

# INSPECTION REPORT

## **BARNBY ROAD PRIMARY SCHOOL**

Newark

LEA area: Nottinghamshire

Unique reference number: 122725

Headteacher: Mr K Eveleigh

Reporting inspector: Mrs. M. Fitzpatrick  
24326

Dates of inspection: 18 – 21 June 2001

Inspection number: 214923

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

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Cromwell Road  
Newark  
Notts

Postcode: NG24 1RP

Telephone number: 01636 683900

Fax number: -

Appropriate authority: The governing body

Name of chair of governors: Mrs. R. Neale

Date of previous inspection: 5 July 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24326	M Fitzpatrick	Registered inspector	English History	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9884	M Roscoe	Lay inspector		Pupils' attitudes, values and personal development? How well does the school care for its pupils? How well does the school work in partnership with parents?
29261	P A Ward	Team inspector	The Foundation Stage Art and design Music Religious education	
28320	R Willey	Team inspector	Mathematics Information and communication technology Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

22740	M Leah	Team inspector	Science Design and technology Geography Special educational needs English as an additional language	
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

The school is larger than the average primary school, with 283 pupils and an equal number of boys and girls. There is nursery provision for 77 children on a part-time basis. There are two pupils with English as an additional language in the nursery. There are two children of Chinese origin and the rest of the school's population is of white European origin. The percentage of pupils on the register of special educational need is broadly average, most are on the lower stages of the register for literacy difficulties. The percentage of pupils with a statement of special educational need is below the national average. Overall the attainment of pupils on entry to the school is broadly average.

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

Barnby Road is an improving school, where teachers and children work hard. The school is very well led by the headteacher who has given clear direction for the development of the school. By the age of 11 pupils achieve good standards in English, mathematics and science. Strategies to support all pupils to achieve are satisfactory. The quality of teaching is good, management of subjects is good and standards are improving by the time pupils are eleven. In view of these strengths the inspection team judges that the school gives good value for money.

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

- Achieves good standards in English, mathematics and science at the end of Key Stage 2.
- Achieves good standards in all areas of learning by the end of the Foundation Stage.
- Achieves good standards in science and information and communication technology by the end of Key Stage 1.
- Teaching in the school is good overall; the teaching of mathematics in upper Key Stage 2 is outstanding; teaching in reception is very good.
- Leadership of the school by the headteacher is very good. Management in the school is good.
- It develops very good attitudes to learning, fosters very good relationships and promotes good behaviour.
- It makes good provision for the spiritual, moral, social and cultural development of pupils.

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

- Standards in English and the teaching of reading and writing for seven year olds.
- Standards in information and communication technology for eleven year olds.
- The use of assessment information to plan work to meet the needs of all pupils in a class.
- The school's health and safety measures and its risk assessment procedures.
- Some classroom provision to give more space and reduce noise transfer.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good improvement since it was last inspected in July 1999. Most of the issues identified then have been successfully tackled. Standards in English and information and communication technology have improved at the end of Key Stage 2. Leadership and management in the school have improved significantly; all teachers are now effective subject managers. The school's ethos has improved significantly and there is now has a clear commitment to raising standards; this is being achieved in all stages of the school. There have been major improvements to the accommodation. School development planning and financial planning have improved; budget planning is now linked to the school's priorities for improvement. The quality of reports to parents has improved, though these could improve further. The quality of teaching has improved because of the improved provision for the professional development of teachers. The school has yet to complete the improvement of health and safety issues and to make provision for regular risk assessment. The school is aware of its strengths and where it needs to develop further and consequently is in a good position to continue its improvement and to raise standards even further.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	C	C	C	well above average A above average B average C below average D well below average E
Mathematics	D	C	B	B	
Science	A	B	C	C	

The table shows that 11 year olds in the school performed in line with the national average and the average of schools in similar contexts, in the national tests in English and science last year and in mathematics they performed above the national average and the average of similar schools. Pupils who are currently in Year 6 are attaining above the national average in all of these subjects. In all other subjects they achieve the expected standard for their age, except in history where they exceed the expectation. In all areas of their learning, junior pupils achieve well because of the good teaching and their own enthusiasm for learning. Standards in the juniors have risen steadily since the last inspection. The performance of pupils who were seven in the national tests last year, were below the expected standard in reading, well below in mathematics and in line with the national average in writing. In the teacher assessments in science they achieved above the national average. Pupils who are currently in Year 2 are exceeding the expected standard in science, they meet the expected standard in mathematics and are below the expectation in reading and writing. The lower attainment in reading and writing is because the teacher, who teaches English to both classes with Year 2 pupils, does not have appropriate expectations of what the pupils can do. Another reason is that there is not enough time allocated to independent reading in the infants. In all other subjects, pupils who are seven reach the expected standard, except in information technology, where they exceed it and in physical education where no judgement on standards was made. Children in the Foundation Stage achieve well and are on course to reach the expected level in all areas of learning and to exceed them in mathematical development and communication, language and literacy. The school exceeded its targets in mathematics in 2000 and met them in science and English. The targets for 2001 are based on very good assessment procedures and the school is likely to exceed them in all subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a genuine love of learning and value what the school offers them.
Behaviour, in and out of classrooms	Good. The skilful management of behaviour by teachers and the clear systems which are known to all ensure that the school has no exclusions.
Personal development and relationships	Relationships are very good and make a strong contribution to the harmonious atmosphere of the school. Pupils have opportunities to take responsibility from an early age.
Attendance	Good. Children are eager to come to school and parents are supportive of regular attendance.

Unauthorised attendance figures have risen because a few parents do not inform the school of reasons for absence.

## TEACHING AND LEARNING



<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Satisfactory	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.*

Teaching was satisfactory or better in 59 out of the 61 lessons seen. In over six out of ten lessons the teaching was good or better and in three out of ten lessons it was very good or excellent. In the reception class teaching was consistently very good and on two occasions it was excellent. All of the mathematics teaching by the teacher who taught both Year 6 classes was excellent; she had high expectations of pupils, planned very good activities and challenged them with searching questions throughout the lesson. Teaching in English and mathematics was good overall. Literacy skills are well taught in the juniors, but less well in the infants, where one of the teachers has inappropriate expectations of what younger children can do. Both of the unsatisfactory lessons were in this class, where pupils made unsatisfactory progress as a result of the teacher's weak planning and low expectations. Numeracy is well taught with teachers secure in their mathematical knowledge and well aware of what to teach as a result of good assessment of pupils' prior learning. In the Foundation Stage teaching is good in the nursery and very good in the two reception classes because the teachers plan so well to meet the needs of all children and provide them with appropriate and interesting challenges. Children who have special educational needs have their needs well met in the Foundation Stage and in the juniors. In the infants, where teachers' planning does not follow their individual education plans, they make only satisfactory progress and in one class they sometimes under-achieve. Apart from in the mixed age class the school meets the needs of all pupils.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory. Planning is best in reception and at Key Stage 2. Links between subjects are well planned. Provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Provision is good, because most teachers plan work based on their individual education plans.
Provision for pupils with English as an additional language	Provision is good in the reception class where there are two children with English as an additional language, because the teacher is careful to develop speaking and listening.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' social development is very good, with pupils given many opportunities to work together in groups and share their expertise and knowledge.
How well the school cares for its pupils	Very good procedures for monitoring pupils' attainment and progress. Risk assessment procedures are unsatisfactory, especially in the nursery.

The school keeps parents well informed about their children's progress.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the improvement of the school. His vision for raising standards and pupils' self-esteem is being realised because of the good support he receives from teachers and all staff in the school.
How well the governors fulfil their responsibilities	The governors have a good understanding of the school's priorities and have been very effective in supporting the staff during the headteacher's absence. They do not meet statutory requirements in respect of risk assessment procedures.
The school's evaluation of its performance	The very good assessment procedures used by the school mean that it is well aware of how well it performs in relation to other schools. The school is keen to get good value in what it does and what it buys.
The strategic use of resources	Funds are well used to raise standards and improve the quality of provision.

There are sufficient staff and learning resources to meet the learning needs of the children. While accommodation has improved the school needs to continue with this programme.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• The school works closely with them.</li> <li>• There is a good range of out of school activities.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about how their children are getting on.</li> </ul>

Inspectors agree with parents positive views of the school. They also agree that pupils' reports should contain more information about what their children need to do to improve.

## **PART B: COMMENTARY**

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

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

1. Children enter the nursery with average achievement overall. They achieve well in the Foundation Stage. They are on course to meet the early learning goals in all areas of learning and to exceed them in language and mathematical development. They make good progress in knowledge and understanding of the world and in creative development.
2. In the national tests for seven year olds in 2000, pupils' performance in reading was below the national average and well below the performance of similar schools (those with the same percentage of pupils eligible for free school meals). In writing in the same tests, pupils' performance was in line with the national average and close to the average for similar schools. Girls performed better than boys in the writing tests. Over the last three years performance in the national tests has been erratic in both reading and writing. The low performance last year was because of low expectation by the teacher, the absence then of effective assessment procedures from which to track pupils' progress, and the amount of time allocated to independent reading.
3. The standards achieved by pupils currently in Year 2 are an improvement on last year though they are still below the national average in reading and writing and reflect under-achievement for some pupils, notably high attainers and pupils with special educational needs. This is because the teacher currently teaching English to all of Year 2 has moved from the junior department in the school and does not yet have appropriate expectations of what younger pupils can do. Challenges are not demanding enough so that pupils do not make enough progress over time. The impact of insufficient time for reading is also still having the effect of slowing progress in this area. Pupils' speaking and listening are at the expected level. They follow explanations and instructions closely and answer questions audibly, though they tend not to expand their answers. Their reading skills are restricted and less than half of the pupils read fluently and with expected understanding. In writing, where they have too few opportunities to write for different purposes, they do not have the expected spelling or punctuation skills. Lower attainers and pupils with special educational needs have poor writing skills and lack the confidence to write unaided.
4. The results for 11 year olds in the national tests in English in 2000, show pupils' performance was broadly in line with the national average and the average for similar schools. Boys' performance was better than girls' and was well above all boys nationally. In the last three years results in English have risen from below to just above the national average. This is because of the attention the school has given to the development of pupils' writing skills and the well-planned reading activities that form part of all lessons. Pupils currently in Year 6 achieve standards above the expected level in all areas of English. They read and analyse difficult texts confidently, using what they have read to form and support their opinions. In writing they have good control over a wide range of styles and are adept at copying the style of published writers. Their handwriting is neat and legible; punctuation is accurate and spelling at about the expected standard.
5. In the national tests for seven year olds in 2000, pupils' performance in mathematics was well below the national average and well below the average of similar schools.

There was no difference in the performance of boys and girls. Since the last inspection there has been an improvement in results and this is because of improved leadership in the subject from the co-ordinator who was appointed two years ago. Pupils currently nearing the end of Year 2 are achieving standards expected of seven year olds. They have secure number skills, a good grasp of odd and even numbers and can name two- and three-dimensional shapes.

6. In the national tests in mathematics for 11 year olds in 2000, pupils' performance was above the national average and the average for similar schools. Boys performed much better than girls and much better than all boys nationally. In the last three years results have improved dramatically and standards have risen faster than the national trend in the subject. This is because of the impact of a highly skilled co-ordinator who teaches Year 5 and 6 pupils, has high expectations of pupils and colleagues and because of the school's very successful implementation of the National Numeracy Strategy. Standards in the current Year 6 are above the national expectation. Pupils have good numeracy skills, multiply four figure numbers by two figure numbers accurately; they have a secure grasp of fractions, decimals and percentages and the inter-relationship of these. Higher attainers distinguish between mean, median and mode. Lower attaining pupils use co-ordinates appropriately.
7. In the teacher assessments for seven year olds in science the percentage of pupils reaching the expected level was above the national average. Pupils currently nearing the end of Year 2 achieve standards above the expectation for their age. Pupils have good observational skills and use these to observe plants to determine the conditions for survival. They understand that different creatures live in different habitats and know why. Higher attaining pupils can explain how living things change over time.
8. The performance of pupils aged 11 in the national tests in science in 2000 was close to the national average and the average of similar schools. Boys' performance was slightly better than girls. Over the last three years results have fluctuated but have remained above the national average until last year. Standards for pupils currently in Year 6 are above the level expected for 11 year olds. Pupils are good at asking questions and finding solutions for themselves. They have a detailed knowledge of forces and are able to set up a fair test correctly, eliminating variables and selecting appropriate materials.
9. Pupils achieve well in information and communication technology and by the age of seven exceed expectations in the subject. This is because of the emphasis the school has placed on improving the number and quality of computers and this has increased pupils' access. By the age of 11, pupils reach the expected standard and they too are achieving well in the subject. Because computers have only recently been installed, due to budgetary constraints, these pupils have not had the breadth of experience with computers that is usual for eleven year olds.
10. In religious education and all other subjects seven year olds reach the expected standard. Their achievement is satisfactory as a result of careful planning and sometimes, good teaching in most subjects.
11. By the age of 11 pupils exceed the expected level in history, where good and very good teaching in Years 5 and 6 sets good challenges and makes good use of their literacy skills to support pupils' learning. In religious education and all other subjects pupils who are 11 reach the expected level and their achievement is satisfactory.

