

INSPECTION REPORT

NORTHGATE PRIMARY AND NURSERY SCHOOL

Nottingham

LEA area: City of Nottingham

Unique reference number: 122428

Headteacher: Mrs D Carter

Reporting inspector: Chris Rhodes
16408

Dates of inspection: 11th - 14th September 2000

Inspection number: 224445

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Suez Street New Basford Nottingham
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A. Yardley
Date of previous inspection:	18 th May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Chris Rhodes 16408	Registered inspector	Equal opportunities English as an additional language History Religious education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught?
Ann Moss 9079	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?
Michael Wehrmeyer 15015	Team inspector	Special educational needs English Information and communication technology Physical education	
Christine Canniff 18703	Team inspector	Mathematics Art and design Design and technology Music	How good are the curricular and other opportunities offered to pupils?
Debbie Kerr 19916	Team inspector	Foundation stage Science Geography	How well is the school led and managed?

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The Registrar
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
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?	 9
The school's results and achievements	
Pupils' attitudes, values and personal development	
 HOW WELL ARE PUPILS TAUGHT?	 12
 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	 18
 HOW WELL IS THE SCHOOL LED AND MANAGED?	 19
 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	 21
 PART C: SCHOOL DATA AND INDICATORS	 22
 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

Northgate Primary and Nursery School is in one of the most disadvantaged areas of Nottingham. It is average in size for a primary school and has 220 pupils on roll. The percentage of pupils entitled to free school meals is well above average. Approximately one in ten pupils comes from an Asian background and has English as an additional language, and one in three of all pupils has special educational needs. This is above average. Attainment on entry is well below that expected nationally. Many children have difficulties in expressing themselves in speech. A considerable number of children change schools, and leave or come to Northgate from other areas, during the school year.

HOW GOOD THE SCHOOL IS

The school is very effective. Standards in the current Year 6 are below average, but pupils throughout the school are making good progress and their results in national tests are improving. Pupils have positive attitudes to their work and their behaviour is good. The overall quality of teaching is also good. The headteacher, senior staff and governors provide strong leadership and the school is very well managed. Costs are relatively high, but the budget is used efficiently and the school gives satisfactory value for money.

What the school does well

- The school is very well led and managed by its senior managers and governors, and especially by the headteacher.
- The overall quality of teaching is good.
- The children behave well and have positive attitudes to their work. The school is a calm and secure place in which to learn.
- Teachers are becoming skilled in measuring how well pupils are doing, and use the information effectively to plan the next stages of their work.
- The school cares for each of its pupils and makes sure that all, including those with special educational needs or English as an additional language, have a well balanced education.
- There are many opportunities for pupils to reflect on the wonder of the world in which they live.

What could be improved

- Many pupils do not use complete or structured sentences when speaking, and most have a limited spoken vocabulary.
- The standards of writing, mathematics and science in the current Year 6, although improving, are below the levels expected nationally of pupils of this age.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1998 when it was found to have serious weaknesses. This is no longer the case. Standards in English have risen in both key stages. There are continuing concerns about the quality and depth of writing in older classes and about all pupils' ability to communicate effectively in speech. Standards in mathematics have improved in Key Stage 1 but are not quite as high as they were in science at the end of Key Stage 2. Standards have risen in religious education. Governors and staff are now far better informed about how well pupils are doing, and are using a detailed analysis of test and other results to plan future work. This is a major improvement, and as a direct result, standards are rising. Pupils have specific and challenging individual and year group targets. The quality of teaching has improved. There is no unsatisfactory teaching, and the proportion of good and very good teaching has increased. Behaviour is better. Curriculum planning has improved, especially in English, mathematics and science. The school now meets the statutory requirements for an Act of Collective Worship and makes very good provision for pupils' spiritual development. The quality of leadership and management has been strengthened through the appointment of a new headteacher and deputy headteacher, and the school's plans for future development and improvement are now very good. The school now gives satisfactory value for money. Overall improvement has been very good.

STANDARDS

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

Performance in:	Compared with				Key well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E*	E	
Mathematics	E	E*	E	C	
Science	D	E	E	C	

The table shows that pupils' results in national tests were well below average in past years. The English results were particularly weak in 1999 when they were in the bottom five per cent. The 1999 results were close to the national average for mathematics and science when compared with other schools that had a similar proportion of pupils entitled to free school meals. There was a noticeable improvement in all the results achieved by pupils in Year 6 last term. It is not yet possible to compare the results with those obtained in other schools, but the percentage of pupils reaching the national target of level 4 for English was more than double that of 1999. The percentage of pupils reaching level 4 in mathematics and science increased by almost half. There was a significant rise in the number of pupils reaching the higher level 5 in all three subjects. This is very encouraging and reverses the unsatisfactory trend of past years, but standards are still not high enough when compared with national standards.

The youngest children start in the nursery with well below average standards. They do very well but are still below average at the end of the Foundation stage and move to Year 1. They have particular problems with spoken language. The inspection team looked at the books the children completed last term and talked to pupils in Years 2 and 6 to judge how well they are doing this term. Seven year olds are still below average in English, but are working at the nationally expected levels in mathematics and science. Ten and eleven year olds, who include an above average percentage of pupils with special educational needs, are currently achieving levels that are below the expected standard for English, mathematics and science. The school has set and exceeded, challenging targets for improvement, but standards of writing and speaking are still not high enough. This affects attainment in all subjects as many children do not have the range of spoken vocabulary they need to improve their work. Standards in history, physical education and religious education are close to those expected nationally of seven and eleven year old pupils. Standards in geography, and information and communication technology, are below expected levels. The inspection took place too close to the start of the school year to make a secure overall judgement about current attainment in art, music or design and technology. The work seen was satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and show positive attitudes towards their work.
Behaviour, in and out of classrooms	Behaviour is good. There is a noticeable absence of oppressive behaviour, including bullying and racism.
Personal development and relationships	Pupils have a good understanding of the impact of their actions on others, and respect each other's feelings, values and beliefs.
Attendance	Lower than the national average

Pupils are enthusiastic about school, and most are keen to learn. They are very supportive of each other, enjoy working together, and encourage those who are less skilled than themselves.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall : 57	Good	Good	Good

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

The overall quality of teaching is good. Fourteen per cent of the 57 lessons seen were judged as very good and a further forty-seven per cent were good. Thirty-nine per cent were satisfactory. There was no unsatisfactory teaching. The national strategies for literacy and numeracy have been introduced successfully. Standards of teaching in English and mathematics are good overall. Basic skills are taught thoroughly, although not enough attention is given to making sure that pupils are taught to talk clearly and correctly, or encouraged to speak and write at sufficient length. A particular strength of the teaching in all subjects and in all classes is the consistent approach to discipline. Teachers are skilled in dealing with incorrect behaviour and praising those who meet the expected standard. Non-teaching assistants are well prepared, and play a vital role in all classes in supporting groups of pupils or those with special educational needs. Good teaching happens because staff plan their work carefully, basing the tasks on a firm understanding of what pupils already know or can do, and make sure that the work they are set is achievable but challenging. Relationships are good, and pupils thrive in an atmosphere of trust and co-operation. Many teachers are skilled in asking questions that make the pupils think deeply. They often explain the learning objective at the beginning of the lesson so that pupils know what they will be able to do by the end. Teaching is less effective when teachers do not correct unsatisfactory language or set the highest standards for themselves. The quality of learning is good because pupils of all ages respond positively to the good teaching. They are excited about learning, and enjoy finding out new things and gaining new skills. They respond well when challenged to think for themselves but lose concentration if the explanations are too long. Most pupils know how well they are doing and individual target setting is viewed positively. Children with special educational needs, and those whose first language is not English, learn effectively and are very well supported when working alone or as members of a group within the main lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced, and meets all statutory requirements. The school makes very good use of visits and has strong links with the community.
Provision for pupils with special educational needs	Good. Pupils play a full part in lessons and are supported very effectively by the learning support assistants and nursery nurses
Provision for pupils with English as an additional language	Good. The school makes appropriate classroom provision for pupils with little knowledge of spoken English, and support staff work alongside those who are competent English speakers but who still have language needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Consistently good. Spiritual provision is particularly good. Children are given many opportunities to reflect on and enjoy the wonders of the natural world.
How well the school cares for its pupils	The school has good procedures for ensuring pupils' welfare. Teachers use assessment especially well to make sure that work is set at the correct level of difficulty for each group of pupils.

The school has made a special effort to increase the involvement of parents in their children's learning. A good start has been made but many parents are reluctant to be involved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the senior managers and governors, and especially by the headteacher. She and her deputy bring a very clear vision of what the school should be.
How well the governors fulfil their responsibilities	The governing body is becoming increasingly effective. Governors are conscientious, hard working and committed to the school's success.
The school's evaluation of its performance	A particular strength. The school improvement plan identifies the strengths and weaknesses in every subject and aspect of the school, and states what must be done by when in order to raise standards.
The strategic use of resources	Good. The budget and specific grants are allocated very carefully so that pupils receive the maximum benefit.

There is a satisfactory match of teachers and support staff to the demands of the curriculum. The school secretary runs the office smoothly and effectively, and makes good use of her computer based systems. The building is appropriate and well maintained by the caretaker and her staff. Existing resources are appropriate and are used very effectively. There is little specialist computer software to support special needs teaching or for children whose first language is not English. The finance officer, headteacher and governing body apply the principles of best value effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The high quality of the teaching Their children like school Parents are kept well informed about how their children are getting on Pupils are expected to work hard 	<ul style="list-style-type: none"> Standards of behaviour Homework Links between parents and the school

