

# **INSPECTION REPORT**

## **Haddon Primary and Nursery School**

Carlton, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122522

Headteacher: Mrs J Biscoe

Reporting inspector: Mr S Bywater  
18463

Dates of inspection: November 13<sup>th</sup> to 16<sup>th</sup> 2000

Inspection number: 224786

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Haddon Close Westdale Lane Carlton Nottingham
Postcode:	NG4 4GT
Telephone number:	01159 523959
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Armstrong
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Steve Bywater	Registered inspector	Information and communication technology Music Physical education	What sort of school is it? How high are standards?
Alan Rolfe	Lay inspector		How high are standards? (attitudes and behaviour) How well does the school care for its pupils? How well does the school work in partnership with its parents?
Anna Dawson	Team inspector	Mathematics Religious education Design and technology Equal Opportunities	How well is the school led and managed?
Rosie Grant	Team inspector	Science History Geography Special educational needs	How good are curricular and other opportunities?
Jenny Kime	Team inspector	English Art Foundation Stage	How well are pupils taught?

The inspection contractor was:

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Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in Carlton, a popular residential area, on the eastern edge of Nottingham. Since being opened in 1976 the number of children on roll has steadily increased. A significant number of pupils are from outside the catchment area. At the time of the inspection there were 230 full-time pupils aged between 4 and 11 and 80 part-time children in nursery (40 morning and 40 afternoon). Numbers will rise as pupils enter the reception class at the beginning of the term in which they are five. The school is a larger than average primary school and about the same size as it was at the time of the previous inspection. Attainment of children on entry is within the normal range expected nationally. Most families have high expectations for their children and are supportive of the work of the school. There are very few pupils from ethnic minority groups and no pupils speak English as an additional language. Fifty four pupils are on the register of special educational needs, nine having the involvement with outside agencies. Their special needs are wide ranging. No pupil has a statement of special educational needs. The uptake of free school meals is around 10 per cent which is below the national average. This is less than the proportion of pupils on the free school meals register during the previous inspection.

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

Providing good value for money, this is an effective school. In comparison with similar schools, standards in English, mathematics and science are average. The teaching is effectively supported by very good leadership and is good overall. Clearly, the strengths of the school greatly outweigh its weaknesses and it has much to celebrate.

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

- Pupils make good progress overall
- Teaching is good overall and very good in Year 6.
- Provision for pupils' spiritual, moral and social and cultural development is very good.
- Pupils' personal development is good. They have very good attitudes and they behave very well.
- School management is very good. There is clear educational direction. The leadership of the headteacher is very effective.
- The school's finances are managed well and the school provides good value for money.
- The parents' support is good.

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

- Attainment in aspects of information technology is below national expectations at the end of Key Stage 2.
- Some higher attainers need to be stretched more in the middle of Key Stage 2 and some pupils with profound special educational needs would benefit from increased support-staff hours.
- Subject coordinators have insufficient knowledge about the results of analyses of assessments and the budget for their subjects.
- The accommodation is cramped and adversely affects pupils' learning.
- There is a lack of reinforcement in the practice of punctuation, spelling and the quality of presentation after the early years.

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

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



The school has improved well since the last inspection. Sound standards have been maintained and the percentage of high quality lessons has been improved. The strong leadership by the headteacher has been consolidated but overall management has improved since the Governors are functioning very well in committees. The school has worked well to produce effective procedures to assess pupils' work and has also produced schemes of work for all subjects. All health and safety issues from the last inspection were effectively dealt with but the accommodation remains very cramped and it does impact on the curriculum. Parents continue to be very positive about the school. Overall improvement has been good and the school is well placed to continue the improvements.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	C	C	D
Mathematics	C	C	B	B
Science	D	C	C	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

In the national tests for 11 year olds in 2000, pupils' standards were close to the national average in English and science and standards were above the national average in mathematics. When compared with similar schools standards were above average in mathematics, average in science and below average in English.