12. Pupils with special educational needs receive good support, which enables them to participate fully in all activities. They make good progress in knowledge, understanding and skills, as they work towards the targets in their individual education plans. The school makes good provision in the Foundation Stage for the very small number of pupils who speak English as an additional language. There were no such pupils in Years 1 to 6 at the time of the inspection. The school has identified several pupils in the junior department who are gifted in mathematics, and makes good arrangements to meet their needs so that they make good progress.
13. Literacy is promoted well in the juniors where pupils are given frequent opportunities to use their reading and writing skills in history, geography, religious education and science. This regular practise in using their skills contributes to the better standards of literacy seen among older pupils. In the infant department, pupils are not given enough opportunities to read for different purposes and too often they record their work with pictures or on worksheets instead of writing independently.
14. Pupils are given opportunities to use their numeracy skills in other subjects and these are well promoted in science when pupils count and record their observations during investigations. They use co-ordinates in geography to locate places on a map and frequently conduct surveys to produce different graphs, both hand drawn and on the computer.
15. The school has improved standards in English and mathematics significantly since the last inspection and has maintained the high standards found in science. The rise in standards is because of the well-focused work of subject co-ordinators in assessing pupils' progress and setting ambitious targets for individual improvement. The successful implementation of the National Literacy and Numeracy Strategies have also contributed to the rise in standards as has the improved quality of teaching. The school exceeded its targets in mathematics in 2000 and met them in English and science. The targets for 2001 are based on very good assessment procedures and the school is likely to exceed them in all subjects.

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

16. Pupils have very good attitudes to school and this helps them to apply themselves well in lessons and take full advantage of what the school provides. In assemblies, pupils join the singing with skill and enjoyment, and listen carefully to explanations about problems faced by the homeless. Parents report that their children are expected to work hard and that children value teachers because they 'turn them on to learning'.
17. Children in the Foundation Stage are happy to come to school and have very good relationships with teaching and support staff. They co-operate well with other children and realise the need to take turns and share, when for example, they turned a large cardboard box into a tunnel. Pupils in the infant and juniors enjoy their lessons. They co-operate well in small groups and work successfully in pairs. Resources are shared carefully, and boys and girls work well together. Ninety-one percent of parents who responded to the questionnaire report that their children like school. This aspect has improved since the previous inspection. Then, pupils' attitudes were judged as satisfactory. Now, they are very good.
18. Behaviour is good and has been maintained successfully despite staff absences, because self-discipline is promoted well and levels of co-operation are high. Almost

all parents agree that behaviour is good. They are familiar with classroom rules and the system for rewarding good behaviour in lessons. Pupils obey the rules. Recently the School Council has been involved in drawing together a code of conduct, which is now helping pupils to understand what is expected of them.

19. Pupils play well together at break times because their relationships with each other and with other adults are very good. The majority of pupils are good humoured and tolerant towards others. They respect others' property and play co-operatively. Cloakroom areas are tidily kept and pupils move around the school in a calm orderly manner. Most pupils respect the differences of others and show consideration for others' feelings. No bullying or unpleasantness was seen during the inspection week and there have been no exclusions.
20. Pupils' personal development is satisfactory. Some pupils in Years 5 and 6 have jobs to do and these are done with enthusiasm and pride. The DARE (Drugs Abuse Resistance Education) Project makes a substantial contribution to pupils' social development in Year 6. For example, as the course finished, pupils' thoughtful written evaluations showed the personal 'stand' each pupil would make against drugs, alcohol and violence. Pupil representatives participating in the school council appreciate seeing the outcomes of their suggestions for improvement. They said membership 'was cool' as was bringing the concerns of their classmates to the head teacher's attention.
21. Younger pupils are less involved in whole-school initiatives but are trusted to help in the classroom situation. Not enough opportunities exist for all pupils to develop initiative, independence and responsibility for their own learning. For example, there is scope for more teachers to share what pupils will learn in lessons or to allow pupils to set their own targets for improvement. Some pupils don't know how well they are doing and in discussion a few remarked that the lack of evaluative comments on their work prevented them from knowing how to improve.
22. The system of rewards and sanctions makes a satisfactory contribution to pupils' personal development. There is a weakness however with the sanctions applied at dinner times. There are no rewards for good behaviour, and pupils complained that the red and yellow card system is not applied fairly. In addition, there was no evidence that any sanctions given by the midday assistants were being recorded. Inspectors found that this recently adopted system is not yet fully effective but is already having positive outcomes.
23. Attendance is good because it is above the national average. Levels of unauthorised absences are not satisfactory, as they are double the national average. Attendance levels are rising because pupils are keen and eager to come to school and parents support their regular attendance. Most registers are completed at the appropriate times but absences are not quickly followed up. The school has recently become aware of this oversight and has begun to request an explanation from parents when absence occurs. The requirements for reporting levels of attendance to parents in the Governors' Annual Report are not met.

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

24. The quality of teaching in the school is good overall. During the inspection, teaching was satisfactory or better in 59 out of the 61 lessons seen. In over six out of ten

lessons teaching was good or better and in three out of ten lessons it was very good or excellent. Where teaching was judged to be unsatisfactory, this was because the teacher's planning did not provide for the different learning needs in the class, the pace was slow and as a result pupils did not make enough progress in either lesson. The quality of teaching in the school has improved since the last inspection. There is now a much higher proportion of good and very good teaching and there has been a reduction in the unsatisfactory teaching. There was also some excellent teaching seen in Year 6 and in both reception classes. The improvements are partly the result of the emphasis the school has placed on monitoring teaching to identify strengths and weaknesses which has been linked with effective professional development for staff; they are also owing to changes in curriculum planning and assessment procedures. The school has also eliminated many of the weak aspects of teaching found at the last inspection such as an over-emphasis on worksheets and a lack of investigative work in science.

25. The quality of teaching for the children in the Foundation Stage is good in the nursery and very good in reception. Good assessments are made of children's progress and teachers and nursery assistants use these to plan the next stage of learning. Well planned activities also make a good contribution to children's learning especially where they are supported by adult intervention. The teaching of language in the reception classes is very good and the mathematics teaching seen in both classes was excellent.
26. In the infants, teaching varies from good to unsatisfactory and is satisfactory in the majority of lessons. There is a need to improve the quality of teaching at Key Stage 1 where one teacher who has recently moved from Key Stage 2 has a limited understanding of what to expect from younger pupils. The result is that the tasks set do not sufficiently meet the needs of all pupils to ensure that the good progress they make in reception is sustained. Teaching in other classes is well planned to meet the needs of pupils and they make satisfactory progress in their learning.
27. The quality of teaching in the juniors is good overall, with very good and excellent teaching consistently seen in Year 6. The improvements to curriculum planning have had a noticeable affect on the tasks set for pupils and in the reduction of the number of worksheets that are used. Work set for pupils is now more tailored to their needs, they settle quickly, find the work interesting and challenging and show good levels of independence in their working methods. Teachers plan well together and pupils benefit from the shared ideas and resources of their teachers as teaching methods expand and teachers' expectations of what pupils can do increase.
28. Teaching in mathematics and English is organised so that classes are paired and teachers specialise in one of the subjects, teaching it to both classes. This can benefit some classes in terms of expert teaching, and is very successful in the juniors. However, where a teacher's subject knowledge and expertise are not strong then, as in the Year 2 arrangement for English, then the teaching is less effective and has a wide impact on standards. Teaching follows the National Literacy and Numeracy Strategies.
29. Teaching in English is good overall. In English, lessons pupils are quickly drawn in to the work by a brisk recap of earlier learning and are told what they will learn in the lesson. In the best lessons seen, teachers make good use of whole class teaching to introduce new topics or to consolidate and extend pupils' understanding. In a Year 1 lesson, where pupils were working on recalling and writing the story of Billy Duck, the

teacher prepared them well for their independent work by careful questioning of the important points. Clear instructions about their tasks and good resources to support their work gave pupils the confidence to begin quickly and work well on their own. In Year 6, pupils sustain interest and active listening during a long reading session when they analyse the opening chapter of a story to discover the features of horror writing. The teacher's skilled questioning and high expectations of pupils' responses ensure that pupils achieve at a high level.

30. The quality of teaching in mathematics is good overall, with outstanding teaching consistently seen in Years 5 and 6. Teachers begin lessons by sharing what pupils will learn with them, in the best lessons these are written on the board and referred to during the lesson. The beginning of each lesson is devoted to mental activities. The pupils relish these rapid question and answer sessions when they are challenged to explain the working out of their answers. Teachers are careful to question a range of pupils on methods, so that they learn from each other and come to recognise there is more than one way to find solutions in mathematics. In an excellent lesson on scale and area seen in Year 6, the teacher asks penetrating questions to challenge pupils' answers and their thinking. She places great emphasis on the accurate use of mathematical vocabulary. As a result pupils work very hard to find solutions and use the terms integer, formula and geometry accurately and with confidence. Higher attaining pupils are fully stretched by the teacher's constant challenges to test their learning and discover a sequence to cover the doubling of two-dimensional shapes. The impact of this high quality teaching is seen in the dramatic rise in results at the end the juniors since 1998.
31. The majority of teachers plan their lessons well, using their good subject knowledge to devise activities that will interest and motivate pupils. Pupils in a Year 1 history lesson were delighted when the teacher appeared in role as a Victorian lady at the seaside. Having got over their amazement, which reduced a few to silence, they were eager to ask questions to discover who she was and why she was dressed in what at first they mistook for spotted pyjamas! They enjoyed asking questions and quickly accepted that they had to think carefully in order to meet the challenge to find out where she might be going dressed in such a way. In information and communication technology lessons pupils are able to achieve well because teachers' planning is structured to make the best use of their time in the computer suite. Pupils are clear about their tasks and work well in this situation to support each other; while teachers give clear instruction using correct terminology ensuring that the pupils build concepts effectively.
32. Relationships in lessons are good throughout the school. In classes where they are very good, teachers and pupils work in close harmony with high expectations of each other. This is particularly the case in Year 6 and Year 5 / 6 classes. Here, because of the shared understanding of the importance of high levels of effort and independent working, pupils regularly achieve beyond the expectation in a range of subjects. They work at a good rate, support each other and share their learning, as when pupils researching Greek mathematicians explained to classmates what formulae they had discovered. In other classes pupils are given confidence to answer and ask questions because they have high levels of trust in their teachers and their friends. These good relationships support the good behaviour seen in the school as teachers and pupils share a clear understanding of what is acceptable and what is not. Teachers are seldom heard referring to pupils' behaviour as a result and learning is uninterrupted in the majority of lessons.



33. Assessment procedures are well developed and teachers are now familiar with the routines of recording pupils' learning. Not all teachers have become accustomed to using the information from assessment to plan the next stage of learning or to systematically track pupils' progress. The impact of this is seen in the absence of a range of levels of work in some classes, notably in some English lessons in the infants and in some other subjects. Assessment is well used by some teachers to plan learning in mathematics and science and this ensures that all pupils are well challenged. The school is aware of the need to continue to develop its use of assessment, and through its monitoring procedures is aware of where good practice exists.
34. In most classes, teachers make good provision for pupils with special educational needs in line with their individual education plans. Teachers frequently organise mixed ability groups or pairs where higher attainers are supportive to less confident pupils, enabling them to make good progress. Assistants are well briefed and efficiently deployed in lessons. They provide good quality, well-directed support for individuals and groups, which makes a significant contribution to the pupils' progress. In Years 1 and 2, teachers' lesson plans do not always make clear how the curriculum is to be adapted for pupils with special educational needs. Pupils' progress is hampered when tasks are set which do not focus clearly enough on their needs.
35. The provision for homework has improved since the last inspection and is now set regularly for all classes. In the infants, pupils have an appropriate focus on reading and spelling. In the juniors there is a steady increase in homework to include research for topics, mathematics and redrafting in English. The amount of homework is sufficient to prepare pupils for the demands of the next phase of education.

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

36. At the time of the last inspection, there was no system for monitoring and ensuring that the National Curriculum was covered. There was no co-ordinator for mathematics or for science, and schemes of work were not fully implemented. All these issues have now been satisfactorily addressed. There is now a co-ordinator for all subjects. Many policy statements have been re-written and new schemes of work have been introduced. The unsatisfactory management of the curriculum was a key issue at the last inspection. National Curriculum requirements are now being met in all areas of the curriculum and co-ordinators play a growing role in improving standards in subjects. Because of the mixed age classes, the organisation and planning of the curriculum follows a two-year cycle. All pupils have full access to the school's curriculum. This reflects, in practice, one of the school's main aims. The school has effectively implemented the National Literacy and Numeracy Strategies. Curriculum time is allocated with an emphasis on the core subjects of English, mathematics and science. These account for more than sixty percent of teaching time. The allocation of time for curriculum subjects reflects the national pattern and is adequate to meet the demands of the programmes of study. The requirements of the locally agreed syllabus are met for religious education.
37. Planning overall is sound for pupils up to the age of seven and good for older pupils. Long-term planning is done on the basis of subject cycles within a thematic approach in the infants and a subject-discrete approach within the juniors. Short-term planning is informed by assessment and tasks, particularly in English and mathematics, but pupils' tasks are not always appropriately adapted to meet their needs. Co-ordinators

monitor teachers' planning and pupils' work. Observation of lessons in English and mathematics is undertaken by the subject co-ordinator.