The number of parents who returned their questionnaires, twelve per cent, was too small to be representative of parents as a whole. Only three parents were able to attend the pre-inspection meeting. Inspectors agree with those parents who praised the school. Inspectors did not feel that there were any problems with pupils' behaviour, but agreed that homework was not set in a consistent way across the school. The amount of homework recommended in the policy is typical of most primary schools. Home-school links are typical of those found in most schools. The headteacher is keen to develop them further.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The 1999 national test results are the most recent measure of how well seven and eleven year old pupils are doing in comparison with children in other schools or in schools containing pupils from similar backgrounds. Attainment in reading and writing at the end of Year 2 was well below the national average, and was very low in mathematics. There had been some improvement over previous years in reading and mathematics but attainment was still well below national averages. Boys' and girls' results were equally disappointing. Attainment in Year 6 was well below average in mathematics and science and in the lowest five per cent for English. The results in mathematics and science had improved slightly in 1999 but remained well below the national average. Boys and girls reached similar levels in mathematics, but girls did better than boys in English and science. The school analysed the results very carefully and made a determined effort to raise standards. They used previous test data to set challenging targets for improvement by individual pupils and year groups. The school exceeded its Year 2000 targets for eleven year olds by eighteen per cent in English and by twenty-five per cent in mathematics.
2. It is not yet possible to compare the Year 2000 test results with national averages. However, an initial analysis indicates that standards in reading, writing and mathematics at the end of Key Stage 1 remained at below average levels. This is not surprising as very nearly half the pupils were on the special educational needs register, which is more than twice the national average. The school also has evidence that some pupils capable of reaching nationally expected levels were moved to other schools. However, results at the end of Key Stage 2 improved very significantly. This year over twice the number of Year 6 pupils reached the national target of level 4 for English than in 1999, a rise from twenty-nine per cent to sixty-eight per cent. There was also a rise of eighteen per cent in the number of pupils reaching the higher level 5. There was a similar, significant and encouraging improvement in mathematics and science. The percentage of pupils reaching level 4 in mathematics rose from fifty per cent to seventy-seven per cent and from fifty-four per cent to eighty-two per cent in science. Successful achievement in both subjects at level 5 rose from eight per cent to twenty-seven per cent in mathematics, and from eight per cent to thirty-two per cent in science.
3. The youngest children start school with standards that are well below average. They do well and make very good progress towards all the Early Learning Goals for the Foundation Stage. They are very close to the goals by the time they reach Year 1, but fewer than average are likely to achieve them in spoken communication skills, language and literacy, mathematical development, and knowledge and understanding of the world.
4. Current standards in English near the end of Key Stage 1 are below average. Standards in mathematics and science are in line with national expectations. Standards are below average at the end of Key Stage 2 in all three subjects. Standards in English were well below average in both year groups at the time of the previous inspection. An examination of pupils' books from last term, discussions with them, and observations of lessons during the inspection, show that standards have risen but are still below average at the end of both key stages. The main concern continues to be the low level of pupils' spoken and written vocabulary. The standard of mathematics in Key Stage 1 has also improved and attainment in Year 2 is now in line with the national average. Standards remain below average at the end of Key Stage 2. Standards in

science have been maintained at nationally expected levels in Year 2, but are now below average in Year 6. Standards in Year 6 are depressed in both subjects by pupils' poor language skills. Standards in history, physical education and religious education are close to those expected nationally of seven and eleven year old pupils. This is an improvement since the previous inspection in relation to religious education. Standards in geography are below expected levels as the school, in line with many others, has had to reduce the time available in order to introduce the new literacy and numeracy strategies, and some topics have not been taught in enough depth. Current standards in information and communication technology are also below expectations, but pupils are making good progress. The inspection took place too close to the start of the school year to make an informed judgement about current levels of achievement in art and design, music or design and technology. The work seen was satisfactory. Pupils make good progress because they receive skilled support and work is generally set at the correct level of difficulty. The exception is some work in the foundation subjects.

5. Speaking skills are weaker than in many schools. Many pupils are hesitant and are often reluctant to use whole sentences in their answers. This has a direct impact on standards in all subjects because pupils do not have the communication skills or vocabulary they need to understand the texts they read, to talk about their ideas and work in any depth, or have the variety of spoken words that will make their writing lively and informative. Many find it very difficult to express abstract ideas. Pupils with special educational needs are even weaker in speaking, but receive considerable support in small groups. Their individual targets, however, refer mostly to skills for reading and writing.
6. Pupils have good listening skills because teachers manage their classes very well and have created a positive atmosphere for learning, and make sure their lessons are well planned, interesting and relevant. Pupils continue to pay attention and are eager to give answers, even in the lessons where the introductory discussions go on too long. Support assistants are good at helping pupils with special educational needs to understand what they hear by simplifying the language that the teachers use. This strategy does not work as well for pupils with English as an additional language because they find it difficult to concentrate on two voices.
7. Reading standards are close to the average expected for pupils starting their final year in each key stage, an improvement on the previous inspection. Basic skills are well taught as part of the literacy hour, particularly in Years 1 and 2. Younger pupils make good progress in working out words by learning their sounds, and by increasing the number of whole words that they can recognise. Progress in Key Stage 2 is slower. Some Year 6 pupils do not use the sounding technique or break words up into their syllables rigorously enough. The stronger readers do not yet possess the deeper understanding of an author's style and meaning to qualify for level 5. Standards of writing are not as high as reading and are below average at the end of both key stages. Pupils are taught relevant language skills in the literacy hours but are not sufficiently confident at writing a flowing text that is appropriate for their age. Pupils know their library skills and are getting quite fast with a dictionary.
8. Mathematical standards are in line with national averages at the end of Key Stage 1. Year 2 pupils have sound recall of mathematical facts to ten. They use their understanding of addition and subtraction to solve simple money problems such as finding totals and giving change. They know what each digit in a two-digit number represents and most are able to separate a two-digit number into a multiple of ten and ones. Pupils recognise and are beginning to describe the features of common two-dimensional shapes and are developing a satisfactory understanding of the concept and the vocabulary related to time. Many can read the time to the hour and half

hour on an analogue clock. They record their findings using the appropriate vocabulary when comparing two lengths or weights.

9. Standards are below average at the end of Key Stage 2. Ten and eleven-year-old pupils are not yet working at the level expected in mathematics for the start of Year 6. They understand the processes of addition, subtraction, multiplication and division. Their understanding of standard written methods of short multiplication and division is satisfactory and they apply these when multiplying or dividing a three-digit number by a single digit number. Pupils' recall of multiplication facts is variable but higher attaining pupils know all multiplication facts up to ten times ten by heart. They are not yet confident in their use of a range of mental calculation strategies. They understand decimal place value and standard units of measure. All pupils collect, record and interpret data on bar and line graphs. They are beginning to develop an understanding of probability by describing events that make use of vocabulary such as 'certain', 'equally likely' and 'impossible.'
10. Year 2 pupils are achieving levels in line with the national expectation for science. They are studying the body and are developing a sound understanding of the importance of keeping healthy and the need for a balanced diet. They recognise that food can be classified into groups and are beginning to understand how each food group affects growth. The standards of attainment currently being achieved by the older pupils are restricted by their poor language development and are below average. Many have a limited ability to communicate their observations or explain clearly what they have found out. Year 6 pupils revising previous work on dissolving solids could observe their solutions closely and identify minor differences in each solution. Difficulties came when they tried to record their findings. Some had little idea of how to set out the chart required and lacked the vocabulary to explain what they had observed.
11. Writing in other subjects does not often help to improve or use literacy pupils' skills, because much of the written work is limited to single words or short phrases, or work copied for a work sheet. Pupils' numeracy skills are used effectively in science, geography and history, and as part of pupils' everyday activities, but there are not many opportunities for pupils to use their mathematics in other subjects. Although some use is made of information technology to support work in lessons, there is not enough emphasis on its use across the mathematics curriculum

Pupils' attitudes, values and personal development

12. Standards of behaviour are good and have improved considerably since the last inspection. The children have positive attitudes to their work and are responsive and interested, taking part on all the activities provided for them. They are keen and eager to learn, and work and play well together as part of a group even when they are not being directly supervised. They readily share their knowledge and skills with the class, which raises the quality of the learning of the whole group.
13. Children settle happily and enjoy school. They establish good relationships with other children and adults. They are encouraged to think of other people and to be polite. Pupils attitudes to learning are good, and they benefit from being encouraged to show initiative and take responsibility by, for example, running the tuck shop, setting up the hall for assembly and arranging musical instruments. Pupils make a positive response to the values and standards set by the school. They develop good habits of working, settle down quickly to tasks and persevere with them throughout the lesson.

14. Pupils' behaviour in and around the school is good. They are well behaved. The school is an orderly and happy community providing a calm and secure place in which to learn. Children clearly understand what is expected and respect the rules and conventions that exist to safeguard them. The rewards and sanctions systems are well established and there is a noticeable absence of oppressive behaviour, including bullying and racism. If there is an incident of such behaviour, pupils and parents are confident that the school will react quickly. The quality of inter-personal relationships is good. Children treat each other with courtesy and respect, and they encourage those less skilled than themselves in their work. They undertake routine tasks willingly to keep classrooms tidy and organised.
15. Pupils make good progress in their personal development. They enjoy their lessons for personal, social and health education and have a good understanding of the impact of their actions on others, and respect each other's feelings, values and beliefs. This ensures that they grow even more confident in their awareness of themselves and others. Pupils' self-esteem is regarded as very important, and this has a positive effect on their learning. They have their own Pupil Council, and their ideas are taken seriously and acted upon, such as having the playground walls painted and organising fairs to raise money for the school. Children have also participated in the Nottingham Children's Parliament. They have regular contact with a local retirement home where they perform for the residents at Christmas and take their produce after harvest festival. Employees from a local credit card company come in to hear the children read, and members of Nottingham County football team help with football training.
16. Pupils with special educational needs enjoy their work. They learn to concentrate for longer and longer periods. They work as hard as they can in lessons, especially when the teaching is good and the task excites them. They do their best for their teachers and the support assistants, who encourage independence and determination. Pupils, whose social behaviour is a concern, make very good progress and are developing a calm approach to work and sensible attitudes in class. Pupils with English as an additional language have a very positive approach to school, are keen to learn and take full advantage of the extra support they receive. All pupils are encouraged to be fully involved in every activity the school provides.
17. Attendance levels are less than the national average. The school is monitoring the figures efficiently and is aware that good attendance is necessary. Registration procedures are properly documented and effectively implemented, meeting statutory requirements. Lateness, although improved by the "Early Bird" project, continues to be a problem. The school is working hard to make children and parents aware of the need for punctuality.
18. There have been nine fixed term exclusions during the past year, which is less than last year. The inspectors investigated the circumstances surrounding these events, and are satisfied that the reasons for the exclusions were in the interests of the children concerned and of other children.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good throughout the school and is an important reason for the rise in standards. Fifty-seven lessons were observed during the inspection. Eight [14%] were judged to be very good, a further 27 [47%] were good and 22 [39%] were satisfactory. The quality of teaching has improved since the last inspection. The percentage of teaching judged good or better has risen and there is no unsatisfactory teaching. English and mathematics are taught more effectively. Teachers do not rely so much on commercial worksheets and have been

very successful in implementing the rigorous teaching programmes required in the new literacy and numeracy strategies. Behaviour is now managed consistently well in all classes, and teachers have become more skilled in judging how effectively pupils are learning and how to adjust their lesson plans to make sure that the work is set at the correct level of challenge.

