

INSPECTION REPORT

BEARDALL STREET PRIMARY AND NURSERY SCHOOL

Hucknall

LEA area: Nottinghamshire

Unique reference number: 122584

Headteacher: Mr J Jones

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 19th – 22nd November 2001

Inspection number: 220783

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant, junior and nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Beardall Street
Hucknall
Nottingham

Postcode: NG15 7JU

Telephone number: 0115 9568285

Fax number: 0115 9568286

Appropriate authority: The Governing Body

Name of chair of governors: Mrs H. Janickyj

Date of previous inspection: 17th January 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21069	Mr P Edwards	Registered inspector	Mathematics Information and communication technology Equal opportunities	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
31729	Mr B Harrington	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?
17520	Mr D Fisher	Team inspector	Science Design and technology Geography Physical Education Special educational needs	
27899	Ms G Beasley	Team inspector	The Foundation Stage Art and design History Music	
10611	Mr M James	Team inspector	English Religious education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beardall Street Primary and Nursery school, an averaged sized school, is situated in Hucknall, a small town approximately eight miles from Nottingham. There are 192 pupils on roll which is an increase since the last inspection. There are currently 166 pupils in the main school and 53 children attend the Nursery either mornings or afternoon. Most pupils are of white heritage and a very small number from other ethnic backgrounds. No pupils are learning English as an additional language. The percentage of pupils eligible for free school meals (23 per cent) is above the national average. The percentage of pupils on the school's register of special education needs (28 per cent) is above average, and no pupil has a Statement of Special Educational Needs. The children's attainment on entry to the school is below average. After a period during which the number of pupils on roll diminished, the school is now regularly over-subscribed.

HOW GOOD THE SCHOOL IS

This is an effective school that gives good value for money. In the National Curriculum tests at the end of Key Stage 2, the pupils achieve standards that are average in mathematics and below average in English and science. However, there was a high percentage of pupils with special educational needs and the inspection evidence shows that most pupils, including those with special educational needs, make good progress throughout the school. This is due to the good quality of teaching that is provided by the hardworking and committed staff. The pupils have positive attitudes towards school and behave well. The headteacher provides effective leadership, is well supported by senior staff and the management of the school is good. The relationships between pupils and between the staff and pupils are very good and there is a positive team spirit amongst the staff.

What the school does well

- The school provides very well for children in the nursery and the reception class.
- The school cares for the pupils and prepares them well for their next stage of education.
- The quality of teaching is good overall and enables the pupils to make good progress.
- The procedures for assessing the pupils' progress in English, mathematics and science are good.
- The provision for the pupils' moral and social development is good.
- The relationships between pupils and between staff and pupils are very good.
- The provision for pupils with special educational needs is good and enables them to make good progress.
- The headteacher provides good leadership and, together with senior staff, has created a happy learning environment, where all staff are committed to improving standards.
- The support staff make positive contributions to the life of the school.

What could be improved

- Standards in English and science by the age of 11 and by the age of seven in science.
- Opportunities for the pupils to use information and communication technology in other subjects.
- Standards in design and technology.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in January 2000 and the school has made significant improvements in a short space of time and shows good capacity to make further improvements. For a period of four years up to 1999, the pupils' attainment in National Curriculum tests at the end of Key Stage 2 had been well below average in English, mathematics and science. In the two years since that inspection, standards have risen due to improved teaching and a clearer identification of how well the pupils are performing. The pupils are now learning more effectively, although some of the more able pupils throughout the school still do not achieve the standards of which they are capable. The issue of unsatisfactory behaviour exhibited by a small number of pupils has been addressed well. Other issues identified in the previous report, concerning delegation of management duties and the role of the governing body have been addressed effectively.

STANDARDS

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

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

When children enter the Nursery, their attainment is below average. Even though most make very good progress, few will achieve the Early Learning Goals in mathematical development by the time they enter Year 1. However, the children achieve the Early Learning Goals in communication, language and literacy, personal and social development, knowledge and understanding, creative and physical development.

The table above shows that the pupils' performance in the 2001 National Curriculum test at the end of Key Stage 2 was below the national average in English and science and above average in mathematics. In comparison with similar schools, the school's results were average in English above average in mathematics and below average in science. Although the 2001 results are lower than 2000, overall the trend of improvement in the school's National Curriculum results is above the national trend. Pupils in Key Stage 2 are achieving well overall. On the evidence of the inspection, the attainment of pupils in the current Year 6 is below national expectations in English and in line with national expectations in mathematics and science. The difference between the science test results and the inspection findings is due to improved teaching in investigative and experimental science which is raising standards. A small number of more able pupils throughout the school are not achieving the standards of which they are capable due to the teachers not expecting sufficient of them and a lack of challenge in their work. Pupils with special educational needs make good progress overall due to the quality of teaching and the provision of very good support.

In 2001, the National Curriculum test results for seven-year-olds were below average in reading, well below average in writing and average in mathematics. When compared with similar schools, the test results are average in reading, below average in writing and above average in mathematics. Inspection evidence shows that the standards attained by the current Year 2 are broadly similar to test results although results vary from year to year because of small class sizes and are affected by the number of pupils achieving above average standards (Level 3).

Standards in information and communication technology are in line with national expectations at the end of both key stages and most pupils make good progress due to the regular and good quality teaching. Standards in art and design, geography, history, music, physical education and religious education are average and most pupils, including those with special educational needs, make satisfactory progress. Whilst standards in design and technology are average at the end of Key Stage 1, the pupils make unsatisfactory progress in Key Stage 2 and achieve below average standards by the age of 11. The subject has not been a priority for the last two years and too little attention has been devoted to the design element of the subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy school and demonstrate a commitment to physical and academic work. They are attentive and participate enthusiastically in tasks.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and the small amount of unsatisfactory behaviour is ignored by other pupils, ensuring it has minimum impact on lessons. Playground behaviour is good.
Personal development and relationships	Very good. Participation in the school council provides the pupils with opportunities to influence aspects of school life. Relationships between pupils and between staff and pupils are very good.
Attendance	Satisfactory. The attendance rate is broadly in line with the national average.

TEACHING AND LEARNING

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

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

In the best lessons, the teachers plan lessons well and have a good subject knowledge. They share lesson objectives with the pupils, enabling the pupils to have a good understanding of what they are to learn and the work is usually well matched to the pupils' level of ability. This is particularly so for the average and lower ability pupils, including those with special educational needs, where learning support assistants are used very effectively to improve the rate of progress of these children. The teachers are less effective in meeting the needs of the

more able pupils. They occasionally underestimate what these pupils are capable of achieving and present them with work that is insufficiently challenging.

The basic skills of literacy and numeracy are taught well and are resulting in higher standards of achievement amongst the pupils. The teachers are confident in teaching English and mathematics and they work hard to promote literacy skills by providing opportunities to write accounts and reports in other curriculum areas. There are insufficient opportunities for the pupils to develop numeracy skills across the curriculum and better use needs to be made of information and communication technology to develop learning in subjects such as history, geography and science. The teaching of information and communication technology is good and the pupils have acquired good keyboard skills and are confident computer users.

In the Nursery and Reception classes, the children are taught well, enabling them to make very good progress and this provides them with a very good start to their education. There is a good mix of adult led tasks and those that the children choose themselves, encouraging children to develop their independent learning skills. The planning is precise and detailed and makes sure that the children are learning. Every activity has a particular focus and is matched to individual learning needs because adults intervene at opportune moments and different resources are used for different groups of children.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The children in the Nursery and Reception classes are provided with a rich and interesting curriculum. A good range of out-of-school activities, visits and visitors enhances the curriculum in Key Stages 1 and 2. However, insufficient attention is devoted to the design element of design and technology.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified early and the school makes effective use of learning support staff to ensure they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral and social development, and satisfactory provision for their spiritual and cultural development.
How well the school cares for its pupils	There are good procedures in place for child protection and for looking after the pupils. This helps to develop the positive relationships. There are good procedures in place for monitoring the pupils' progress in English and mathematics but they are not used sufficiently to match work to the needs of the more able pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective leadership and has a clear understanding of how the school can improve. He is well supported by staff who undertake their duties conscientiously and effectively. Subject co-ordinators share expertise and are monitoring teachers' planning effectively but as yet do not monitor teaching and learning in all subjects.
How well the governors fulfil their responsibilities	Satisfactory. The Governing Body is supportive, well-informed and effective. The governors are becoming more involved in the strategic management of the school. The Governing Body ensures that statutory requirements are met and effectively fulfils its role as a critical friend of the school.
The school's evaluation of its performance	Good. The headteacher and staff analyse the results of end of key stage tests. There has been a focus, in line with issues raised in the previous report, to support the needs of the less able pupils. The school has identified the need to improve the standards achieved by the more able.
The strategic use of resources	Time is used effectively and teachers are well deployed. The school has accrued an underspend and outline plans for using the money have been drawn up. The school seeks tenders for major spending decisions and applies the principles of best value well, particularly in the use of learning support assistants who make a significant impact on the progress of pupils.

There is a satisfactory number of appropriately qualified teaching and learning support staff. The accommodation is generally satisfactory although the hall is too small and affects the opportunity for physical education. Learning resources are satisfactory overall although a number of books in the library are dated and need replacing.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress. • Their children like school. • The behaviour of the children. • The teaching is good and staff are approachable. • The leadership of the school. 	<ul style="list-style-type: none"> • Some felt there was too much homework – others too little.

The inspection team agree with the parents' positive views of the school. The amount of homework is appropriate for the age of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of most of the children when they start school in the nursery class at the age of three is below the expected level. The children make very good progress in both the nursery and reception classes and, by the time they start Year 1, will achieve the Early Learning Goals in all areas of learning except some aspects of their mathematical development. The children make very good progress in the nursery and reception class because of the consistently good or better teaching and the very good, stimulating curriculum which is very well planned and relevant to their needs.
2. In 2001, the National Curriculum test results for seven-year-olds show attainment is below average in reading, well below average in writing and average in mathematics. When compared with similar schools, the test results are average in reading, below average in writing and above average in mathematics. The results show standards have improved in reading, been maintained in writing and dropped in mathematics. Too few pupils are achieving the above average level (Level 3). The school has targeted the lower ability pupils, attempting to ensure as many as possible attain the average standard (Level 2). It has slightly improved the proportion of pupils achieving the average level in reading and writing and all pupils achieved this level in mathematics but has not as effectively targeted the more able pupils who do not achieve as well as they should. The inspection findings are similar to the results of the National Curriculum tests in reading, writing and mathematics although the small number of pupils and normal variations between classes do show some differences. The pupils' speaking skills are also below average, although their listening skills are average. Most pupils, including those with special educational needs, make good progress throughout the key stage. The 2001 National Curriculum Key Stage 1 teacher assessments in science show standards to be well below average. Inspection evidence shows standards are improving due to increased emphasis on developing the pupils' investigative skills although they are still below average. Whilst most pupils, including those with special educational needs, are making good progress, too few pupils are achieving above average standards due to the work being insufficiently challenging.
3. The 2001 National Curriculum test results for eleven-year-olds show that standards in English and science are below average and in mathematics they are average. When compared with similar schools, attainment is average in English, above average in mathematics and below average in science. As in Key Stage 1, the emphasis has been placed on ensuring the standards of those pupils attaining below national expectations improved. The proportion of pupils achieving the average level (Level 4) has improved significantly and is well above what is seen nationally. However, too few pupils are achieving the higher level (Level 5) and the school recognises this is an area for development. The inspection findings confirm the results of the National Curriculum tests. The improvement in the proportion of pupils achieving the average level is due to the good assessment procedures which identified those pupils not achieving the expected level, enabling learning support staff to be used effectively to help improve their skills. However, the school has not made the same good use of assessment procedures to target the more able pupils and consequently some of these pupils do not achieve the standards of which they are capable, and they do not always make enough progress.