The full range of inspection evidence shows that at the age of seven, standards in speaking and listening, reading and science are in line with national expectations. Standards in writing are above national expectations and in mathematics, standards are well above the levels normally expected for seven year olds. Standards in reading are above national expectations at the end of Key Stage 2 and some aspects of imaginative and creative writing are impressive. However, spelling, punctuation and presentation are inconsistently emphasised in some classes and this adversely affects the overall standard of writing. Standards in mathematics and science are above the levels normally expected of eleven year olds and pupils use enquiry skills particularly well. In information and communications technology, pupils reach the nationally expected level by the age of seven but standards by the age of 11 are below national expectations because computers are not used enough. In art, design and technology and music standards are in line with national expectations at the end of both key stages. Standards in geography are in line with national expectations at the end of Key Stage 2 but there is insufficient evidence to make a judgement in Key Stage 1. In history, although standards are also in line for pupils aged seven, there was insufficient evidence to make a judgement about standards by the age of eleven. The lack of evidence reflects the topic cycles and not a limited curriculum. Only two physical education lessons were seen so it was not possible to make a judgement about standards in this subject. Standards in religious education meet the expectations of the local guidelines.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a very good attitude towards their work and the school. They are eager learners and try hard to do their best.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and at breaktimes. Pupils are sensible and value the feelings of others.
Personal development and relationships	Throughout the school, pupils' personal development is good. From the youngest to the oldest, pupils welcome responsibility and respond well to the opportunities given to them. Relationships are good throughout the school.
Attendance	Satisfactory. Attendance is in line with the national average.

## TEACHING AND LEARNING

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

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

Overall the teaching is good. Of the 50 lessons seen, 98 per cent were satisfactory or better, 76 per cent were good or better, 20 per cent were either very good or excellent. One lesson was unsatisfactory. In most lessons the good teaching is characterised by the teachers' good knowledge and understanding of the subject, good levels of challenge resulting from high expectations, purposeful questioning and a good choice and use of resources. All teachers have good relationships with their pupils and control is generally good. However, in the one unsatisfactory lesson the expectations of pupils' work and behaviour was too low and firmer control was necessary. Assessment is used consistently to inform future planning to enable teachers to build effectively on previous learning but marking is inconsistent. Scrutiny of pupils' work indicated that a small number of teachers do not have high enough expectations of the presentation of work and do not pick up sufficiently on spelling and punctuation errors. The teaching of English and mathematics is good overall. Strengths in English and mathematics include the way that teachers give good explanations to pupils and clear instructions for the tasks that they ask pupils to do. Review sessions at the end of literacy and numeracy lessons are consistently used well to consolidate learning and to provide a firm platform on which to further develop understanding. Teachers in Key Stage 2 do not provide sufficient opportunities for pupils to use information and communication technology across the curriculum. The teaching of pupils with special educational needs is satisfactory. Class teachers and support staff are aware of pupils' learning targets and use them well to plan work for pupils, particularly in literacy.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is generally well planned at all levels and effectively matched to the needs and interests of pupils. There is insufficient attention to the use of information technology in Key Stage 2. With this exception, the curriculum is broad, balanced and relevant and enhanced by a good range of extra-curricular activities and visits which motivate and encourage pupils.
Provision for pupils with special educational needs	Pupils' special educational needs are generally well catered for both by teachers and a small number of hard-working support assistants. There is early identification of special educational need. Good quality individual education plans are regularly updated with clear targets and precise time scales. A small number of pupils with profound special needs need more support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects. Through carefully planned activities the school encourages pupils to show consideration to others. Very good provision is made for pupils' cultural development through their work in art, history and religious education.
How well the school cares for its pupils	The school takes good care of its pupils. The monitoring of academic performance, personal development and attendance is effective. Procedures for most aspects of welfare, health and safety are good, though some need updating.