20. The quality of teaching in the nursery and reception classes is good because the staff have a very good understanding of the needs of young children. Teachers and support staff have high expectations of good behaviour and children learn quickly because they pay careful attention and concentrate on what their teachers tell them. Relationships between teachers and pupils are very good and create an atmosphere of trust in which children feel secure and able to thrive. The nursery nurses and learning support assistants are very well briefed by the teachers and form an active part of each class team. They are skilled in working with young children whether it is encouraging them to hold conversations or working alongside them in more formal learning situations. Typical good examples were seen when reception aged children were helped to develop their early counting skills and in a fun music activity in the nursery. They are equally skilled in providing support for children with special educational needs or little understanding of English so that they can remain within the normal classroom setting, yet receive the extra help they need. Teachers are aware of the urgent need to develop children's spoken vocabulary but they accept too much indistinct speech and do not always correct important mistakes. There are insufficient planned opportunities to develop speaking skills through play in the reception class.
21. The quality of teaching is also good in Key Stage 1. The consistent high standard of behaviour management, and strong, secure relationships, make sure that there is a good working atmosphere and that children get on with their work. Pupils learn effectively because teachers are skilled in setting group tasks at the correct level of difficulty, making sure that each pupil is given work that is challenging but achievable, and that basic literacy and numeracy skills are taught systematically. Science is also taught to a good standard, as was seen when Year 1 learned that there are differences between the eye colours found in humans for example, and how they could use their numeracy skills to record these in a chart. There was a particularly interesting range of practical follow up activities that the children completed accurately, enthusiastically and with little direct supervision. Support assistants are used effectively in group work, as in a Year 2 literacy lesson, where one was observed working very effectively with a small group, taking and building on pupils' answers. Although good examples were seen when teachers worked hard to extend pupils' spoken vocabulary, as in the Year 2 art lesson when pupils learned different words to describe the texture of objects they could feel but not see, not enough attention is given to the overall development and use of spoken language. Some examples were seen of unmarked work, in last term's history for example, and pupils did not know how well they were doing.
22. The overall quality of teaching is also good in Key Stage 2. A consistent, rigorous insistence on good behaviour and manners is seen in all classes and creates a positive atmosphere for learning. Carefully selected work ensures that children are set tasks that make them work hard. Teachers in all classes explain the purpose of the lesson at the beginning of the session, often writing it on the board so that pupils have a reminder of what they should have done by the end of the session. This focuses their attention, especially when they know exactly how much time they have for each activity and what standards are expected. A very good example of teacher assessment was seen in a Year 4 numeracy lesson when the teacher realised that one group of pupils had been given something too difficult to complete. They were trying to add numbers to 100 across the page rather than putting them in columns. She saw they needed more practice with pencil and paper before they had the mental skills needed to add

horizontally, and revised the next lesson so that they had more time to practise. All teachers are skilled in asking questions that make the children think hard, and give deeper, more reflective answers. A good example was seen when Year 6 were questioned in a history lesson about their investigation of articles from the 1960s.

23. Teaching is not so effective on the few occasions when explanations for older pupils are too detailed, the lesson lacks pace and they lose concentration, when they are given inaccurate information, or when the task does not challenge them intellectually. Examples include worksheets for religious education that are more concerned with keeping the children busy rather than consolidating or extending their learning. In a minority of cases, the final few minutes of the lesson are not as well planned as the rest, and pupils are not given an important opportunity to consolidate their learning, demonstrate what they have learned or see how the lesson links to the next.
24. The overall quality of learning is good in all parts of the school. Pupils learn effectively because they are well taught and are given many well planned opportunities to develop their skills, knowledge and understanding. In the many good or very good lessons they are encouraged to work hard and make an intellectual, physical or creative effort. Timed tasks and targets keep them focused on the job in hand. Their interest and concentration are maintained because lessons are interesting and relevant. Most know how well they are doing and what they need to do to improve. In the best examples, detailed marking praises achievement and suggests how the work could be developed, and the tasks set for pupils of all abilities are challenging but achievable.
25. There were several lessons during the inspection when the quality of pupils' learning in Key Stage 2 was not as high as the quality of teaching. This is unusual because the two are very closely linked. There are two main reasons for the difference. Firstly, the children in most classes become very tired towards the end of the afternoon. Their learning is satisfactory but not as good as it could have been, despite the very hard work by the teachers. Secondly, many children of all ages have communication problems and struggle continuously to find the vocabulary they need. One pupil in Year 4, for example, understood the scientific reasons why a 'liquid' egg changed into a 'solid' when it was boiled, but did not know the word 'yolk' to describe the yellow centre. This limits their understanding of texts, makes it harder explain their ideas to others and very difficult to write imaginative stories, factual accounts or scientific reports. A conscious and productive emphasis is given to "new" vocabulary in most classes, and pupils learn quickly to include it in their work. However, there were several occasions during the inspection when the teacher's own use of Standard English was not of the highest quality and pupils accepted it as a model for their own answers, or when pupils misused a word or struggled to find the correct phrase, and an important opportunity was missed to develop their vocabulary.
26. Teachers in all classes show special concern that pupils with special educational needs make good progress in lessons. They make sure that support assistants work where they can be of most use in helping pupils with specially planned work. Staff use equipment very effectively to teach specific skills. This teamwork creates good conditions for learning. Pupils whose first language is not English receive extra help on three levels. Those who are learning English receive appropriate individual help from the specialist teacher. This is not always effective in whole class sessions as some children find it hard to concentrate on the teacher and the support teacher if they are both talking at the same time. Those who have a sound understanding of spoken English, but still need to help in extending their vocabularies, are well

supported in literacy hour group activities. Pupils for whom English is an additional language and who also have special educational needs receive extra support in lessons and make good progress. There are no specialist computer programmes to extend their work.

27. The school has a clear policy for homework, but it was not put into practice in the same way in all classes during the inspection. Several pupils were encouraged to follow up personal research and most take their reading books home on a regular basis. Classes in Key Stage 2 have regular planned work in mathematics.

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

28. The school provides a good range of opportunities for all pupils. The curriculum is broadly based and relevant to their needs, and meets the statutory curricular requirements for all National Curriculum subjects. The curriculum for children in the nursery and reception class is based on the new Foundation curriculum. It is well planned and gives younger children a wide range of interesting, practical learning experiences. There are not yet enough planned opportunities for children in the reception class to learn through creative play as the range of appropriate resources is limited and the new teacher has not yet had sufficient time to arrange her room as she would prefer. The school has managed the implementation of the National Literacy Strategy and the National Numeracy Strategy successfully and there is a strong focus on the development of basic skills. There are planned opportunities for pupils to use their reading, writing and, particularly, numeracy skills in all areas of the curriculum, but the lack of opportunities to practise and extend their spoken vocabularies limits pupils' progress in many subjects.
29. Curriculum planning has improved, especially in English, mathematics and science. There is a well structured long-term overview of the complete curriculum, which provides a clear framework within which teachers plan their work on a half-termly basis. The school has adopted the new national schemes of work for the foundation subjects and has started to shape them to the particular needs of the pupils. For example, aspects of the national scheme have been integrated into the school's own well planned programme for music. There were concerns in the previous inspection about the breadth and balance of the information technology and religious education curriculum. These have been addressed successfully. The successful introduction of the literacy and numeracy strategies has sharpened teachers' planning. The process of matching work to the needs of different groups of pupils within each class has improved since the last inspection. It is good in English, mathematics and science at both key stages, and is strengthening in other subjects.
30. The school is strongly committed to equal opportunities and works hard to meet the needs of all its pupils. Every pupil, including those with special educational needs or who speak English as an additional language, has equal access to all aspects of the curriculum. They receive additional specific guidance from support teachers and assistants through a combination of well-organised in-class support and withdrawal in small groups or as individuals. The range of cultural heritages represented in the school is recognised positively within the curriculum. The individual programmes for their class work have improved since the previous inspection because the activities within them are more closely linked to pupils' needs. Good teamwork in the planning of these programmes makes best use of the knowledge the staff have of their pupils.
31. The quality of the curriculum is enriched by the very good use of visits and the strong links with the community. The visits provide good opportunities for pupils to learn about aspects of

geography, history and religious education at first hand. Reception and Year 1 pupils have visited the Mosque and Year 4 the Sai Dham, a local Hindu temple. Year 3 and 4 pupils' understanding of rocks and fossils was enlivened by the visit to the British Geological Institute at Keyworth during science week. Well-forged links with the local community are established through visits to the Culbert Lodge sheltered housing for the elderly. A group of pupils shared their work on Spring Festivals and a group representing each class visited to take part in an Easter Bonnet parade. The school takes part in many local events including the schools' music festival, the City Schools' Maths Quiz and the Girls' Indoor Five-a-side Football Tournament.

32. The range of extra-curricular activities and clubs, although limited mainly to sport, is appropriate. The school has firm plans to extend the range of activities. There have been good opportunities for several classes to try different sports. These extend the curriculum effectively and enable a significant number of pupils to reach higher personal standards in their chosen activities. There are good professional links with local schools. There are regular meetings with the local 'family' of schools to discuss curriculum issues. Good links are established with local secondary schools to ensure a smooth transition for Year 6 pupils. The local catchment secondary school provides 'taster activities' such as a science challenge, a French morning and cricket coaching.
33. The provision for pupils' personal, social and health education (PSHE) is good. The school provides regular opportunities for pupils to discuss these issues in 'circle time.' Pupils are taught about health issues and how to care for the environment through aspects of science and geography. A visit from a representative of a manufacturing company contributed to pupils' understanding about the importance of recycling. Appropriate arrangements are made for sex education and pupils are made aware of the possibilities of drug misuse. The school council provides a useful and relevant forum for discussing issues related to the school community. This, and the opportunity for pupils to represent the school at the City Schools' Children's Parliament, contribute to pupils' understanding of citizenship.
34. The school's philosophy, code of conduct and a series of appropriate experiences and activities promote pupils' spiritual, moral and social development successfully. The provision for pupils' spiritual development is now very good and much improved since the previous inspection. It is underpinned by religious education lessons, school assemblies and by the many opportunities for pupils to reflect and enjoy the wonders of the natural world. Good examples include the Year 4 science lesson when pupils shared their pleasure as understanding of the theory of reversible changes dawned whilst observing the changes to chocolate being heated, and the excitement of Year 5 pupils discovering metaphors in the literacy lesson. Assemblies include suitable spiritual content. Acts of collective worship provide a positive experience for pupils and now meet statutory requirements.
35. The school makes good provision for pupils' moral and social development, and gives strong emphasis to the teaching and understanding of moral values. All pupils are taught the difference between right and wrong. The school has high expectations of their behaviour and the code of conduct is implemented consistently. Pupils respond positively, enjoy their work and show care for the school. Many opportunities to consider moral and social issues are presented in assembly and in class sessions when pupils sit quietly to discuss sensitive matters. Pupils are encouraged to make responsible choices and to take responsibility for themselves, each other and the school. Teachers take care to show that all pupils are valued. A good example of this was seen in the Year 3 PHSE lesson when pupils shared positive statements about each other. The school council provides pupils with the opportunity to play a more

significant role in the school community and enables them to develop a better understanding of the nature of responsibility.