4. Whilst standards dropped slightly in English, mathematics and science in 2001, the overall trend in improvement is above the national trend. The lower results were due to a smaller number of pupils in the Year 6 class, a number of whom had learning difficulties.
5. Whilst pupils' literacy skills are below average, they are improving. A significant minority in Key Stage 2 need support when reading worksheets to help them comprehend what is being asked. This impedes their understanding in other subjects as well, and the teachers, aware of this, do provide appropriate support. In the best lessons, the teachers provide the pupils with opportunities to develop their literacy skills, for example researching information about the Vikings and World War Two as part of their history work. These opportunities could be extended further, particularly for the more able pupils.
6. Numeracy skills are broadly average for the majority of pupils in both key stages. The teachers are providing them with some opportunities to practise their mathematical skills in other subjects but this needs to be developed further. Links with geography and physical education enhance the pupils' understanding of co-ordinates during orienteering activities. There are opportunities for pupils to collate data and produce graphs in science although more opportunities could be provided in design and technology to develop measuring skills.
7. Standards are improving in both key stages. The end of Key Stage 2 literacy and numeracy targets are sufficiently challenging and the school is on course to achieve them.
8. Standards in information and communication technology have been maintained since the previous inspection and are in line with national expectations at the end of both key stages. The pupils are confident in using computers however, and this is due to the regular teaching of skills that takes place. Whilst these skills are taught in a computer suite, the provision of laptops enables the pupils to benefit from using computers in the classrooms when appropriate. Pupils' attainment in religious education is in line with the expectations of the local Agreed Syllabus and they make good progress. Standards have been maintained since the previous inspection.
9. Pupils' attainment is in line with national expectations in history, geography, music, physical education and art and design at the end of both key stages although it is below average in modelling with clay in the latter subject. Attainment in design and technology is average at the age of seven but below average at the age of eleven. The subject has had low priority over the last two years and this has resulted in unsatisfactory progress for the pupils in Key Stage 2.

Pupils' attitudes, values and personal development

10. Suitable emphasis is given to developing the children's personal and social skills as soon as they start nursery and this makes sure that they settle quickly to the well-established routines. Activities in the nursery and reception class are interesting and grab the children's attention so that they are keen to take part in everything on offer. The children have the freedom to choose from a very wide range of focussed tasks and happily go to an adult-led activity when asked, due to the excitement provoked by interesting resources. The building site is of particular interest to the boys who are developing suitable imaginative language as a result.

11. Pupils have good attitudes towards lessons. Pupils in all age groups demonstrate commitment to both physical and academic work, and sustain this commitment during extended tasks. They are very attentive during assembly and are enthusiastic participants in group activities. All parents responding to the inspection survey agreed that their children like school.
12. Pupils' behaviour in lessons is good overall and on occasions is very good. A few pupils in some classes have difficulty in managing themselves but the effect of their behaviour upon lessons is minimised by the mature attitudes displayed by most pupils in ignoring inappropriate outbursts. Behaviour in the playground is good and minor incidents of misbehaviour are dealt with swiftly and effectively. Parents agree that behaviour in school is good. A wide range of rewards is available to pupils who behave well and these are generally presented at celebration assemblies. Sanctions are related to class rules and are understood by pupils. The school recognises the need, however, to consolidate these rules into a whole school policy for the promotion of positive behaviour. There have been no recent exclusions.
13. Pupils' personal development is very good and is evident in most lessons. Teachers take all opportunities to help pupils to become more aware of their immediate environment and to understand the effects of their actions upon themselves and others. Participation in the school council provides pupils with the opportunity to influence social aspects of school life and to recognise the need for co-operation in a civilised society. Pupils have positive self-images due to their teachers' approach, and work very well in paired and group working, generously sharing ideas and resources. The very good relationships amongst pupils and between pupils and adults are a feature of school life. Through their rapport with pupils, learning support assistants also provide strong personal and academic support for all pupils. Parents believe that the school expects their children to work hard and achieve their best, and also that the school is helping their children to become mature and responsible.
14. The rate of attendance is satisfactory and is broadly in line with the national average. The school rigorously follows up absences on a daily basis and this has contributed significantly to the rate of attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. During the inspection, nine of the 47 lessons seen were very good, 28 were good and ten were satisfactory. There was no unsatisfactory teaching. This represents a good improvement since the last inspection when eight per cent of the teaching was unsatisfactory.
16. In the Nursery and Reception classes, the children are taught well, enabling them to make very good progress and providing them with a very good start to their education. There is a good mix of adult led tasks and those that the children choose themselves, encouraging them to develop their independent learning skills where appropriate. The planning is precise and detailed and makes sure that the children are learning well. Every activity has a particular focus and this is matched to individual learning needs by adult intervention at opportune moments or the different resources used for different groups of children. For example, in one number activity, one group was learning to estimate and count the number of objects in groups with fewer than six while another was working on groups of objects up to ten and beyond learning the language more and less at the same time. The objects chosen ranged from conkers to cubes and the teacher chose those that she knew would gain the children's attention.

17. The quality of teaching and learning is good overall in Key Stages 1 and 2. The teachers plan lessons well and they have a good understanding of the subjects to be taught. This enables them to teach the subjects with greater confidence, which in turn gives the pupils a greater understanding of what they are learning. The teachers are good at sharing the lesson objectives, ensuring the pupils have a clear understanding of what they have to achieve by the end of the session. They assess the pupils appropriately and generally use this information to plan learning to meet the needs of the pupils carefully. This is particularly so for English and mathematics where improved teaching is helping to raise standards. The relationship between adults and pupils is very good and this enables lessons to be taught in a relaxed and friendly atmosphere. Older pupils demonstrate a mature approach to their learning.
18. Overall, the pupils learn well in both key stages. They are keen to learn, concentrate well on the tasks they are given and improve their understanding. Even the more able pupils concentrate well although they do not make the gains in knowledge that they should due to the lack of challenge and the underestimation of what they can achieve. The learning of the less able pupils is particularly good, due to the effective manner in which learning support assistants and teachers work together.
19. Teachers ensure that work for pupils with special educational needs is matched to their prior attainment. They make very effective use of the learning support assistants to support pupils learning. These pupils are encouraged to work co-operatively and are included in all activities. The good progress made by the less able pupils is partially due to the quality of support provided by the learning support assistants. They are very well briefed by class teachers and have a very good understanding of what they are to do during lessons. Their understanding of what is being taught is clear, ensuring from the outset of lessons, they provide the pupils with clear guidance.
20. The teachers are not as good at ensuring there is appropriate support for the more able pupils and there are occasions when these pupils do not learn as well as they should. Although the assessment procedures are fully in place, insufficient use is made of the information and the teachers do not expect enough of these pupils. There is some unnecessary repetition of work or it lacks challenge. The relatively small number of pupils whom this affects tend to get on with their work without fuss and consequently the teachers do not always realise they are not being challenged.
21. The teachers are confident about teaching English and mathematics and the National Literacy and Numeracy Strategies have been implemented in all classes. In the best lessons, the teachers work hard to promote the pupils' literacy skills by providing opportunities across the curriculum for pupils to write accounts and reports in subjects such as history and religious education. The school recognises that this is an area to be developed further, particularly with a view to raising the attainment of the more able pupils. Opportunities for the pupils to use numeracy skills in other subjects are gradually being introduced but they are not systematic. The teachers' planning needs to identify opportunities when this can happen. The teaching of science is good throughout the school enabling most pupils to learn well. The lack of challenge for the more able pupils, particularly in enabling them to devise and carry out their own investigative work, is a weakness.
22. The teaching of information and communication technology is good. The teachers make effective use of the computer suite for teaching skills and then use classroom machines and the laptops for work in the classrooms. For example, learning support assistants were observed helping pupils develop their punctuation skills using laptops

in the classrooms. The regular teaching enables the pupils to develop good keyboard skills and they use computers confidently. However, although the teachers make good use of computers during English and mathematics lessons, they still do not make sufficient use of them in other subjects. The teaching of religious education and physical education is good enabling the pupils to make good progress. The good progress in physical education is in spite of the inadequate hall provision which requires older pupils to be taught in part classes due to the lack of space. Teaching in geography, history, music and art and design is satisfactory. The pupils generally make satisfactory progress in these subjects although the lack of work using clay for modelling means the pupils make unsatisfactory progress in art and design in both key stages. Whilst pupils in Key Stage 1 make satisfactory progress and achieve satisfactory standards in design and technology the teaching in Key Stage 2 is unsatisfactory, resulting in lower standards. The subject has not been a high priority and there are particular weaknesses in teaching the design element of the curriculum.

23. The teachers make satisfactory use of homework, mainly in English and mathematics, to support what is taught in school.

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

24. The quality and range of opportunities for learning provided by the school are very good for children at the Foundation Stage and satisfactory for pupils in Years 1 to 2 and in Years 3 to 6. All statutory requirements are met.
25. The quality of the Foundation Stage curriculum is very good. There is detailed planning which covers all areas of learning and identifies closely what the children are to learn within the nursery and reception class. Adults work closely together to make sure that skills learned in the nursery are built upon effectively in the reception class. Literacy and numeracy lessons in the reception class are good although when the children need to practise the same skill it is usually the higher attaining children who are expected to work independently and they do not always receive the attention they need to take their learning forward at a fast enough rate.
26. The curriculum in Years 1 to 2 and Years 3 to 6 is appropriately broad and balanced, and a suitable provision is made for most subjects. The weaknesses reported in science, at the time of the previous inspection, have been addressed. Whilst most subjects are now well covered, there is currently an inadequate provision for designing, in design and technology, for pupils in Years 3 to 6, and this is contributing to the lower standards being attained there. Further, in art and design, there is presently limited provision for pupils to produce work in three dimensions. Information and communication technology (ICT) is not yet used in all subjects, but it is being used successfully in subjects such as English, mathematics and religious education, to enhance the quality of pupils' learning. A strength of the curriculum is the way in which links are often made between subjects. Pupils in Years 5/6, for example, made musical instruments to undertake an experiment on sound. This successfully benefited their learning in science, design and technology and music. The length of the school day and the time allocations for individual subjects are both satisfactory.
27. Appropriate and relevant policies and schemes of work are in place for all subjects. They contain detailed and extensive information to provide for a full coverage of all subjects. The schemes should ensure a steady and progressive development of each subject through the school. The school has successfully adopted the National Literacy

and Numeracy Strategies. Numeracy has been most effectively implemented, with, in particular, a most appropriate use of mental activities in lessons. There are some opportunities for the pupils to use mathematics in other subjects but it is an area for further development. In Literacy many opportunities are provided for pupils to develop their reading and writing skills, both within English itself and across the range of curriculum subjects, such as in history, geography and religious education.

