess the effectiveness of the plan and to decide if further action is necessary. This is an improvement since the last inspection. Governors and senior managers have begun to take account of the principles of best value. For example, they consulted parents when drawing up the homework policy, and when it was necessary to make classroom support staff redundant. Managers use published information to compare their performance in national tests with that of other schools. A satisfactory start has been made to analysing pupils' performance in national tests and this has provided useful information to set realistic targets for each year group. However, the analysis is rough and not sufficiently refined to set challenging targets for individual pupils. Information about the abilities and achievements of each year group supplied by the headteacher has allowed governors to agree suitable targets with the Local Education Authority. Though targets for this school year are low, they are appropriate for the group of pupils. Targets for the following year are much higher and closer to those expected nationally. Governors and senior teachers recognise the need to extend the use of principles of best value.
57. The school has an appropriate number of teachers to teach the Foundation Stage Curriculum, National Curriculum and religious education. Teachers are suitably qualified, have a wide range of experience and work very well together as a team. Classroom support staff have a good level of expertise, and give good support and guidance to pupils in their care. Staffing is now stable for the first time in a good number of years. This is beginning to have a positive impact on standards, especially in the infant and lower junior departments. Arrangements for supporting new staff were judged to be unsatisfactory at the last inspection. There has been considerable improvement. Procedures for the induction of new staff are good, and staff who joined the school during the last year comment on how helpful they have found the support. Arrangements for the professional development of staff are satisfactory. Staff attend a range of on-going training that reflects a good balance between the needs of the school and the professional development of individual staff. Teachers discuss their professional development regularly and suitable systems are in place to introduce performance management.
58. There have been improvements to the buildings and decoration of the school since the last inspection. The conversion of two outside lavatories has resulted in useful rooms for small group work. However, the accommodation, both internal and external, is unsatisfactory and this has a negative impact on pupils' learning. The hall is in the centre of the building and is, of necessity, used for storage, as a dining area, for assemblies and as a thoroughfare. It is also used for music and physical education

lessons. Though the timetable has been worked out to avoid disruption, and staff are conscious of the need to keep pupils in their room, inevitably movement takes place, for example pupils needing to use the lavatory. Lessons are interrupted regularly as individual pupils and whole classes move around the building. These interruptions are unhelpful. Additionally, although dance lessons are managed effectively in the space available, the hall is not large enough for a whole class to learn gymnastics or games skills safely. These limitations severely affect pupils' learning, for example, pupils can only undertake gymnastics activities half a class at a time, while the rest of the class sit and watch. This limits their rate of progress.

59. Pupils in Year 3, in the outside classroom, do not have their own toilets and have to cross the playground when they need to use the facilities. This is unsatisfactory. Classrooms do now have cold running water, but they do not have hot water and this affects some of the investigations they try to do in science. Staff work hard to make sure that the inside of the school presents a bright and inviting atmosphere. Staff use display well to celebrate pupils' efforts and achievements, and to give information about topic work. Although the school has sufficient hard-surfaced play areas for recreation, the area is insufficient to develop games skills appropriately. Whilst good use is made of local playing fields, though these are close by, they are not sufficiently accessible to be satisfactory. A useful wild life area including a pond has been developed. The pond is suitably fenced in and is used well to extend pupils' understanding of living things and of different habitats.
60. The secure outside play area for young children is spacious and has been made attractive. Whilst this is used well by children in the nursery, it is not easily accessible to children in the reception class and specific times have to be arranged for the teacher to take her group to use the facility. The siting of the toilets within the main part of school also presents a difficulty for children in the reception class. Though the teacher plans set times for children to use the facilities, for example before they sit on the carpet for the twenty minutes shared time in numeracy and literacy, some young children need to use the facilities urgently and have to make their own way there and back unescorted.
61. At the last inspection the library facility and resources for information and communication technology were judged to be unsatisfactory. There has been considerable improvement since then. A resource area that combines the library with the computer suite has been developed. However, this is cramped for the teaching of information and communication technology skills and the library area is too small for teachers to work with a whole class, for example teaching research skills. Nevertheless, teachers work hard to compensate for this, and most pupils can explain how to use the classification system to find a book about a specific subject. Older pupils are given good opportunities to undertake research in the library independently. The room is also used to store dining furniture, this means the room cannot be used effectively for twenty minutes prior to lunchtime each day because staff need to put the tables out in readiness for the meal. There is sufficient equipment to teach all subjects, although programs to support learning in subjects other than information and communication technology are limited.
62. The last report judged systems for financial control were good and this is still the case. Though the accounts have not been audited since 1998 an audit is due this financial year. The support given to educational priorities through the school's financial planning is good. Conscious of the need to purchase equipment to improve standards in information and communication technology following the findings of the

last inspection, governors took the bold decision to request a licensed deficit budget in order to buy equipment. This was agreed and standards in information and communication technology are improving dramatically. Through careful financial management, from an agreed £20,000 deficit, the school is now working within a balanced budget. The school office is run well. Day-to-day administration is of a high standard and allows the headteacher and staff to get on with their work uninterrupted. Good systems are in place to ensure the cost effectiveness of goods and services purchased. The use of new technology is satisfactory. It is used well in the school office and though some teachers are very proficient, others are still training to make best use of the equipment. Additional funds for pupils with special educational needs and for professional development are used appropriately. Whilst the school has many good and very good features, because of the low results in national tests, value for money can only be satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to continue to raise standards, the headteacher, staff and governors should

- Improve standards in Year 6 in writing, mathematics and science further by:
 - Continuing to provide work which matches the ability of each pupil;
 - providing more opportunities for pupils to write independently in other subjects;
 - raising the expectation of higher attaining pupils;
 - providing more opportunities for pupils to take part in mathematical and scientific investigations;
 - providing more opportunities for pupils to develop their research skills. (4,9,10,12,23,31,88,94,98,99,103,105,108,110)
- Improve the way governors, senior managers and co-ordinators monitor the effectiveness of the school and how they use the information to set academic targets for improvement by:
 - providing further training;
 - continuing to improve curriculum links;
 - refining the way in which individual pupils' performance is analysed;
 - setting individual academic targets for junior age pupils;
 - taking account of the principles of best value. (54,56,101,120,134,153)

In consultation with the Local Education Authority

- Improve the accommodation by:
 - providing better facilities for children in the reception class;
 - providing more storage areas;
 - separating the library from the computer suite;
 - improve facilities for physical education. (58,59,61,72,85,149)

In addition to the above key issues, the following minor issues should be considered for inclusion in the school's action plan:

- Ensure the Governors' Annual Report to Parents meets legal requirements; (50)
- Extend the school day for junior age pupils to meet the recommended teaching time; (29)
- Ensure targets in individual education plans are in small enough steps to be easily measurable. (46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	62	13	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)	25	238
Number of full-time pupils known to be eligible for free school meals	N/A	40

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	7	45

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	15	18	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	16	17	18
	Total	28	29	32
Percentage of pupils at NC level 2 or above	School	85 (89)	88 (84)	97 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	16	16	16
	Total	28	30	30
Percentage of pupils at NC level 2 or above	School	85 (74)	91 (82)	91 (92)
	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	16	21	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	16	9	17
	Total	25	18	28
Percentage of pupils at NC level 4 or above	School	68 (65)	49 (73)	76 (70)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	15	13	15
	Total	23	22	25
Percentage of pupils at NC level 4 or above	School	62 (65)	59 (73)	68 (71)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	203
Any other minority ethnic group	5

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)	9.8
Number of pupils per qualified teacher	24.2
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	76.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	25.5

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

* The school is now working within a balanced budget

Financial information

Financial year	2000
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	£
Total income	530,438
Total expenditure	519,756
Expenditure per pupil	1,976
Balance brought forward from previous year	- 8,555 *
Balance carried forward to next year	2,127

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	263
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.	64	29	3	2	1
My child is making good progress in school.	63	28	3	2	3
Behaviour in the school is good.	51	34	11	0	4
My child gets the right amount of work to do at home.	51	25	11	11	2
The teaching is good.	67	22	4	2	3
I am kept well informed about how my child is getting on.	64	24	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	80	15	3	2	0
The school expects my child to work hard and achieve his or her best.	74	19	2	1	3
The school works closely with parents.	61	24	10	4	1
The school is well led and managed.	63	26	7	1	3
The school is helping my child become mature and responsible.	63	27	6	1	3
The school provides an interesting range of activities outside lessons.	45	30	13	3	8