36. The school's overall provision for pupils' cultural development is good. Pupils are given suitable opportunities to gain an understanding of the central beliefs and practices of different faiths through religious education. Multicultural awareness and recognition of the different cultures represented amongst the pupils is increased as a result of the annual celebration of carnival around the world, and opportunities to appreciate other cultures through geography, music, drama and art. A programme of visits and visitors, for example the Roundabout Theatre Company that also contributes effectively to this aspect of pupils' learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has good procedures for ensuring pupils' welfare. It has high standards of pastoral care. The monitoring and recording of pupils' academic and personal development is good, as is the monitoring and improving of attendance. The school follows up any unexplained absence or lateness rigorously. Staff have high expectations for good behaviour, and very effective measures are in place for promoting discipline and eliminating oppressive behaviour. Teachers and support staff all make a very significant contribution to providing a caring atmosphere and a safe and calm environment for learning for all pupils. They know the children well and respond sympathetically to individual children. There are good procedures for child protection. The personal, social and health education programme is being implemented effectively and children learn to understand themselves and others.
38. The staff put strong emphasis on raising all pupils' self-esteem, particularly in the early years, and pupils are becoming confident in their dealings with each other and with all members of staff. Year 6 have a residential visit each year, and all the children have opportunities to visit places such as the Gurdwara and Sudbury Hall. These visits play an important part in strengthening pupils' personal and social development because they encourage self-reliance and mature behaviour.
39. Although all staff have undergone basic training in first aid, there is no single person designated as being in charge. The school appreciate this, and are organising for one member of staff to attend an appropriate course later this term. The governors are aware that, although informal risk assessments are carried out regularly, there is a need for a health and safety governor to be appointed to formalise them. They correctly see this as a priority. Staff otherwise receive appropriate training to enable them to keep up-to-date with aspects of care and welfare. The inclusion of pupils with special educational needs is seen as a very important part of the process of caring. The school cares equally for all its pupils and makes sure that they have an appropriate and well balanced education.
40. The school has considerably improved its arrangements for assessing pupils' attainments and recording progress since they were a key issue in the previous inspection. This area is a developing strength of the school. Assessment in the core subjects is good, and the use of assessment information to guide planning is very good. Under the influence of the new management, the staff have become determined to know the value added to pupils' learning by their teaching. They want to know what pupils know now so that they can plan suitable starting points for lessons. They use the information well to match the work in lessons to the abilities of different groups, a big step forward from 1998. The high quality of assessment of pupils whose first language is not English has been maintained. The judgements on the

attainment of pupils with special educational needs are much sharper, so the targets identified for them are more relevant. In this way all pupils receive an education suited to their needs.

41. The process begins at the earliest point as the teacher for early years uses the local education authority's own pattern of recording information to establish a baseline of skills. These are checked regularly throughout the children's time at school, building up a complete record in the core subjects by Year 6. Appropriate arrangements are made for the statutory National Curriculum tests to be carried out. Teachers are able to track progress in reading by their reading records, but these do not follow the same pattern throughout the school. This leads to over generous levels being given to older pupils.
42. Profiles of pupils' strengths and weaknesses are being built up in English, mathematics and science. Teachers keep samples of pupils' work to see what level they are working at. The agreed method for grading the levels is not yet finalised, and this system is therefore not being used to its best advantage. Teachers do not all share their knowledge of pupils' levels with the pupils themselves. Therefore they miss the opportunity of developing in pupils an awareness of what progress and standards mean. They do, however, use the information to help pupils set targets for improvement. The remaining subjects do not have formal methods of tracking progress, but several teachers are testing different ways of doing this. The biggest improvement is the way the school studies the pupils' answers in the standard tests. Staff are able to pinpoint exactly where pupils are going wrong, and build extra teaching on those points into the next year's work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has satisfactory links with parents and is working hard to strengthen the partnership by involving a Parent Education Support Worker. This is already leading to increased parental involvement and understanding, and there are now three very active and enthusiastic parent governors who are working towards informing and helping all parents. The establishment of a community room is part of this initiative.
44. The number of parents who returned their questionnaires (12%) was too small to be representative of parents as a whole, and only three parents were able to attend the pre-inspection meeting. However, the inspectors agree with those parents who praised the school and did not feel that there were any problems with behaviour. The parents speak highly of the informal links with the headteacher and staff, and feel welcome in the school. They also like the school brochure that contains detailed advice on, for example, attendance and school discipline. The parents who do come into the school make a valuable contribution to the pupils' learning. They also like the numerous newsletters that are sent out regularly. At the time of the inspection the school was not sending out letters regarding the school curriculum and topics covered in the individual classes, but intends to do so to explain the forthcoming Curriculum 2000.
45. Written reports to parents are satisfactory and contain information on the progress of their children. However, whilst there is a homework policy, inspectors agree with parents that the setting of homework across the school is inconsistent. The school has good links with parents of pupils with special educational needs. It gives them good information about their children's progress and shows them how they can help at home. Parents have a lot of confidence in the school's work. All parents of children on Stage 3 of the Register attend the regular review meetings.

46. Parents are pleased with the way their children settle into and enjoy school, and are expected to work hard. They appreciate the procedures for induction that includes home visits for the children entering the nursery, and the processes for transfer to secondary school. There is a close link with the secondary schools in the area that provides curricular continuity and promotes easy transition from one stage of schooling to the next. The school is particularly sensitive and caring about the transfer of children with special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. There have been significant changes to the school's senior management team and governing body since the last inspection. The new headteacher and her deputy took up their posts shortly after the last inspection two years ago. They have worked together closely, and with the new governing body and staff with management responsibilities, to establish a common purpose and a shared commitment to school improvement. The quality of the leadership and management is now a strength of the school. The impact of this effective leadership can already be seen in the improvements made in educational standards, in pupils' good behaviour and in the quality of relationships within the school. The headteacher has a very clear vision of the kind of community the school should be. Much care and thought was given to formulating the school's aims and values and they are increasingly being reflected in the life and work of the school.
48. The governing body fulfils its statutory responsibilities effectively. It is developing its expertise through its pattern of regular meetings and monitoring visits, and is taking a stronger lead in carrying out its strategic role. The chair of governors and the headteacher work in close partnership to ensure very good communication and involvement at all levels. This enables the governing body to monitor the school's performance and its progress towards agreed targets more closely. The school has significantly improved the quality of its development planning since the last inspection. The school improvement plan is a practical and detailed document appropriately focused on agreed areas for development and fully costed. It is based on a thorough analysis by staff of where the school is now and where it needs to be. As a result, the headteacher, staff and governors have a good understanding of the school's major strengths and weaknesses and a clear sense of direction.
49. All staff share the headteacher's vision for the school and teachers meet regularly to plan for curriculum development and training. Time and resources are allocated appropriately to subjects that are a current priority in the improvement plan and monitoring of teaching and learning takes place in these subjects. For example, the co-ordinator has been able to observe the literacy hour being taught in other classes. A strength of the school is the way in which it analyses the results of tests and assessments to identify where further improvements are needed. The subject co-ordinators' role in monitoring pupils' work and standards in their subject is improving but there are still some inconsistencies in standards of work, and in teachers' marking and planning, that are not being identified.

50. The management of provision for special educational needs is very good. The co-ordinator increases the staff expertise by arranging training. She plans complex timetables for the support staff so that they are in the right place at the right time, and sees that it runs smoothly. She guides staff expertly in the writing of individual pupil learning programmes. The paperwork is complete and up-to-date.
51. The school is well provided with suitably experienced teaching and support staff to meet the demands of the curriculum. There are no newly qualified teachers at the moment, but there are appropriate plans for the induction of all staff. There is a particularly helpful staff handbook that gives immediate insight into the daily routines in the school. The match between teachers and their subject areas is appropriate, and the skills of the learning support assistants are particularly well matched.
52. Educational priorities are well supported through the school's financial planning. The budget is allocated very carefully so that the pupils receive the maximum benefit. The governors take appropriate steps to ensure that all grants and subsidies are used to the best advantage for their designated purposes. Good use is made of new technology to support the work of the school. The principles of best value are well applied by the finance officer, headteacher and governing body in the school's management, procurement and use of services and resources. The school is very effective and, despite its high costs, gives sound value for money.
53. The accommodation presents several challenges as it is on several levels joined by two narrow staircases. However, the accommodation is adequate and used to the best advantage. It is well maintained by the caretaker and her staff, and the walls and classrooms are made brighter and more interesting by attractive wall displays that contribute to the children's learning. Existing resources are appropriate and are used very effectively. There is no specialist computer software for pupils with special educational needs or for pupils whose first language is not English.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governors should continue to work together to:-

1. Provide more planned opportunities for pupils of all ages to practise speaking in a variety of situations and to enable them to extend the range of their spoken vocabularies. A language focus should be included in every lesson plan.

[Paragraphs 5, 11, 20, 21, 25, 65, 73, 76, 92, 94, 99, 100, 105]

2. Raise standards in English, mathematics and science at the end of Key Stage 2 by:-

- providing more planned opportunities for pupils to write increasingly demanding text in all classes and in all subjects

[Paragraphs 7, 68-70, 99]

- monitoring pupils' work in mathematics to make sure that they have the full range of vocabulary they need to explain their work and understand written problems

[Paragraph 73]

- raising the quality of pupils' written explanations of their work in science, especially in Years 5 and 6

[Paragraphs 4, 10, 84]

In addition the governing body should note that:

- Standards are not high enough in information and communication technology

[Paragraphs 4 and 102]

- Homework arrangements vary too much between classes

[Paragraph 27]

- Too many pupils are late.