38. The school is beginning to develop cross-curricular links, such as literacy within history and religious education, and science links with mathematics. In a Year 6 mathematics lesson pupils were researching Greek mathematicians and translating Greek words into a numerical code. Very good links with information and communication technology are developing in many subjects and this is a good feature. However, subject links generally are in an early stage of development and the school is aware of the potential that they have for enhancing curriculum provision and raising pupils' attainment. Links between subjects ensure effective use of curriculum time and pupils use the literacy, numeracy and computer skills across different subjects.
39. There is a new draft policy document for health education. A co-ordinator has very recently been appointed. There is, as yet, no supportive scheme of work. Work in health education is currently related to the science curriculum. Opportunities also arise for health related issues to be raised within religious education, assemblies and physical education. Sex education, including a drugs awareness programme, has been recently reviewed in the light of national guidance. The programme is taught to pupils in Year 6 and makes good use of external agencies such as the school nurse and local police. This policy is supported by the school's governing body and subject to annual review. This represents satisfactory provision in this area of the curriculum.
40. Provision for pupils with special educational needs is good. The recommendations of the Code of Practice<sup>1</sup> are fully met. In the main, individual education plans set out clear, relevant targets and time scales for learning. These are regularly reviewed and then new targets are set. Since the last inspection, pupils are no longer withdrawn from assembly, and have full access to all school activities.
41. A good range of extra-curricular activities is provided for pupils. These are not exclusively sporting activities. As well as football, netball and hockey, there are clubs for computers, chess, choir, drama, cookery, dance and woodcarving. Clubs run by external agents and agencies, such as St. John's Ambulance Brigade who run a "Young Lifesaver" club, enhances provision. These activities make a very good contribution to the development of personal and social skills and contribute significantly to learning and concepts of team spirit. The activities are available for pupils from the age of seven and are open to boys and girls. This represents good provision. The school engages in a number of subject-based, day visits during the year. As well as local visits to the post office, shops and fire station, pupils pay history visits to Millgate Museum, the Trent locks to look at pollution issues and a seal sanctuary on the Lincolnshire coast. However, many visits this year, including the residential visit to Scarborough, have had to be cancelled due to restrictions imposed by foot and mouth disease. This normally, would represent good provision. Visitors to school include the local police; local clergy; theatre groups and cricket coaching from the county club. The school has satisfactory links with the local community through coaching links with local clubs, links with local emergency services, church organisations and charities. The links with industry include one with a local supermarket with computer software, and another with a local firm Newgate, who provided school gates and provided support for installing a boundary fence. Links

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<sup>1</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development.

with local primary and secondary schools are good. Inter-school games, gymnastics and swimming and good provision for pupils' transfer at eleven ensure strong links.

42. The school's prospectus includes a clear statement about equality of opportunity. No equal opportunities issues arise as a result of pupils' attainment save that of a lack of more challenging tasks for some higher attaining pupils. Pupils with special educational needs are fully involved in activities, with support if required. The school chooses texts for literacy to ensure that they appeal to boys and girls. Teaching methods and planning are inclusive of all abilities. The previous report identified withdrawing pupils from assemblies for other work as a weakness in equal opportunities provision. This has now been rectified. The school, overall, creates satisfactory curricular provision and opportunity for its pupils. The quality and range of learning opportunities provided for pupils is satisfactory.
43. There is good provision overall for pupils' spiritual, moral, social and cultural development. This is an improvement since the last inspection when moral, social and cultural development were judged to be satisfactory.
44. Provision for pupils' spiritual development is satisfactory. The requirements for a daily act of worship are satisfactorily met. During assemblies and acts of collective worship pupils develop their awareness of positive values and attitudes and are encouraged to think about the needs of others. Pupils contribute satisfactorily to the prayers and hymns. A sense of spiritual awareness is developed and satisfactory opportunities are provided to encourage pupils to consider other people's feelings. Pupils learn about the values and beliefs held by people belonging to the major world faiths during religious education. The time for reflection in assemblies is used effectively. However, at times opportunities are missed to increase pupils' knowledge of the value of prayer. Throughout the school teachers' make good use of incidental opportunities to raise pupils' spiritual awareness. Examples of these include the awe when reception pupils were given the opportunity to view the natural world through their telescopes and colour frames, the wonder in a history lesson when looking at aspects of the Victorian era, particularly their teacher dressed in a bathing suit and the emotion when singing 'Raindrops on Roses' during choir. These are particularly memorable spiritual moments which occurred during the inspection week.
45. The school's provision for pupils' moral development is good. There is a clear moral code of respect for others. All staff set a good example for pupils through the quality of their relationships with one another and with the pupils. Teachers take time to explain the impact of their behaviour on others; therefore pupils develop a better understanding of how to treat others. The pupils are made aware of the difference between right and wrong and are involved in deciding class rules. These and the school rules are prominently displayed and implemented well.
46. Provision for pupils' social development is very good. Throughout the school, pupils are given opportunities to take on responsibilities. The younger pupils take the register to the office and older pupils apply for positions on the school council. Their contributions have brought about changes, for example the seating in the playground. Pupils are quite clear about what they would like to see improved. This includes the card system that is in place, which they feel is not sufficiently effective, and the behaviour of a small minority of pupils who are insensitive to other's needs and circumstances. Pupils entered into the spirit of the General Election voting for their own school candidates.

47. The very good range of social experiences bring a valued dimension to pupils' learning. Within classrooms pupils are encouraged to work together co-operatively. Prior to the foot and mouth crisis, there have been good opportunities for older pupils to participate in a residential experience. Pupils also receive football, cricket and hockey coaching, they participate successfully in competitive sporting events against other schools. The choir joins with others to entertain in the community. A high number of pupils participate in the good range of extra-curricular clubs, which also help to promote social development. These include sporting activities, information and communication technology and cookery. Older pupils have special responsibilities, for instance, preparing for assemblies and assisting in reception duties during lunchtime. The DARE (Drugs Abuse Resistance Education) project run by the police increases pupils' knowledge and provides opportunities for evaluation of the implications on health and life styles by the use of hazardous substances and unsociable behaviour.
48. Assemblies are used well to promote social skills. There are sharing assemblies to celebrate achievement and to promote appreciation of others success and also those where representatives of charities increase pupils' knowledge of others in less fortunate circumstances. This has motivated pupils to raise money for these worthy causes. The theatre production of 'Beauty and the Beast' and also the contribution of the Science Theatre as well as the well planned educational visits to Millgate museum, the locks on the River Trent, Whisby nature reserve and the planned visit to the coastline seal sanctuary increase pupils' knowledge and provide opportunities for them to develop social skills required in different circumstances. The contribution of local ministers and parents are also very effective in developing pupils' social skills and enhancing their awareness of others needs and pupils' personal self esteem. All these commendable arrangements ensure that pupils are well prepared for the next stage of their education and life in the wider world.
49. Provision for pupils' cultural development is now good. It is promoted well through the curriculum, which includes an interesting range of educational visits, linked to pupils' work. Pupils are developing an understanding of the ways in which earlier societies, such as the Victorians and Ancient Greeks have influenced our lives today. Pupils learn about major faiths in religious education and are introduced to the work of famous artists and musicians. Assemblies throughout the year bring growing awareness of other cultures and faiths. Pupils have visited Christian churches and have learnt about the Islamic faith. A parent has visited to talk about the Jewish faith. There are a good range of educational visits and visitors to the school. The school now intends to extend these opportunities further to enhance the quality of education for the pupils and to ensure that they are well prepared to live in a multi-cultural society.

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

50. The school is a friendly environment where the quality of care is satisfactory and supported by some detailed policies and procedures. Parents are happy with the behaviour policy for example, because they report 'bullying incidents are rare but sorted out effectively'. Pupils are well looked after at lunchtimes by capable midday assistants who interact with all pupils.
51. The weakness identified in the previous inspection that reasonable steps had not been taken to ensure assessments of possible hazards to minimise risk to pupils and staff has not yet been addressed. This is unsatisfactory. Then, as now, the action

taken to reduce risks is not recorded. The assessment of the premises recently undertaken tended to focus on repairs and maintenance requirements. The statutory requirement therefore to have recorded risk assessments on premises, curriculum areas and pupils and staff activity in the workplace is not met. A report on the hazards noted during the inspection will be presented to the governing body for their attention, and will cover emergency evacuation, health and safety issues, a review of the role of the site manager and the monitoring of pupils' absences.

52. Midday assistants provide first aid treatments in a designated area. They conscientiously log all the incidents and accidents that occur but do not record the treatments they administer. Parents are informed about head injuries, in line with school policy.
53. Child protection procedures are in place and judged to be satisfactory because relevant appropriate information is available in school, and parents are made aware of their role through the prospectus. The designated teacher responsible for these matters is absent, his area is covered presently by an acting head teacher who is aware of the policy document. Not all staff receive in-service training to maintain and update their knowledge and understanding of procedures. This aspect has improved since the previous inspection but needs to be supported by further training.
54. Procedures for monitoring and improving attendance are satisfactory overall. Attendance levels are high because parents value what the school offers their children. The rewards system does not extend to recognising regular attendance. Monitoring of attendance is irregular and has not been effective because unauthorised absences have risen. Action began recently to contact parents to request reasons for their children's absence. There are weaknesses in monitoring the attendance of particular groups of pupils.
55. Measures to eliminate harassment and bullying are effective and pupils are emotionally secure within the school as a result. A behaviour policy is in place and followed well. However, a system of rewards and sanctions is not conspicuous or well established. Pupils refer to gaining house points for good work, and these are recorded in their journals, and on charts in some classrooms. There is an imbalance between rewards and sanctions because only the latter are in use at lunch times. The good procedures for, promoting good behaviour have not yet been extended to the lunchtime period. Midday assistants record instances of inappropriate behaviour. This system makes a satisfactory contribution to pastoral care.
56. Procedures for monitoring and supporting pupils' personal development are good. Reports on pupils' progress have recently improved. This has provided parents with an opportunity to discuss their children's strengths and areas for improvement at the end of the year. Improvements have occurred also in recognising pupils' achievements, and special assemblies are held each week for this purpose. There is a good system of compiling results and achievements in carefully kept files. There is however, insufficient emphasis on challenging pupils to monitor their own progress with their literacy and numeracy target sheets. Parents feel that the School Council helps to support pupils' personal development admirably and inspectors agree.
57. Procedures for assessing the pupils' academic attainment and progress are very good. The assessments carried out carefully as children start school provide information which is used effectively to plan activities that match the children's abilities. Consequently, children in the Foundation Stage make good progress.

Since the last inspection the school has implemented a thorough system for assessing attainment in English, mathematics and science, which has been agreed by staff and governors. Standardised tests are conscientiously carried out annually in all year groups from Year 1 to Year 6. There are detailed termly assessments in writing and mathematics. Progress in scientific skills as well as knowledge is regularly checked and recorded.

58. Pupils with special educational needs are identified early through teachers' observations and through the formal assessments carried out on school entry. On-going teacher assessment and annual formal tests identify pupils who are not making the expected progress in English and mathematics. There are effective systems for the regular assessment of pupils whose special educational needs have been identified. The progress of each pupil is reviewed against the targets in their individual education plans and new targets set appropriately.
59. Since the last inspection, the school has made some progress in its use of assessment data to inform curriculum planning. Whilst this is satisfactory, there is still a need for further improvement. The assessment co-ordinator carries out thorough analysis of all test results. This is used to identify specific areas of the curriculum for development, for instance, reading in Year 1. Information is also used to identify groups of pupils for extra help, for example, through the additional literacy support, and to set annual targets. However, the school continues to make insufficient use of assessment data to enable teachers to plan carefully to meet the needs of the whole range of ability in their classes. As a result some higher attainers are not fully challenged and do not make the progress of which they are capable.
60. Procedures for monitoring and supporting pupils' academic progress are good. Analysis of the results of statutory and optional tests is used to monitor the school's performance, and compare standards from year to year. The performance of individual pupils is tracked and progress monitored over time. The school is currently piloting a system of setting annual targets against National Curriculum levels for individual pupils. These are shared with parents through the annual reports. Recently introduced pupil profiles record individual progress towards these targets.
61. The school has rightly concentrated its efforts on developing systems to assess progress and attainment in English, mathematics and science. Assessment procedures in other subjects are not yet consistent throughout the school.