Parents and carers are very positive about the school. The participation and contribution of a small number of parents/carers in the classroom has a positive impact on the day-to-day life of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very effective leadership has resulted in a school ethos which strongly supports learning and the raising of standards. The headteacher is a very effective leader who provides clear educational direction to the work of the school. She is supported very well by the deputy headteacher. There is high commitment by all staff which leads to a very strong sense of teamwork. Subject co-ordinators are aware of their roles and responsibilities but their roles are not extensive enough. The headteacher and others do many tasks that could usefully involve co-ordinators more to promote co-ordinators' understanding of their role.
How well the governors fulfil their responsibilities	Very good. The business of the governing body is very efficiently conducted and all statutory requirements are met. Governors help to shape the direction of the school through their involvement in development planning and the approval of key policies. They support the school very well and have a clear understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The school's systems for monitoring and evaluating teaching and curricular effectiveness are good. Governors systematically review standards and progress and their findings are routinely fed into the policy making process.
The strategic use of resources	Very good. Governors understand well the principles of best value and with the exception of the use of the computer suite, apply them effectively to ensure that very good use is made of all resources, including staff.

Staffing is barely adequate, especially in the nursery and for pupils with profound special educational needs. The accommodation is cramped and restricts the curriculum. This is especially true for children in the nursery and reception classes, physical education lessons in the hall and for lessons which require large scale work, for example in art, or for independent work where pupils need to move around.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school and they make good progress.</li> <li>The teaching is good and the school expects children to work hard and achieve their best.</li> <li>The school works closely with parents and parents are kept well informed about how their child is getting on. They feel comfortable about approaching the school with questions or a problem.</li> <li>The school is well led and managed</li> </ul>	

<ul style="list-style-type: none"> <li>• The school is helping my child become mature and responsible</li> <li>• The amount of work pupils do at home</li> </ul>	
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This table also takes account the views of 20 parents attending a meeting held with the registered inspector prior to the inspection and those expressed in 132 returned questionnaires. The inspection team agrees with the positive views of parents. Of 12 questions on the questionnaire, over 90 per cent of parents either agreed with or strongly agreed with the school's provision in 10 of the questions. In the other two questions over 85 per cent of parents agreed or strongly agreed. Eleven per cent of parents in the questionnaire felt that extra-curricular activities could be improved and this was the most significant, though not serious criticism.

## **PART B: COMMENTARY**

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

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

1. When children start in the nursery at the age of three, their attainment on entry is broadly average. They make satisfactory progress in the nursery and when they transfer to the reception class at the beginning of the term in which they reach the age of five, their attainment is broadly in line with that expected of their age. Children make satisfactory progress in the reception class and by the end of the reception year most children meet the targets expected of them in the six areas of learning specified nationally for this age. In both the nursery and in the reception class, children make good progress in their personal, social and emotional development and by the end of the reception year, children's attainment in these areas are above that expected for their age.
2. In their communication, language and literacy development, children make satisfactory progress and almost all are likely to meet the expected standards by the end of the reception year. Strong emphasis is given to promoting children's speaking and listening skills. In reception, most children read familiar words and use their knowledge initial letter sound to help them. They use pictures to help them read simple books. Most children can copy the teachers' writing and write their names recognisably. Higher-attaining children have neat and well-formed handwriting and attempt to write independently. Children make satisfactory progress in their mathematical development, knowledge and understanding of the world in both the nursery and reception and most are likely to meet the targets set by the end of the reception year. Children make satisfactory progress in their knowledge and understanding of the world and most will have reached expected levels by the end of the reception year. Children make satisfactory progress in developing physical skills and most will have reached expected levels of skills by the end of the reception year. The quality of teaching overall is good but the restricted space makes it less effective. The nursery has a small and cramped outside play area and children's full physical energies are restricted. Reception children have limited use of this area. Staff in both the nursery and reception provide good opportunities for children to explore and experiment creatively, though some of these activities are not available all the time due to lack of space. Children make satisfactory progress in their creative development and most will have reached expected levels by the end of the reception year.
3. In the national tests for seven year olds in 2000, whilst standards in reading were in line with the national average and similar schools, standards in writing were above both the national average and similar schools. Inspection findings confirm the standards shown by the national tests in 2000. Pupils make satisfactory progress in reading and good progress in writing. Over time, girls achieve better than boys in writing, in line with national trends, though in reading boys and girls perform equally. Standards in speaking and listening and reading are average in the current Year 2 classes. Standards in writing are above average. Pupils listen attentively to teachers and are keen to contribute to discussions. Most pupils read with reasonable fluency and accuracy. In writing, a majority of pupils plan, draft and revise their work and show a good understanding of how to use punctuation, though presentation of work is poor at times.
4. In the national tests for eleven year olds in 2000, whilst standards in reading were in line with the national average, the standard of writing dipped, particularly the proportion of pupils reaching higher than expected levels. This meant that overall standards in English were below