[Paragraph 17]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	47	39	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	25	164
Number of full-time pupils eligible for free school meals	0	81

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	6	59

English as an additional language

	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	2.9
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	9	9	9
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	64	64	64
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	9
	Girls	9	9	8
	Total	16	16	17
Percentage of pupils at NC level 2 or above	School	64	64	68
	National	82	86	87

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	10	14	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	4	3
	Girls	5	8	10
	Total	7	12	13
Percentage of pupils at NC level 4 or above	School	29	50	54
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	7	7	9
	Total	10	11	13
Percentage of pupils at NC level 4 or above	School	42	46	54
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	0
Black – other	17
Indian	2
Pakistani	11
Bangladeshi	0
Chinese	0
White	101
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23.9
Average class size	23.9

Education support staff: YR – Y7

Total number of education support staff	4
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	22

Total number of education support staff	2
Total aggregate hours worked per week	35

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	9	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	1999
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	£
Total income	480380
Total expenditure	459150
Expenditure per pupil	2404
Balance brought forward from previous year	4870
Balance carried forward to next year	26100

Number of pupils per FTE adult	7.3
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	44	7	0	0
My child is making good progress in school.	44	44	11	0	0
Behaviour in the school is good.	44	30	22	0	0
My child gets the right amount of work to do at home.	22	44	11	15	7
The teaching is good.	70	26	4	0	0
I am kept well informed about how my child is getting on.	48	48	0	4	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	0	4	4
The school expects my child to work hard and achieve his or her best.	48	52	0	0	0
The school works closely with parents.	19	59	15	4	4
The school is well led and managed.	26	63	4	4	4
The school is helping my child become mature and responsible.	37	48	15	0	0
The school provides an interesting range of activities outside lessons.	26	44	11	7	11

No additional issues were raised at the parents' meeting. One parent wrote that s/he was concerned about bullying. The number of parents who attended the meeting and who returned questionnaires was far too small to be considered as representative of parents as a whole. Inspectors agree with parents' positive views. They feel that the school is led very strongly. Behaviour is good, and inspectors have no concerns about bullying. The homework policy is applied inconsistently, but the range of activities and suggested time allocations described in the policy are appropriate and typical of many similar

schools. The school is keen to involve parents more closely and would welcome any suggestions for improvement. The range of activities offered outside lessons is typical of many primary schools.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. The school continues to make very good quality provision for its youngest children. Many of these enter the nursery with poorly developed skills in speaking, listening and personal independence, and some have behaviour problems. The nursery and reception classes provide a caring, secure environment into which the children settle quickly. Teaching is consistently good and the curriculum well planned with a wide range of practical activities. These factors ensure that the children achieve well and make very good progress towards all the Early Learning Goals for the Foundation Stage. They are close to the goals in each area of learning by the time they reach Year 1 but fewer than average achieve them in communication, language and literacy, mathematical development and knowledge and understanding of the world.
55. Children's personal development flourishes in the nursery and reception class. They feel confident and secure in the classroom and understand what is expected of them. They work and play happily in groups and independently. Children in the nursery demonstrated this clearly during the inspection. They take responsibility for moving around the activities, selecting and clearing away equipment and wiping tables. Children walk round the classroom and school sensibly, take turns with toys and books and show respect for adults working with them. They chat together quietly over milk and biscuits and work together with a minimum of supervision when their teacher is busy with another group. Their progress towards the early learning goal for this area is very good and achievement is high, reflecting both the teacher's and the nursery nurse's very good understanding of how children learn. Children in the reception class are encouraged to think for themselves and behave considerately. However, at the time of the inspection, the reception teacher had only just joined the school. She had had little time to organise her classroom as she would have liked it, and had only a limited range of resources and activities available to enable children to work and play independently. Nevertheless, all children achieve well in this area of learning and are likely to meet the goals for this aspect by the time they reach Year 1.
56. Many children enter the nursery and reception class with well below average speaking and listening skills. Teachers are aware of this and plan practical activities that build and practise the key skills of language. Children achieve well as a result and make good progress. However, their speaking and communication skills are still below those expected of children the same age at the beginning of Year 1.
57. Teachers are very good at developing children's listening skills. They insist on full attention when they are talking and ensure that children learn to listen carefully to each other. Children enjoy listening to stories and sharing books with an adult. In a nursery story session, the youngest children could respond to the teacher's questions about the lion in the story and two claimed to have been visited by the lion at home! Children's speaking skills are developed through group discussions and interactions with the teacher. During an activity based on a visit to the local police station, the teacher encouraged the children to discuss their feelings when they visited the cells and reinforced words like 'anxious' and 'happy'. Despite these efforts, children still lack even basic vocabulary when they join the reception class and few can talk clearly in sentences. Teachers speak clearly to the children and are good role models, but

often accept a child's first attempt at speaking and do not do enough to encourage them to improve on their first efforts. Nor do they monitor individual children's progress closely enough to enable them to plan what each child needs to do to improve further.

58. Reading and writing skills are being taught effectively through elements of the literacy framework. Children learn their letter sounds and read Big Books with their teacher. During the inspection the nursery children were learning the sound of the letter P and many had found words that began with P for their homework. The youngest children in the reception class were practising writing the letters 'a' and 'd'. All children have opportunities to read books and share them with adults. They know that print carries meaning but their delayed language development limits their progress towards reading and a smaller than average proportion is likely to attain the reading goals by the time they reach Year 1.
59. Children develop their mathematical skills effectively in the nursery through well designed play activities. For example, children playing with the sand in the nursery were planting artificial flowers into flowerpots, matching the number of flowers to the number of black spots on the side of the pot. In the reception class children were playing a guessing game with their teacher to help them recognise the numbers. Other children working with the classroom assistant counted out sets of bears to correspond with the numbers on their cards. Teachers devise a variety of activities to teach children to sequence objects and arrange them in patterns, and to learn about shape and measure. Children achieve well but the development of mathematical understanding is hampered by their poor language skills and few children in reception are likely to achieve all the goals for mathematics by the time they reach Year 1.
60. The teaching that gives children a knowledge and understanding of the world is very effective. Although children enter the nursery with a limited general knowledge, their achievement is good as they are encouraged to find out about the world in which they live through a wide range of practical experiences. Children in the nursery had paid a visit to the local police station in connection with their topic work and knew how a police officer could help them. Their visit provided the stimulus for some of their imaginative play that demonstrated that they had learnt some of the jobs that the police do. Children who have had a term in school use the computer with confidence. Photographic records of last year's work show children collecting snails to observe their movement, visiting the local post office, and learning about Divali celebrations. Very good use is made of visits and visitors to stimulate the children's interest and teach them from first hand experience. As a result the children are inquisitive and show enthusiasm for their work, and are well on the way to achieving the goals for this area by Year 1 but are unlikely to reach them all.
61. Teachers provide an appropriate range of activities to support children's physical development. There are opportunities for children to cut and stick with increasing precision. Teachers expect children to dress themselves, and do up their own buttons and fasteners. The outdoor play area has a good range of wheeled toys and climbing equipment and children play confidently with them. They are well behaved and considerate to one another when playing together. The youngest children observed at the end of a physical education [PE] lesson were using space well and gaining an understanding of how their bodies are affected by exercise through their cooling down activity. They are well on course for achieving the goals for this area.
62. The photographic record of the children's work from last year indicates that the area of creative development is well planned and taught. Children learn to work with a wide range of materials and to mix paints, make bubble prints, explore different textures to make 'bumpy' pictures, work with papier mâché, and design and build with a range of construction

equipment. During the inspection nursery children were creating a fabric and paper collage of a police officer based on an outline drawn around one of them. In a well planned reception class music lesson, children were exploring the sounds their instruments made. They could follow the teacher as she pointed to symbols on a flow chart, playing loudly and softly, and pausing when required. These children are well on course to meet the goals by the time they reach Year 1. Children in the nursery enjoy role play and take their lead from the adults, who often play alongside them to guide and encourage their creativity. There was less opportunity to observe imaginative play in the reception class as the new teacher had not yet had the opportunity to organise all the resources available.

ENGLISH

63. Standards in English have improved since the last inspection but are still below average at the end of both key stages. For some years the levels achieved in the standard tests have been well below the general average, and also well below those for schools with a similar background. In 1999 the results at the end of Key Stage 1 rose to include some pupils who reached level 3. Teachers were accurate in their predictions for this outcome. The results for Key Stage 2 were particularly low that year. Fewer pupils achieved the level 4 than the teachers predicted, and none gained level 5. Year 2 pupils had derived more benefit from the newly introduced literacy hour than the older pupils. Staff studied the results carefully and adjusted the content of the literacy hour accordingly. More importantly, a new determination arose in the school, stemming from the new leadership. Teachers began to say, "We can raise these standards." The Year 6 pupils exceeded the teachers' assessments in 2000 to achieve the best results at level 4 and 5 for a long time. The results for Year 2 were disappointing since pupils expected to achieve level 3 did not do so. The national figures are not yet published so no direct comparison with other schools is possible.
64. The school extended its programme of analysing test results in even greater detail. Staff ask searching questions such as 'Why are Year 2 girls better at reading the printed word but the boys are better at understanding it?' or 'What makes Year 2 boys reach the higher grades of writing?' This enabled them to start the new year with the literacy strategy carefully planned to meet the identified needs of all pupils. Standards for the school overall are stronger than those found during the previous inspection. Listening skills in both key stages have improved significantly and are better than those found in many schools. This is partly a result of the school's success in improving classroom behaviour. Good listening is maintained by teachers' very good classroom management, and by their planned lesson content, which the pupils find interesting and relevant. Even in those lessons where the introductory discussions go on too long, the pupils continue to pay attention and are eager to give answers. However, there is then too much information for pupils to take in at one go. The time available for the group activities is shorter, so that pupils do not get sufficient time to practise the objectives of the lesson. Teachers then get less work back and cannot make as good a judgement about progress. Support assistants are good at helping pupils with special educational needs understand what they hear by simplifying the language that the teachers use. This strategy does not work as well for pupils with English as an additional language because they find it difficult to concentrate on two voices at the same time.
65. Speaking skills are weaker than in many schools in both key stages. Many pupils are hesitant and often reluctant to use whole sentences in their answers. Teachers use good questioning techniques related to the subject matter of the lesson. There is, however, not enough insistence on pupils expanding their answers, and this limits their opportunities to practise the new words introduced in the lesson. Progress is slower than desirable. Planned drama and role-play

sessions occur from time to time, but not enough to develop confident speakers. Some teachers read the story texts in a very lively manner and hold the pupils spellbound. They do not give pupils an immediate chance to copy this expressive experience while it is fresh in their minds. Most teachers are very careful about the quality and accuracy of their

own speaking, but occasionally the language model falls below this high standard. Pupils with special educational needs are even weaker in speaking, but receive considerable support in small groups. Their individual targets, however, refer mostly to skills for reading and writing.