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

64. Since the previous inspection there have been several changes and all have been successfully implemented. There is now a sensible job share between two teachers who work very well together in the nursery, complementing each other's skills. The new Foundation Stage Curriculum has been introduced successfully, with only a few remaining assessment details to be finalised. Standards have been maintained and children continue to make good progress in both the nursery and reception classes.
65. At the time of the inspection, 47 children were attending the nursery part-time. Of the 40 full-time children in the reception classes, 25 are in one class, with the oldest 15 children being educated in a mixed age class with a small number of the youngest Year 1 pupils. There are a few children with special educational needs and a small number from other races, but none are at the early stages of learning English as an additional language. Provision for children in the Foundation Stage is good overall. The provision in nursery is very good; however, due to the reception classes being sited in the main school, where there is limited access to the well equipped nursery play area and toilet facilities, provision for children in the reception classes is only satisfactory. Reception teachers try very hard to compensate for the lack of support staff and class room space, and as a consequence, children continue to receive the full Foundation Stage curriculum and teaching is usually good.
66. Children enter the nursery when they are about three and a half years old. Procedures to assist children to settle are very good. Parents report they are very well informed and value the support staff offer. Notices and information about work in the nursery and reception classes are prominently displayed for parents to see when they collect their child. Though variable, attainment on entry is average for children of this age. Most children complete at least three terms in the nursery before joining the reception class. All children make good progress in the nursery, particularly in their understanding of number, and in their social skills. This is because of the very good quality of teaching and provision. Attainment on entry to the reception class is broadly average as measured by the Nottinghamshire assessment on entry. Children are re-assessed at the end of their reception year and most have made good progress, achieving the Early Learning Goals in all areas of learning with many beyond in personal and social education, and within Level 1 of the National Curriculum in numeracy. However, through no fault of the school, summer-born children spend less time in the reception classes, usually only one term, before moving into Year 1. This has a significant impact on the overall achievement of this group of pupils.
67. Teaching is consistently good in both age groups with most lessons observed in the nursery being very good. Planning is detailed, especially in the mixed age class, where the teacher plans for both age groups. The siting of the reception classes off the hall, the lack of outside play areas and toilets facilities puts additional pressures on the teachers and on occasions hinders the teaching. An example of this was when children were listening to music and found it difficult to concentrate because of constant interruptions to the lesson. This reduces the effectiveness of teaching and learning. Staff in all classes create a rich environment using pictures, signs, photographs, words and captions. All staff make a very good contribution to progress

in speaking. Adults use their voices well telling familiar children's stories and reciting rhymes well with good expression, so that children get to know key phrases quickly and derive pleasure from the activities.

Personal, social and emotional development

68. Children make good progress in this aspect of their development in both the nursery and reception classes with the great majority achieving above the Early Learning Goals by the time they leave the reception classes. Children in the nursery use equipment and resources very well. They quickly get to know the routines of the class and become independent, registering their attendance each day and choosing which activities they want to do at the start of each session. Children know how many are allowed to play in the various areas and wait their turn patiently. They choose whether or not they will have milk or orange juice at snack time and register that they have had their snack by posting their picture or name card in the snack box. When having their snack, they are polite and share the fruit sensibly. They help one another, for example, as one girl did when a rather timid boy was uncertain whether to hold up his rectangle in response to the teacher's question, she gently helped to hold it up, giving him encouragement and confidence. Children respond well to the adults in the nursery, joining in or finishing activities when asked. They tidy equipment away helpfully and use the toilet independently. The good progress continues in the reception classes, where children listen very well during 'carpet time', though a small number who have only been in reception for a few weeks can become restless on occasions, but generally they have settled into the routines extremely well. Children are helpful and share such as construction or water play very sensibly. Most have the confidence to speak in front of the whole class or during imaginative play as when playing in the 'hospital area'.
69. The quality of teaching in both nursery and reception is very good. Staff encourage children to become independent and to play sociably together. Routines are designed to promote self-sufficiency and well-equipped activity areas encourage children to play co-operatively. All staff promote positive attitudes and values. They have a secure knowledge and understanding of the needs of young children and a very good knowledge of those in their care.

Communication, language and literacy

70. The majority of children make good progress in this aspect of their development. Most achieve the Early Learning Goals and by the end of the reception year achieve well in speaking and listening, reading and writing. However, this is not always so for a few of the younger children whose progress is limited by the short time they have in reception and this is particularly noticeable in writing. Children in both nursery and reception take a full part in imaginative play. For example, they pretend to be 'wriggly worms' making their way through tunnels like the mini-beasts in their science topic. They enjoy experimenting with language and rhymes as when reading a story about a tadpole. They were able to offer good suggestions for words rhyming with 'spot' and there was great fun as the teacher suggested rhyming words for the children's names, for example, "Here comes Jade with a spade". Children in the reception classes chat freely amongst themselves and speak well, for example when making 'appointments' for the vet to look at sick pets. Children are confident when speaking to adults, describing what they are doing, for instance in the sand area, where they were endeavouring to solve the problem of how to remove the kidney beans which the teacher had 'accidentally' dropped into the sand trough. Children in the nursery

value stories and delight in sharing books with an adult. After listening to stories such as the 'Hungry Caterpillar' they are able to say what they liked best about the story. Older children know that they are expected to reply using a full sentence as one child did when she said, "I liked the part where he turned into a butterfly best". Children in both age groups compile their own picture book, putting the events of their story in the correct sequence, writing their own captions to the pictures using scribble writing, and including letters they are familiar with.

71. The longer the children spend in the reception classes, the more progress they make in language and literacy. For example, the majority of children who entered the reception in September become competent readers of simple books. They recognise a good number of words on sight, using clues from the pictures to help them recognise new words. They are beginning to use their knowledge of letter sounds to read unfamiliar simple words and use clusters of consonants such as 'br' and 'cl' to help them in their reading. Those who began in the class in January are making a good start at reading and enjoying early reading books. All the children regularly take books home to share with their parents or carers.
72. In both nursery and the reception classes, the teaching of literacy is well structured so that the children's learning is progressive. Teachers use short sections of the literacy strategy at various times of the day to focus the teaching of for instance, letter sounds and blends. Staff make good use of relevant computer programs to reinforce the learning of letter sounds. Good opportunities are provided for both age groups to write. One boy was busy 'writing' a card to his mummy and carefully writing the address on the envelope. Children with special educational needs are supported well in literacy. Planning provides good coverage of communication, language and literacy and there is a good ongoing assessment for every child, though these need to be revised in order to fully reflect the new curriculum requirements.

Mathematical development

73. The majority of children make good progress and achieve the Early Learning Goals in this aspect of their development, with a good number of older children achieving within Level 1 of the National Curriculum. In the nursery, children sing many different number rhymes counting on from one, and back from five. They use their knowledge in the outdoor play area as they jump backwards and forwards through five hoops, counting as they go. When throwing bean-bags into buckets, children are encouraged to record their achievements on a flip chart using a tally. They make repeated patterns using paint, prints and coloured pegs. Most recognise and name simple two-dimensional shapes and are able to identify these shapes and patterns in photographs of local buildings. They make three-dimensional representations of the environmental pictures and use the correct vocabulary such as 'circle', 'cylinder' and 'bigger' to describe the shape and size of these solids.
74. In reception classes the children add and subtract to ten and use non-standard units to measure, as when comparing the capacity of various containers in the water area. Most use terms such as 'shorter' and 'longer', 'more' and 'less' accurately and understand that just because a container is taller than a pan that does not mean that it will hold more. Children are able to measure and sequence objects by direct comparison. Higher achievers count in tens and build towers to show their achievement. During their lesson on coin recognition, children identify coins to £1.00. Most children count pence pieces to the value of 5p, with older children recognising the value of 10p when buying toys during activity time. They sequence the days of

the week with a good number able to say that Monday follows Sunday. Most older children recognise numbers to 12 and give the o'clock time but not many are sure of half past the hour.