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

62. This area of the school's work is now good and much improved from the previous inspection when it was judged to be satisfactory. The majority of parents hold positive views about the school. These were expressed at the meeting held for parents and on questionnaire returns and comments. They feel very comfortable approaching school with suggestions or concerns, confident that the head teacher deals appropriately with them. Some parents are concerned at levels of staff absence and the protracted negative affect this is having on their children's progress. It is the case that on many occasions parents have not known who will be teaching their children. The school is entirely sympathetic to the situation and strives hard, in difficult circumstances, to provide replacement staff to teach in Key Stage 2.
63. The school's links with parents is satisfactory. Parents feel very welcome in this school, and more so than at the time of the previous inspection. They say the head

teacher has been pivotal in improving communications and information to bring about a closer working relationship, and inspectors agree. Parents value the regular and timely newsletters, and appreciate the friendly face-to-face contacts with class teachers. Induction procedures are welcomed and considered to be very effective. These are strengths and help to form a bond between home and school.

64. Parents consider that information about how their children are getting on is less effective. Annual reports on progress are judged to be satisfactory. They have recently improved, and now offer clearer guidance on what has been achieved. Regular opportunities are provided where most parents can speak to teachers about progress. This wasn't the case however this year for parents of Year 4 pupils because of staff absences. Inspectors find that progress is clearly stated in pupils' annual reports for English, mathematics and science. They do agree with parents that comments are positively phrased and as such do not give a clear indication where progress has slowed. Also, comments included about other subjects are not sufficiently evaluative, being mainly descriptive in nature and content.
65. The quality and range of information provided for parents is good, but during the headteacher's absence the regular newsletter to parents has been suspended. This means that parents are currently not aware of what their children are learning each term. The requirement to publish a brochure and a governors' annual report for parents is met. These documents reflect the importance placed on building a partnership. They omit some important details such as the election of parent governors, attendance percentages, information about the success of the special educational needs policy, and steps taken to prevent discrimination. Also parents are not informed about their rights to withdraw children from some aspects of the curriculum. These are administrative details and easily rectified. A booklet is provided to enable parents to be aware of provision for the children not yet five, and very good information about what is taught is displayed in the nursery.
66. The school is quick to consult parents if they consider a pupil to have special educational needs. Parents are kept well informed of their child's progress and invited to contribute to regular reviews.
67. The contribution of parents to children's learning at school and at home is satisfactory. Inspectors find however, that insufficient information is provided to enable parents to understand what is planned for their children in each year group. Reading is well supported at home, strongly encouraged by the school. Parents monitor their children's story reviews and use reading diaries regularly. Some parents express a disappointment about the lack of diagnostic or evaluative comment about their children's reading. Parents feel this is a missed opportunity to both encourage parental involvement and allow them to learn of their child's strengths and areas for support. The dedicated Friends Association is well supported in its fundraising activities. It has been instrumental in developing parents' confidence and also the good links between them and the governing body.
68. The impact of parents' involvement on the work of the school is good and much improved. Staff value parents as a rich resource with a valid contribution to make. They are consulted regularly about aspects of educational provision. Parent governors play their part by visiting the school regularly, acting as ambassadors by building productive links with teaching staff.

69. The school is justifiably proud of the good relationships it enjoys with its parents, and their important contributions to the improvements in internal decoration and the provision of external play equipment.

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

70. Unfortunately, the headteacher was away from the school owing to ill-health during the inspection. However, it is clear from the good improvement in the school and from the high levels of commitment from staff, that he provides very good leadership for the school. In the two years since the last inspection the headteacher has been ambitious in his development of the school, providing the vision and direction for it to overcome the serious weaknesses that were found. Most of the issues identified then have been successfully tackled. There has been significant improvement in the quality of pupils' writing by the time they are eleven; there is now a whole school spelling programme and class libraries have a good range of fiction and non-fiction books. Standards in information and communication technology show very good improvement and the resources for the subject have improved. Leadership and management in the school are judged to be have made very good improvement, with all teachers fulfilling a management role as co-ordinator for a subject. There has been a significant increase in the professional development for teachers. The school development plan is formulated in consultation with teachers and governors, who now have a clear picture of the school's priorities and how these will be achieved through clear links with the school's budget. Accommodation for children under five has been improved with the provision of a new purpose built classroom. The school now has a high commitment to raising standards which is reflected in the rising standards at the end of the juniors. Issues concerning health and safety and risk assessment, which were identified in the last inspection, have not been tackled.
71. In all of this improvement the headteacher has been well supported by the deputy headteacher, the senior management team, teachers, parents and governors. There is a highly developed sense of teamwork among all members of the school's community and this has contributed to its purposeful improvement. All members of the school community have been made aware of their role and tasks in bringing about improvement. Teachers have job descriptions which make clear their responsibilities, give them timescales to work to and have outcomes for which they are accountable. All co-ordinators discharge their roles effectively and some have become very skilful managers, notably in mathematics, information and communication technology, assessment and staff development. All co-ordinators take their role seriously and the impact of their role is apparent in the improved provision, the rising standards and in the improved quality of teaching. Parents have become closely involved in the work of the school, taking on considerable responsibility for refurbishing, decorating and planting in order to improve the environment for children. The monitoring of standards and the quality of teaching is thorough and findings from this monitoring are used to set priorities for further development.
72. Management of special educational needs is effective and statutory requirements are met. The SENCO (special educational needs co-ordinator) provides appropriate support for teachers in drawing up individual education plans and reviewing progress. She co-ordinates the work of classroom support assistants to meet the school's needs as efficiently as possible and she liaises with the local education authority and outside agencies to provide advice for individual pupils and families, and for the school as a whole.



73. The school has revised its aims since the last inspection and is successful in meeting them to provide a stimulating, caring and happy environment in which children can learn. It has succeeded in developing a strong sense of community that is proud of its achievements and works in close partnership for the benefit of children. Through its carefully planned school development, which is linked with the professional development of staff, the school has succeeded in meeting its aim to support adults in their development while improving the provision for pupils. The headteacher has established systems for recognising and celebrating pupils' achievement and efforts, and teachers have been quick to adopt these, creating a very positive attitude to learning and providing an environment in which pupils feel valued. As a result of this the school is a very happy, confident place in which learning thrives.
74. There is a highly developed sense of teamwork among all members of the school's community and this has contributed to its purposeful improvement. All members of the school community have been made aware of their role and tasks in bringing about improvement.
75. The governors have a good understanding of the school's priorities for development and how these are arrived at. The majority have good involvement in the school, and, in the absence of the headteacher, the chair and vice-chair have provided much needed day-to-day support for the staff. Governors share the headteacher's commitment to high standards and strong partnership with parents and the community. From their links with subject co-ordinators, parents and visits to the school they have a good picture of how the school is progressing and improving. Governors are careful to ensure that finances are effectively deployed to provide the best resources and good accommodation. They have been very active since the last inspection in improving the environment and establishing a suite of computers to improve provision for information and communication technology. The governors do not meet statutory requirements in the content of their annual report to parents, in their risk assessment procedures, and due to the long term absence of the health and safety governor, health and safety issues have not been met. All other statutory requirements are met.
76. The school has an appropriate number of staff who have a good range of experience and expertise. Most of the teachers are long serving in the school. However, the school has had considerable difficulty with staffing in the past year. During the inspection, three permanent members of staff were away from school because of illness. These were replaced by supply teachers, all of whom were experienced and able to provide effective teaching; partly because of the good support they were given by the permanent staff in the school. The learning support assistants are also experienced and provide a good level of expertise to support pupils. The school has made very good provision for the professional development of all staff and this is reflected in the improved quality of teaching and in the much improved management in the school. The transfer of one member of staff to a different phase in the school has not been sufficiently supported with appropriate professional training, with the result that pupils in the class do not always learn at the appropriate rate, because expectations of what they can do are sometimes too low.
77. The school's accommodation, which has been much improved since the last inspection, is adequate for the needs of the curriculum. Most classrooms are spacious, attractively enhanced with learning materials and samples of pupils' work. While the school has worked hard to improve the environment, there is room for further improvement in providing a quieter learning environment in two areas of the

school. The noise transfer between the two classes adjoining the school hall, and the mixed age Year 3 and 4 class and the Year 5 class, though always the result of legitimate learning activity, provides a distraction which needs to be resolved. There are also two classrooms which currently provide very cramped accommodation and the school needs to review the use of space and partitioning of these to ensure there is adequate space for pupils to learn all subjects effectively. The school benefits from extensive playing fields and these are well used for games and athletics and for science investigations. Because all the grounds are cultivated there is no wild area attracting a variety of wild-life. This is something the school could consider as a further development of the environment.

78. Resources for learning are adequate in all subjects. In English there is a very good range of reading books, both to support literacy and to promote pleasure in reading. The provision of a dedicated suite of computers for class teaching is having a positive impact on standards in information and communication technology. The quality of learning in history would be enhanced by the provision of more artefacts for use by younger pupils. A reduction in the use of worksheets in some classes would support the development of pupils' writing.
79. Financial planning in the school is good. The governors are well informed of the school's priorities and recent spending patterns. The headteacher and governors are concerned to get the best value in what they buy and in the services that the school needs. The school is beginning to consult parents about its proposed developments and indeed many have become directly involved in improving the school site. The recently formed school council provides a channel for pupils to comment on the school's development and these are taken into account by the headteacher and governors. Procedures for financial control are in need of some improvement. The most recent audit of the school's accounting identified a number of areas for clear procedures and accountability to be established. Taking into account the rising standards, the quality of teaching, the very good attitudes of pupils and the good provision for their spiritual, moral, social and cultural development, the school is judged to give good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. In order to continue to raise standards, the headteacher, staff and governors of Barnby Road School, should:

- (1) Raise standards in reading and writing at the end the infants by
  - providing professional development that will improve the teacher's expectations of what pupils can do and improve the teacher's planning so that it provides appropriate work for all pupils in both Year 2 classes
  - Increasing the opportunities for reading and writing in all Key Stage 1 classes.(Paragraphs 2, 3, 24, 101, 102, 103)
- (2) Continue to raise standards in information and communication technology by the time pupils are eleven (Paragraphs 145, 148)
- (3) Continue to develop the use of assessment information to plan work to meet the needs of all pupils. (Paragraph 59, 61)
- (4) Meet statutory requirements for risk assessment; review the health and safety policy and practices in the school and rectify omissions in the governors' annual report to parents. (Paragraphs 51, 75, 97)
- (5) Improve classroom provision in the current Year 5 and Year 3 / 4 classes to give more space and reduce noise transfer. (Paragraph 77)

In addition, the governors should also consider the following for inclusion in their action plan:

- (6) Further improvement to the quality of reports to parents (Paragraph 64)
- (7) Provide more opportunities for pupils to set their learning targets (Paragraph 21)

## 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	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	20	31	36	3	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)	39	244
Number of full-time pupils 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	N/A	1
Number of pupils on the school's special educational needs register	2	60

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	26	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	20	20	24
	Total	33	34	38
Percentage of pupils at NC level 2 or above	School	83 (85)	85 (74)	95 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	20	24	24
	Total	34	38	38
Percentage of pupils at NC level 2 or above	School	85 (85)	95 (89)	95 (89)
	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	19	21	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	15	15	20
	Total	33	34	39
Percentage of pupils at NC level 4 or above	School	83 (68)	85 (71)	98 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	15	19
	Girls	16	16	21
	Total	34	31	40
Percentage of pupils at NC level 4 or above	School	85 (71)	89 (73)	100 (93)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	220
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.6
Average class size	25.6

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

Total number of education support staff	6
Total aggregate hours worked per week	86.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35

Total number of education support staff	3
Total aggregate hours worked per week	55.5

Number of pupils per FTE adult	11.7
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999-2000
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	£
Total income	532,886
Total expenditure	538,236
Expenditure per pupil	2,382
Balance brought forward from previous year	28,560
Balance carried forward to next year	23,210

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	283
Number of questionnaires returned	105

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	0	1
My child is making good progress in school.	58	37	2	2	1
Behaviour in the school is good.	50	47	1	0	3
My child gets the right amount of work to do at home.	31	46	14	1	8
The teaching is good.	54	38	5	0	3
I am kept well informed about how my child is getting on.	43	40	13	1	3
I would feel comfortable about approaching the school with questions or a problem.	71	26	0	2	1
The school expects my child to work hard and achieve his or her best.	70	30	0	0	1
The school works closely with parents.	50	42	7	0	2
The school is well led and managed.	67	26	5	0	3
The school is helping my child become mature and responsible.	54	40	1	0	5
The school provides an interesting range of activities outside lessons.	55	35	4	1	5

## **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**

81. The provision for children in the Foundation Stage is good and has improved since the last inspection. A major improvement has been the leadership role of the co-ordinator. There is now formal monitoring of the planning of what is taught. Staff in the nursery and the reception classes now plan together to ensure that the programme of work meets the requirements of the nationally agreed areas of learning.
82. The school has a purpose built nursery. There are 80 part time places in the nursery. There are presently 69 children who attend the nursery part time. In the two reception classes there are 41 children who attend school full time. Children enter the nursery at the age of three and start school in the reception classes in the term in which they are five. There is a carefully planned induction programme that helps children to settle into school life with ease. Parents are invited into school to learn about how children are taught, and teachers and parents share information to ensure that individual needs are well met. Careful assessments of attainment in all the areas of learning are carried out when children start in the nursery. The more formal assessments conducted with the reception children indicate that they begin school with average attainment overall.
83. The quality of teaching is good overall, because of the very high standard of teaching seen in the reception classes. Teachers, nursery nurses, support staff and volunteers work well as a team. The good teaching in the nursery is having a positive impact on the quality of children's learning. In the reception classes the teaching of basic skills is of a very high standard.