66. Reading standards are close to the average expected for pupils starting their final year in each key stage, an improvement on the previous inspection findings. Basic skills are well taught as part of the literacy hour, particularly in Key Stage 1. The love of reading, which is strong in Year 2, fades as pupils reach the end of Key Stage 2. Teachers use the reading scheme effectively to enable pupils to make progress in small steps. Younger pupils make good progress in working out words by learning their sounds, and by increasing the number of whole words that they can recognise.
67. Progress through Key Stage 2 is slower. Some Year 6 pupils do not use the sounding technique naturally or the strategy of breaking words up into their syllables, although they are taught this in Year 5. The stronger readers are assessed on too high a level and do not yet possess the deeper understanding of an author's style and meaning to qualify for level 5. They have difficulty in finding the words to express these usually abstract ideas, as the groundwork has not been put in place early enough. Pupils realise the importance of practice at home and most do their required 15 minutes practice, many do more. Teachers select their own method of keeping reading records. Where these are not well structured it leads to inaccurate awareness of pupils' abilities and makes it harder for teachers to make sure that pupils make the best progress. A few pupils are on books that are too hard for them, including some class readers.
68. Writing is not as strong as reading. Standards are below average in Year 6, and not yet near the average for Year 2. Pupils are not sufficiently confident at writing the flowing text appropriate for their age. Generally the teaching is good. Teachers expect the best from their pupils, and give them clear information and instructions. Pupils share in the objectives of lessons and have a good idea of what they are doing. The literacy hours are well structured and pupils know what it means to work independently. Teachers use the plenary sessions at the end of lessons effectively to sum up what pupils have learned, so that they leave the classroom with a clear understanding of what has been achieved. Occasionally this does not come off and the lesson ends in a bit of a muddle. One teacher quite rightly abandoned a plenary because the pupils had just discovered how to write metaphors and, in their excitement, wanted only to give more and more examples. Although teachers promote and achieve a positive attitude and interest in their pupils, the strong vibrant response described above does not occur frequently enough.
69. Writing in other subjects does not often help to improve pupils' skills because written answers are often single words or short phrases. This is partly connected with the focus on skills teaching in different subjects, but means that the lessons learned in the literacy hour are not put into practice enough. The skills taught are relevant, identified through careful analysis of children's weaknesses, particularly for pupils whose command of language is weaker.

However, standards in all subjects are adversely affected when pupils cannot discuss or record their answers through a lack of vocabulary or regular practice in extended writing.

70. Support staff are used very effectively to help weaker groups develop confidence. They help to ensure that as far as possible all pupils are working to their capacity. In the busy lessons barely a moment is wasted. However, when the practice sessions are over, the lessons move on and the skills just taught are not immediately applied to the main objective, pushing pupils' ability to write longer, clearer and more interesting sentences. So good teaching is not always creating the best learning. Pupils' books contain far more exercise work than dynamic, extended writing. Pupils want to learn more words. They say so in their own evaluations of their work, a useful exercise that the school carries out regularly. The main tool for letting pupils loose on the huge range of the language, the thesaurus, is not introduced early enough, nor used often enough. Pupils do know their library skills, and are getting quite fast with a dictionary. Resources are particularly well used because pupils refer to them constantly and they make things clearer.
71. The co-ordinator has put the literacy hour on a secure footing. She and the staff are continually looking for ways to improve the provision and have a commitment to high standards. Teachers chose to present detailed full weekly plans during the inspection. Their normal practice of planning for the first two days is actually stronger, because they can then react to how much the pupils pick up, and change direction if necessary. Staff use the school improvement plan effectively as their channel for charting the future. Plans include extra timetabled slots for extended writing and even sharper focussed assessment. Some teachers are trying out new ways to involve pupils in understanding how their skills are developing. This is making marking more effective.

MATHEMATICS

72. Standards reached by seven-year old pupils in the 1999 national tests were well below the national average and when compared with similar schools. However, these results represent a marked improvement over those of the previous year. The most recent results show that this improvement has been consolidated. Pupils start school with standards that are well below average. They make good progress in their learning and the work seen in children's books and in lessons show that the majority of seven-year olds are working at the nationally expected level and standards at the end of Key Stage 1 are therefore average. Eleven year old pupils' results in national tests were well below average in past years, but there has been a noticeable improvement. The most recent results achieved by last year's Year 6 pupils show that the percentage reaching level 4 or above rose by almost half. The present group of ten and eleven year olds includes an above average percentage of pupils with special educational needs, and standards at the end of Key Stage 2 are below average. The school's commitment to raising standards is underpinned by the good use of standardised tests to monitor pupils' achievement and progress, and by the successful implementation of the national numeracy strategy. Standards at both key stages have risen since the last inspection.
73. Pupils in Key Stage 1 make good progress towards the standards expected of seven-year-olds. Teachers set practical-based tasks that help pupils to understand mathematical ideas. Year 2 pupils have sound recall of number bonds to ten. They use their understanding of addition and subtraction to solve simple money problems such as finding totals and giving change. Pupils are gradually extending their counting skills, and count on and back in from different numbers in multiples of ten. They know what each digit in a two-digit number represents, and most are able to separate a two-digit number into a multiple of ten and ones.

Pupils recognise and are beginning to describe the features of common two-dimensional shapes. They are developing a satisfactory understanding of the concept and the vocabulary related to time. Many can read the time to the hour and half hour on a clock with hands. When comparing two lengths or masses they record their findings using the appropriate vocabulary of 'longer' and 'shorter.' Ten and eleven-year-old pupils are not yet working at the level expected at the start of Year 6. However, this group of pupils contains a high percentage of pupils with special educational needs. Teachers have identified areas of weakness that need to be addressed and have planned a programme of work to meet their needs and support improvement. The quality of pupils' learning in Key Stage 2 is good overall although the rate of progress varies between the different year groups. Teachers set work at different levels to meet the needs of different attainment groups within the class. This helps pupils to make good progress when it is set at an appropriately challenging level for all groups, as was seen throughout the Year 4 lesson on adding and subtracting combinations of given numbers. Pupils are sometimes slow to take on new ideas and knowledge. Most do not have the range of vocabulary needed to explain their work and how they arrive at their answers, and to understand written problems. This hinders their understanding of mathematical processes and concepts. Pupils with special educational needs throughout the school, and those whose first language is not English, learn effectively because of the good support given when working alone or as members of a group within the main lesson.

74. Year 6 pupils understand the processes of addition, subtraction, multiplication and division. They are able to multiply whole numbers by ten, a hundred and a thousand. Their understanding of standard written methods of short multiplication and division is satisfactory and they apply these when multiplying or dividing a three-digit number by a single digit number. Pupils' recall of multiplication facts is variable but higher attaining pupils know all the multiplication facts by heart up to ten times ten. They are not yet confident in their use of a range of mental calculation strategies. Pupils understand percentage as the number of parts in every hundred and are beginning to relate fractions to division by finding fractional amounts of whole number quantities; for example a quarter of £1.12. They demonstrate their understanding of decimal place value and their knowledge of standard units of measure by converting larger to smaller units and smaller to larger. All pupils collect, record and interpret data on bar and line graphs, for instance, information about air temperature. They are beginning to develop an understanding of probability by describing events that make use of vocabulary such as 'certain', 'equally likely' and 'impossible.' Pupils in many classes do not show enough pride in the presentation of their work and it is often untidy.
75. The quality of teaching is good overall and in two thirds of lessons very good. There was no unsatisfactory teaching. This is an improvement since the last inspection. Teachers' management of pupils' behaviour is a real strength and has a significant impact on the creation of a positive learning environment and pupils' attitude to work. The national strategy for numeracy has been fully implemented. Teachers have secure knowledge of mathematics and have quickly adapted their teaching to the new approach. A strength of the teaching is the careful planning for pupils' learning. Teachers have a good understanding of pupils' needs and base the tasks and activities on an accurate daily assessment of what pupils know and can do. This is particularly effective in Key Stage 1. The work set is achievable and, for the most part, appropriately challenging. Planning for the different ability groups within the class has improved since the last inspection. Lessons have a clear focus and teachers explain the learning objectives to pupils so that they know what they are expected to achieve by the end of the lesson. They respond positively to these expectations and this contributes significantly to the quality of their learning. Praise is used effectively to reward successes, effort and

attentiveness. It increases pupils' confidence and encourages them to try hard. For example, Year 4 can choose to set out work in a way that increases the level of difficulty.

76. Basic skills are taught systematically and thoroughly with teachers using an effective range of methods and resources. Teachers have good questioning skills that encourage pupils to think more deeply, thereby developing their powers of mathematical reasoning. However, teachers do not always give sufficient emphasis to the use of mathematical vocabulary, correction of unsatisfactory language or set the highest standards for themselves, and teaching is then less effective. Teachers give clear explanations, and demonstrate new concepts and methods to move pupils' learning forward. For the most part, good monitoring of pupils' work enables teachers to intervene and give appropriate support. Although there is good teaching in mental mathematics, sessions sometimes lacks pace and not enough attention is given to rehearsing the skills that are taught to help pupils develop speedier recall and mental manipulation of numbers. The quality of plenary sessions is variable. Where teaching is particularly effective, teachers make good use of the last part of the lesson to clarify misunderstandings and consolidate pupils' knowledge and understanding in line with the learning objectives. For example, in Year 2 where pupils demonstrated their understanding of the place value of tens and units, and began to develop an awareness of how this might be applied to the addition of two two-digit numbers. Teacher's marking of pupils' work is of variable quality and does not always contain sufficient guidance to show pupils how they might improve their work.
77. Teachers deploy support staff very effectively in both key stages. They are well prepared. Their work with small groups of lower attaining pupils and pupils with special educational needs keeps them focused on the task in hand, and the strength of relationships within the school ensures that the children trust them and work as hard for them as they do for their class teachers. Effective support is given to pupils with special educational needs, as was seen in a number of classes when a support assistant sat with a pupil for a whole class session, quietly checking whether the pupil had understood the question and encouraging the child to put up his hand with an answer. They both felt pleased when the pupil was successful and worked hard together to learn from mistakes.
78. There are appropriate opportunities, particularly in science, geography and history, and as part of pupils' everyday activities, for children to use their mathematics in other subjects of the curriculum. For example, Year 3 understood how a block graph would show the distribution of different faiths represented in the class. Although some use is made of information technology to support work in lessons, there is not enough emphasis on its use across the mathematics curriculum
79. Leadership and management of mathematics are good and characterised by a clear sense of purpose and direction. The subject co-ordinator has carried out an analysis of the strengths and weaknesses as a basis for the action plan. An appropriate range of strategies is in place to raise standards. For example, all teachers have been observed teaching the numeracy strategy and assessment procedures have been greatly improved. Assessment data is used effectively to identify rates of progress through the school, and analysis of national test results is used to identify the specific aspects of mathematics that pupils have not fully understood. The co-ordinator has begun to analyse pupils' work through monitoring of books in order to evaluate standards and ensure that all aspects of the mathematics programme of study are covered in sufficient depth and breadth at an appropriate level in all year groups.

SCIENCE

80. The results of the 1999 national tests were disappointing and were well below average. This year's results show considerable improvement. There is a significant improvement in the proportion of pupils achieving at the higher level and this reflects the steps the school has taken this year to identify and analyse areas of weakness in pupils' learning and improve teaching in these areas. Current standards at the end of Key Stage 1 are in line with national expectations, but they are below average at the end of Key Stage 2. The standards of attainment currently being achieved by the oldest pupils are restricted by their poor language development. Many have a limited ability to communicate their observations or explain clearly what they have found out.