28. Teachers produce an extensive range of good quality curriculum planning that helps to ensure the steady and effective development of pupils' knowledge and skills as they move through the school. Planning also makes most suitable allowance for the needs of pupils with special educational needs, particularly in the core subjects of English, mathematics and science. Less allowance is made, however, for the needs of higher attaining pupils, and on occasions the work provided for them lacks challenge. The school makes satisfactory provision for the equality of pupils' access to the whole curriculum, with the staff making sure that pupils are involved, as far as possible, in a full range of activities. In making suitable efforts to include pupils in all appropriate activities the school allows them to achieve as much as they can. Satisfactory provision is made for pupils' personal, social and health education, with aspects of sex and drugs education being fully covered within lessons. Other aspects of healthy living, such as the contents of a healthy diet, are carefully considered in science.
29. Pupils with special educational needs have equal opportunities. Teachers consult the named teacher for special educational needs to ensure that targets within pupils' individual learning plans are met in class lessons.
30. The school provides a good range of extra-curricular activities for pupils. Netball, football, art, recorders and drama are among the items on offer to the older pupils, and the under sevens club is most enthusiastically supported by younger pupils. The school welcomes many visitors, including the police, fire officers, nursing staff, a storyteller and local clergy, as well as drama and music groups. A wide range of educational visits is arranged to places such as the Magna Science Park, White Post Farm and the Roman remains at Lincoln. The older pupils undertake residential visits to Derbyshire and Norfolk. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
31. The school has satisfactory links with the local community and these have a good impact on their learning. In particular it regularly makes use of the area around the school, in subjects such as history and geography. In Year 1, for example, local shopkeepers have provided photographs of themselves and their premises, for pupils to study. Links have been forged with the local church, and local residents visit the school, for example, to hear pupils read. Satisfactory links have been established with other schools. The school has close sporting ties with the local primary schools, as well as cordial relationships with nearby nurseries. Links with the neighbouring comprehensive schools are also well developed, with, for instance, curriculum areas regularly being discussed by staff. These close ties particularly help pupils when they move from one school to another.
32. The school makes good provision for pupils' moral and social development, and satisfactory provision for their spiritual and cultural development. Overall, provision is satisfactory.
33. The school makes satisfactory provision for pupils' spiritual development. Assemblies are well planned and thoughtfully delivered, and they now meet statutory requirements. Pupils are helped to gain knowledge and insight into their own, and other people's,

values and beliefs, and in particular they are encouraged to respect and value the opinions of others. Moments of quietness are provided for pupils to reflect on what they have heard and to consider how they should respond themselves. Few opportunities are planned for pupils' spiritual development in the subjects of the curriculum. However, on occasions, pupils are provided with interesting and thought provoking experiences, such as when they take part in science experiments, or study religious artefacts.

34. Provision for moral development is good. The headteacher and staff, as well as providing good role models themselves, regularly remind pupils of the correct forms of behaviour and give reasons for them. Discussions often take place in lessons and rules of conduct are clearly displayed around the school. Expectations of pupils are high and they are regularly praised and rewarded for maintaining the good standards. They are encouraged to develop a clear understanding of right and wrong and to treat staff, visitors and other pupils with courtesy and respect. Pupils also have a high degree of self-discipline and they show concern if any of them misbehave.
35. The school makes good provision for pupils' social development. Pupils are encouraged to form good relationships with each other, their teachers and other adults. As they progress through the school pupils are encouraged to work collaboratively, to take turns and to share resources, such as when taking part in experimental work in science, or in working together on computers. Older pupils are particularly caring of younger ones, and they look after them well during playtimes and lunchtimes. Good opportunities are provided for pupils to take on responsibilities within their classrooms, and they carry them out most effectively. Older pupils carry out their particular tasks, such as arranging the hall for assemblies and delivering milk, with care and efficiency. The social development of all pupils is further enhanced by the quality of the school's extra-curricular activities and their involvement in fund-raising. There are opportunities for pupils in Key Stage 2 to undertake residential visits and the parents say this good provision has a positive impact on their children's social development.
36. Provision for pupils' cultural development is satisfactory. They are taught about aspects of British culture in subjects such as English and history. An appropriate emphasis is laid on their knowledge and understanding of other cultures during assemblies and during lessons in subjects such as geography and religious education. The school makes some provision for making pupils aware of the multi-cultural society in which they live, by considering the different forms of worship, ritual and lifestyle. However, the school provides few opportunities for pupils to visit different places of worship, or to receive visits from members of the various faith communities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides good levels of care for all pupils. The headteacher has been nominated to deal with issues of child protection and is supported in this role by the deputy headteacher. The headteacher has received training for this aspect. All staff are aware of the relevant procedures through the information provided in the staff handbook. The deputy headteacher is the staff health and safety representative. He conducts regular risk assessments on behalf of the governing body and reviews them with the headteacher to ensure hazards are removed or reduced. Regular checks are carried out on fire-fighting equipment and alarms. However, the risk assessment reports are not presented to the governing body for consideration, and there are no formal routines to ensure that concerns are closed. A member of staff has received

training in first aid and with the support of other members of staff is responsible for administering first aid. First aid kits, which are available in each classroom and in the staffroom, are kept well stocked.

38. Teachers and support staff relate well with their pupils. They systematically monitor pupils' progress and attainment. Specific needs are clearly identified in individual learning plans. Targets are set, regularly reviewed and discussed with parents. The school makes effective use of the Speech Therapy and Educational Psychology services to ensure appropriate strategies are included in individual plans for pupils who need them.
39. There are good procedures for assessing pupils' progress and attainment. Children in the nursery are always being observed closely and their response to activities noted carefully. They are then formally assessed soon after they start in the reception class in literacy, numeracy and in their personal and social skills. The information is used by all staff in the nursery and reception class to plan appropriate activities for the children. Tasks are usually changed by using different resources, changing the kind of questions asked or by expecting the children to work at simpler and easier levels. In years 1 to 6 pupils are regularly assessed in English and mathematics and the information is looked at closely to monitor progress. Other subjects are assessed at the end of each unit of work and the information kept in year group record books, which follow the pupils as they move through the school. Comments, which are suitably matched to National Curriculum levels, are highlighted in a different colour each year so that teachers can see quickly the amount of progress each pupil has made.
40. The use of assessment information to guide curriculum planning is satisfactory. Careful analysis is made of answers pupils give in test papers so that the school has a good idea of any weaknesses in curriculum provision. This has led to the school's recent focus on writing and is beginning to have an impact on standards as a consequence. As yet, however, the information is not used well enough to provide more challenging work for the higher attaining pupils. Teachers' planning is still based on subject content rather than the level of achievement pupils have reached and the match of work for this group of pupils is not always close enough to meet their needs. However provision for pupils with special educational needs is good and coupled with the very good support based on the precise and regularly reviewed targets, these pupils make good progress. The assessment co-ordinator has analysed performance for different groups of pupils and this has led to improvements in the boys' interest in literacy activities.
41. The use of assessment information to monitor pupils' progress and guide their learning is good. Close analysis of pupils' achievements in national tests and other assessments carried out enables the school to note the rate of progress of individuals. Targets for achievement at the end of Year 6 are set based on this information and although those for higher attaining pupils are not yet challenging enough, the process is now in place. The quality of teachers' marking is good and the comments support and guide pupils' learning well. Information is used to set targets with pupils, currently for writing due to the school's particular focus to improve standards in writing. These targets are being extended to mathematics early next term and to other subjects in turn.
42. The procedures to monitor and support pupils' personal development are good. Reports to parents contain good targets for developing behaviour and particular note is made of progress in personal development. The celebration assembly rewards pupils who have done particularly well both in school and at home. Certificates are kept in a

record of achievement in which pupils contribute things from home and cover a range of activities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents have positive views of the school, and they all agree that their children are making good progress in school. They believe that the school is well led and managed and that the teaching is good. Most parents feel that they are kept well informed about how their children are getting on, that their children get the right amount of work to do at home, and that the school provides an interesting range of activities outside lessons. A very small number of parents would like to see the school work more closely with parents, and do not feel comfortable about approaching the school with questions or a problem.
44. The school provides parents with good quality information about the life of the school. In addition to documentation such as the governors' annual report to parents and the school prospectus, the school operates an open door policy so that parents may discuss any concerns that they have as they arise. Parents are invited to an open evening each term to discuss their children's progress and development. Pupils' progress reports are presented at the end of the summer term to which parents are encouraged to make contributory comments upon the progress of their children.
45. Through social and fundraising events, the 'Friends of Beardall School' raises substantial funds each year to provide additional resources for the school, such as television, video, and computer equipment. A small number of parents and friends help in class regularly and in this way provide additional opportunities for teaching and learning. A number of parents have been involved in the school's promotion of family literacy which has provided pupils with support and the parents with additional skills in first aid and information and communication technology. In this way, pupils recognise the value placed upon education by their parents. All parents are partners to the home-school agreement and most are involved in listening to their children practise their reading or in providing support and encouragement for homework tasks.
46. There is a well-organised parents' noticeboard in the nursery and this gives parents and carers a lot of good information about the school. It includes details of the planned curriculum and activities so that parents can support their children's learning at home. Although there is no designated noticeboard in the reception class, planning is displayed prominently in the classroom window for parents to read if they wish when they collect or bring their children to school. Letters are sent home outlining what is to be taught. Home visits are organised if necessary and children with special educational needs have an additional visit if required to assess their particular need. This allows adults working in the nursery to prepare a suitable environment and learning programme for these children.
47. Parents of pupils with special educational needs are fully involved in the review of individual learning plans. They know who the named teacher is and are pleased with the support given to their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are good. The headteacher is committed and enthusiastic. In the short time since the previous inspection he has

worked hard, together with the staff, parents and governors, to address the issues that were raised and the school is popular and well respected by parents and pupils. There has been a very clear focus on raising standards in the key areas of English, mathematics and science, and specifically to ensure as many pupils as possible achieved at least average standards in these subjects. Although the 2001 National Curriculum test results at the end of Key Stage 2 are not as high as the previous year, they are considerably better than at the time of the previous inspection. In the brief time since that inspection, other key issues have been addressed well. The quality of teaching has improved, there is a clear identification of pupils with special educational needs, governors are more involved in identifying the school's needs and there is an equitable distribution of responsibilities between those with management responsibilities. Further issues for improvement have been identified by the headteacher but it would be unrealistic to expect these to have been fully addressed since his appointment.

49. Co-ordinators are working very hard to raise standards in their subjects. Their effectiveness is seen in the improved standards, although they recognise that more needs to be done. They provide good support for their colleagues, monitor planning effectively and analyse the quality of learning in subjects. The headteacher monitors the quality of teaching, which because of the necessity to raise standards in these subjects, has been primarily in English and mathematics. They do not as yet monitor teaching and learning in foundation subjects and this has allowed some weaknesses to remain for example in art and design and design and technology and in the work of the more able pupils.
50. The governors, who are regular visitors to the school, have a good understanding of the strengths and weaknesses of the school. They are effective in fulfilling their responsibilities and work hard to support the school. Individual governors have responsibility for special educational needs and for curriculum subjects and they are effective in monitoring what is taking place. The governors appraise the work of the headteacher and have set targets for improvement. The Governing Body effectively fulfils its role in holding the school to account for the quality of education it provides.
51. The named teacher for special educational needs is very efficient. She has established a very effective support team of classroom assistants who are well trained. A nominated governor for special needs ensures statutory requirements are fully met.
52. The co-ordination of the Foundation Stage is very good. All adults work extremely well as a team to make sure that the children's learning is built on appropriately. Planning is particularly good. This is detailed and focuses very much on the children's individual needs as well as identifying the most interesting way for the children to learn. All adults plan together and meet regularly to discuss particular needs of the children and the curriculum and this ensures that children's excitement is created and maintained. Resources are very well organised so that the children can get things out for themselves and this adds to their levels of independence as well as developing their self-confidence.
53. The school has an appropriate number of teaching staff for the number of pupils on roll. All teachers are suitably qualified and there is a good blend of experience. Collectively, they provide a good level of expertise. Teachers have clear job descriptions and are encouraged to consider their professional development. They attend courses and constantly review their subjects. Performance management procedures are in line with national requirements.