### **PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT**

84. The majority of children have already achieved the early learning goals in personal and social development by the end of the Foundation stage. The majority of children are eager to learn. They show good understanding of the class routines. A small minority of nursery children have not yet developed the skills to participate in unsupervised activities. They find it difficult to take turns and share equipment. Children demonstrate growing independence in their dressing skills and in personal hygiene, for example washing hands following a painting activity and putting objects and games in the correct place. Most are confident to try new activities and enjoy being given responsibilities.
85. Teaching in this area is very good overall. Staff provide good role models. They treat each other and the children with courtesy and respect and ensure that children feel secure. Children become confident learners because of the support and encouragement they are given, for instance by equipment and resources being easily accessible to them. Occasionally in the nursery, when children are left too long to play without adult intervention, there are missed opportunities to develop sharing skills. In the reception classes, high expectation of behaviour and well established class rules and routines enable children to take responsibility, grow in independence and to have very good behaviour.



## **COMMUNICATION LANGUAGE AND LITERACY**

86. Children's attainment in communication language and literacy is good. The majority of children in the nursery are likely to achieve the early learning goals and in reception the greater majority already have. Children listen attentively and talk about their experiences. In both the nursery and the reception classes the children enjoy listening to stories and readily enjoy books. By the end of the reception year children use a developing vocabulary, speak with increasing fluency and express their thoughts well. They can initiate conversation. They are beginning to use sounds to assist them in their reading. A significant minority of higher attaining children can read and write simple sentences independently.
87. This area of learning is well taught in the nursery. The varied and interesting activities encourage children to communicate their thoughts and feelings. During discussion of which items to take on holiday the nursery nurse skilfully engaged children in discussion, effectively questioning them to share their thoughts. The teacher, when sharing a book about the airport encouraged children to talk about the sequence of events, so extending their knowledge of how to read by using pictures to aid them. The role play experiences, for example the café, airport, reception desk and the puppet theatre, provide very good opportunities for children to imagine and recreate roles and experiences and to make good progress in their learning.
88. In both the reception classes there is some excellent teaching. Some elements of the Literacy Strategy are very well used by teachers. Most children can name sounds in words, have a growing sight vocabulary and confidently write sentences for party invitations. The higher attaining children show good understanding of what they read. The very good opportunities provided for children to investigate and experiment enable them to make very good progress in their listening, speaking, reading and writing skills.

## **MATHEMATICAL DEVELOPMENT**

89. Children make good progress in their mathematical development. Most children in the present reception class have already attained the early learning goals and the lower attaining children and the children in the nursery are on course to do so.
90. Whilst in the nursery children make good progress in their mathematical development. There are carefully planned opportunities for children to develop their mathematical language and understanding of number through practical activities and daily routines, including counting the candles on a birthday cake, during registration counting how many are present, and counting how many pegs they have when doing repeat patterns on peg boards. This good progress is built on in the reception classes where lower attaining children count everyday objects to 10 and beyond. Higher attaining children recognise numerals 1 to 20 and can count up to 20 and back. They use appropriate mathematical language such as more and less. Role-play in the café is used to learn about money, opportunities are taken to introduce time and measurement, for example when baking, and children are taught how to present their survey findings in graph form.
91. The quality of teaching in the nursery is good. In the reception classes, the staff intervene in children's play to develop their thinking and mathematical knowledge by asking appropriate questions such as who used the most bricks, how many more do

you need? In the reception classes, where the teaching is excellent, children make excellent progress in identifying missing numbers and in their understanding of simple addition. Teachers' are enthusiastic, they make learning fun. The challenges set make children eager to find out more and to ask their teachers for more difficult tasks. The children with special needs as well as the children with English as an additional language receive good quality support to enable them to be included in activities and make good progress in the acquisition of early mathematical vocabulary through discussion about mathematical practical activities.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

92. Children make good progress in their knowledge and understanding of the world and are on track to attain the Early Learning Goals by the time they enter Year 1. Carefully planned activities encourage children to find out about and identify features of living things and to investigate and question why things happen. In the nursery children select, build and construct with a wide range of objects. They plant seeds and show developing knowledge of what plants need to grow in the lovely garden areas they have been involved in creating. Reception children carefully do needlework using plastic needles, thread and binca. Where the nursery nurse and a parent provide very good tuition and support, pupils make very good progress in their use of computers to draw and paint Elmer the elephant using different colours. Nursery children are confident in using the mouse and the higher attaining reception children can respond to screen prompts, load, exit and print off their work.
93. Teaching in the nursery is good and in reception it is very good in this area of learning. Every opportunity is taken to broaden children's knowledge and understanding of the world. Adults support children well in investigating their surroundings and encourage them to find things out for themselves. Well planned visits including walks in the local environment, to the post office and to Butterfly Farm and visitors to the school are used well to increase children's knowledge and understanding of the world.

## **PHYSICAL DEVELOPMENT**

94. Children in the nursery are likely to attain the Early Learning Goals in this area. Children in the reception classes are already attaining above the level usually expected of pupils of five years of age. In the nursery, a wide variety of learning opportunities are provided. Children use the small play equipment when they play in the playground each day. Their skills in cutting, modelling and building with construction toys and bricks are developing well. In the reception classes they run, skip, jump with increasing confidence. They throw well, catch balls and show developing control when dribbling a football.
95. The imaginative development of the outside play areas has been a major factor in enabling children to make good progress in the development of their physical skills. However, not all activities in this area have been risk assessed and the provision of plastic bread trays and other junk equipment such as trampolines is inappropriate and constitutes a risk to children who play on them. This provision is made more hazardous by the co-ordinator's policy of allowing nursery children to play on this equipment without supervision. The situation is unsatisfactory and the school should take urgent steps to ensure that all activities and equipment are risk assessed and where necessary discontinued. The further plans for minor works, outlined in the school development document now need to be implemented. A small number of

nursery children are over-boisterous because they have not benefited from adult intervention to help them moderate their high spirits, however most children show good awareness of others.

96. Teaching is good. Planned activities offer appropriate physical challenges. In the nursery, a good range of objects and construction materials enable children to develop their threading, building and joining skills. Where teaching is very good in reception, the teacher talks with children about their throwing, catching and kicking skills, encouraging them to practise and think about ways of making improvements. The lesson is well supported by parents who join in with the children. All these points enable children to receive attention in small groups and to make very good progress in their physical development.

## **CREATIVE DEVELOPMENT**

97. Children make good progress in their creative skills and are likely to attain the Early Learning Goals by the time they leave the Foundation Stage. They learn about colours, paint and play dough. They participate in a variety of imaginative role-play, for example in the puppet theatre, the café and the airport. In the reception classes, children sing well in assemblies. They show a growing sense of rhythm in their music lessons and impressively follow the signals of the teacher when playing their musical instruments. In all three classes children learn and remember the words to songs and hymns and enjoy singing action songs such as 'Brother Peter' and songs chosen to broaden their knowledge of the seaside.
98. Teaching is of a good standard in the nursery. Children are provided with carefully planned opportunities to explore colour and shape and to use their imagination through art, music, stories dance and imaginative play. Good opportunities are provided for children to explore the sounds of musical instruments. When experimenting with paint, children are taught how to hold the paintbrush correctly. There is some good support from the nursery students, who challenge children to think carefully about their work through skilful discussion and questioning about what they are doing and what they should do next. In the reception classes teaching is very good. The teachers' enthusiasm and enjoyment in the music lesson is reflected in the children's response. There is excellent support for the children from a musically talented voluntary teacher, who plays the piano and encourages the children to participate.

## **ENGLISH**

99. In the national tests in 2000, pupils' performance in English at age 11 at the national average and in line with schools which have a similar intake of pupils. Boys' results were better than girls. There has been an improvement in performance since 1998, which was the first year that the school registered its national test results. In the tests in reading for seven year olds in 2000, pupils' attainment was below the national average and well below the average of pupils in similar schools. Pupils' performance in writing was better. It was in line with the national average for seven year olds and in line with the performance of pupils in schools with a similar intake. Girls' results in writing were slightly better than boys'. These results reflect a pattern of under-achievement at the end of the infants when compared with the levels of attainment on entry to Year 1 by these pupils. The reasons for the under-achievement are low teacher expectations, and a lack of opportunity to practise and consolidate reading skills.

100. Standards of listening are in line with those expected of seven year olds. Pupils follow teacher's explanations closely and listen carefully to each other's contributions in lessons. Pupils speak audibly and express their ideas clearly and confidently, reaching the expected level in this area too. By the time they are 11, pupils have developed good speaking and listening skills, which are above the level expected of 11 year olds. They sustain active listening for long periods and respond with good detail to the teacher's searching questions, demonstrating how closely they have followed the story and have been alert to the writer's techniques. Their response to questions and their ability to generate and develop discussion about what they have read shows confidence, is well expressed and makes good use of their strong subject vocabulary. For example, pupils discussing the features of the horror genre in writing talk about personification, mood creation, specific devices and contrast.
101. Standards in reading for pupils who are seven are below the national average. Unconfirmed results from this year's national tests show an improvement in the proportion of pupils achieving the higher level, but overall, pupils' reading skills are not well enough developed. Pupils have too few opportunities to read during the school day and too much reliance is placed on pupils reading at home. Because of this many pupils are falling behind their peers nationally. Their reading strategies are not well developed, with average and lower attaining pupils often unable to sound out unfamiliar words without the support of an adult. As a result these pupils do not read with good understanding, nor do they have good recall of what they have read. By contrast, reading in Year 6 is above the national expectation for 11 year olds. Pupils show a real enjoyment of reading, producing lively and perceptive reviews of the books they read. They have a good knowledge of different authors and their style and most pupils are able to state what their reading preferences are and why. They make good use of reference material from books, CD-ROMs and the Internet to research topics for history and science.
102. Standards in writing are below the expected standard for seven year olds. The majority write in sentences, but do not consistently mark these with capital letters and full stops. Handwriting is at the expected level for seven year olds, with a few higher attaining pupils writing in a neat joined script. Spelling is weak, despite the school's use of a spelling programme, and, without greater emphasis on reading to establish letter sounds and expose pupils to the printed word, is likely to remain so. Pupils retell familiar fairy stories using appropriate sequencing and higher attainers write alliterative poems showing a good choice of vocabulary. The reasons for these standards in writing are: limited opportunities to write for a wide range of purposes regularly, low expectations by the teacher and a lack of strategy for teaching writing. By the time pupils are 11, their writing exceeds the expectation for their age. Pupils write with good control. There was evidence of creative and imaginative work and of writing for different purposes and audiences. Their writing is well structured because they are given many opportunities to learn from the writing of published writers and are encouraged to model their own writing on this. The vocabulary choices of most pupils are good and they use words precisely. They are also given many opportunities within the wider curriculum to apply their writing skills. For instance, Year 5 and 6 pupils were recently involved in the school's mock election and produced some fine posters and leaflets in the style of the political material they saw around them during the run up to the General Election. Good use is made of computers for pupils to draft and edit their writing.

103. The quality of teaching for younger pupils is satisfactory overall, with some good teaching seen in Year 1. One unsatisfactory lesson was seen in a mixed age class, where the teacher's explanations were not clear, nor were her expectations of what the pupils should do high enough. As a result, the majority of pupils made little progress, despite trying hard to follow the teacher's instructions. In a good lesson in Year 1, pupils achieved well in their speaking and listening because of the teacher's imaginative use of hand puppets to encourage them to speak in the role. Pupils overcame their shyness as they took on the part of Billy Duck or his mother and showed good recall of the story they had read.
104. In the juniors, the quality of teaching is good overall, with very good teaching seen in Years 5 and 6. Teachers have good subject knowledge and use this well to plan lessons that are interesting and challenging for pupils. Pupils in Year 5 thoroughly enjoyed their poetry reading and were keen to produce their own poems based on the same style. They were keen to copy the style so that their own poems would interest an audience during performance. Pupils in Year 6 were enthralled in their reading of the horror genre, in a well chosen text. The teacher's challenging questions probed their understanding well and pupils were eager to attempt writing in the same style. The short passages they produced were good evidence of how closely they had followed the carefully structured teaching and how hard they had worked to meet the demanding challenges set by the teacher. Because English lessons are lively and demanding pupils enjoy them and take great pride in the work they do.
105. Pupils with special educational needs make satisfactory progress overall. In the juniors, they make good progress because of the quality of teaching and the quality of planning between the teacher and the learning support assistant. In Years 1 and 2, pupils make satisfactory progress, but in a mixed age class, there is a need for more simplified work for pupils who are sometimes set work at levels that are too high.
106. The co-ordinator monitors the teaching of English and standards of pupils' work. He has a very clear picture of the strengths and weaknesses in the subject in the juniors but this is not so sharp in the infants. Here, more rigorous monitoring of teaching and learning are needed in order to identify areas for improvement. The co-ordinator has been successful in raising interest in writing since the last inspection, through regular writing competitions and the display of good quality writing by pupils. This has made a contribution to the improved standards in writing in the juniors and amongst the highest attainers in the infants. The school has no central library, which means there is no opportunity for pupils to learn and practise library skills. While the class library provision is good, there is a need for central provision so that pupils can be taught the necessary skills. Since the last inspection standards in writing have risen for 11 year olds and performance in the national tests has improved. The range and quality of learning resources for the subject are very much improved, with the provision of a good selection of 'big books' for use with infant classes and a wide range of fiction and non-fiction books for use in guided reading.