75. The quality of teaching is very good in the nursery and good in reception. Classrooms are equipped with appropriate resources on display. Staff use every opportunity for children to count and recognise shapes and patterns. The numeracy strategy has been adapted well in the reception classes. Classroom assistants and parent helpers are used very well for group activities to support the learning. They are well briefed, and classroom assistants take a full part in planning. Staff use computer programs successfully to consolidate learning, for example making shape jigsaws.

Knowledge and understanding of the world.

76. Progress is good and the majority of children achieve the Early Learning Goals in this aspect of their development. Children in the nursery enjoy looking for caterpillars and butterflies in the wild life garden. They talk about their observations and sequence the life cycle of a butterfly. Using non-fiction books, they examine pictures of a butterfly using magnifying glasses and then, using water paints, they complete observational drawings. They observe the tadpoles and talk about the changes that have taken place. Children explore building materials and use construction kits imaginatively. During their recent work about Jack and the Beanstalk, children produced imaginative maps showing the route Jack took when he left home and met the man with the magic beans. Children baking bread successfully followed a recipe, weighed the ingredients and were thrilled by the experience of kneading and rolling the dough.
77. In reception classes children have been looking at pictures of themselves and other people, comparing similarities and differences. They label parts of the body and compare these to other creatures such as a cat. Children use this knowledge when they visit the park to investigate the various body movements used on, for example, slides and swings. They investigate forces and consider whether when on the slide the force is 'push' or 'pull'. When experimenting in the classroom over half the group recognises that a car goes more quickly when the push is harder and when using smooth, steep ramps. Children have a good knowledge of food, naming basic ingredients and helping to produce a stir-fry noodle dish to celebrate Chinese New Year. Children are successfully developing an idea of the passage of time as they consider changes since they were babies.
78. The quality of teaching is good in reception and very good in nursery. There are many opportunities for children to explore and find out more about the world around them. Teachers know the importance of play and provide useful activities for children to develop their observational skills and scientific knowledge. Staff continually question children to improve their speaking and listening and to make them reason their answers, for example one child reasons "my car goes slower because the carpet has sticky up bits". Activities are well thought out to make children work as part of a group and take turns.

Physical development

79. Children make good progress and achieve the Early Learning Goals in this aspect of their development. Children in both nursery and reception become more skilful when using large apparatus. They twist and turn, climbing under and over rungs, and balance safely on the climbing frame. Their co-ordination improves as they play games of throwing and catching in the outside play area. When working on tabletop activities, children use construction sets successfully to make a model, and use scissors and hand tools with increasing control. Children in reception race against the clock to undress before the sand-timer runs out as they prepare for activities in the hall. They grow in confidence and work well with others and respond to teacher's claps and lowering of voice to gain attention. Children move around, changing direction and using the space well. When practising their games skills, they make good gains controlling a bean-bag especially with their feet. They know of the need to 'cool down' after physical activity but opportunities to draw attention to the effect of exercise on, for instance the heartbeat, are not always taken.
80. The quality of teaching is never less than satisfactory and usually good. Both nursery and reception have regular allocated times to use the outdoor and indoor play facilities. There is a very pleasant well-equipped outdoor grassed play area with a garden, but no soft play area. There is no covered area outside for the children to use when it rains and this restricts the use of the outside play area. Reception classes only have access to this area twice a week so if it is raining on these days the children are unable to use the outdoor area. The siting of the hall in the centre of the school presents some difficulty for teachers of very young children, who are easily distracted. Overall facilities for teaching physical development in the Foundation Stage are only just satisfactory and teachers do very well to ensure that the children achieve as well as they do.

Creative development

81. Children make good progress and achieve the Early Learning Goals in this aspect of their development. Paintings in the nursery show a range of skill expected of this age group. Children paint and crayon pictures of each other, and very successfully paint in the style of well known artists such as Monet. Pictures vary in detail but all are completed carefully. The good progress continues in the reception classes, where the children paint and draw with increasing detail, as they did when completing portraits of each other and looking for similarities. Children experiment with paints and discover that mixing red with yellow makes orange. To celebrate Diwali, children paint Rangoli patterns and make and paint masks. Children in both age groups know many action rhymes with good recall of tune, words and actions. They start and stop on command, singing songs such as 'There's a worm at the bottom of the garden' with gusto.
82. The quality of teaching is good in both age groups. Staff provide numerous opportunities for children to create using paint, materials, music and imaginative play each day. All children, including those with special educational needs, are given good opportunities to use the various areas of the classroom and staff praise their work regularly, giving merit points for working as a team. The weekly lesson with a visiting pianist contributes to standards in singing.

ENGLISH

83. In the 2000 national tests, pupils aged seven achieved standards close to the national averages in both reading and writing. Standards by the age of eleven were well below those expected with far fewer pupils than would be expected achieving the higher levels in the tests. Pupils' performance was well below that of pupils from similar backgrounds by the age of eleven. The progress made by this group of pupils since they took the national tests for seven-year-olds was satisfactory in reading but unsatisfactory in writing. This was because staffing difficulties interfered with pupils building consistently upon their knowledge and skills in English. Standards attained in national tests by pupils aged eleven have fallen since the school was last inspected, but are still 30 percent higher than in 1997.
84. Inspection findings indicate that standards are now improving. Standards attained by the age of seven are just above the national average. Pupils are attaining standards in line with those expected in reading and above those expected in writing. The standard of handwriting is good and pupils' spelling is strong. The content of pupils' writing at age seven is above that usual for their age. By age eleven most pupils achieve the expected levels for their age in reading but below that expected in writing. This particular year-group attained standards close to the national average in reading when they were seven and have made satisfactory progress. However, at seven their standards in writing were judged to be well above the national average and therefore their progress has been poor. Nevertheless, it is important to emphasise that the evidence in their English books shows that they have made good progress this year.
85. Over the last four years there have been differences between the performances of boys and girls in national test results at seven and at eleven but these are not significant or consistent. During the inspection no consistent evidence of significant differences in attainment of boys and girls, nor of pupils from different cultural backgrounds was found.
86. Pupils in both age groups attain satisfactory standards in speaking and listening. This is because teachers encourage pupils to reflect upon their own and other people's feelings and responses from an early age. All pupils listen attentively in order to understand what they need to do to learn. They answer questions clearly and confidently, often providing detailed and interesting information. They listen carefully to others in order to discuss ideas when talking in a group. Pupils in the junior department are articulate. They express their preferences in reading, and discuss sensibly the thoughts and feelings of the characters within texts they are sharing. In conversation with an inspector, older pupils talk confidently about their reasons for choosing particular books and what they like about stories by their favourite authors. However, their use of extracts from books to illustrate and explain their opinions and ideas is less well developed. Teachers plan and provide good opportunities for pupils to extend their vocabulary in other subjects, emphasising new words, and ensure that pupils with different learning needs understand unfamiliar words and phrases.
87. By the time they are seven, pupils attain satisfactory standards in reading. Many read accurately, confidently and with good expression. They have a sound grasp of letter sounds and this helps them to tackle words that are unfamiliar to them. They express simple preferences in reading, but do not talk easily about their favourite books or authors. They have a clear understanding of what they have read, but find it difficult to make use of this knowledge when predicting what might happen later in a story.

They know the difference between fiction and non-fiction books and use the contents and index of a factual book to retrieve information. Higher attaining seven-year-olds reach standards above those expected nationally, reading at sight such words as 'telescopic' and 'neighbour'. They make reasonable predictions about future events based on what has gone before.