81. Year 2 pupils, studying the body and how it works, are developing a sound understanding of the importance of keeping healthy and the need for a balanced diet. They recognise that food can be classified into groups and are beginning to understand how each food group affects growth. Year 6 pupils, revising previous work on dissolving solids, can observe their solutions closely and identify minor differences in each solution. Difficulties come when they tried to record their findings. Some have little idea of how to set out the chart required and lack the vocabulary to explain what they have observed.
82. The quality of teaching and learning is good, particularly in Key Stage 1 where teachers use a very good range of practical activities to develop pupils' scientific skills. The activities are well planned to ensure that pupils of all abilities, and particularly those with special needs, play a full part in the lesson and achieve their best. This was demonstrated very effectively in a Year 1 lesson with the science co-ordinator. In a topic on 'Ourselves', pupils worked in groups to explore ways in which human faces are different. The higher achievers worked with the teacher to compile a block graph to represent differences in eye colour, whilst other pupils created a face collage from magazines or painted self-portraits using a mirror to study themselves carefully. All pupils were fully absorbed in their activities.
83. A particular strength of teaching is the way teachers manage behaviour in the classroom. They have high expectations of how pupils should behave when working practically, with proper attention to health and safety issues, and insist on low noise levels. As a result pupils carry out their experiments sensibly and gain real benefit from working together and discussing their findings with each other. Evidence from last year's work indicates that all strands of the science curriculum are studied appropriately through practical work, and that this is an area of science that the school now teaches well. Teachers are good at asking questions to encourage pupils to think in a scientific way, and they usually ensure that scientific vocabulary is explained. Lessons are well prepared with resources and apparatus to hand, and teachers take full account of what pupils of different abilities have understood in one lesson when they plan the next. This enables pupils to approach their practical work with confidence.
84. Minor weaknesses in teaching and learning occur in Key Stage 2, particularly in the older classes where pupils' skills of recording and explaining their work are not so well developed. High standards of presentation are set in Year 4, but the standard drops in Year 5. In Years 5 and 6, pupils' written findings are sometimes simplistic and teachers' marking indicates that they rarely encourage pupils to give more detailed or clearer explanations.
85. Science teaching makes a strong contribution to pupils' personal development. Pupils learn to co-operate in practical tasks and express wonderment as they discover through experimentation. This was particularly evident in a Year 4 lesson on the impact of heat on different materials. In their studies of the human body, the youngest pupils are learning to appreciate the wonder of the natural world and the diversity of life. The school has made good progress since the last inspection. There is no longer an over dependence on published worksheets, teaching in Key Stage 2 has improved and there is now an effective system for assessment.

ART AND DESIGN

86. The inspection took place in the second week of the new school year and there was not enough evidence of pupils' artwork available to form a secure judgement on pupils' attainment or learning at either key stage or to make comparisons with those noted at the time of the previous inspection. Sketchbooks provided evidence of the standard of Year 6 pupils' drawing skills. These are less well developed than would be expected at this stage.
87. The provision for pupils' learning is satisfactory. Pupils in both key stages are given an appropriate range of different experiences including painting, collage, drawing, sculpture and printing. They work with a good range of media, particularly in Key Stage 1, and there are some opportunities to explore art through appropriate computer programs. For example, Year 4 pupils made use of the program, Tiny Draw, to create their own designs. Pupils in Year 2 enjoyed exploring texture through a variety of activities and media. They gave careful thought to the choice of textures, colours and placing of objects to create very effective sculptures from natural objects using leaves, shells and pebbles. Year 6 pupils worked hard to create the impression of movement by sketching their partner at four different stages of completing an action such as kicking a ball. They persevered, although many found the task difficult without the visual resource of a mannequin to show them how the body moves.
88. It is not possible to make an overall judgement on the quality of teaching as too few lessons were seen. However, teaching in these lessons was satisfactory. Lessons had a clear focus and promoted the development of skills, knowledge and understanding. The good provision of natural resources for exploring texture, and the enjoyable method of presentation, created an air of excitement and amazement, particularly when Year 2 pupils saw the very large Australian nut. Teachers' respond directly and positively to pupils' work. They encourage and support all pupils appropriately including those with special educational needs, and enable them to make satisfactory progress in their learning. Teachers' planning indicates that there is a greater emphasis placed on the development of pupils' knowledge and understanding than at the time of the previous inspection. This is encouraging. Pupils have opportunities to look at and discuss the work of well-known artists, and review and evaluate their own work. These opportunities are well integrated within each unit of work. The school scheme, in the form of a skill continuum, provides good guidance about skills and progression in art. This is to be integrated with the national scheme of work for art as the school works towards implementation of Curriculum 2000. Good links are made with other areas of the curriculum such as Tudor portraits in history and the exploration of Hindu patterns and designs influenced by the Year 4 visit to the Mosque. The school has forged links with the Afro-Caribbean Arts Centre and pupils are able to work with artists.
89. The art co-ordinator has a clear sense of purpose and direction for the development of the subject. She has involved staff in a curriculum review, undertaken an analysis of the strengths and weaknesses in the subject, and identified appropriate priorities for development to bring about an improvement in standards.

DESIGN AND TECHNOLOGY

90. Only two lessons took place during the inspection and there was not enough evidence available to make a judgement on levels of attainment or progress at this early stage in the term. However, teachers' planning indicates that an appropriate curriculum provision is in place for both key stages, and that pupils with special needs or English as an additional language have full access to all activities.
91. Pupils in Key Stage 1 experience a good range of practical tasks, materials and techniques, including developing an understanding of food technology. They have opportunities to use models, pictures and words to explain their ideas and designs and to evaluate their work. Pupils develop skills in cutting and shaping materials and use a variety of ways to assemble the different parts. Pupils in Year 1 made a simple sliding mechanism successfully. They were enthusiastic and willing to work at improving their skills. Older pupils have made pizzas, designed new recipes for yoghurt and made a drawstring bag for marbles or coins. The new long-term planning indicates a broader and more balanced range of experiences for the future. Year 6 pupils were observed using a range of pictures to investigate the materials and structures used to make an animal shelter. They were interested and enthusiastic but their attempts to describe the properties of the shelters were hindered by their lack of a technical vocabulary. However, they made appropriate evaluation of the shelters' suitability for their purpose under windy conditions.
92. There is insufficient evidence against which to make sound judgements about the quality of teaching, but that seen was satisfactory. Lessons have a clear focus and learning objectives are shared with pupils so that they know what they are going to be able to do. Resources are well organised. Teachers make good use of questioning to extend pupil's understanding. However, opportunities to extend pupils' vocabulary and develop urgently required speaking skills are missed. The development of design and technology has not been a priority during the implementation of the literacy and numeracy strategies. The school has adopted the new national schemes of work and is working towards matching these to their specific needs and implementation of the revised national curriculum. The co-ordinator has undertaken a review of the subject and identified appropriate priorities for the future development of the subject.

GEOGRAPHY

93. It was only possible to observe two lessons during the inspection. Judgements were made on evidence gained from pupils' work from last year, from talking to pupils and the subject co-ordinator, and from school documentation.
94. Geography was identified as an area of weakness during the previous inspection and the school has come some way towards addressing the shortfall, but attainment is still not high enough and remains below expected levels. There is now a clear school policy for the subject and an appropriate scheme of work in place to guide teachers' planning. Nevertheless, in common with many others in the country, the school has had to reduce the time spent on geography in the last two years to enable them to focus on the national priorities of literacy and numeracy. As a result, pupils' learning has not progressed at the rate it should and attainment by the oldest pupils is still below that expected nationally. There are some gaps in their understanding of their local environment and of environmental issues, and in their ability to use appropriate geographical vocabulary in their written observations. Pupils with special needs and with English as an additional language make similar progress to others in the class.

95. Pupils in Key Stage 1 have been following the planned geography curriculum and topics are covered in some detail. For example, Year 2 pupils are learning about life on a small island through their study of the Isle of Struay from the books about Katie Morag. They know that an island has water all around it and can identify smaller islands on a map of the British Isles. Pupils in Year 1 and 2 have studied simple maps and plans and are becoming familiar with symbols keys and grids. A scrutiny of Key Stage 2 pupils' work from last year shows that mapping skills and weather topics have been studied. However, in all classes the quality of the work seen was below that expected of pupils of the same age. Much of the work was based on photocopied work sheets with little evidence of geographical skills being developed in any systematic way. There were particular shortcomings in the quality and presentation of written work. Pupils' geographical knowledge is of a better standard. The oldest pupils who had studied India last summer could recall in some detail facts they had learnt about the country's climate, physical features and lifestyles. They could find important places and features on a world map and explain some of the reasons for differences in climates.
96. Teaching was sound with some good features in the lessons observed. The teacher planned a well structured lesson in Year 5 as an introduction to a topic on water. A good feature of this lesson was the provision made for pupils of all abilities to work at an appropriate level and the way in which the teacher reinforced the key geographical vocabulary that pupils needed to use. All pupils were encouraged to participate and feed back their groups' findings to the rest of the class, which increased their level of interest. Pupils discussed their work sensibly with each other and listened carefully to other opinions.
97. Some significant strengths were observed in the Year 2 lesson on the Isle of Struay. In this lesson the teacher was well prepared with a good range of visual aids and resources to stimulate pupils' interest and involve them practically. She used flash cards to help children sort geographical features into human and man made, and a large wall display to reinforce their learning. Pupils were fully engaged in their learning. They asked questions about the story and searched the maps and pictures to find the features under discussion. In both lessons, pictures and resources were used to good effect to help pupils develop a sense of wonder at the world around them. Teachers make good use of visits. Year 6 pupils could recall what they had learnt in a visit to the water works to support a topic on water and were looking forward to their residential field study week at the end of the year.

HISTORY

98. Levels of achievement are in line with the national expectations for pupils aged 7 and 11, and have been maintained since the previous inspection. Some concerns remain about the uncritical use of commercial worksheets, especially when the tasks are limited to colouring the pictures and give higher attaining pupils no opportunities to consolidate their understanding or to learn more through research.
99. Seven year old pupils have a good understanding of the passage of time. They know that they have changed from being babies, and can recall some of the stages through which they have grown. Several understand the difficult concept that their grandparents were also babies at one stage, and talk about photographs they have seen. They have some knowledge of famous people from the past and present, but several demonstrated their weak language skills as they were initially unsure of the meaning of the word 'famous.' They can explain how everyday objects have developed over time. Eleven year old pupils recall their lessons in Year 5, and know about key events in the 1940s. They have a healthy historical curiosity, as was seen in the lesson when they marvelled at a range of artefacts collected from the 1960s. They were

amazed to find that a long-playing record could be played on both sides and that a tape recorder used tape on open reels. They were able to describe the characteristics of past periods and demonstrated their factual knowledge by recognising the changes. Again they struggled with language, and one group did not have the vocabulary to describe the differences between a round and square pinned electric plug. Pupils with special educational needs take a full part in the lessons, although some of the written tasks they are set are undemanding.