54. Teachers benefit from limited non-contact time and ensure that schemes of work are followed and resources are readily available. Co-ordinators for English, mathematics and science have been given time to monitor teaching and learning. They have identified strengths and weaknesses in their subject and taken appropriate action to improve standards. This has been successful when results are compared to those achieved at the time of the previous inspection. However, it is recognised that more needs to be done to ensure the more able pupils achieve the standards of which they are capable.
55. The School Development Plan is carefully drawn up with clear educational targets. The administrative staff provide very effective support for the headteacher in his day-to-day management of the school and in establishing long-term planning. The education finance officer makes a support visit each year to assist with preliminary budget setting. Effective and regular budget monitoring provides financial projections for the whole year and the progress being made to meet targets. Specific funds are managed effectively by the headteacher, and quarterly financial statements are generated against each heading. Monthly budget reconciliations are generated and presented to the governing body by the headteacher. The most recent financial audit was undertaken three years ago and found the systems to be "mostly satisfactory". A new finance policy is in place which defines the limits of devolved authority. Good use is made of new technology to support the school's administration.
56. The school applies the principles of best value to its management and use of resources. Tendering procedures with regard to large items of expenditure, such as structural work and the acquisition of NOF ICT training, involve obtaining competitive quotations for evaluation prior to the selection of the provider. The governing body scrutinises the management support services available from the LEA and external providers for such items as administration support, site management and insurance. As a result of monitoring its National Curriculum test results and comparing how well it has performed against similar schools, changes have been made to the staffing structure and to the curriculum.
57. The school employs six classroom assistants who make a significant contribution to the quality of education provided. They work alongside teachers, supporting small groups of pupils. Their input is effective, especially when they work with pupils who have special educational needs. These pupils make good progress and relate very well to their support assistants. The school administration and care-taking staff is unobtrusive and contributes to the excellent team spirit within the school.
58. The accommodation is adequate to meet the requirements of most aspects of the National Curriculum. The Foundation area is well resourced and benefits from a well designed outside self-contained area. This is used very effectively to develop pupils' social and imaginative skills.
59. The hall is inadequate for the number of pupils on roll. It is not possible to accommodate pupils, staff and parents for any productions. It is also too small for physical education. Pupils are unable to use the apparatus and floor space without restricting the movement of others.
60. Learning resources for most subjects are adequate. The Literacy Strategy has been well resourced with a wide range of quality books. The school has good computer resources in relation to the number of pupils. These are used effectively to develop skills in word processing. The school library contains too many books that are out of date and in poor condition.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The headteacher, staff and governors should now:-

- (1) raise standards in English and science by;
 - providing the pupils with more opportunities to practise writing skills;
 - raising teachers' expectations of what the more able pupils can achieve;
 - ensuring work is sufficiently challenging for the more able pupils;
 - providing the more able pupils with more opportunities to plan their own investigative and experimental work in science;
 - Improving the range and quality of library books.

(Paragraphs 2, 3, 18, 20, 21, 28, 40, 54, 75 – 81, 88 – 97)

- (2) provide more opportunities for the pupils to use information and communication technology by;
 - ensuring teachers' planning identifies opportunities when information and communication technology can enhance what is being taught in other subjects.

(Paragraphs 8, 22, 26, 126 – 130)

- (3) raise standards in design and technology at Key Stage 2 by;
 - ensuring teachers devote sufficient time to the subject;
 - ensuring pupils are given time to design and evaluate what they make.

(Paragraphs 6, 9, 48, 105 – 111)

In addition, the school should consider including the following areas in its action plan:

- Improving the accommodation.
- Providing more opportunities for three-dimensional work in art and design.
- Providing the pupils with more opportunities for developing their understanding of the multi-cultural country in which they live.
- Improving the formal procedures for ensuring the risk assessments are completed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	28	10	0	0	0
Percentage	0	19	60	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	53	166
Number of full-time pupils known to be eligible for free school meals	0	39

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	4	46

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

%

Unauthorised absence

%

School data	6.7
National comparative data	5.6

School data	0.0
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	15
	Girls	13	14	14
	Total	23	22	29
Percentage of pupils at NC level 2 or above	School	79 (73)	76 (73)	100 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	15	9
	Girls	14	13	14
	Total	24	28	23
Percentage of pupils at NC level 2 or above	School	83 (73)	97 (81)	79 (85)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	11	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	17
Percentage of pupils at NC level 4 or above	School	83 (89)	83 (79)	94 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	10	13
Percentage of pupils at NC level 4 or above	School	78 (74)	56 (63)	72 (68)
	National	72 (70)	74 (72)	82 (79)

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

* Numbers omitted due to the small number of pupils in year group.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	161
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Yr – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	21
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	47.5
Number of pupils per FTE adult	15

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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.

Financial information

Financial year	2000/2001
	£
Total income	430,594
Total expenditure	413,465
Expenditure per pupil	2,247
Balance brought forward from previous year	29,752
Balance carried forward to next year	46,881

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	175
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	38	58	4	0	0
My child gets the right amount of work to do at home.	49	44	4	0	3
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	53	40	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	14	2	4	0
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	58	31	11	0	0
The school is well led and managed.	60	32	4	4	0
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	47	38	4	4	7

Other issues raised by parents

There were no significant issues raised by parents. They feel that it is a good school and staff work hard.

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

62. The last inspection recognised the very good provision for children in the Foundation Stage and this has been maintained. Very good teaching and the very rich and appropriate curriculum ensure that the children make very good progress during the nursery and reception class. By the end of the reception year the majority of children attain the early learning goals in all six areas of learning except in some aspects of their mathematical development.
63. The children start nursery during the year they are four and transfer to the reception class in the term before their fifth birthday. There are currently 54 children in the nursery, 53 of whom attend part-time and 14 children in the reception class who attend full-time. Transition from the nursery to reception is smooth due to the very good induction procedures between the two classes. The reception teachers visit the nursery class regularly prior to the children making their initial visit and this gives the children confidence before they start full time. Children have three visits altogether and they last for a whole day enabling the children to stay for dinner and get used to these routines. Despite the very good progress in the nursery class, attainment on entry to the reception class is still below average in communication, language and literacy and in their mathematical development. Skills in the children's personal, social and emotional development, their knowledge and understanding of the world and their physical and creative development are average.
64. The quality of teaching is very good in the nursery and the reception classes. The nursery classroom is particularly well organised so that children are able to choose from a very wide range of resources. Appropriate intervention by adults allows children to develop their skills and this allows them to achieve very well in all areas of learning. The sessions in both the nursery and reception class are very well organised and provide children with a very good range of suitable activities, which are securely based in structured play. Most activities are very well supported by an adult so that children get the individual attention they require. All adults working in the nursery and reception class know the children extremely well and use this knowledge to plan and deliver lessons which are matched very well to the children's individual learning needs.
65. The quality of the curriculum is very good. There is detailed planning which covers all areas of learning and identifies closely the learning intention for every day in every area within the nursery and reception class. Adults work closely together to make sure that skills learned in the nursery are built upon effectively in the reception class. Literacy and numeracy lessons in the reception class are good although when all children in the class are covering the same area, it is usually the more able children who do not always receive additional attention. As a result they do not always achieve as well as they could. During these types of lessons an organisation similar to that in the nursery where all the children get adult focused attention for particular activities is required.

Personal, social and emotional development

66. Teaching in both the Reception and Nursery classes is very good. Very good opportunities are planned for the children's personal, social and emotional development in the Nursery and the children are making very good progress in developing their independence and self care skills. Because of the very structured

routines, the children settle down quickly on arrival and are soon concentrating on their chosen activity, playing with friends and sharing the toys. Sessions are very well organised so that there is a suitable mix of focused and self-selected tasks. The routines and expectations that are set are so exciting that the children move to their focused tasks willingly, listen well and take part fully in the activities planned. Children have very good relationships with each other and with adults so that they are confident to ask for help if they need it. Specific opportunities are planned for children to play together and learn to share and take turns. The children enjoy the role-play area linked to the story of 'Kipper's Birthday', this week's book, and act out going to a party at every opportunity. The children organise their own party on a daily basis in the role play area, sending written invitations to their friends to come to the party and making one another feel very welcome as they arrive. Cakes have been baked and letters written to say thank you for presents. The children in the nursery are able to get their own coats and put these on without help when they go outside and hang these up independently afterwards. These self-help skills are developed further in the reception as the children learn to care and look after all their clothes as they get changed for physical development activities in the hall. By the end of the reception year the majority attain the early learning goals in this area of learning and a few children exceed these.

Communication, language and literacy

67. Children enter school with below average communication, language and literacy skills. Teaching is very good and the children make very good progress. In speaking, listening, early reading and writing skills, the majority attain the early learning goals in this area of learning by the end of the reception year. The role-play areas in both the nursery and reception classes make a significant contribution to developing the children's speaking skills. Particular focus is planned so that adults know what vocabulary they want the children to learn. Adults intervene whenever they can, posing children with relevant situations to get them to follow instructions and develop their vocabulary. On a pretend camping trip the children prepared a teatime treat, getting imaginary cups of tea for the adult playing alongside and counting out the correct number of sugars asked for. The building site in the nursery has been deliberately chosen to develop boys' imaginative play and language in particular and is having the desired effect as the boys often choose to play here.
68. The children's early reading skills are developed through well-chosen stories, which interest the children and motivate them to listen. The Bear theme in the nursery is followed up by a range of stories about different bears and the children are encouraged to consider whether the bear is friendly or otherwise. During the inspection, the resources prepared by the student nursery nurse were excellent and the children were so enthralled by them that they recalled the whole story of the Bear Hunt story and acted this out with very good expression and correct vocabulary. At one point, one boy reminded the class that the bear wasn't real and that they shouldn't really be scared. The children in the reception class are keen to hear more stories on their celebration theme. Kipper's Birthday is read with obvious enjoyment and the teacher's questioning allows them to work out which present has been brought by tiger through a process of elimination. The story is often finished at a particular moment of suspense and this allows the children to predict what might happen next and also to look forward eagerly to the next instalment. Due to the suitable emphasis given to reading, the children handle books with care and are confident to have a go with their reading.
69. Particular focus has been given to developing children's writing recently and this is having a positive effect on standards. Through self-registration, the children in the nursery can already recognise their own name and can write them with adult support

forming most letters correctly. In the reception class children are confident to write and are learning to spell a number of frequently used words. The teachers prompt them to listen very carefully to all the sounds in words that they cannot spell yet and to identify which letters make those sounds. The teacher then writes the letter to make the words for the children to read. When writing a letter to tiger to say thank you for Kipper's birthday present the children were able to work out the spellings for 'thank, cake and from' and their attempts at 'you, dear and tiger' were very good. Higher attaining children remembered the spellings for 'Kipper' and 'my'. In the Reception class, the lessons are organised in such a way as to ensure the teacher and support staff are able to provide help for particular groups. This does mean that more able pupils are expected to work on their own too much and they do not therefore always make the progress of which they are capable. The organisation of literacy activities in the nursery makes sure that all of the children receive adult support for these activities.