88. Standards in reading are close to those expected for eleven-year-olds. As they progress through the junior department they read with increasing fluency and accuracy and develop critical appreciation of a range of stories and forms of poetry. For example, pupils in Year 4 compared two 'cinquain' poems and offered reasons for their preferences, such as, "black polythene, like a huge bat flapping is a good word picture." The oldest pupils are competent readers of fiction and poetry and talk with discernment about different authors. Teachers encourage pupils to 'read between the lines of stories' to help them to understand characters and their feelings. For example, pupils in Year 6 were guided carefully through extracts from complex texts to make discerning comparisons between the characters of Hagrid in 'Harry Potter' and Gollum from 'The Hobbit'. Pupils of all ages use books and the school library to find information, and older pupils demonstrate effective use of dictionaries, thesauruses and contents and index pages. The reading skills of most pupils are sufficiently well developed to allow them to cope with texts in other subjects.
89. Standards in writing are good overall by the age of seven. Teachers guide pupils well when they undertake extended writing tasks with the result that pupils write sustained stories with good attention to characterisation and plot. They make good use of interesting vocabulary. For example, 'I am taking my sunhat to protect my head.' Many use a variety of joining words to make short sentences into interesting complex sentences. For example, 'I was feeling happy because it was my birthday and after school I was having a party.' By the age of eleven, standards in writing are below those expected for their age. However, this does not give a balanced picture of the current teaching of writing in the school. These same pupils have made good progress in writing this year because of clearly planned and focused teaching. This has been based on detailed analysis of pupils' performance in timed writing tasks undertaken by their teacher. The achievements of younger junior age pupils are also satisfactory and some of these have also made good progress this year.
90. Teachers use a wide vocabulary to promote pupils' interest in new words and they encourage pupils to select descriptive words carefully. For example, in an account of a little boy getting lost, pupils use strong verbs such as 'whimpered' or 'blubbered' instead of 'cried'. Throughout the junior department, pupils experience writing in a range of forms and are able to alter their style to suit the form. For instance, when writing a news article such as for the school newspaper, pupils used short snappy sentences and colloquialisms to create vivid pictures of the events or personalities they are seeking to report. Within stories they make good use of simile to make their writing more vivid, such as 'the little dog made squeaky noises like a rusty bicycle' and when writing recipes or instructions they give thought to the characteristics of instructional writing and the need for clarity and sequencing. By the age of eleven pupils have a satisfactory knowledge of grammar and punctuation.
91. Standards of handwriting are good throughout the school; however, the use of pen is not developed consistently. Although the handwriting policy sets suitable targets that by age of eleven pupils will write in pen in all subjects but mathematics, the scrutiny of pupils' books showed that this is not happening. Pupils in the infant department learn a joined script and presentation is of a good standard in most pupils' books.

Standards attained in spelling by the time pupils are seven are close to the national average. Most pupils spell monosyllabic words accurately, and they make good use of their knowledge of common spelling patterns to help them spell new words. Standards of spelling by the time the pupils are eleven are below those expected and this is reflected in misspellings in pupils' everyday work. However, the school's recent initiative to promote spelling accuracy is developing pupils' ability to identify common spelling patterns, recognise words within words and learn spelling rules. In some classes pupils' use of this knowledge is developing more rapidly than in others and the spelling of younger junior age pupils is close to those expected for their age.

92. Teaching in all the English lessons observed was at least good, with examples of very good lessons. This is a marked improvement on the findings at the last inspection when teaching in the junior department was judged to be unsatisfactory. This improvement is already having an influence on the standards that pupils attain. This is demonstrated particularly well in the good progress evident in the books of older junior age pupils. This is especially marked in extended writing because teachers give pupils a detailed assessment of each piece of work that helps them improve their writing next time. Teachers make sure pupils know what they are expected to learn and how this links to what they have covered previously. Teachers manage pupils' learning and behaviour well. Most share the learning objectives for each lesson with pupils to make sure they know what they have to learn and what they need to improve. Teachers use a good variety of teaching methods well to interest and inspire pupils. These include the use of 'big books' to improve reading skills, whole class teaching of spelling and grammar, probing questions to find out how well pupils are learning and praise to make sure pupils feel valued and that their efforts are appreciated.
93. The national literacy strategy is taught well, and teachers make good use of their informal assessments to plan work that extends pupils' literacy skills well. In a small number of lessons the learning is not sufficiently challenging for all groups of pupils and this leads to underachievement, particularly of higher attaining pupils. In these lessons, questioning tends to lead pupils' responses too much, curtailing opportunities for pupils to explore and justify their own opinions and ideas. Teachers use the end of the literacy session well to encourage pupils and to share examples of their work. However, it is less common for pupils to be asked to reflect upon their individual success towards a lesson's target, or for teachers to use the time to make informal evaluations of pupils' achievements within the lesson. The quality of marking is varied. All teachers give praise and encouragement generously, and the use of marking to make extensive suggestions as to how pupils can improve future work is developing. Good use is made of homework to extend pupils' learning.
94. The use of literacy to support work in other subjects is insufficient, and pupils are not given enough opportunities to practise their extended writing skills in a range of subjects. Though some examples were found of where this has been used well, for instance in geography, when pupils wrote letters to the water company to find out facts about Nottingham's piped water supply, all too often pupils are expected to complete work sheets or followed a suggested form of writing. This reduces pupils' progress in writing independently. Teachers do not identify opportunities to support and develop pupils' extended writing in other subjects on a regular basis.
95. Pupils with special educational needs are supported well, and tasks within lessons are carefully focused to address pupils' individual needs. Pupils' learning is furthered by the good contribution made by classroom assistants who make sure they take a

full part in all activities and support them in their individual tasks. Support staff work closely with teachers to advance the involvement of all pupils in class activities and discussions, including those who have English as an additional language.

96. Management of English is satisfactory. The literacy co-ordinator is knowledgeable and has begun to monitor teaching and learning. She has made very effective use of her analysis of assessment data from her own class to plan teaching that extends her pupils' learning well. However, assessment data is not analysed sufficiently to ensure that pupils' progress is tracked closely nor to set individual targets for improvement. The piece of independent writing from each pupil held in the class assessment file is not assessed in sufficient detail to provide useful information on an individual's progress. Resources for the learning of English are satisfactory. Class libraries contain a range of books of good quality and condition that encourage pupils to try new texts.
97. Since the last inspection when the library was identified as inadequate, the school has developed a resources area that combines the library with the computer suite. Although this is good in principle, in practice the library area is too small for teachers to work with a whole class together on library skills. Teachers work hard to compensate for this and most pupils can explain how to use the classification system to find a book about a specific subject. Older pupils are given good opportunities to undertake research in the library independently. For example, during a history lesson in Year 6, several pupils went to the library to find the answers to questions set by the whole class. Younger pupils visit the public library each month and develop satisfactory library skills that they put to good use back at school. Pupils are beginning to use computers well to draft and edit their writing. This is a very good development and pupils' confidence is growing rapidly. Regular literacy lessons for each class in the computer suite are planned for next year. A study of texts by a number of well-known authors and poets by pupils of all ages makes a good contribution to pupils' cultural development.

MATHEMATICS

98. Standards are not as good as at the time of the last inspection when results of national tests were above those expected by the age of seven and broadly average by the age of eleven. When looking at the results for the year 2000 for seven-year-olds, though the number of pupils achieving the expected level 2 is above average, too few pupils attain the higher level 3. Pupils' performance was average when compared to pupils from similar backgrounds. Inspection findings indicate that there has been an increase in the number of pupils achieving the higher level 3 and standards are once again above those expected of seven-year-olds. National test results for 2000 for eleven-year-olds are well below those expected nationally, and well below those of pupils from a similar background. Inspection findings show standards are still well below those expected. Standards for eleven-year-olds have been adversely affected by staffing changes during their junior school career. There was no marked difference in the performance of girls and boys in the 2000 test results and inspection findings paint a similar picture. Pupils with special education needs are supported well and achieve well taking account of prior attainment.
99. Pupils in the infant department show a good understanding of number. By the age of seven, they could count forward and backwards confidently in ones and twos, with higher attaining pupils counting in fives and tens. Pupils work confidently adding and subtracting numbers to 100 and beyond. Higher attaining pupils work with larger

numbers and are starting to compose times tables. Pupils estimate volume, begin to understand basic fractions, and know the names of common two and three-dimensional shapes. Pupils recognise coins, tackle money problems and record data in block graphs and tally charts.