## **MATHEMATICS**

107. Attainment at the time of the last inspection was close to national average expectations at age seven and 11. In the two years following the last inspection there has been a significant improvement in pupils' attainment. Inspection findings indicate that levels of attainment now meet national average for pupils at seven and are above national average for pupils at 11.

108. Attainment in 2000 national tests showed that 72 percent of pupils aged seven achieved level 2 or above, while only three percent of pupils achieved level 3. Overall this placed the school's performance well below the national average and well below the average of similar schools. The trend in test results since 1999 is well above the national average trend and this is because of the leadership of the co-ordinator and the successful implementation of the National Numeracy Strategy.
109. The performance of pupils' aged 11 in the national tests was above the national average and above the average of similar schools. The school's results in national tests since 1999 have been well above the national trend. Pupils are now attaining above average expectations and this is reflected in the level, and quality, of pupils' work and is a result of the quality of the teaching they receive. Boys and girls are given fair and equal access to the mathematics curriculum and there is no significant difference between their performances over time. Teachers with good subject expertise teach classes across age groups and this has contributed significantly to recent overall improvement in pupils' attainment. Improvement is well sustained across the whole school.
110. Pupils entering school have a good level of mathematical skills, including good number recognition and a sound mathematical vocabulary. By the age of seven pupils are developing secure number skills. Mental arithmetic skills and strategies for mental calculation are being well developed. There is good coverage of the mathematics programmes of study for number, shape, space and measures with an appropriate emphasis on the development of number skills. There was a good volume of pupils' work. However most of this was contained in commercial workbook materials and on work sheets and this inhibits the development of presentational skills. This is a weakness. Lower attaining pupils can sequence numbers to 100, order numbers and have a basic understanding of place value to 100. They can add coins to a value of 10p and understand the concept of halves. Pupils make satisfactory progress in relation to their attainment upon entry to the school and pupils' achievement is up to national standards.
111. By the age of eleven most pupils have a sound grasp of tables to 10, multiply four figure digits by any two digit numbers, add and subtract decimals up to two decimal places and understand the processes of long division and multiplication of four figure digits by two-digit numbers. They have an understanding of lines of symmetry, rotational and reflective symmetry, area, volume, ratio and proportion. They have a secure grasp of fractions, decimals, percentages and the inter-relation of all three. Pupils can distinguish clearly between mean, median and mode. Lower attaining pupils are able to round to two decimal places, use co-ordinates appropriately and multiply three digit numbers by two-digit numbers. There is a very good focus on mathematical vocabulary and pupils use terms such as "inverse operation" and "negative axis" with confidence. Opportunities for pupils to apply mathematical skills and pursue investigations are good, and exceptionally good for pupils in Years 5 and 6. Here pupils are continuously challenged by the nature of the tasks set and by the quality of the teacher's questions. Consequently, pupils' mathematical thinking and reasoning is of a very high order. This is a very good feature. It was a weakness at the time of the previous inspection.
112. Pupils' progress, including those pupils with special educational needs, is good overall. Pupils up to the age of seven make sound progress and older pupils make good progress, and often very good progress, when comparisons are made against

prior attainment. Progress is enhanced by the constant re-enforcement of number facts and mathematical vocabulary whenever the opportunity arises, and is a very strong feature in the introductory mental work during lessons. Information and communication technology is beginning to have a positive impact upon standards in data handling.

113. Pupils have a very positive attitude towards the subject. They are keen to answer questions and show sensitivity when wrong answers are given. Pupils enjoy explaining the mental strategies they have used to solve mental tasks posed by their teacher. They concentrate well and sustain interest. Pupils work collaboratively, often in pairs, and support and help each other well. They work hard and demonstrate an enthusiasm for the subject. Year 6 pupils responded very enthusiastically to challenging questions from the teacher. "What happens if the shape is larger or smaller? What happens if you treble or quadruple the length of the sides? What do you predict will happen?" The activity was very challenging, calculations were accurate and the lesson proceeded very well. Behaviour is excellent in almost half the lessons seen and good or better in almost nine out of ten lessons.
114. Teaching is good in lessons for pupils up to the age of seven and very good for older pupils. It is good or better in seven out of ten of lessons and excellent in four out of ten lessons. This represents a significant improvement since the previous inspection where teaching was stated to be satisfactory overall. No unsatisfactory teaching was seen in the seven lessons observed during the inspection. A Year 2 lesson, taken by the subject co-ordinator in the absence of the class teacher, was very well planned, resourced and delivered at a brisk pace. The high quality of questioning promoted very enthusiastic responses from pupils and excellent learning. All teaching is well planned, teachers have good subject knowledge and expectations of pupils' attainment are realistic but challenging. Evidence from pupils books supports the judgement that overall teaching in mathematics is very good.
115. In a Year 6 lesson, the teacher had clear learning objectives that were stated on the board and discussed at the outset of the lesson and referred to during the summing up session. Teachers have a good knowledge of the subject and this is reflected in the high quality of questioning and very good use of relevant vocabulary. This promotes very well focussed thinking amongst pupils. In a lesson with Year 5 and 6 pupils were challenged continually with "What happens if....?" questions which stimulated excellent discussion between pupils and promoted articulate, thoughtful solutions. Lessons are conducted at a brisk pace and pupils' thinking is frequently challenged to explain vocabulary and strategies used. Teachers have a good understanding of the strategies of the National Numeracy Strategy and use these to very good effect. Pupils throughout the school are actively encouraged to use appropriate mathematical vocabulary. Year 2 pupils talked of "doubling", "halving", "total" and "equal" and Year 5 pupils talked of "reflective symmetry", "co-ordinates" and "inverse operations". Teachers have high and realistic expectations of pupils' attainment and high expectations of pupils' behaviour and this is reflected in the pupils' motivation and sustained concentration whilst working. Homework is set regularly, often weekly. Work is marked consistently and comments are positive. Comments designed to improve presentation or challenge pupils' thinking are effectively and often used in the books of older pupils. The individual educational programmes for pupils with special educational needs are used effectively by teachers to structure pupils' work to meet their specific mathematical targets.

116. The subject has an enthusiastic, well-qualified and very effective co-ordinator who has held the post for two years. She sets a very high standard in the quality of her teaching and has the confidence of colleagues who need support because of this. She has high expectations of her colleagues and these are reflected in the systems she has in place for raising standards. A very good system of subject assessment has been introduced, which is detailed and very well structured. This complements the testing and data analysis already in place. The school is able to determine strengths and weaknesses with more confidence and this has led to the establishment of year group and individual target setting. Six pupils in the current Year 6 have been identified as talented and have been entered for level 6 in the national tests. Pupil's targets are made available to parents on a termly basis. Assessment files are detailed and regularly up-dated. Monitoring of pupils' progress is good. The co-ordinator monitors teaching, planning, and pupils' work and sets targets for the subject. The numeracy governor has been in the post since September and has observed teaching by the subject co-ordinator. The governor is well aware of subject strengths and weaknesses and is very supportive of the school's efforts to improve levels of attainment. Resources are good, well used by teachers and carefully used by pupils. Good links with other subjects, and particularly with information and communication technology, are now being developed. The subject co-ordinator gives a good lead in this development.
117. Teachers have worked very hard since the last inspection and have improved provision and the quality of teaching. At the time of the last inspection, the subject did not have a co-ordinator to support the introduction of the National Numeracy Strategy. This has been very effectively remedied. The subject is now excellently led and the school continues to improve pupil attainment year upon year.

## **SCIENCE**

118. The results of statutory teacher assessments at the end of the infants in 2000 were above the national average at both the expected level and the higher level. In comparison with similar schools, results were also above average. Evidence gathered during the inspection indicates that the standards attained by seven-year-olds continue to be above national expectations. This shows an improvement since the last inspection.
119. The results of national tests at the end of the juniors, in 2000, were in line with those of most schools and with the average for similar schools. The percentage of pupils who reached the expected level was well above average but the percentage who attained the higher level was below. Test results in 2000 show a decline from the very high standards of 1998, and from the above average standards in the last report (July 1999). Inspection evidence indicates that standards are beginning to rise again, with more pupils working at the higher level. Overall standards of eleven-year-olds seen during the inspection are above national expectations. There has been an improvement in pupils' investigational skills since the last report.
120. Over the whole school, the vast majority of pupils achieve well. This is due to the good quality teaching, which harnesses the pupils' enthusiasm to learn. The pupils' very positive attitudes to school and to the subject make a considerable contribution to their progress. The emphasis on investigational science where pupils learn from well-organised direct, first-hand experiences is helping them to think for themselves. Pupils apply their skills of scientific enquiry to gain knowledge about life processes and living things, about materials and their properties and about physical forces.



Teachers ensure that pupils with special educational needs are supported in class, for instance, through careful arrangement of mixed ability groups where higher attainers support less confident pupils or through extra attention from learning support assistants. This enables pupils with special educational needs to be fully involved in lessons and to make similar progress to their peers. Higher attainers are appropriately challenged when teachers, particularly in the upper juniors, use questions effectively to extend their learning. However, this is not systematically planned in all classes, and tasks do not always match the full range of ability. Consequently, some more able pupils do not achieve as well as they might. Progress in the junior department is uneven. Staffing difficulties, recently resolved, have slowed progress in the two younger classes. Towards the end of the juniors achievement increases and is good. In Year 6, the rate of learning is often excellent.

121. By the end of the infants, the vast majority of the pupils have good observational skills. They look closely at the beans they are growing and produce detailed labelled drawings to record the changes they see. They observe and compare their growing plants to discover the essentials for survival. When sorting living things, they are aware of classifications such as animals and plants. They appreciate different creatures and plants live in a range of habitats within the school grounds, or on a pond dipping expedition. Higher attainers are confident in differentiating living and non-living things, and are beginning to explain changes in living things. With help from their teacher they investigate push and pull forces on the swings and slide in the park. They devise a test to find out how the slope of a ramp influences the distance travelled by a toy car. All of the pupils are aware of the need to make the test fair. Higher attainers are articulate in describing how this may be done. Pupils measure accurately and record their findings in table form. There is, however, little evidence of pupils predicting outcomes. The vast majority of pupils know how a simple electrical circuit works and construct one for themselves. They understand that electricity is a source of light and energy.
  
122. By the end of the juniors, the pupils are independent and responsible learners. They respond very well to the teachers' high expectations, and are good at asking relevant questions and solving problems for themselves. They show detailed knowledge of forces such as gravity and upthrust. They co-operate in small groups, for instance, to respond to the challenge, 'What happens to an elastic band when a force is applied?' Through discussion they prepare and implement a fair test, demonstrating their ability to eliminate variables, selecting appropriate materials and making a reasoned prediction based on earlier experience. They measure in Newtons and record accurately. Higher attainers independently present their results efficiently in table form, and draw appropriate conclusions. They recognise a pattern in their findings and use it to generalise about physical phenomena such as gravitational pull. Good use of mathematical skills enables pupils to work out percentages easily. Information and communication technology is used efficiently to show trends and compare findings in line and bar graphs. In discussion, most pupils use appropriate scientific vocabulary to describe the main functions of the most important human and plant organs and to compare patterns in the life-cycles of animals and plants. Almost all show good awareness of how living creatures relate to specific environments, but not all are able to describe feeding relationships within a habitat, for instance, in terms of predator and prey. The majority of pupils describe differences between solids, liquids and gases. They know that mixtures can be separated through filtering and through evaporation, as when 'cleaning' water.

123. The overall quality of teaching in lessons observed is good. In the infants, teaching was good in one lesson and satisfactory in the other lesson observed. In the juniors, eighty percent of teaching was good or better and twenty percent was satisfactory. An excellent lesson was seen in Year 6. This improvement on the overall satisfactory teaching at the time of the last inspection is due to the teachers' more systematic approach to investigational science and to the dynamic problem solving approach evident in most classes. Investigations and group sessions are well organised and resources are carefully prepared so that no time is wasted and learning proceeds at a brisk pace. Teachers use good management skills based on very good positive relationships to encourage pupils to put forward their own ideas and to explore possibilities with confidence. Teachers usually begin with a brief, relevant recap of earlier work which gives pupils confidence to build on what they already know. Occasionally, however, introductions go on too long, and the pace of learning slows. Teachers make especially good use of probing questions to extend or consolidate pupils' learning. For instance, when observing habitats, pupils are asked, 'Might some creatures prefer a dark hidden place? Would there be food on concrete or in pebbles?' On occasions, lesson objectives do not focus clearly on what skills or knowledge are to be gained. For instance, when pupils are 'to locate habitats in the school grounds'. In some lessons, opportunities to predict outcomes are missed as when the lesson objective is 'to know that when an object is submerged in water, the water provides an upward thrust'. Teaching assistants are well deployed to work with pupils who have special educational needs. They make a very positive contribution to learning. Summing up at the end of lessons is very well used to put learning in context and so increase understanding.
124. The curriculum is based on national guidance and adequately covers all programmes of study with particular strength in the practical approach to scientific enquiry. There are thorough systems to assess pupils' skills and knowledge. However, the information gained is not always used rigorously to meet the needs of all pupils. This sometimes results in insufficient planned challenge for the more able. The curriculum is enhanced by field studies such as at a park or a pond, and by good use of the school grounds. The recent "Science Week", provided a successful lively approach, which linked science activities to other subjects.
125. The curriculum co-ordinator has made a good start in managing the subject. She has carried out an audit of resources and plans to re-organise storage so that apparatus is more easily available to the whole school. She has a good overview of the school's overall performance through analysis of assessment data and a clear view of the way forward. While there has been some monitoring of teachers' plans, the role of the curriculum co-ordinator in monitoring teaching and learning in class and spreading good practice has not yet been sufficiently developed.