Mathematical development

70. Children make good progress in their mathematical development and due to the particular emphasis placed on counting rhymes and games the children make very good progress in counting and number recognition activities. As a result of the very good teaching, by the end of the reception year, the majority of children attain the early learning goals in this aspect of their mathematical development. They are not yet attaining the goals linked to addition, subtraction and solving problems in number because too little emphasis is given to this aspect despite the fact that some children are ready to learn this. Planning does not always effectively take into account the assessment information that has been gathered. Higher attaining children therefore sometimes lose concentration and do not learn as fast as they could. Much of the knowledge and understanding associated with shape and measuring activities is suitably developed through practical activities. In the nursery the children are able to find a circle, square, triangle and rectangle with some confidence and the children in the reception class are beginning to describe the attributes of particular shapes.
71. Number activities start with a suitable opening activity, which get the children thinking in numbers. Resources are used so that all children can take part and show what they know and can do. For example the children in the nursery enjoy using number fans to show the number they think is in each group of objects. After counting the correct number of objects they revise their choice independently showing their familiarity with the activity and their knowledge of groups of numbers and numerals to ten. One girl who had chosen the number nine instead of six demonstrated her good knowledge of numbers by turning the number nine upside down so that it now looked like a six rather than finding the actual number in the fan. Number lines are prominently displayed at a height where the children can put these into the correct order when asked. When finding the number which is one more or one less, many children can do this practically but have not yet extended this learning beyond to include simple number sentences using addition and subtraction or to solve simple problems using money.

Knowledge and understanding of the world

72. The curriculum to develop the children's knowledge and understanding of the world is good and coupled with good teaching, they make good progress in this area of learning and the majority attain the early learning goals by the end of the reception year. The technology trolley contains a range of materials from which children can choose to make their models and moving pictures. They are very imaginative in their creations and choose from tape, pins, staples and glue to join things together from homemade books to giraffes with moving legs and neck. The computer is a great favourite and the children have good control of the mouse to select from a menu and create pictures using a simple paint package. Well chosen stories mean that the children are learning about different cultures and the recent Diwali celebrations provide a good opportunity for the children to listen to the story of Rama and Sita. The children in the reception class could recall significant parts of this story and know about Diwali. Role-play areas provide good opportunities for the children to act out different situations including people's jobs and this is developing their awareness of the local community as well as the wider world.

Physical development

73. As a result of the good teaching, the children make good progress in their physical development and by the end of the reception year the majority attain the early learning goals in this area of learning. The use of the outdoors is particularly well planned in both the nursery and the reception class and children have good opportunities to develop their confidence through a range of challenging and interesting activities. The children ride bikes safely and have learned to consider the feelings of others by staying on the designated roadway. The balancing snake allows the children to practise their balancing skills at will and the good range of balls, beanbags and hoops prompts throwing and kicking activities. The accuracy of the children's throwing skills is developed further through relevant and exciting target games which also helps the children to learn about numbers. Pencil control is good. The children hold pencils with a suitable grip and control these when writing their names or drawing pictures. Through the range of activities on offer, pupils develop good cutting skills. Left-handed children know that there are special scissors to cater for their needs and get these independently when required. The children in the reception class are confident playing alongside older pupils on the 'big' playground but they can also choose to stay on their designated playground when they want.

Creative development

74. Very good teaching ensures that the children make good progress so that by the end of the reception year the majority attain the early learning goals in their creative development. The painting area is organised with a range of paints and pens so that the children can create pictures at will. The paints on offer are yellow, red and blue and this means that the children must mix the other colours themselves. By the time the children start reception therefore, the children know which colours are mixed together to make orange, purple, green and brown. They also know that grey is made with black and white and pink with red and white. The teachers provide good opportunities for the children to use a range of materials to create large pictures together. Resources are used imaginatively. For example, the children made a large picture of 'Kipper' from fluffy fabric and his basket from Hessian. This was a great favourite as the children enjoyed stroking him afterwards learning new vocabulary to describe the various textures created. Interesting activities are provided to enhance the children's musical skills. For example, the balloon dance developed by the children in the reception class

showed that they could plan and adapt a dance to suit a particular context. In this case they acted out the story of a balloon that escapes from its owner before bursting with a loud pop very dramatically. Due to the strong relationships, all of the children enjoyed joining in and were keen to demonstrate their dance for their classmates to evaluate.

ENGLISH

75. Inspection findings are that standards by the age of seven and 11 are in line with those expected in listening, and below average in speaking, reading and writing. The results of the National Curriculum tests for 2001 show that by the age of seven, standards are below average in reading and well below average in writing. When compared with similar schools standards are below average in writing and average in reading. In writing, at the age of seven, however, through a detailed analysis of weaknesses, careful marking of pupils' work and well directed teaching, standards are improving. By the age of 11, test results in English are below the national average and broadly in line with those of similar schools. At the time of the previous inspection, standards were broadly average but with a significant number of pupils underachieving and the rate of improvement below the national trend. Taking into account their prior attainment and the low level of attainment on entry to the school, pupils are now making good progress.
76. By the age of seven, pupils' listening skills are broadly similar to those expected, whilst their speaking skills are below average. Pupils sit quietly during lessons, whilst listening carefully to their teachers. Through their actions and responses most pupils demonstrate clearly that they have understood what they have heard. The teachers provide the pupils with good opportunities to respond to questioning. When given the opportunity to speak, most pupils speak clearly and confidently, and a small number feel able to provide extended answers and comments. A significant minority of pupils, however, speak either in single words or in short phrases, often lacking the vocabulary or the confidence to express themselves at length. By the age of 11, the standards in listening are as expected, and those in speaking remain below average. The majority of pupils demonstrate their ability by producing answers and observations confidently and concisely. A significant number of pupils, however, are not keen to speak at length in front of adults and other pupils. Teachers throughout the school provide many opportunities for pupils to listen to stories and various forms of instruction, and they make good use of intonation in their voices, as well as humour, to help maintain pupils' interest. Teachers usually provide opportunities for pupils to develop their speaking skills, for example, by making good use of questioning, discussion and drama. Occasionally, however, teachers do not provide pupils with enough chances to speak, for instance, when the nature of the question only requires a very short answer, or when pupils are allowed to call out answers, limiting the chances for others to contribute.
77. By the age of seven, pupils' standards in reading are below average. A small minority of pupils read their texts accurately, introducing some expression into their reading, and confidently explaining what they have read. The majority of pupils read their books successfully, but with little expression or fluency. The teaching of word building skills is effective and most pupils have appropriate phonic skills that enable them to attempt to read words that they do not know. A significant number of these pupils, however, have limited word comprehension, so that even when they read a portion of text correctly, they are unable to explain clearly the meaning of what they have read. By the age of eleven, pupils' reading skills, overall, are below average. However, whilst a significant number still find reading difficult, many read accurately, with some producing good

expression into their work. In talking about what they have read, many pupils make appropriate reference to characters and events in their books. Many pupils are able to find information using reference books, but few have successfully mastered the skills of skimming and scanning. The pupils are provided with good opportunities to develop their reading skills through guided reading activities within the literacy session. Less able pupils are provided with good, well focussed support, enabling them to make particularly good progress. Teachers are usually most careful to provide appropriate reading books for pupils, and most pupils have books suitable to their needs. On some occasions, however, in Years 3 to 6, pupils have books that are too difficult for them, and this does not help them develop their reading skills. Many opportunities are provided for pupils to read, both in lessons and to parents and other adults, and this is contributing significantly to the progress being made. Most detailed records are kept of the books read, and pupils are regularly provided with new ones. Pupils are keen to read, and many of them profess considerable interest in books.

78. By the age of seven, pupils' standards in writing are below average. Many successfully write portions of text, including stories, news and poems. A significant number, however, do not use capital letters and full stops consistently correctly or independently, to add structure to their writing. Many pupils find spelling difficult, but although only a minority spell their words correctly, the majority produce spellings that are phonetically acceptable. Their handwriting skills are appropriately developed, and whilst few pupils join their letters, most pupils produce letters that are well formed, and of a consistent size. A minority of pupils continue to find this aspect of work difficult. By the age of 11, pupils' writing is also below average. Most produce both factual and imaginative writing, often producing work of some length. Pupils, however, are inconsistent with their use of punctuation, and few pupils introduce enough variety and imagination in their vocabulary, to improve the quality of their writing significantly. Most join their letters in a clear and neat handwriting style, although a small number find difficulty in mastering this skill, often reverting to printing. Pupils have some problems with their spelling, but they make regular use of dictionaries, as well as spelling tests, to help them improve their skills in this area.
79. The overall quality of teaching and learning is good. Teaching has improved since the time of the school's previous inspection. Teachers have a good subject knowledge, and lessons are well planned and well organised, and they are carefully following the requirements of the National Literacy Strategy. In their planning, teachers are careful to provide work that is suited to the needs of pupils with special educational needs, but higher attaining pupils are not always given work that is suitably challenging.
80. Teachers usually provide a good range of writing activities and opportunities for their pupils, during lessons both in English and, to a lesser extent, in other subjects, such as history and religious education. This is an improvement since the previous inspection. Teachers emphasise the need to develop handwriting skills, and they regularly remind pupils about the need to introduce interest, depth and quality into their writing, through the use of appropriate punctuation and suitable vocabulary. Pupils respond enthusiastically to the opportunities provided, in all aspects of the subject, and they make good gains in their knowledge and skills. Good relationships are developed between teachers and pupils in all classes, and teachers and learning support assistants provide very effective support and guidance during lessons. Lessons are brisk in pace, and pupils are kept busy throughout. Pupils' attitudes to English are now always at least good, and sometimes very good, and this greatly enhances the progress they make. They set about their various tasks with concentration and interest. They work well on their own, and in groups when required, and they persevere with the work set. Pupils generally know what to do, showing some independence in

their work, but they also readily turn to adults if necessary. Pupils are keen to produce a neat and careful standard of presentation in their books, and most take a pride in the appearance of their work. Teachers mark pupils' work regularly, providing extensive and thoughtful words of advice and encouragement. The quality of marking has contributed significantly to the improving standards being achieved in writing.

81. The school uses the National Literacy Strategy as its scheme of work and all the various aspects of work are suitably covered. The strategy has been most effectively implemented. The co-ordinator is hard-working, knowledgeable and a good practitioner, and she observes some lessons taking place, and provides appropriate support and advice to her colleagues when it is requested. She keeps detailed records of pupils' work, and can clearly identify the strengths in that work, as well as the comparative weaknesses. The co-ordinator has had a most significant influence on the overall progress being achieved in the school. A good range of assessment procedures is in place, with teachers keeping a variety of information about each pupil's performance. The information that is recorded is used very effectively to identify pupils' current attainment, the progress they have made and to help the planning of appropriate future work for lower attaining pupils. It is not always used sufficiently well in providing suitable work for more able pupils. Teachers do, however, provide pupils with suitable targets for further improving their work. Resources are good overall, and they are put to most appropriate use in literacy sessions. The library provision is more limited, however, with a number of books that are out-dated or well-worn, and these are in need of replacement. Suitable use is made of a number of curricular subjects to help develop pupils' literacy skills, and information and communication technology is also appropriately used, for instance, to further develop pupils' skills with punctuation. The reading of sections of important works of literature, such as Macbeth in Years 5/6, helps to develop pupils' understanding of their own culture. The extra-curricular drama club effectively supports the development of pupils' speaking skills.