100. Pupils make sound progress through the junior classes and the achievements of pupils in Years 3, 4 and 5 are in line with those expected for their age. By the age of eleven, pupils have acquired sound numeracy skills through regular mental practice. Most pupils know their tables, with higher attaining pupils being able to do long multiplication. They understand percentages as parts of a hundred, calculate ratios and have a basic knowledge of proportion. Most understand basic rotation and are able to give co-ordinates on 'x' and 'y' axes. Pupils recognise and name more complex two and three-dimensional shapes and measure accurately the area and perimeter of simple shapes. Pupils' ability to solve problems is developing but is not sufficiently linked to real life and pupils are not always able to reason their answers.
101. The teaching of numeracy ranges from satisfactory to very good and is good overall. Good and very good teaching was seen in both age groups. Teachers have a good knowledge of their subject. They plan well, have effective teaching methods and manage their pupils very well. As a consequence, pupils improve their knowledge, and work at a reasonable pace. Good use is made of mathematical language. Teachers make their lessons interesting. For instance, in one very good lesson observed in Year 5, the competent teacher demonstrated ratio and proportion using groups of boys and girls standing at the front of the class. Pupils made very good progress because they were fascinated by the activity and the ensuing work that was set was carefully matched to the ability of each group. The good teachers are able to inspire and challenge their pupils, as in a lesson in Year 6 where pupils of all abilities were able to construct pie charts according to the information they were given. Teachers are beginning to use new technology well to support teaching in mathematics. For example, pupils in Year 4 were able to estimate the size of an angle within ten degrees because they were spurred on by the computer graphics. Teachers give homework on a regular basis to complete and extend work undertaken in class. This contributes to pupils' progress. For example, pupils in Year 6 made good progress in their understanding of pie charts through drawing a twelve segment pie chart depicting how they spend their 24 hour day. Pupils enjoy their mathematics lessons and try hard to succeed. Most pupils are enthusiastic, motivated and are able to sustain their concentration. Pupils use their knowledge of mathematics well in other lessons such as design and technology when they measure accurately, in geography when they use co-ordinates and scale, and in science when they record their findings as graphs and pie charts.
102. Subject management is effective. The co-ordinator, who is also the deputy headteacher, is new to the school, but in the short time he has been in post has developed a clear view of the strengths and weaknesses of the subject. He has updated the assessment policy and he monitors the impact of teaching on learning. With three, good and experienced teachers now in Years 4, 5 and 6 all systems are in place to move mathematics forward and raise the standards particularly by the age of eleven.

SCIENCE

103. Since the last inspection, standards in science have improved for seven-year-olds and declined by the age of eleven. Much of the decline can be attributed to the unsettled period experienced by last year's leavers and those currently in their final year. Performance in teacher assessments for 2000 for seven-year-olds was close to the national average, with those achieving the higher level, level three, being well above the national average. The results of national tests for eleven-year-olds are below those expected nationally, and well below those of pupils from similar backgrounds. Progress in the infant department is often good, especially in investigative work, though pupils' progress in recording their findings is not so pronounced. Progress is at least satisfactory in the junior department. The attainment of pupils in Years 3, 4 and 5 is satisfactory. Whilst pupils in Year 6 have made satisfactory progress in their knowledge, they have not made sufficient progress in investigative science. There is no difference in the rate of progress of pupils with special educational needs and those with English as an additional language. Pupils of all ages and abilities suitably extend their scientific vocabulary.
104. Inspection evidence indicates that standards are above those expected by the age of seven. Pupils have a good understanding of 'living and growing'. They explain the different stages of growth of a frog. Through growing cress, they understand that living things need water, food and light in order to flourish. As part of their work on sound, pupils know which instruments need to be plucked, which need to be shaken, and which need to be hit in order to produce a sound. Pupils make good gains in their learning because of the interesting activities planned for them. For example, they have a good understanding of forces from their visit to the local park where they decided which playground rides needed to be 'pushed' and which should 'pulled'. Pupils use their mathematical knowledge well, for example to produce graphs of objects that are pushed and those that are pulled. Pupils of all abilities discuss how they would set up an investigation, and higher attaining pupils explain how to make their test fair.
105. Though standards are below those expected by the age of eleven, pupils have made satisfactory gains in their knowledge and understanding of most aspects of science because of intensive teaching this year. However, the current Year 6 has had little experience of planning and carrying out an investigation. Few are confident when setting up an experiment, and look to their teacher for guidance, similarly so when recording their findings. This is not so in other classes in the junior department where pupils have had more stability. By the age of eleven, pupils have satisfactory knowledge of plants and animals and their habitats. Their knowledge of the human body is satisfactory, they locate and describe the functions of major organs such as the heart, and know that the heartbeat rises with exercise. Pupils know materials can be solids, liquids or gas and that some changes in materials are irreversible, for instance, when an egg is cooked. They understand that materials have different properties and different uses, for example metal foil reflects heat and so is useful to keep food warm. Pupils have a basic understanding of forces. They are familiar with 'gravity' and know that air resistance causes a parachute to open.
106. Pupils in this age group do not apply their knowledge of numeracy and literacy so readily because they do not always have the opportunity. Whilst pupils in Year 6 use skills acquired in reading to help them read their worksheets and new words, they make little progress in writing independently because most of their recording is completing commercially produced worksheets. Similarly, though they used their mathematical knowledge to measure accurately and produce a graph of their findings of how a force affects the length of an elastic band, the scrutiny of work shows limited

evidence of pupils applying their mathematical knowledge. Pupils are beginning to use new technology to help with their studies. For example, pupils in Year 5 used the Internet to find out the components of soil.

107. The quality of teaching ranges from satisfactory to very good, being good overall in both departments. This is good improvement in the infant department and very good improvement in the junior classes. All teachers give pupils a clear understanding of what they will learn. Pupils of all ages and abilities make good progress in extending their scientific vocabulary because all teachers place strong emphasis on new words. Where teaching is more effective, teachers also write the new words, thus improving pupils' reading and spelling. In lessons where teaching is less effective, pupils of all abilities are expected to complete the same written activity and there is a heavy dependence on worksheets. Where teaching is more effective, teachers encourage pupils to consider what they know about a topic, what they want to find out and how they might record their findings, giving good opportunities for pupils to improve their writing. All teachers suitably encourage pupils to predict what they think will happen. Teachers constantly check pupils' understanding through careful questioning before moving on to the next stage. Good attention is paid to health and safety, for instance when working near the pond investigating 'mini-beasts'. In the lesson where teaching was very good, not a moment was wasted. Pupils were expected to 'have a go' at reading what they would learn about, they were expected to use their knowledge of 'sets' as they sorted objects into 'can blow' and 'can't blow', and because they were expected to give reasons for their answers they made very good progress in speaking and listening. Because this lesson was packed with imaginative activities, pupils had great fun learning. They gained a very good understanding of motion and how air affects movement through 'playing' blow football, racing 'flying fish', dropping paper spinners and working as a team to investigate the effects of air on a full-size parachute. Whilst all lessons end with pupils discussing the activities they have taken part in, little attention is given to pupils considering what they have learned or what they found difficult.
108. Subject management is good. The co-ordinator supports her colleagues well. She knows how the subject needs to be developed to improve standards. Observations of other teachers are followed up by helpful ideas for improvement. Assessment procedures, whilst satisfactory, do not set targets for improvement. Resources are satisfactory and good use is made of the school grounds, for example when studying "mini-beasts". With the arrival of new computers, pupils of all ages are now using the technology to record and present their findings. Though one class uses the Internet to research scientific sites insufficient use is made of new technology to sense and record, for example, changes in the weather.

ART AND DESIGN

109. It was only possible to observe two art and design lessons in the junior department and one in the infant department. Judgements are based on these lessons, analysis of pupils' work displayed around the school, in their sketchbooks and following discussions with teachers, the subject manager and with pupils.
110. Standards in art and design are close to those expected nationally by the ages of seven and eleven. Standards are not as high as at the time of the last inspection because less time is devoted to art and design because of the demands of other subjects such as literacy, numeracy and information and communication technology. At the time of the last inspection there was more time for pupils to improve their skills

and to make full use of the very good scheme of work. There is no significant difference in attainment and progress between boys and girls and between pupils of different cultural backgrounds. Children with special educational needs make good progress because of the good support they receive.