## **ART and DESIGN**

126. Art and design teaching alternates with design and technology and during the inspection week art was not being taught in most classes, therefore judgements are mainly based on work displayed, scrutiny of planning and discussion with pupils and teachers.
127. Standards in art at the end of the infants are in line with those expected of seven year old pupils, and have been maintained since the last inspection. Pupils gain experience in using a satisfactory range of materials including paint, crayon, pastels, clay and collage materials. Art and design is used to complement the work in other

subjects for example in religion where they record observational drawings of religious objects. In Year 1, pupils' have successfully used clay to make leaf dishes. Photographic evidence shows them rolling and cutting clay using a leaf as a template. They have also painted sunflowers in the style of Van Gogh. Their Remembrance Day pictures, depicting field of poppies, and their snowflake pictures, demonstrate that pupils have taken great care in the presentation of their work. Year 1 pupils have helped make the rainbow fish using collage materials. Entries in Year 2 sketch books include drawings of items special to Sikhs, a countryside scene and self portraits. In their work pupils are beginning to use colour, texture and pattern to communicate imaginatively what they see.

128. By the end of the juniors standards in art and design are in line with what is expected of 11 year olds. Pupils have had the opportunity to produce satisfactory quality paintings in the style of famous artists. The observational drawings of leaves and flowers using pastel and paint demonstrate satisfactory progress in the use of shading. Children eagerly talk about their pictures drawn by the river Trent. However the quality of the work in their sketchbooks, for example, their drawings of parts of the body, show little indication of development of skills. In Years 5 and 6 pupils use plans and templates to refine and produce Greek art. Pupils are encouraged to use information and communication technology to research Greek art and they successfully decorate their pots with Greek designs.
129. Teaching in the lesson observed in the infants was satisfactory. Resources are well prepared, Clear explanations by the teachers help pupils to know how to approach the tasks given. Good use is made of learning support assistants which enables all pupils, including those with special educational needs, to receive the help they require. All pupils therefore, make satisfactory progress in their weaving painting and collage skills. There is however some over- direction. Although pupils have been involved in mixing colours for use prior to the lesson, this does not include individual children mixing paints together to form variability of shade, therefore the seaside landscapes are all very similar in appearance and tone. Teaching observed in the juniors is good. A calm working atmosphere enables pupils to work with a high degree of concentration. Very good relationships build pupils' confidence as they explore media without fear of failure. A good range of tasks keeps all pupils interested and provides good challenge. The teacher intervenes with effective questioning which enables pupils to evaluate their own work and decide the areas for improvement. They therefore make good progress in their skills.
130. The improvements since the last inspection include the appointment of a subject leader. The quality of displays in the school is now good and has a positive impact on the learning environment. The care staff take in presenting pupils art and design demonstrates how well they value the pupils' work.

## DESIGN AND TECHNOLOGY

131. Standards at seven and eleven years are similar to those found in most schools. Standards have remained the same as those identified in the previous inspection. Whilst designing skills have been improved they are still less well developed than those of making. The vast majority of the pupils, including those with special educational needs, are, however, achieving satisfactorily. They are learning skills and extending knowledge at an satisfactory rate as they move through the school.
132. By the end of Year 2, pupils make moving vehicles from balsa wood to travel one metre with one push. They follow the teacher's instructions to measure, cut and assemble. They know the importance of accurate measurement and can explain the pitfalls of not getting this right. They describe how to strengthen the chassis with triangular reinforcements, and adjust the wheels with pipe cleaners to prevent skidding. When designing Mexican masks, they are careful to leave sufficient room for eyes and mouth and draw out their design on paper before making with card and decorating it. They draw pictures of puppet characters, but do not follow the drawing when making the puppet. They do, however, make a simple evaluation of how their puppet worked.
133. Pupils in the lower juniors show understanding of how pneumatic systems work when making moving monsters. They design their own system by preparing a labelled diagram to show how it will work. They write out a plan of action (to a given format) identifying resources needed and steps of manufacture. Most pupils make a simple evaluation, for instance, 'Its tongue can stick out. Its eyes can jump out, so I think it's good'. By the end of Year 6, pupils work with a range of media for a variety of purposes. As part of their study of Ancient Greece, pupils use books and information and communication technology to find out about Greek pottery. They consider the manufacture of thumb and coil pots with attention to shape, colour and decoration before designing and making their own clay pots based on perceived Greek ideas. Some pupils discard their decorative design as being too complicated. Pupils take a sandal to pieces to assess how to make a Greek style sandal. They observe closely to draw a labelled diagram, which they use as the basis for their own design. They make and adjust a paper prototype to test ideas before using card.
134. No lessons were observed in the infants and only two lessons were seen in the juniors. Teaching was satisfactory in one lesson and good in the other. In the lessons seen, appropriate opportunities were provided for pupils to research projects and to be involved in practical making activities. However, teachers give insufficient attention to design and evaluation. Consequently pupils are sometimes unaware of the importance of their designs, and do not take enough care in preparing them. They do not always refer to their designs when carrying out their work. Teachers use questions effectively to extend pupils' ideas and enable them to solve problems. Teachers manage groupwork carefully and foster good relationships with sincere praise and encouragement. This gives pupils confidence to explore ideas in a range of media without fear of failure, and is partly responsible for the pupils' enthusiasm. Teaching assistants work closely with pupils who have special educational needs so that they are fully included in lessons, and adequately challenged to become successful in their projects.
135. Teachers' planning is based on national guidance and provides for the progressive development of skills and knowledge as pupils move from class to class. The scheme, however, is not adapted closely enough to meet individual class needs. The

underuse of consistent assessment hampers teachers' in planning to meet the full range of ability in each class, so that progress is satisfactory overall, rather than good. A curriculum co-ordinator is not currently in place because of long term absence. The role of monitoring teaching and learning is not developed due to the school's other priorities and to staff illness.

## **GEOGRAPHY**

136. Scrutiny of pupils' work and discussions with pupils and teachers indicate that standards at the end of Year 2 and Year 6 are similar to those found in most schools. The satisfactory progress described in the last inspection report is being maintained. Pupils with special educational needs are fully involved in all learning activities and make sound progress.
137. Pupils in Year 1 carefully observe their surroundings and make a simple map to record their walk in the locality. They are thoughtful in recording their likes, for instance, 'trees and newly painted front doors', and their dislikes, 'broken windows, litter and dog dirt'. In Year 2, pupils build on this experience. They produce more detailed maps showing geographical features, such as the bus stop, the telephone box and the traffic lights on their route to school. Pupils become increasingly aware of the world beyond Newark through playing in the Travel Shop and through finding seaside places visited by individual children and by Barnby Bear, on a map of the British Isles. By the end of Year 2, most pupils describe similarities and differences in contrasting environments through the study of the Mexican Horta family in Tocuaro.
138. By the end of Year 6, pupils have sufficient skills to carry out their own research using information and communication technology and books, globes and maps, for instance, to find out about important rivers of the world. From the study of particular rivers around the world, they make generalisations about the stages from source to mouth. They are aware of the effect of rivers on the landscape and on the settlement of communities. Their detailed map study of the River Trent is brought to life through a field work trip where pupils note change in land use over time, and more recent environmental issues such as flooding. They are aware that people can damage as well as improve the environment and relate this to local issues such as a proposed housing development on the park. In discussions, pupils show good awareness of conservation, and express concerns about pollution caused by traffic, factories and litter. They are keen to learn and enjoy looking at maps and especially taking part in field studies. Pupils' knowledge of a contrasting location is not well developed. The current history/geography topic on Ancient Greece is not sufficiently focused on geographical skills to enable pupils to make good progress, although it has increased their knowledge of world maps. There are plans to develop this area further.
139. Due to the organisation of the curriculum, no geography lessons were seen during the inspection. However, discussions with the teachers and scrutiny of their planning, together with the standard of pupils' work, indicates that teaching is satisfactory. Teachers' planning follows national guidance to ensure appropriate coverage of the programmes of study and to build up skills progressively over time. In the junior department, homework is used effectively to encourage pupils to carry out research independently to extend topic work. Marking of work in books is generally encouraging but rarely tells pupils how they can improve.
140. The curriculum co-ordinator is enthusiastic to develop the subject further and is beginning to monitor teachers' plans. The role of the curriculum co-ordinator in

monitoring teaching and learning in this subject has not yet been sufficiently developed to influence progress significantly.

## HISTORY

141. By the time they are seven, pupils' knowledge and understanding in history are typical for their age group. Pupils recognise the distinction between the past and the present. They understand why things were different in the past and how they differed from today. In Years 1 and 2 pupils compare seaside holidays at the beginning, middle and end of the twentieth century. They know that people wore different bathing clothes to what is worn today and they understand the different ways of travelling to the seaside in the past and now. They learn about different civilisations when they study the Aztecs and use ideas gained from Aztec culture to paint designs.
142. By the time they are 11, pupils have better than expected enquiry skills. For instance, Year 6 pupils examine various accounts of the Trojan Wars to find where they match and where they differ in order to establish their own view of what might have happened. They distinguish between fact and opinion with ease and higher attainers confidently set and test hypotheses about events in the past. In their study of the Ancient Greeks they make many links with other subjects. They research Greek mathematicians and use the information they glean from replicas of Greek pottery to create their own designs in art. Pupils in Year 6 show a good knowledge of different eras in history and have a good understanding of chronology. They ask relevant questions about the past and make good use of books and CD-ROMs to research answers to these questions. Good use is made of opportunities to write in the subject and pupils' books show a good range of well-presented writing.
143. In the lessons observed, teaching was good overall, with one unsatisfactory lesson and one that was very good. Teachers have secure subject knowledge and use this to plan interesting activities for pupils. Where teaching is unsatisfactory the teacher's explanations are not clear and the pupils do not fully understand the differences between the past and today. Where teachers' planning is linked to clear explanations and good questioning, pupils achieve well and enjoy the lesson. In a Year 1 lesson about what people wore at the seaside, the pupils were well prepared for their task by the teacher modelling Victorian bathing wear and allowing them to ask questions about why she dressed like that. Careful comparison between then and now was repeated throughout, ensuring that the pupils developed a good understanding of the differences over time. In a very good Year 6 lesson, the teacher's constant challenges to pupils to find out more and cross reference information with each other set a high expectation of effort which pupils relished. Teachers in Years 5 and 6 took the coincidence of their study of Greek democracy with the General Election to set older pupils the task of organising a mock election for the school. This level of enthusiasm from teachers is reflected in the pupils, who enjoy the subject and the challenges it presents. Levels of co-operation are good between pupils, reflecting teachers' high expectations of sharing and support.
144. Standards have improved for 11 year olds since the last inspection. Pupils' enquiry and research skills have improved significantly and are now good. There is still a tendency to over-use worksheets in the infants, and pupils' recording of what they have learnt relies too much on labelling these or on pictorial recording. Because of this pupils' writing skills are not developed in the subject, which is a good opportunity missed. The co-ordinator for the subject was away from school during the inspection.