MATHEMATICS

82. The 2001 National Curriculum test results show attainment is in line with the national average at the age of seven and 11. When compared with similar schools, attainment is above average at the end of both key stages. Although the test results are not as high as the previous year – owing to the 2001 cohort being less able – the trend in improvement is above the national trend. The results also show a significant improvement since the previous inspection.
83. The inspection findings indicate that the pupils' attainment is in line with national expectations at the end of both key stages. Standards have improved since the previous inspection when a considerable minority of pupils were not achieving the expected levels. Most pupils, including those with special educational needs, are now making good progress throughout the school due to the improved quality of teaching, good assessment procedures which are helping the teachers identify which pupils need additional support and the effectiveness of the learning support assistants who give very good support to the less able pupils. This support is being used very effectively and is seen in the proportion of pupils now achieving the expected level in national tests – 100 per cent at age seven and 83 per cent at age 11. A small number of more able pupils do not achieve the levels of which they are capable due to the work not being sufficiently challenging. There is no significant difference in the attainment between boys and girls.

84. Throughout the school the pupils enjoy their mathematics lessons and eagerly offer answers to questions. They work well both independently and in small groups. The pupils are given good opportunities to use skills of estimation, which they do with confidence, and to solve problems using all four numerical operations. Most count and calculate accurately and older pupils are able to use calculators to check their answers. These pupils can explain how and why they have reached an answer and in some cases they are able to suggest alternative ways of working out.
85. By the time they are seven the pupils have a good understanding of place value, most are able to multiply and divide by 2, 5 and 10 and they work out half of a two digit number using halves in the answer. The pupils recognise and extend number sequences. They recognise common three-dimensional shapes and identify the properties of each. The pupils learn to collect data and are beginning to accurately construct and interpret bar charts. Although some pupils can read the time accurately, few are able to predict what the time will be in 30 minutes. By the age of seven, most pupils recognise most coins and solve simple problems. However, many have difficulty when solving more complex problems, for example those involving two mathematical operations. By the age of 11, the pupils learn to measure angles accurately and know how to read a variety of scales for measuring. In Year 5 and 6 most pupils can round decimals to four places. They calculate equivalent fractions, decimals and percentages. The pupils learn to use negative numbers to find the answer to subtraction sums. They know the names and properties of different sorts of triangles such as isosceles and scalene. They draw and interpret a range of graphs, for example comparing temperatures in London and the Algarve. They are beginning to understand and use ratios in calculations. Although the pupils can find and justify probabilities in simple situations no evidence was seen of work to calculate the mean, mode and median of groups of numbers. The pupils can measure the perimeter of shapes, but do not yet apply a formula to calculate the perimeter and area of regular shapes. Few pupils are confident about the order in which calculations involving brackets should be carried out. Mental arithmetic skills are at least satisfactory. The pupils are provided with good opportunities to develop these skills during the starter sessions of numeracy lessons and activities are well matched to the pupils' ability. For example in a very good Year 5/6 lesson the teacher provided different questions to cater for the wide ability range within the class, enabling all pupils to take a full part in the lesson.
86. The quality of teaching is good overall. The teachers have put in place good procedures to check how well the pupils are learning and whether they are making enough progress. The teachers generally match the work well to the needs of different pupils and this enables the pupils to make good progress in learning new numeracy skills and in gaining mathematical understanding. However, there are instances when a small number of more able pupils could do better. On these occasions, the teachers do not expect enough of them and consequently they achieve lower standards than they should. The teachers ensure that the pupils know what they are to learn and they have high expectations of the pupils' ability to use intellectual effort, to concentrate and explain their answers. The teachers have a good knowledge of the subject and how to teach it, they use appropriate vocabulary and open-ended questions to extend the pupils' understanding of the mathematical topics. The teachers and learning support staff have very good relationships with the pupils and this encourages their enthusiasm. In a very good Year 5/6 lesson, the teacher's sense of humour during the mental arithmetic session encouraged the pupils to 'have a go' and this improved their confidence and skills.

87. The subject is well led by an enthusiastic and well-informed co-ordinator. She has had the opportunity to monitor teaching and learning and has undertaken a detailed analysis of the end of key stage tests. This analysis, together with the analysis of other tests, has been used effectively to plan learning and support for each pupil. Mathematics is given a high profile in the school and in all of the classes there are interesting displays to support teaching and learning, together with an adequate range of resources for teaching and learning. The National Numeracy Strategy has been implemented effectively and the regular teaching is helping to raise standards. Numeracy skills are beginning to be used in other subjects but it is not systematic and the teachers need to include such opportunities in their planning.

SCIENCE

88. Standards have improved significantly since the previous inspection when they were well below average. They are now in line with those expected of 11-year olds. The trend of improvement over the last four years has been above the national trend. The improvement is directly linked to good teaching, the emphasis on developing investigative skills and the better use of assessment to inform planning. Pupils, including those with special educational needs, are making satisfactory progress in Key Stage 1 and good progress in Key Stage 2.
89. In the 2001 statutory tests, standards were below the national average and the average for similar schools. However, the number of pupils who achieved the standard expected of their age, Level 4, was above the national average. Only two pupils achieved the above average standard, Level 5. This is well below the national average. The school has recognised the need to provide greater challenge to the more able pupils to enable them to achieve higher standards. Appropriate action is being taken and inspection evidence confirms the continued improvement.
90. Teacher assessments at the end of Key Stage 1 in 2001 showed standards achieved by seven-year-olds to be well below the national average. The school has analysed the results, and has introduced strategies to improve standards. Greater emphasis is now placed on developing pupils' investigative skills. Inspection evidence confirms the improvement and satisfactory progress but the overall standards are still below average due to the below average standards when the pupils start the school. The main weakness is related to the lack of challenge for the more able pupils.
91. By the age of seven, pupils show a secure understanding of a range of materials and their properties. They can distinguish between natural and man-made materials. They describe how materials can be used for specific purposes when building a house. They recognise that materials can be changed by heating and cooling but are unable to describe the process in terms of reversible or irreversible changes. All pupils have a good understanding of life processes and living things. They recognise that animals and humans grow and reproduce. They understand the importance of a balanced diet and can name the foods they can eat lots of and those they should eat in moderation. They describe medicines as drugs that are used to help you get better and explain why it is dangerous to take someone else's medicine. Pupils understand that everyday appliances use electricity. They are able to make a circuit using a battery, bulb and connecting wires but few pupils can describe how a switch is used to break a circuit. The pupils' limited vocabulary inhibits their ability to describe similarities and differences between materials and how some materials are changed through processes such as heating/cooling or bending and stretching.

92. Pupils, including those with special educational needs make good progress through Key Stage 2. They further develop their understanding of life processes. They are able to describe the position and function of major organs. They recognise the heart acts as a pump and the effect of exercise on pulse rate. They understand the importance of keeping fit and how athletes ensure they warm up and cool down to protect their muscles.
93. By the age of 11, pupils have a clear understanding of the reproduction system and describe how tobacco, alcohol and drugs can damage personal health. They describe the importance of a mother having a balanced diet during pregnancy. Pupils confidently describe light and sound. They recognise that light travels from a source and can be reflected. They can sort materials into those that are opaque, transparent and translucent. They know that sounds are made when objects vibrate. They enjoy practical activities. When making musical instruments, they explain how pitch can be changed using a plucked string.
94. Teaching has improved since the previous inspection and is now good overall. Teachers recognise the need to raise standards. They use the scheme of work to ensure topics are revised and developed through both key stages. All teachers have secure class management skills. They plan their lessons well and ensure each lesson has a balance of activities. Pupils show a positive response and enjoyment in learning. They work co-operatively and listen attentively to explanation. Some teachers still fail to appreciate what some pupils are capable of achieving, particularly at Key Stage 1, and there is a lack of challenge provided in the work, particularly for the more able pupils. This has been recognised by the school.
95. In a Year 3 lesson, the teacher skilfully developed pupils' understanding of rocks. She challenged pupils to become a scientist by investigating hardness. She provided them with a range of rocks and asked them to use a 'hardness line' to record their observations after scratching and rubbing each rock. Pupils were encouraged to discuss their findings and consider which rocks could be used for road building, ornaments and jewellery. The teacher drew pupils' attention to class reference books and gave a clear explanation of Mohs' scale of hardness. At the end of the lesson all pupils recognised that diamond was the hardest rock and that it is used not only for jewellery, but also for cutting other materials. In Year 4, the teacher stimulated pupils' interest by using an imaginative display. She had made a Temperature Machine with two compartments showing 'Stupendously Hot' and 'Stupendously Cold'. Pupils were fascinated by this and developed a clear understanding of how materials could be changed and whether the change could be reversed.
96. Teachers recognise the importance of pupils developing their scientific vocabulary and encourage them to use the appropriate words. They challenge pupils to predict, consider fair testing and make a conclusion. They plan opportunities for pupils to experiment and investigate but do not sufficiently challenge more able pupils to devise their own investigations. Throughout the school this is a major weakness and restricts pupils from achieving above average standards. Skills in using information technology are not developed to enhance learning. Pupils do not make effective use of data handling and word processing skills to present their results and evaluations.
97. The subject is well led by a co-ordinator who knows the strengths and weaknesses of the curriculum, teaching and learning. Documentation to support teaching and learning is clear and based on review. Plans are in hand to further develop procedures to assess, track and record pupils' progress in experimental and investigative skills. The co-ordinator has successfully raised the profile of science throughout the school. He

has analysed test results, arranged in-service training, improved resources and held a meeting with parents to guide them on how to support their child's learning. He has arranged a visit for the whole school to the Magna Science project in Rotherham that was thoroughly enjoyed by staff and pupils. The commitment of all staff to reflect critically on their teaching indicates that the school is well placed to continue to build on the good progress being made.

ART AND DESIGN

98. Standards in art and design are similar to those reported in the last inspection and are in line with national expectations at the age of seven and eleven with all pupils, including those with special educational needs, making satisfactory progress throughout the school. There are strengths in the pupils' ability to draw and paint a range of objects and pictures and in their knowledge of colour and how different shades are produced. There are weaknesses in wider art and design aspects as pupils have too little opportunity to use clay and other media to develop their skills and knowledge and understanding of sculpture which are below average. Whilst pupils look at a range of art to inform their own ideas, they do not have a sufficiently good knowledge and understanding of the work of artists and this is currently weak.
99. The pupils in Year 6 enjoyed talking about their visit to Patchings Farm and it was obvious how much they learned from this visit. They talked knowledgeably about their paintings; how they used tones and tints to create the effects of shadow and light and how they changed the line of the hills to create the reflections in the water. Landscapes painted by Year 5 and 6 pupils during this visit are of a particularly high quality with good thought given to colour and light. Much work on display shows that the pupils have a very good understanding of how to make different tones and tints of colours and can even say which colours are needed before they start to mix.
100. The work on display in classrooms and in the corridor indicates that the pupils in Year 2 have studied the work of Lowry and have used his style to paint their own town scenes. The figures are suitably 'stick like' and the colours reflect closely those used by Lowry in his paintings. Their knowledge and understanding of colour is reflected in their choices and ability to mix their own colours from their palette of yellow, red and blue.
101. The quality of teaching is satisfactory overall. A particular strength of art is the amount of work produced by pupils independently. They are given every opportunity to develop skills and to use their imagination. They are therefore confident to have a go at everything they are offered. Resources are used well by teachers to develop techniques and to create particular effects. For example, pupils in Year 3 are making masks from papier-mâché. The teacher explained clearly what pupils needed to consider and used a good range of masks to show the pupils what the profile of the face looks like. As a consequence, pupils enjoyed building up their noses with newspaper and adding these to their mask using papier-mâché techniques. They evaluated how well they had done and whether they had achieved what they expected successfully giving the mask a suitable profile. Pupils also have good opportunities to create their own designs and the work is often linked to other curriculum subjects. For example, pupils in Year 4 have developed their ideas about Saxon jewellery and designed their own pieces based on their research, recording these in sketchbooks. Pupils in Year 2 have also used sketchbooks to learn how to draw faces in proportion before using these skills and techniques to produce their own cartoon character from the story of Cinderella. However, not all teachers use sketchbooks consistently so

pupils have too little opportunity to try out their ideas before committing paint to paper. The consistent use of sketchbooks is one aspect that the co-ordinator intends to develop.