111. By the time pupils are seven, they attain standards typical of pupils of this age, and their skills, knowledge and understanding match those expected. Pupils mix paint to vary shades and tints successfully. They experiment with a range of techniques such as wax-resist and washes, and use a variety of media such as chalk, pastels and watercolours. They have worked with clay, experimenting with texture and have explored the use of a range of materials in presenting their work. For example, as part of a humanities project 'the Seaside through the Ages', pupils used seashells to make 'frames' for portraits presented in 1930s style. Pupils make satisfactory progress using a range of media in the junior department. By the age of eleven, pupils select materials most appropriate to their subject. For example, in studies of the local area pupils used watercolours, pastels, collage or batik to portray the details of line and texture they had drawn. Three-dimensional work is extended very well. For example, younger junior age pupils made boats from card as part of their project on the Vikings and older pupils used a range of materials to make a puppet theatre. The oldest pupils have learned glass-painting techniques to make very effective candleholders. During the inspection an exciting textile project was started in Year 5 with pupils working in groups to produce a frieze portraying life in Ancient Greece.
112. As part of a whole-school project on portraiture pupils studied their own and each other's faces before creating effective self-portraits in a mixture of media. Younger pupils used a range of paper and fabric collage and vegetable prints to create effective pictures in the style of Arcimboldo's 'The Gardener'. Pupils in Year 3 experimented with triptych miniatures and pupils in Year 4 made attractive portraits using torn pieces of magazine paper to create skin tones. Older pupils painted bold pictures to represent a range of emotions well. Teachers planned well to make sure that distinct skills were developed in different year groups.
113. Pupils knowledge and understanding of the work of other artists is sound. For example, some pupils have looked closely at the work of Picasso to investigate how colour and shape can be used to show mood. Their own mood paintings show how well they have used this knowledge and understanding to influence their own work. They have studied a range of approaches to abstract painting, comparing the work of Klee, aboriginal painters and the art of the North American Indians. Older pupils studied the work of William Morris before designing and cutting lino-tiles to make prints of plants and flowers. Others have found out about Miro and then created work in this style. This makes a very good contribution to pupils' cultural development.
114. From the lessons observed, teaching overall is good, with some examples of very good teaching. Questioning to improve pupils' observation is very good. This encourages pupils to consider details such as shape and colour and develops their awareness of the composition of a picture to good effect. Pupils are encouraged to examine elements of texture as well as colour and shape before commencing their own work. Teachers share their own expertise generously to develop and extend pupils' skills. Pupils are very positive about their art and were keen to show and explain their work during the inspection. They show intense concentration and pay good attention to teachers' instructions and to each other's suggestions. Conversation during art lessons is about the task in hand. However, they do not talk

easily about the techniques they have used, nor about their responses to the work of other artists.

115. The subject manager has considerable enthusiasm for the subject and a good degree of expertise. She monitors standards in art and design through looking at displays and at pupils' work, but has had limited opportunity to monitor teaching and learning. Resources are adequate and used effectively to promote pupils' learning. Assessment is satisfactory. When used, pupils' sketchbooks show a clear development in skills. However, the use of sketchbooks as a permanent record of pupils' development is only just beginning. At present inconsistent use across the school means that much of their value is lost. Art and design is used well both to support work in other subjects and to extend the school's sense of community. For example, Year 6 study of the Victorians was enhanced through their study of William Morris and their designs for Victorian-style toy theatres. Displays around the school brighten the environment and teachers use these well to celebrate pupils' efforts and achievements.

DESIGN AND TECHNOLOGY

116. Only one lesson was observed in this subject. Judgements are based on written and practical evidence and discussions with staff. Pupils' attainment is similar to that seen in the majority of schools by the age of seven and eleven and as at the time of the previous inspection, satisfactory progress is made in all age groups.
117. By the age of seven, pupils have experience of a range of materials and methods of joining and decide which is most suitable for their use. They know what they want to construct and its purpose. Clear plans show the ideal finished product. Teachers use the subject well to support other subjects for example, exploring the topic of 'the seaside' when pupils worked in pairs, planned and designed ways of joining card and constructed a model Punch and Judy show. They used pipe cleaners to make model dolls showing the variety of body movements. As an extension to their science lesson, pupils look at the different parts that make vehicles move and the safety aspects. They design, make and decorate their own buggies with an axle and wheels.
118. Junior pupils build appropriately on what they have learned. When making a purse they discuss the quality of the fabric that they will need, practise their stitching and consider how they will join two pieces of fabric together. Using a template as a pattern they finally construct their own purse, adding a fastener. Good opportunities are provided for the pupils to evaluate their work and to consider improvements. They complete observational paintings of onions and use fabric and a variety of stitches to demonstrate the patterns to be found on an onion. Pupils in Year 4 have produced good project work investigating alarm systems including a diagram of a circuit listing the steps necessary for installation. Pupils in Year 5 show a satisfactory understanding of cam mechanisms as they design a pop-up toy using discarded cereal boxes. Pupils are imaginative in their designs, for instance planning a dolphin jumping through a hoop, and measure their boxes accurately prior to 'drilling' holes for the axle.
119. Teaching and learning is at least satisfactory with some good teaching and learning taking place. There is a steady development of the subject as the pupils progress through the school. Staff follow the scheme of work closely and use the assessments at the end of each unit to monitor the pupils progress. There is good support for

pupils with special educational needs and this enables them to participate fully in all activities. Food technology is developed well throughout the school, and very good photographic evidence shows that it is used particularly well to support cultural celebrations such as Pancake Tuesday and Chinese New Year. Opportunities are taken to stress the need to wash hands and to observe health and safety rules. Presentation of work is variable, but on the whole is of a satisfactory standard. Some work is very good showing perseverance, is well organised, clearly set out and always completed, but this is not always so, as some written work in books is incomplete.

120. The subject manager reports that the school has moved forward, since the last inspection and that staff are now more confident to teach the subject since the introduction of the new scheme of work.

GEOGRAPHY

121. It was not possible to observe any lessons in geography during the inspection. Evidence from pupils' work and from discussions with the pupils indicates that standards are satisfactory overall by the ages of seven and eleven. Their factual knowledge and geographical skills such as mapping are at the appropriate level, but some have little experience of employing these through proposing or investigating geographical questions. Overall, pupils make satisfactory progress in all classes. Standards seen at the last inspection have been maintained.
122. Teachers are careful to make sure that pupils develop geographical skills and knowledge in a progressive way as they move through the school. By the age of seven, pupils know the main features of a range of countries around the world, and have discussed how such factors as climate influence the way people live. Older pupils build on this knowledge, for instance as they begin to understand global weather zones. As part of their combined history and geography project, "Seasides – then and now", pupils in the infant department compare the features of a seaside with those of their town, and trace the development of towns over a period of time. Pupils have also acquired a good awareness of the power of the sun and the need for "sun safety". This has particular value in demonstrating to pupils how skills from one subject can influence their learning in another subject.
123. Pupils continue to develop their skills at a satisfactory rate in the junior classes. They continue to make good links with other subjects, for example, reviewing reasons for settlements in Viking and Saxon times in history. Pupils name the features of a rural locality making good use of their knowledge of landscapes to give reasons for the location of towns and villages. They apply their mathematical knowledge well as when using grid references. Pupils in Year 6 have a satisfactory knowledge of rivers and land use. Pupils are beginning to use computers for research and to present their work.
124. Teachers make satisfactory use of a nationally recommended programme. They plan imaginative projects that excite pupils about geography and develop their ability to draw conclusions. As a result, pupils are enthusiastic when talking about what they have learned. Those who talked with the inspector had good recall of details of topics studied the previous term. Teachers are careful to balance the teaching of subject knowledge and the development of geographical skills. As a result, pupils use appropriate geographical terminology and develop sound use of geographical skills. Literacy skills are used well in some classes to support work in geography, for example pupils in Year 5 have written letters to a water company to find out how

water is supplied to Nottingham. However, this is not consistent in all classes. Although teachers identify assessment opportunities within each project, the subject manager is aware that these do not yet combine to form a systematic programme of assessment for geography throughout the school.