The management of the subject is satisfactory and the school has made good use of its recently adopted curriculum guidelines.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

145. Attainment in information and communication technology is above national expectations for pupils aged seven and in line with them for eleven year-olds. This is confirmed by the range and quality of work seen and through talking to pupils. At the previous inspection, attainment was stated to be average for seven year-olds and below national expectation for eleven year-olds. There has been good improvement between inspections. The impetus for the improvement has been the acquisition of the computer suite, which has provided specific focus on the development of pupils' computer skills. This has now been operational for one year and is having a significant impact upon attainment for all pupils. The lack of resources identified at the last inspection meant that not all the curriculum requirements for the subject were met. This has now been resolved and statutory requirements are met in full. In addition, most classrooms have a stand-alone computer. Two classrooms have two computers whilst two are without. This is a weakness as pupils in the two classes without computers have no opportunity to rehearse and apply skills learned in lessons in the computer suite.
146. By the age of seven pupils are competent in using the mouse and are beginning to develop typing skills using the keyboard - identifying letters, capitalising, use of space bar, delete and insert. Pupils can log on, access programs, use a variety of fonts, use the computer to generate pictures for use in cards and calendars, produce and print out pictograms and simple graphs for mathematical data and control and plot the of a programmable robot. Year 1 pupils compiled a graph of favourite ice-cream flavours. They use the mouse confidently, changed colours, font size and knew how to access the printer. By the age of eleven pupils are able to access programs confidently, load material such as photographs in relation to a multi-media authoring program, save their work and organise and refine information in different forms. They use terms such as "drag", "clipart", "rotate" and "sensor" with confidence and understanding. However, pupils are often frustrated by the lack of keyboard skills and many pupils type with index finger only. An increasing number of pupils improve their keyboard skills as a result of having a computer at home. This is evidenced by the increasing number of pupils who research other subject information on the Internet and return homework in the form of computer printouts.
147. Pupils' attitudes to lessons are never less than satisfactory and in 85 per cent of lessons they are good and very good. They listen attentively to teachers' instructions and act upon them enthusiastically. They greatly value the time they have in the computer suite and work very hard either independently or in pairs. Pupils throughout the school are very well behaved whilst on task and show great interest in their work and sustain concentration well. Pupils help each other very well and pupils with special educational needs benefit very well from the support of their peers as well as support from the teacher. Pupils treat equipment with respect. As a result of pupils' positive attitude towards the subject, they make good progress.
148. Subject teaching is at least satisfactory and half the lessons seen were good or better. Where teaching is good, in the juniors, lessons are conducted at a brisk pace, are well planned and teachers demonstrate good subject knowledge. In a Year 5 lesson in the computer suite pupils were investigating the filter affects of sunglasses using a light sensor. There was an excellent focus on vocabulary. Pupils were able

to explain “icon”, “probe”, “sensor” and “spreadsheet”. Discussion between teacher and pupil generated the use of relevant, two-way use of terminology. Teachers with good subject knowledge have high expectations of their pupils and questioning is often challenging. Teachers know their pupils well and tasks are appropriately set in order to build on prior knowledge. Most teachers have good subject knowledge and demonstrate their expertise confidently. However, this is not always the case. Although no unsatisfactory teaching was observed in the subject, there is a need to raise the level of subject knowledge and expertise for some teachers. There has been no provision for teacher training within the last year and this is a weakness.

149. The school has recently reviewed its policy document and adopted much from Qualifications and Curriculum Authority’s scheme of work. Year groups have their own files on computer. This serves as an on-going record of pupils’ achievement in the absence of formal assessment procedures in the subject. Some teachers keep their own assessments and record pupils’ achievements. These are often set against National Curriculum subject requirements. In classes of older pupils, they keep their own personal disk of work done during the year. A uniform record of pupils’ skill development in the subject would support the new scheme of work well and promote higher standards of attainment. The school currently has no portfolio of pupils’ work. This would have the dual purpose of a total school record of achievement in the subject and a resource bank for teachers. Planning is variable but often good where the teachers have confidence in their subject knowledge, understanding and expertise.
150. The subject co-ordinator has been in post for two years and has worked very hard to review subject provision. The improved documentation, audit of resources and establishment of the computer suite have all been accomplished in a short time. The computer suite is not as yet complete. When this is completed later this year, the suite will house 18 networked, Internet-linked units. The co-ordinator monitors teachers’ planning and pupils’ work. There is no provision currently for lesson observation. Links with other subjects are developing. Older pupils use computer-generated materials in subjects such as history and science. Pupils in a Year 6 lesson were putting data from a science investigation onto a spreadsheet. There is much computer generated display work around the school and this helps to raise the subject’s profile. The computer suite is used well. However, class-based computers are not so well used. Thought needs to be given as to how these computers can support work in other subjects and rehearse newly acquired skills. Resource provision has been much improved. Equipment for control and modelling technology has been purchased and is beginning to be used well. Hardware is supported by a growing range of software and access to the Internet and e-mail in the networked suite. History, mathematics and science are well supported by software material. Elsewhere software provision is not as good and this is particularly so for geography and religious education.

## **MUSIC**

151. No music lessons were seen in Key Stage 1 during the inspection, therefore judgements are based on the scrutiny of planning, the quality of singing during assemblies, and information from teachers, visiting staff and planning documents. Standards are in line with the expectation for pupils when they are seven and 11.
152. By the age of seven pupils sing clearly and in tune. They perform well in assemblies. They sing hymns with changes of pitch and tempo, keeping satisfactory time and



remembering that the chorus is repeated after each verse. They confidently clap in time to the music. They are familiar with a variety of untuned and tuned percussion instruments, which they can name and have the opportunity to play. These include the recorder, glockenspiel and xylophone on which children play simple accompaniments whilst others sing.

153. By the time they are 11, the majority of pupils are able to sing songs tunefully and are able to sing rounds in two parts. In Years 3 and 4 pupils identify how musical elements and resources are used to communicate mood and effect. For example, the quiet contemplative mood they create when singing the song 'Creatures of the Sea'. They explore various ways of playing the tambour and tambourine. Pupils sing with satisfactory attention to dynamics and accompany their singing with percussion to promote a peaceful underwater effect. When listening to the taped song, they concentrate well and are able to identify the sound of the harp. Year 5 pupils are able to identify the strong beats in a piece of music and perform rhythmic pattern appropriately. They are able to add simple instrumentation whilst singing chants. Year 6 pupils practise and improve their singing performance. They are enthusiastic, sing with confidence and obviously enjoy music making. They are able to maintain their own musical part with good awareness of others, who sing an echo effect.
154. The quality of teaching in Key Stage 2 is good overall. Pupils want to learn more and are therefore enthusiastic. In the lesson judged to be satisfactory, there was too much teacher talk before pupils were actively engaged in music making. Because so many classes are having music at the same time, there is a shortage in the number of instruments. This means that pupils have to take turns and this prevents them having sufficient time for composition and exploration. Where teaching is very good the teacher has high expectations of the quality of pupils' work. The good teamwork between a voluntary teacher and the class teacher, his musical talent and expertise as well as their enthusiasm for the subject, clear explanations and demonstrations, promotes pupils' interest, very good attitudes to learning and very good progress in learning. This was clearly demonstrated in their performance of the DARE song, which links with their work in personal and social education and which they were rehearsing for a performance during assembly. In both lessons observed, the very good relationships that exist between pupils and adults has a significant impact on the quality of their learning.
155. A small number of pupils are learning to play the violin. These lessons take place outside classroom time. Their teacher is a visiting specialist. Those heard playing performed with a good level of confidence. More pupils learn the recorder. They play with growing technical skill and clearly enjoy performing with others. There is also a school choir that performs in assemblies and also at events outside school, an example of this being an environmental musical play. The choir teacher is gifted in teaching musical skills, as a result the pupils' singing is delightful and contributes well to the musical experiences in school and to pupils' spiritual development.
156. The music lessons are held in classrooms and in the hall. This is an improvement from the last inspection where accommodation was considered too cramped. The school is using a published scheme of work. There is now a curriculum leader who monitors the planning to ensure that pupils' skills and knowledge are being developed from year to year.

## **PHYSICAL EDUCATION**

157. At the previous inspection, attainment was judged to be in line with national expectations for pupils at seven and eleven years of age. This has been maintained for pupils who are 11 and no judgement was made of standards for pupils who are seven. There is evidence that all aspects of the physical education curriculum are addressed, although only lessons on dance and games were observed during the inspection. No judgements were made on attainment in gymnastics and in athletics. Swimming is taught at the local secondary school pool. The programme involves one term for pupils in Year 2 and a minimum of two terms for each of the older year groups. As swimming was not observed during the inspection, no judgements on standards can be made. The curriculum for outdoor and adventurous activities is restricted to the residential visit to Scarborough. Unfortunately, due to foot and mouth restrictions, this year's visit has had to be cancelled. Pupils make satisfactory progress in games and dance.
158. All four lessons observed were for pupils over seven. Teaching is satisfactory. As at the last inspection no unsatisfactory teaching was observed. Planning is brief and this reflects the lack of a secure implementation of the new scheme of work and teachers' lack of subject knowledge. Games lessons consistently begin with warm-up activities and warm-down activities at the end. Pupils understand the importance of these and older pupils develop their own flexing and stretching warm-ups. Lessons overall have a lack of focus upon skills development and coaching opportunities are sometimes missed. Pupils participate well within the lessons and are usually very actively engaged throughout. Pupils listen well in dance lessons and are encouraged to express themselves by improving the quality of their movements. This promoted more ambitious floor patterns as the lesson developed and pupils made satisfactory progress during the lesson. Pupils are sometimes effectively used to demonstrate teaching points being made by teachers and frequently praised for the efforts that they make. In all four lessons pupils safely and co-operatively set out and returned apparatus used. Pupils enjoy the challenges that work in physical education provides and strive hard to improve their performance and skills across a wide range of activities. Teaching, learning and pupils' progress are satisfactory across the school.
159. Provision is well supported by a very good range of extra-curricular activities and inter-school matches, which serve to enrich the physical education curriculum.
160. There was no subject co-ordinator at the time of the last inspection. The subject co-ordinator now in post was absent throughout the inspection. At the previous inspection there was a policy document and a scheme of work for physical education that was regarded as helpful. The policy document has been re-written and the local education authority's scheme of work was adopted last year. This was to be supported with training for teachers in relation to its implementation. Due to lack of appropriate personnel, this training has not been delivered and the new scheme of work has, therefore, not been fully implemented. There are no formal assessment procedures in the subject. There have been few training sessions for teachers since the last inspection and teachers' subject knowledge and expertise has not been developed. This has inhibited the focus on skills development, which is an important part of physical education lessons.
161. Resources are satisfactory but have improved little since the time of the last inspection. It was observed then that there was a lack of suitable large apparatus and this restricted pupils' progress in gymnastics. This is still the case. The school has a large field and ample hard play areas.

## RELIGIOUS EDUCATION

162. Pupils throughout the school work at a level expected for their ages. By the end of both key stages their attainment is in line with the expectations of the locally agreed syllabus. The pupils show that they are acquiring and developing satisfactory knowledge and understanding of Christianity and other principal religions represented in Britain.
163. By the age of seven pupils acquire a reasonable knowledge of Christianity and an awareness of other religions. The pupils who have recently visited a local church know that it is a special place for Christians and demonstrate growing knowledge about the significance of dress and artefacts of worship. They are gaining in knowledge of stories from the Bible and the people that Jesus met and helped. They understand that clubs and organisations are often part of church life and discuss the meaning of promises and prayers. In their discussion of relationships, they successfully reflect in a simple way on their own and others feelings and show good understanding the meaning of friendship and helping one another.
164. By the age of 11, pupils learn more about ways in which a range of religions celebrate festivals and significant events. Most pupils know the key features of Christianity, Islam and Sikhism. Pupils in Years 3 and 4 are also growing in knowledge of Judaism. In their work they use appropriate terminology to explain matters of religious belief and practice, an example of this being in their writing about the synagogue when they explain the Torah and the Menorah. Discussion with pupils in Years 5 and 6 shows they are gaining satisfactory knowledge and understanding of the five pillars of Islam. In a Year 5 lesson, pupils show good understanding of the meaning of a Christian prayer the 'Celtic Journey Crossing' and the feelings and beliefs associated with it. They talk about ways in which people show belief in God. In discussion with the pupils in Years 5 and 6 about their models of the Golden temple, the artefacts displayed and their work on Guru Nanak, pupils are able to describe the main features of celebration of different festivals and the symbolic nature of religious worship. Pupils in the juniors, including those with special educational needs are making good progress in religious knowledge and understanding. Many pupils express their thoughts clearly and demonstrate satisfactory progress and growing understanding of the meaning religion can have in their lives.
165. The quality of teaching is good overall. Half the lessons seen were judged to be satisfactory and the other half very good. Most lessons are carefully planned using the guidance of the locally agreed syllabus. In all lessons teachers are knowledgeable and impart information well. Skilful questioning is used to check the pupils' understanding. Teachers are successful in enabling pupils to express their feelings openly and confidently. Where teaching is least successful, planning does not show how pupils' knowledge and understanding will be systematically extended, resulting in a lack of challenge in the recorded tasks. In all lessons pupils with special educational needs are well supported to enable them to be fully included in the discussion and activities. In the very good lessons, the teaching methods ensure that pupils receive first hand experience through the handling of artefacts, good quality books and through visits to places of worship and participation in religious festivals.
166. Religious education is taught to all pupils. An improvement since the last inspection has been the appointment of a curriculum leader for the subject, who has recently been involved in monitoring the quality of planning. However she as yet has not yet

been involved in the monitoring of the quality of teaching and learning within classrooms. The school is satisfactorily equipped with resources for the Christian faith and a growing range of artefacts for other faiths. The curriculum is in line with the locally agreed syllabus and provides opportunities for pupils to study major world faiths in generally appropriate depth as they move through the school. The curriculum is further enhanced by visits by clergy from the Christian faith to support teaching and learning. There are however too few visits from representatives of other faiths to increase the pupils' knowledge and understanding, so that they are fully prepared for living in a multi-faith society.