102. In a good art lesson, the teacher responded extremely well to pupils' own ideas. After hearing a poem in the literacy lesson that morning one pupil's suggestion that it would be a good thing to paint was taken up by the teacher who planned a good lesson in response. The pupils' experience of working in charcoal was developed when they learned how to create different shades and effects using this medium. They used their knowledge and understanding of how to create light and shadow effects very well to create the shimmering light of the moon and the shadows of the surrounding trees. The teacher offered suggestions to help improve particular drawing skills.
103. Art club makes a good contribution to pupils' learning through the opportunity to develop new techniques. Pupils attending the Key Stage 1 club also have good opportunities to take part in art activities. At the time of the inspection, the pupils were learning how to use different printing techniques, making designs from string blocks and cutting designs into polystyrene blocks to make colourful repeating patterns.
104. The co-ordination of the subject is good. A recent scheme of work gives good guidance to teachers' planning and supports their knowledge of the subject. It pays particular attention to the development of pupils' skills. The co-ordinator has a very good knowledge of the strengths and weaknesses of the subject and has already begun to address some of the issues. Computers are used when relevant to support learning. For example, in a Year 2 lesson characters from Cinderella were displayed on screen for the pupils to consider and discuss how they were drawn before drawing characters of their own. These opportunities are not yet identified formally in the scheme of work but this is something that the co-ordinator plans to do. A suitable improvement plan is in production and identifies the future requirements in order to raise standards further and to make the curriculum broader and more extended, especially to meet the needs of higher attainers. In order to raise standards in sculpture and other three-dimensional work and to improve pupils' knowledge of different artists, further resources are required.

DESIGN AND TECHNOLOGY

105. Standards achieved by pupils at the end of Year 2 are average, but at the end of Year 6 they do not achieve the standards expected of 11 year olds. They have limited opportunities to develop skills in design and making. The standards are below those observed at the time of the previous inspection. The curriculum is planned to cover each strand of the National Curriculum but the topics are not covered in sufficient depth to enable pupils to achieve the standards expected of their age. Whilst progress is satisfactory in Key Stage 1 it is unsatisfactory in Key Stage 2.
106. Development of this subject has not been a school priority for the last two years. The weakest aspect of the curriculum is the design process. Pupils do not systematically plan and evaluate the development of their models in relation to original plans and sketches.
107. By the age of seven, standards are broadly average and pupils show confidence in designing and making different puppets. They consider the materials required and draw simple sketches. The pupils are able to cut and join materials with accuracy. They recognise that they can make a simple hinge using card, tape and paper clips.

Most pupils are able to describe how to construct a vehicle and explain the movement of wheels and axles.

108. By the age of 11, pupils show enjoyment in making models but less enthusiasm in the design process. When making musical instruments, they draw plans to show the construction. They list the size and type of materials required. They consider the design in relation to the sound and pitch that they wish to create. They become fully involved in the making process but rarely look at their designs. This results in pupils working on a trial and error basis.
109. Pupils have unsatisfactory knowledge of how to evaluate and improve their models. They are unable to explain how using single and double triangles to join sides can strengthen structures. Few pupils can explain the similarities and differences between gears and pulleys and how these could be incorporated in the fairground models they have recently made.
110. In Key Stage 1, teaching is satisfactory. Teachers follow the school scheme of work and challenge pupils to use a range of materials. They encourage pupils to use words and pictures when planning a healthy meal. In Key Stage 2, the overall standard of teaching is unsatisfactory. Teachers do not provide sufficient opportunities for pupils to develop skills and knowledge in the design process. There is little evidence that the pupils are provided with regular opportunities to evaluate what they have made and consider how it might be improved. In the one lesson observed, the teacher constantly challenged pupils to consider how their models could be improved to alter sound produced by vibration. Pupils who had difficulty in expressing themselves were given good support by the teacher who ensured the rest of the class listened to their explanations.
111. The role of the co-ordinator has not been effectively developed to monitor teaching and learning. She is responsible for a budget, the provision of resources and monitoring the implementation of the scheme of work. She does not monitor teaching and learning. She recognises the need to improve her own subject knowledge.

GEOGRAPHY

112. Standards in geography are in line with national expectations at the end of both key stages. The standards achieved at the time of the previous inspection have been maintained. Pupils, including those with special educational needs, make satisfactory progress although more able pupils could achieve higher standards.
113. By the age of seven, pupils recognise that places are different. They are able to identify buildings in the locality and describe similarities and differences. They have a satisfactory understanding that maps are used to locate buildings and places. Most pupils are able to use an atlas to show the United Kingdom and the location of England, Ireland, Scotland and Wales. They know that Hucknall is in the centre of England and that the River Trent flows through Nottingham.
114. By the age of 11, pupils are able to describe the physical and human features of a range of places. They show confidence in using co-ordinates and know how to use the contents page and index of an atlas. The residential visits to Derbyshire and Norfolk give pupils an opportunity to compare a contrasting location and to develop map-reading skills. They develop an understanding of different landscapes, buildings and occupations. They compare how houses are built by using local materials. They

compare their brick built houses to the stone houses of the Peak District and recognise that much of the land in the Peak District is used for farming and that in Hucknall it is used for industry.

115. The visit to Norfolk provides pupils with the opportunity of studying a seaside resort and comparing this to Derbyshire and Hucknall. Pupils are able to explain why Norfolk and Derbyshire attract tourists and how people are employed to provide facilities for visitors by working in hotels and providing entertainment. They recognise how pollution can affect an area and describe how superstores use improved road links to attract people to their site.
116. Teaching is satisfactory in both key stages. Teachers plan lessons effectively to ensure a balance of activities. In a Year 1 lesson, the teacher used a good range of photographs to develop pupils' understanding of buildings and occupations. Pupils were fascinated by the photographs and developed their vocabulary by describing the road, house, church and shop. The activity ensured pupils' interest was maintained.
117. In Year 2, the teacher has established effective links with literacy. She develops pupils' enquiring skills and understanding of a contrasting area by using the stories of Katie Morag and life on a Scottish island. Pupils develop their vocabulary and locate the island, beach, mountain, fields and buildings. They compare life on the island to that in their own locality. In Year 4, the teacher skilfully linked lessons in physical education and geography to develop pupils' understanding of map reading and orienteering. In the geography lesson, they developed their knowledge of using a map to identify symbols. In the physical education lesson, pupils were expected to use a map of the school to locate information. In both activities, pupils showed enthusiasm for learning and a willingness to work co-operatively.
118. Pupils with special educational needs are well supported and make good progress. There is a lack of challenge for the more able pupils to ensure they achieve higher standards. Pupils do not use information technology skills to enhance their learning. Opportunities are not planned to develop pupils' research and independent learning skills.
119. The role of the subject co-ordinator has not been developed to monitor teaching and learning.

HISTORY

120. Standards in history are in line with national expectations at the end of both key stages and have been maintained since the last inspection. Particular attention has been paid to developing pupils' historical skills and these are now satisfactory and indicate an improvement since the previous inspection. The pupils make satisfactory progress throughout the school.
121. Pupils in Key Stage 2 develop a secure historical knowledge. Recent studies about the Romans are recorded in the 'Romulus and Remus Times' and show a satisfactory understanding of life in Roman times. Suitable links are made with other subjects so that pupils' designs of Roman mosaic floors link well with mathematics through learning about symmetry and also with art and design through the use of colour. The accounts written by pupils about Norse legends and Life in Roman times give pupils a good context for writing, an area that the school is focusing on at the moment. Also, letters written home from the point of view of an evacuee show pupils' understanding

of what these children felt when living away from home during World War Two. Computers are used when appropriate to support pupils' research of historical facts. For example, Year 3 pupils used the Internet to search for information about the Romans. Visits make a strong contribution to pupils' learning and their historical knowledge and understanding. Pupils talk in an excited way about the range of visits in which they have taken part. The chance to 'attack' Castle Acre during a recent residential visit allowed pupils to think carefully about the realities of trying to get into a fortified castle. They learned that it is not as easy as it looks on the television and that a certain amount of cunning and expertise was required.

122. In Key Stage 1, the pupils develop a satisfactory understanding of chronology and how living conditions have changed. During the inspection pupils in Year 2 had great fun looking at and handling a bed pot and enjoyed giving their ideas about its possible use. They were able to think about what life must have been like before bathrooms and running water were normal features in a house. They were intrigued with the different irons and able to say with some knowledge how they thought the flat iron was used in days gone by. There is also a good range of photographs, videos and posters depicting life during different times and these enable the pupils to learn about what life was like during those periods. Pupils' attainment meets expectations throughout the school and pupils' achievement is satisfactory.
123. The quality of teaching is satisfactory. Lessons are well planned to include the development of skills and historical facts. They are often presented in an interesting way so that pupils are keen to learn and take part in lessons. Keen questioning by teachers ensures that pupils think about possible uses of artefacts and to consider life in the recent past.
124. The wide range of visits supports many themes including learning about the Ancient Greeks on a visit to Nottingham Castle, the opportunity to research World War Two during a visit to the local library and meeting Iceni tribe characters on a visit to an Iceni hut. All these visits give good opportunity to develop a deeper understanding of life during different times.
125. The co-ordination of history is good. The co-ordinator has a clear knowledge of the strengths and weaknesses of the subject and has an outline improvement plan. Identified priorities for development include the formal identification in the scheme of work of where information and communication technology can support learning and the better use of assessment information to identify any improvements required in curriculum planning. These are wholly appropriate, particularly to improve the attainment of the more able pupils. The range of artefacts available in the school's permanent resource library is good and supports the development of historical skills well.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards in information and communication technology at the age of seven and 11 are in line with expectations, maintaining the standards that were seen at the time of the previous inspection. All pupils, including those with special educational needs, make good progress as a result of the regular and good teaching.
127. By the end of Key Stage 1, most pupils are familiar with the basic skills of entering text and simple editing procedures. They know that work can be saved and accessed at a later point and many can carry out these procedures. They have good keyboard skills and open and close programs with little adult intervention. The pupils make effective use of a variety of programs. The pupils learn how a computer can be used to help them determine the name of objects. For example, in a good Year 2 lesson, the pupils used a 'decision-making program' to help them name a number of unusual fruits and vegetables by answering a series of questions. The pupils give instructions to a programmable toy and understand that data can be entered and stored.
128. By the end of Key Stage 2, the pupils create a good range of documents and demonstrate secure word processing skills. They regularly access the Internet and CD-ROMs to search for information and do so with little adult direction. The pupils have satisfactory skills in managing and manipulating data and, with help, produce graphs and pie-charts. They use information and communication technology regularly and effectively. The pupils are beginning to use a good range of programs to support their learning in other subjects. For example, in a Year 3 music lesson, the pupils learned how they could compose music using a computer and how they could add to or change their composition.
129. The quality of teaching is good overall. During the inspection the teaching ranged from satisfactory to good and was good overall. Most teachers have good subject knowledge and they use their expertise effectively and make good use of the computer suite to teach groups and small classes. Their planning is good and regular assessments are undertaken to help them determine what the pupils can do. They have high expectations of what the pupils can do and this gives good encouragement to the pupils. The teachers are not yet planning systematically to use information and communication technology to support subjects such as science, history and geography and this is an area for development. The teachers are beginning to make good use of computers to support work in literacy and numeracy. Pupils frequently make good use of portable laptops in classrooms for punctuation and spelling activities or to develop addition and subtraction skills. The pupils make good gains in their learning, particularly in those lessons where teachers have high expectations of what they can achieve. The pupils' keyboard skills improve rapidly and they develop a good understanding of how computers can be used to collect data and present it in different formats. They make good progress in their understanding of how computers can be used to create music and how they can alter, save and retrieve their compositions.
130. The co-ordinator has very good subject knowledge and provides good support for his colleagues. He is able to resolve minor technical problems quickly and the frustrations occasionally met by teachers are eliminated. He has a clear vision for the subject, which is increasingly important as the school is to lose the space for its computer suite due to increasing pupil numbers. The purchase of laptops is allowing the school to adopt a flexible approach to the teaching of information and communication technology and is ensuring the subject is taught regularly.