100. The quality of teaching is generally good and never unsatisfactory. Young children enjoy learning about historical change because the teaching is enthusiastic and they get caught up in the excitement. A good example was seen when pupils in Year 1 talked about 'new' and 'old' toys, and introduced their personal favourites to the class. They enjoyed the lesson but found it very difficult to explain 'old,' especially when the toy was also clean and well looked after. Teachers make very effective links to other parts of the curriculum, as was seen in Year 4, when the beginning of a topic on the Ancient Egyptians very properly started with an understanding about the river Nile rather than starting immediately with the pyramids. Teachers use questions very effectively in order to make pupils think hard and, in the best examples, make sure that children have enough time and help to find the words they need to explain their ideas. In other cases, teachers accept one word or very short answers, or do not set the highest possible standard in their own speech. This limits pupils' opportunities to strengthen their communication skills. Some of last year's work is unmarked, and children do not know how well they did or what they need to do to improve.
101. The co-ordinator is experienced and knowledgeable. She has made sure that the subject has remained in the school's planning during the introduction of the national strategies for literacy and numeracy, and is keen to see the subject advanced within the new government guidance. Her review and action plan for future development is based on a firm understanding of current strengths and weaknesses. She does not have any opportunity to monitor or evaluate the quality of teaching and work in other classes. This limits her ability to spread good practice or support colleagues who are less secure than herself. This concern was also noted at the time of the previous report.

INFORMATION AND COMMUNICATION TECHNOLOGY [ICT]

102. Levels of attainment have improved since the previous inspection. Pupils starting their final year in both key stages have reached the same level as in most other schools, but do not match the National Curriculum levels expected for the pupils' ages. Most pupils in Year 6 can remember the work they did in Year 5. They covered a sound range of projects linked to the core subjects, art and problem solving. Pupils in Year 2 came to the computer confidently, used the mouse competently and found their way around the software easily. The school's long term plans are drawn up to lead pupils towards the successful achievement of National Curriculum targets, and meet the requirements of Curriculum 2000. Some of the weaker elements such as data handling are given suitable attention. Teachers' daily planning is a series of small steps along which pupils make good progress.
103. The key improvement since 1998 is the way the teachers ensure consistency. A timetable is drawn up in every class to show the times pupils get their turn with the computer. Teachers make sure that this system works. Every pupil gets an equal turn. Pupils with special educational needs at times get a little longer or additional help but there is no specialist software for slower learners or for pupils whose first language is not English.

104. Teaching is satisfactory. Basic skills are the main focus. The ten minute sessions where teachers introduce the new skill for the week are delivered crisply and clearly. They are well planned. The shorter introductions work better than the longer ones. Pupils can hold on to, and work with, one key objective better than a string of connected ideas. The demonstrations on the screen help pupils to understand the sequence of actions more clearly. When pairs of pupils take their turns with computer in pairs, their learning is good, because they can try out their ideas first hand. Year 4 pupils, for example, used their existing knowledge to go further than their teacher intended and used the screen instructions correctly to figure out the printing process. Year 6 pupils talked to each other sensibly to decide on the best things to include in their multi-media presentation. Learning is in a more social setting in Year 2, with four to a computer. This works well with the younger pupils, because the second pair is looking closely to see how it will improve on what the first pair has done.
105. Teachers introduce new technical words as they are needed. Pupils are not always called upon to actually use them in their speaking, which limits their opportunities to gain confidence in using a new vocabulary correctly. The time set aside for pupils to have their turns takes up only part of the normal day. Good management of pupils by teachers means that they work sensibly, are anxious to learn and do not waste any time. Teachers do not use the full time available sufficiently to extend the use of computer skills to other subjects. The range and quality of equipment has improved considerably since the previous inspection. The co-ordinator has put the teaching of information and communication technology on a firm foundation. The action plan for the future charts the clear steps for developing the subject, with a good quantity of training to boost teachers' expertise further. Several teachers are experimenting successfully with an effective new assessment idea that involves the pupils in deciding how well they are doing.

MUSIC

106. Only two music lessons took place during the inspection and no audio evidence of pupils' class work was available. It is, therefore, not possible to make a judgement about levels of achievement or comparisons with standards noted at the time of the previous inspection. There were a number of opportunities to hear and observe pupils' singing during this inspection. The singing of the whole school is of a good standard. Pupils enjoy singing and participation is good. They sing confidently with a pleasant, unforced tone and use appropriate dynamics to express the mood of different verses. Singing is rhythmic and pupils keep time with the piano accompaniment.
107. Each Year 1 pupils sang an individual response during a call and response song. The majority were able to follow the melodic shape of the phrase and distinguish between their singing and speaking voices. They showed good control when playing untuned percussion instruments. They were able to stop and start, or play their particular sound when indicated by the teacher through signals and by reading simple symbols. Pupils in Year 3 have a well-developed ability to keep a steady beat when playing simple repeating patterns on a range of percussion instruments. They know that instruments can be played in different ways to change the sound. They worked with a partner in the lesson to create and perform a repeated rhythmic pattern that combined their choice of two sounds. They listened attentively and echoed the teacher's vocal and rhythmic patterns accurately.
108. Too few lessons were seen to make a judgement about the overall quality of teaching, but teaching in those seen was good and very good. Planning for the development of pupils' skills and understanding is good. Clear learning objectives are supported by a well-planned sequence

of activities. The lessons provide balanced coverage of the key musical skills. Assessment is well used in lessons to ensure that pupils make good progress in their learning, although whole school assessment procedures are not yet established. Pupils with special educational needs are well supported and have full access to all the activities.

109. The part-time music specialist has developed a well-balanced scheme of work. Class teachers are fully involved in the lessons taken by the music specialist and are able to learn from her expertise. She provides useful guidance to help them plan their own sequence of lessons. A new co-ordinator is working with the music specialist to extend the provision. They have reviewed the music curriculum, identifying strengths and areas for development. Good use is made of the instrumental resources, although the range is limited with few representing other cultures. All pupils, including those with special educational needs, have opportunities to take part in musical performances both in school and in the local community.

PHYSICAL EDUCATION [PE]

110. Only three lessons were observed, and these were floor work and small games skills. Pupils maintained the satisfactory levels of achievement noted in the previous inspection. The school has prepared effectively for Curriculum 2000 by developing long term plans which meet the new requirements. They indicate that the full range of activities are catered for. Photographs on display show that pupils relish the adventurous challenges in their residential trip. The school continues to emphasise the importance of swimming. Most pupils in Year 6 reach the 25 metre target, and the co-ordinator is looking at ways to raise this to 100%.
111. Sound teaching in lessons encourages pupils to develop their agility in controlled ways. Teachers wisely focused on routines to ensure safe movement and discipline at this early stage of the year. Safety aspects are well thought out. Teachers introduce pupils to links between health and physical exercise. Staff and pupils wear suitable clothing. Occasionally, when a support assistant joins a lesson at a later stage, her footwear may be unsuitable as a potential health and safety risk. Teachers give clear instructions and expect a quick response from pupils. Some teachers usefully get younger pupils to practise language skills by stating what they are doing in words. They encourage older pupils to say what they notice about the activities of their partners, thereby developing the ability to judge quality and standards. Pupils clearly love PE, and do their best in it. Pupils with special educational needs and English as an additional language play a full part in all lessons.
112. The subject is well supported by a good range of out of school games and practices. They are valuable not least because they involve the wider community and bring in quality coaching. The school teams do quite well in local competitions. The co-ordinator has laid out plans for the development of the subject in the school improvement plan. They include the introduction of a suitable skills based system for efficiently tracking pupils' progress.

RELIGIOUS EDUCATION

113. Standards are in line with those expected in the locally agreed syllabus at the end of both key stages. This is an improvement from the time of the previous inspection when progress was unsatisfactory and attainment was below average. Standards have risen as the planning is more systematic and proper attention is paid to a range of major world faiths.
114. Younger pupils have visited a church and mosque as part of their local studies and understand their basic features. They have learned about Moses and Noah, and several have a good recall

of the major events of Easter and when Jesus was born. They wrote their own lists of their personal strengths and weaknesses when learning about Divali. Many find it very hard to discuss their knowledge in any depth or at any length, and have difficulty setting down what they know on paper. Some work in Key Stage 1 has not been marked and pupils do not know how well they are doing. Pupils in Year 6 have a satisfactory knowledge of Old and New Testament stories and events, and gained a very good understanding of the main parts of a church through their visit to Southwell Minster. Higher attaining pupils can explain the symbolism of the Last Supper, and the reason why it was surprising that a Samaritan helped the wounded man in the parable. Last term they studied aspects of Hinduism, linking their work to a geography based topic on India.

115. No lessons could be observed in Key Stage 1. The quality of teaching in Key Stage 2 is often good. A particular strength of the teaching is that lessons start with a link to the pupils' own experiences. In Year 3, for example, the study of different faiths found in Nottingham began with an examination of photographs of local buildings. Children were excited and interested because they recognised the churches and temples, wanted to learn more and were keen to contribute their own knowledge. The Year 4 work on religious symbols started with familiar road signs, but moved effectively to remembering religious signs studied in previous lessons, and to a more detailed discussion of the symbolism of the rainbow and dove in the story of Noah. Teachers in all classes are very skilled in their sensitive involvement of children who come from a variety of religious backgrounds and faiths. All feel valued and encouraged to bring their particular knowledge to the discussion. Some of the written exercises given to older pupils do not have enough challenge, or make children concentrate on language skills, such as "writing in your own words," rather than extending their religious education. Care is taken to set tasks at a variety of levels of difficulty, including work suitable for lower attaining pupils, but some tasks are more concerned with drawing than giving pupils an opportunity to consolidate or advance their understanding, and they did not achieve as much as they could.
116. Particularly good use is made of visits by children of all ages. This gives them a practical and interesting start for their learning, and enables them to see that faith is a part of real everyday life. The previous co-ordinator increased the range of resources about major world faiths as these had been lacking at the time of the previous inspection. The subject is well managed by a knowledgeable co-ordinator. There is a very good analysis of the subject's current strengths and weaknesses, and priorities for future development have been correctly identified as increased monitoring of pupils' written work, a collection of graded work samples and a more structured approach to measuring how well children are doing.