HISTORY

125. Standards in history are in line with those expected by the ages of seven and eleven. This is a similar judgement to that made in the last inspection. Pupils of all races and abilities in both age groups continue to make satisfactory progress.
126. By the age of seven, pupils understand the passage of time, and talk about “then and now” and “past and present”. Through studying the difference between the seaside today and one hundred years ago, they describe how the style of swimming costumes has changed over the decades, and know that one hundred years ago horses pulled bathing machines towards the sea. Pupils have a satisfactory awareness of the development of transport, clothes, games, entertainment and souvenirs over the century. Following a visit to Nottingham Castle, pupils in Year 2 name the main features of a castle and describe life at that time. Pupils of all abilities discuss how they use the computer to find out further information.
127. By the age of eleven, pupils have studied a suitable range of periods in the history of the United Kingdom and abroad and have a satisfactory understanding of when specific events took place. They are familiar with the passage of time and use their mathematical knowledge well to constructing ‘time-lines’, for example in Year 5. Pupils in Year 6 recall basic facts they have learnt over the years from their study of Ancient Greece, the Romans, Anglo Saxons, Vikings, Tudors, Victorians and World War Two. Pupils are inspired and challenged to find things out for themselves. For instance, in a good lesson on the Vikings in Year 3, pupils ‘found’ a treasure chest in the school grounds. They worked well in small groups and reasoned what objects such as a cup made of horn, a small bone from a game and a wooden object for spinning wool were possibly used for. Pupils consider how the world of work has changed since 1948 and recognise that new technology has resulted in many people transferring from manufacturing industry to a service industry today.
128. Teaching was good in all four lessons observed. Teachers have a good subject knowledge and plan their lessons well, providing activities to interest pupils. Introductions to lessons are good and historical events are explained accurately and in detail. Overall, teachers plan for pupils to use their literacy skills well by reading worksheets and in their writing. Where this is most effective, for example in Year 6, pupils use their knowledge of adjectives and letter writing well as they describe the feelings of an evacuee in a letter home. Pupils in this lesson also demonstrated their ability to take responsibility for their learning as they used the library to find out where evacuees were sent. An analysis of pupils’ work and discussion with pupils indicates teaching is less effective when pupils of all abilities complete the same worksheet. Some less able pupils report they find the work a little hard and, though staff help them, they lose interest. Teachers manage their pupils well and this allows effective learning to take place. Pupils have a good, and sometimes very good, attitude to the subject and behave well in lessons.
129. The subject is led well by an enthusiastic teacher. The introduction of a nationally recognised programme has increased teacher confidence, though some teachers indicated they would appreciate some training. There has been little monitoring of teaching and no target setting, though this is planned. Resources are satisfactory and

very good use is made of the locality to make learning more interesting, for example visits to Nottingham Castle, Blists Hill Open Air Museum and Southwell Minster. Whilst teachers encourage pupils to use computers for research, the school recognises the range of software programs is limited and this is an area for development. Though satisfactory, procedures to assess pupils' understanding are informal. The teaching of history makes a very good contribution to pupils' awareness of their cultural heritage.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. During the last inspection no teaching of information and communication technology was observed and the subject did not meet National Curriculum requirements. Since that time there has been a vast improvement with the arrival of new machines, a computer suite and some staff training allowing pupils to be taught systematically and regularly. Standards have improved and are now in line with those expected of pupils at the age of seven and eleven. Progress for all pupils, including those with special educational needs and those who have English as an additional language, is satisfactory and is improving as a result of recently acquired computers and software, as well as the developing expertise of the staff.
131. By the age of seven, pupils use a simple word processing program to write sentences and captions for work on display. When looking at a piece of writing, pupils realise text can be edited to improve it. Following a worksheet, they delete and insert text as necessary. Higher attaining pupils extend the activity by using their knowledge of literacy to improve the vocabulary. Working in pairs they make the given text more interesting, for example changing "house in the wood" to "cottage in the forest". Pupils know how to use a programmable toy and plot the route it must take to find the treasure on a map.
132. By the age of eleven, pupils use the facilities of powerful word processing programs to make presentations on topics of their own choosing. They know how to alter the size, type and colour of the font. They enter data, present it as a pie chart or as a graph, and print and save the information. Pupils draw conclusions from data by using refined searches. For example, pupils using data about cars found information about the number of cars with a sunroof, and the number of cars of a particular age. Most pupils have very good mouse control, but keyboard skills are not as well developed. Now that the school is connected to the Internet and has electronic mail, junior-aged pupils are learning how to use these facilities. For example, pupils in Year 5 are composing a persuasive letter to the head teacher, which they will e-mail, hoping to persuade him to change the school uniform.
133. In lessons observed, staff used the suite very well. Careful thought was given to the use of a very cramped area and the best way to organise the class during direct instruction and whilst working on the computers. Teaching was never less than good, and in half the lessons seen very good teaching was seen. Staff expertise is variable, a number of staff are confident in their knowledge of the new technology whilst others need support. Managers recognise this and planned training commenced the week of the inspection. All lessons were very well planned and there was good use of questioning to encourage the pupils to participate fully in the lessons. Teachers plan clear teaching objectives and use them skilfully to allow pupils to understand the task and to make improvements in literacy and numeracy. They plan well for pupils to use their skills in other subjects, for example recording their findings as a graph or table in science. Teachers manage their classes well and

despite the confined space have very good strategies for keeping noise levels low. The quality of teaching is reflected in pupils' learning. Pupils are enthusiastic about the power of computers and are keen to develop their skills. They listen carefully to all adults, and work very well in pairs, sharing the equipment sensibly, helping each other and taking turns. They are proud of their achievements and delighted to discuss their work. A good number of pupils prove their ability to work independently by using the computers at lunchtime for research or to complete work.

134. The subject has very high priority in the school development plan and the co-ordinator is managing the development of the subject extremely well. Though only in post a few months, she has worked very hard to raise standards and expand the suite. There is an excellent policy document, and in the next half term a series of assessments will be introduced to complement the scheme of work. The clear action plan for the subject is being implemented very well. Staff are using the high quality resources well, but recognises there is a need for more software. The after school club for pupils in Years 5 and 6 is contributing to pupils' progress, especially in desk top publishing with the publication of a school magazine. Younger pupils will have the opportunity to join the club next half-term when older pupils will act as instructors. Whilst managers chose the most suitable site for the computer suite, this area is not ideal in that it is a shared resource with the library, and the room has also to be used for the storage of dinner tables. The computer suite is very crowded and is not ideally sited. However, accommodation is very limited within the school and staff do not let this deter from teaching and learning. The deputy headteacher has recently designed a web page on the Internet. Given the enthusiasm of all staff, the leadership of the co-ordinator, the subject has the capacity to continue to improve at a good rate.

MUSIC

135. Standards and progress in music continue to be satisfactory for both age groups, though it was not possible to make a judgement on junior age pupils' ability to compose. The progress of pupils with special educational needs and those with English as an additional language is commensurate with their ability. Only two lessons were seen; judgements have been made following discussions with teachers and pupils, a scrutiny of teachers' planning and evidence on video and audio tape.
136. By the age of seven pupils know a suitable range of songs. They start and stop on command and add actions as appropriate. Video evidence shows pupils sing with more expression and enthusiasm when accompanied by the visiting pianist. Pupils are familiar with notation and know the sign for a 'rest'. They compose music using instruments such as chime bars, wooden blocks and tambourines and are delighted to play their composition to others in their class. Pupils extend their range of songs in the junior school, and have a satisfactory repertoire by the age of eleven. Higher attaining pupils demonstrate their skills well in productions such as "Annie", singing clearly and projecting their voices well. Some sing songs in two parts. About 30 junior age pupils join the recorder clubs and make good progress in reading music and playing an instrument. Older, more skilful players move on to play the treble recorder and play two-part music. Three pupils are making good progress playing the violin with a visiting teacher.
137. The quality of teaching is at least satisfactory. This is an improvement since the last inspection. Teachers' planning shows they endeavour to make links with literacy, for example when thinking about rhymes. Of the two lessons seen one was satisfactory and one was good. In both lessons, teachers introduced new songs well, rehearsing each new line with pupils so they quickly learned the words and tune. In the lesson

where teaching was satisfactory, because the song included a dance, the class sensibly moved outdoors. However, because of the hot weather pupils were excitable and the teacher did not manage the class as well as she had at other times, and this affected the quality of learning. In the lesson where teaching was good, pupils were required to sit in a circle to learn a new African song. Though these pupils were equally excited the teacher used a good range of strategies, for example lowering her voice to make pupils listen more carefully. This worked well and pupils were able to make good progress learning and playing an African song, and in understanding African culture.