MUSIC

131. Standards in music are in line with expectations at the end of both key stages and the pupils, including those with special educational needs, make satisfactory progress overall throughout the school. These findings are similar to those reported in the last inspection.
132. In Key Stage 2, pupils sing in tune and are currently enjoying learning new songs for the Christmas production. These are lively and different in character and motivate the pupils' interest thus encouraging them to perform to a fair standard. Although a tape is used to support singing in some lessons, pupils are not able to pitch a note accurately without support from the teacher. The teachers report that the weekly visit by a pianist lifts pupils' enthusiasm for singing. Pupils have good opportunity to suggest which instruments would make a relevant accompaniment to the new songs being learned and are given good support from the teacher who uses questioning skilfully to direct their thinking. Pupils enjoy singing sessions and can name some of the styles learned, with jazz being one of the favourites. The opportunity for pupils to sing during assemblies is not provided and is a missed opportunity to develop these skills further. Achievement of all pupils including those with special educational needs is satisfactory.
133. Pupils' work in books and that displayed around the school shows that pupils are learning a full range of musical skills. This includes listening to a range of music as they go into and leave assembly. Older pupils in Key Stage 2 have an unsatisfactory knowledge of famous composers except Bach whose work was being played during the week of the inspection and they need more opportunities to discuss the work of such composers. They suggest Madonna as a possibility, which reflects the breadth of music in listening activities. They also name several pieces from different countries and cultures showing that music continues to make a satisfactory contribution to pupils' cultural development. Pupils' compositions in Years 3 and 4 show their sound understanding of the way music is structured. Pieces have a suitable beginning, middle and end and some pieces also incorporate repeating rhythmical patterns. These are recorded in pictures, which can be followed as each piece is performed. Pupils are not yet recording their work using conventional recording and notation.
134. The quality of teaching is satisfactory overall in both key stages. Teachers have suitable subject knowledge and expertise to provide broad and balanced experiences for pupils to enjoy. Pupils in Year 1 are really looking forward to performing their version of 'Zagadoo' to the nursery children. They are practising hard their recent composition of a percussion accompaniment, which accurately conveys the sound effects of the animals, which appear throughout the story. They understand the need to make the sounds louder and quieter at certain moments and follow their teacher as she conducts them appropriately. They particularly like the screaming effect and although they are enthusiastic in its production also manage to create a different volume of sound the second time it is performed within the piece. The instruments are treated with care and through gentle encouragement from the teacher the pupils listen to each other, waiting for their turn to play quietly. Suitable opportunities to evaluate the quality of their performance are given although the pupils' ideas are not always built upon during the same lesson. The quality of performance improves, however, due to the focused questioning and demonstration of playing techniques and the interesting story to which the pupils enjoy listening time and again.
135. In both key stages, computers are used when relevant to support the subject. This is usually to develop composition skills and allows pupils to develop and record their own short pieces of music following a particular theme. The finished compositions show an

understanding of repeating rhythmical patterns, which are used in a structured way to create interesting pieces of music. However, because this activity is carried out in the computer suite there are often too many pupils and this makes listening to the finished compositions not only difficult to hear but impossible to evaluate. The school plans to purchase headphones to overcome this difficulty. Further resources are on order to improve the use of information and communication technology to support musical activities even more.

136. The co-ordination of music is good. The co-ordinator has a clear view of the strengths and knows what needs to be done to improve standards further. The scheme of work gives teachers clear guidance on the development of relevant musical skills and provides a broad range of musical activities. Recorder club provides suitable opportunity for those pupils who wish to learn to play an instrument. Resources are satisfactory and used effectively to support learning in the subject.

PHYSICAL EDUCATION

137. Pupils achieve the standards expected of their age by the end of Year 2 and Year 6. The standards achieved at the time of the previous inspection have been maintained. All pupils, including those with special educational needs, have equal opportunity to participate in a wide range of activities and make satisfactory progress.
138. By the age of seven, pupils show confidence in finding different ways of travelling and creating a short sequence of movements. They observe and describe their own and others performance and use this information to improve their own sequences. They show an awareness of others and perform a variety of simple jumps on the floor, onto and off apparatus, landing quietly and with control. Pupils enjoy working independently and co-operatively. They recognise the effect of exercise on their body and understand the importance of warm-up and cool-down sessions.
139. By the age of 11, pupils achieve satisfactory standards in each strand of the curriculum. They enjoy games and show confidence in handling a hockey stick and puck. They recognise the importance of close control and are able to pass and receive when participating in team games. They have opportunities to be involved in traditional team games of football and netball and enjoy competing against other schools. Discussion with the oldest pupils shows that they enjoy taking part in physical education lessons and team games. They recognise the importance of exercise in helping them to keep fit and healthy.
140. Pupils have limited opportunities to develop skills in swimming. Most can swim at least 25 metres by the time they transfer to secondary education. They develop skills in orienteering by using the school environment and residential visits to Norfolk and Derbyshire to practise and refine map-reading skills. They work co-operatively in these activities and respond positively to challenge.
141. During the inspection the quality of teaching varied between very good to satisfactory, but overall it is good. All teachers show an awareness of safety and manage pupils well. Pupils respond by being well-behaved in lessons. Teachers use praise effectively to motivate pupils. Good relationships between teachers and pupils ensure pupils show interest and work hard at improving their performance. In the most successful lessons, teachers ensure pupils are kept active. In a Year 1 lesson, the teacher challenged pupils to develop their sequence of movements by responding to Vivaldi's autumn music. Pupils interpreted this to become leaves on a tree that grew, fell down

and blew away. They showed understanding of changing movements according to variations in the music.

142. In some lessons at Key Stage 1, teachers do not provide a sufficient range of opportunities to keep pupils on task. In gymnastics and games lessons, pupils sometimes waste time by waiting too long for their turn.
143. The quality of teaching and pupils' learning is restricted by the unsatisfactory accommodation. The hall is inadequate for gymnastic lessons in which apparatus is used. The floor space is reduced by the storage of dining tables, chairs and the piano. The lack of adequate accommodation restricts the pupils from achieving higher standards. There is a field but this is some distance from the school and only used for competitive games and athletics. Teachers make good use of the playground for netball and the development of ball skills.
144. The co-ordinator is an enthusiast. He encourages pupils to participate in a wide range of extra-curricular activities. He enlists the support of a parent governor and coaches from local football and cricket clubs. He has a good overview of standards but does not regularly monitor teaching and learning.

RELIGIOUS EDUCATION

145. Standards at the age of seven and 11 are in line with the expectations of the local Agreed Syllabus and pupils make good progress. Standards have been maintained since the previous inspection.
146. By the age of seven pupils have a satisfactory knowledge of two major world faiths, the Christian and Muslim faiths. They are able to relate some of the stories of famous religious figures, such as those of Jesus and Mohammed. Pupils confidently name the church and the mosque as religious buildings. Pupils explain clearly that religions have books that are special to them, and they can identify aspects of the Qu'ran and the Bible. Pupils have a satisfactory understanding that religions have various ceremonies and special occasions, and those in Year 2 for instance, explain the importance of Eid to Muslims and those in Year 1 say why Christmas is important to Christians. Pupils in Year 2 also understand the importance of fasting during Ramadan, and accurately identify the times when people are allowed to eat. They understand the need to belong to a variety of groups and they recognise in particular the importance of their own family and friends. Pupils are aware of the need for caring, both for people and the environment.
147. By the age of 11 pupils are aware of many world religions, successfully naming the Christian, Buddhist, Hindu, Jewish and Sikh faiths. They readily name important figures in these religions, such as Moses, Rama and Sita and Guru Nanak. They confidently identify and discuss similarities and differences between religions, such as in clothing, food and ceremonies. Pupils recognise that food plays a significant part in the life of different faiths and those in Year 4 explain, for example, the feasting related to the Passover and those in Year 3 understand the importance of Diwali sweets. Pupils readily name various religious buildings, such as the gurdwara, and they confidently identify some of the requirements for entering religious buildings, such as removing shoes or covering one's head. Pupils have a good understanding of the distinctive traditions and lifestyles of different religions. For example, pupils in Year 5 can identify the importance of the five K's to Sikhs. Pupils recognise that all religions have distinctive symbols, and, for instance, pupils in Year 4 identify the lotus flower as

important to Hindus. They are aware of the need for love and care, in our dealings with others, and they recognise the importance of sharing. Pupils, throughout the school, understand the need to be tolerant of other people's dress, lifestyle and ritual.

148. The quality of teaching and learning are good. Lessons are well planned and thought-provoking and challenging ideas are often presented to pupils. Lessons are also now of a suitable length. Music is also used well to help pupils think about their work, with, for example, Christian church music being played in Year 1, and Hindu music being used in Year 4. Teachers have good subject knowledge, and through clear instruction and a sound use of questioning to involve all pupils, pupils are enabled to make good gains in their knowledge and understanding. Teachers provide a variety of tasks for pupils and make good use of appropriate resources to involve pupils and to make them think for themselves. Pupils find the subject interesting and many provide a variety of thoughtful answers and observations, especially when discussing their views on fasting or Diwali. Pupils are encouraged and praised for their efforts, and pupils in turn work hard on all the activities provided. Teachers are careful to introduce pupils to all the correct terminology used in different faiths and most pupils show confidence in using the appropriate terms. Pupils' attitudes and behaviour are good, and they relate well to both their teachers and to each other. They usually take care with the presentation of their work, and teachers provide detailed and thoughtful comments of encouragement and advice when marking.
149. The school closely follows the local Agreed Syllabus and all areas of work are adequately covered. The work undertaken successfully supports all aspects of pupils' spiritual, moral, social and cultural development. Through the written activities provided for pupils, religious education also provides support for the school's initiative in literacy. Assessment procedures are satisfactory. Suitable information is recorded, and it is successfully used to judge both pupils' current understanding and to identify the progress they have made. The co-ordinator is knowledgeable and committed. She is fully aware of the work being undertaken in the school and she supports her colleagues well. She has few opportunities to observe teachers and pupils at work in the classrooms, to see for herself the standards being achieved, but she regularly teaches pupils in Year 6, and so is able to keep a close eye on their work. The school makes appropriate use of information and communication technology, with pupils regularly finding suitable information on religious issues. The pupils would benefit from more opportunities to visit different places of worship and from visits by a wider range of members from faith communities.