138. Subject management is satisfactory. The planned programme has been successful in giving non-musical teachers confidence to teach the subject. Senior managers have made sure there are sufficient resources to support teaching, though the range of instruments from beyond Europe, for instance Africa and India, is narrow. Teachers' planning shows they aim to use pupils' knowledge of literacy, for instance in identifying rhymes in new songs. Most teachers use the suggested assessment sheets and so have a good knowledge of pupils' understanding. Where assessment is more effective, staff have made video and audio tapes of pupils' performance. Music is used effectively to introduce assembly and pupils are encouraged to improve their knowledge of music. For example, after listening to an excerpt from Romeo and Juliet by Prokofiev, the headteacher challenged pupils to enter the weekly competition to name the two families of instruments playing. The teaching of music makes a very good contribution to pupils' cultural development.

PHYSICAL EDUCATION

139. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of dance and outdoor games lessons, from a scrutiny of planning and from discussions with staff and pupils. As at the time of the last inspection, pupils in both age groups make satisfactory progress and achieve the expected standard. There are no significant differences between the attainment of boys and girls and between pupils of different cultural backgrounds. Pupils with special educational needs and those who learn with English as an additional language are well supported and make sound progress.
140. By the age of seven, pupils in the infant department play games such as rounders with great enthusiasm and develop an appropriate understanding of the relevant rules and necessary techniques. They thoroughly enjoy their work and co-operate well with each other, showing increasing control of their movements. Pupils talk clearly about the work they have done in gymnastics and how they use the apparatus. Because teachers give classes effective guidance to reflect upon their own and each other's performances, pupils have definite ideas about their strengths and where they could improve their skills further.
141. Dance was the focus of most of the lessons in the junior department during the inspection. Teachers guide pupils well, so that by the age of eleven, pupils choreograph and perform work that portrays a character or a piece of music well. For example, older pupils performed a dance that portrayed effectively the rhythms and movements of South American folklore. Teachers place good emphasis on the need for pupils to explain their judgements when reflecting on their own and each other's performances. For example, in a lesson portraying clowns, the teacher regularly asked pupils to consider how believable their classmates were as clowns. As a

result, pupils talk confidently about the different elements within the mime. For example, "I like the way he shows how big his shoes are by holding them up and 'looking' before he 'puts them on'." Older pupils have a satisfactory knowledge of orienteering as part of their outdoor and adventurous activities. They use their geographical skills well to read a plan of the school and are competitive, keeping physically active the whole lesson. This group made good progress in assessing their own performance and improving because after the first run, discussion with the teacher made them realise that those who worked together as a team, supporting and encouraging the slower runners, made better time. Pupils understand the need to work as a team and to play by the rules and be fair. This makes a very good contribution to their personal development. Currently, Year 3 is the only class to receive swimming tuition. Of the group, nearly half can swim at least 25 metres and only two are non-swimmers.

142. Planning shows pupils are also taught gymnastics and games skills and techniques systematically. School teams participate enthusiastically in local tournaments for football, cricket and netball. The school encourages pupils to take part in a good range of sports outside lesson times. These include football, cricket, netball, basketball and athletics. Although many of these are planned for older pupils, a new multi-sports programme for younger pupils is planned for the second half of the summer term. The school is active in promoting equal access to all sports for all pupils. For example, they identified that, although all pupils were welcome at football training in the autumn, in practice few girls attended. A series of girls' football sessions has begun and a significantly greater number of girls are keen to join.
143. All teaching of physical education is at least satisfactory and most is good. Lesson plans give clear directions for developing pupils' skills. Teachers plan well, skilfully structuring the lesson so that pupils face increasing challenges and develop their skills fully. They make good use of pupils' performance to demonstrate achievement and encourage others. Several staff have evident enthusiasm for sport and are keen to share this with pupils. They are good role models and change into appropriate clothing for physical education lessons. This has a positive effect on pupils' attitudes to the activity. Suitable health and safety guidelines are in place and teachers follow these carefully. Pupils appreciate each other's efforts because teachers give them opportunities to reflect upon their own and each other's performances. They take part enthusiastically in physical activities and co-operate well when working in pairs, groups and teams. Most pupils concentrate well and use lesson time to the full. However, a significant minority in some classes is unwilling to be involved and sometimes this interferes with the learning of the rest of the class.
144. The co-ordinator is new to the role and has great enthusiasm for the subject. He is keen to broaden the range of activities available for pupils and has already developed good links with several groups outside school who are willing to contribute coaching or equipment. The accommodation is poor for the teaching of physical education. The hall is not suitable for teaching gymnastics to a whole class at once, especially as pupils get older. The playground is not appropriate for developing games skills because it slopes. Although the school has access to a field for football, cricket or athletics, it is at some distance from the school, making its use difficult. Small equipment is satisfactory, well maintained and easily accessible.

RELIGIOUS EDUCATION

145. At the time of the last inspection the scheme of work had only been in place for a few months. It is now firmly in place and satisfactory progress has been made. Pupils' attainment by the ages of seven and eleven continues to be in line with the expectations of the Locally Agreed Syllabus. All pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress.
146. By the age of seven, pupils are aware of some of the better known stories of Jesus and understand the special significance of books such as the Bible. They enjoy stories from both the Old and the New testaments. Pupils widen their knowledge of Christianity through visits to local churches. They extend their vocabulary and identify features such as the font and the lectern. Pupils understand that we are all special and that most people have places and times that they have particularly enjoyed and remembered. When considering caring for others they know about charities such as the RSPCA, and through good discussion conclude that "pets need food, but most of all love". Pupils are developing a satisfactory knowledge of other major faiths and have produced a good display of the traditions and special objects associated with Hinduism. By the age of eleven, pupils understand that there are many different faiths in the world. They know that though each faith has its own belief, many are similar to those found in Christianity. They study the 'Eight Fold' path of Buddha and make comparisons between the 'enlightened one' and Jesus as the 'Light of the World', and considering ways in which they too can become 'lights'. Pupils in Year 3 extend their knowledge of the Christian Faith through a pilgrimage to Southwell Minster where they spent time looking at the ancient gravestones and listening to the story of Saint Paulinus. Pupils are proud to report how they dressed in choir robes and were allowed to stand in the choir stall. Pupils in both age groups make good progress in speaking and listening because many of the lessons include story telling or drama.
147. Teaching though variable, is never less than satisfactory and mostly good. When teaching is very good, teachers introduce subjects such as life and death very sensitively, being very aware of the personal circumstances of pupils in the class. After discussing the life cycle of other forms of life, the teacher skilfully probed pupils' experiences before talking about death in humans. Interesting objects are used very effectively to maintain pupils' interest. For example, pupils were asked to guess what might be in a 'mourning brooch'. They gasped with amazement when they were told the answer, because none had predicted the strand of hair that had been placed inside. Video clips are used sensibly to inspire pupils to write purposefully. For instance, following a short extract considering what gifts could be given to a baby as a 'present for life', one pupil wrote, "I would give the baby a silver chain with a cross so that she would be looked after by God forever". Where teaching is only satisfactory, lessons lack pace and challenge. Pupils of all abilities are given the same activity, some find this easy and finish quickly, others find the task more difficult and lose interest. Opportunities to involve pupils in their learning through activities such as drama are missed. The scrutiny of work suggests that teaching is very mixed from Year 3 upwards. In Year 5, for example, there is very good coverage of the subject with a good volume of well presented work, but in other year groups work is not always clearly presented and some work is unfinished. Teachers respect their pupils and recognise good work in their marking with appreciative comments such as "Lively work, thank you". A similar comment was made at the end of a very good lesson when the teacher said " Thank you, it's been very nice teaching you today"
148. Subject management is satisfactory. There are sufficient materials to support the scheme of work. Though opportunities for assessment are built into the scheme

these are not used consistently. Achievement is not always recorded. This aspect is due to be reviewed in the near future. There has been no formal monitoring of teaching and its effect on learning, though this is planned for Spring 2002. The subject makes a good contribution to pupils' spiritual and moral development.