that of similar schools. The underlying trend of improvement over several years is in line with the national trend of improvement. Boys' performance over time is slightly better than girls'. The school analyses the results carefully, including looking at the performance of boys and girls, and plans for improvement are based on the evaluation of results. The full range of inspection evidence shows that Year 6, standards in speaking and listening and reading are average. Most pupils read fluently and with expression. Writing standards in the current Year 6 are higher than that indicated by the 2000 tests, with much high-quality imaginative and expressive writing by higher-attaining pupils. There is, however, a lack of consistent punctuation, spelling and presentation of work at Key Stage 2 and in this aspect of English, standards by Year 6 are below those expected nationally. Handwriting is joined and legible, though at times it is poorly presented.

5. In mathematics, the National Curriculum tests for seven year olds in 2000 showed that standards were well above average both nationally and in comparison with similar schools. The results of the National Curriculum tests for eleven year olds in 2000 showed that standards were above average nationally and in comparison with similar schools. Attainment at the higher level 5 was close to the national average but below average in comparison with similar schools. Over the last four years pupils' attainments have steadily risen overall at Key Stages 1 and 2. The implementation of the National Numeracy Strategy has had a positive impact on pupils' attainment, particularly in their mental mathematics.
6. The full range of inspection evidence confirms the findings of the 2000 tests in mathematics and shows that pupils' standards at the ages of seven and eleven this academic year are well above average by the age of seven and above average by the age of eleven.
7. Pupils achieve very well and make very good progress during Key Stage 1. In Key Stage 2, the rate of progress in mathematics is inconsistent and although progress is satisfactory it slows in Years 4 and 5. Progress accelerates in Year 6 where it is very good. The main reasons for this are changes of staff and a lack of challenge in the work set, particularly for the higher-attaining pupils who often find the work too easy. In the past, strategies to be taught to the higher attainers for problem solving at Key Stage 2 were less well developed. This has been a focus for teaching this year but is not fully implemented by all staff in Key Stage 2. While teachers' termly and weekly plans are good, some staff do not plan sufficiently to meet the needs of the higher-attaining pupils in their daily plans.
8. In English and mathematics targets are set for standards by the end of Year 6. These are based on very careful analysis of the assessments made on each year group. Since different year groups vary in the numbers of pupils with special educational needs, the numbers of higher attaining pupils, and the standards reached by the end of Key Stage 1, the targets do not rise steadily each year. They are, however, realistically challenging for each year group. Groups of pupils are identified as needing extra help if they are to reach the targets set and booster classes are organised appropriately. Pupils make better progress in mathematics than in literacy because there are fewer pupils overall who are on the special educational needs register identified for individual education plans in mathematics.
9. Results in national tests in science in 2000 showed that over 90 per cent of pupils at each key stage reached average levels. This was an improvement on previous years. However, fewer pupils than usual achieved above average standards at the end of Key Stage 1. This was particularly pronounced when results were compared with those of pupils in similar types of schools, indicating that some of the brighter pupils had not been stretched, and could achieve more. At Key Stage 2, the proportion of pupils achieving higher than expected grades was in

line with the national average. When considered as a whole, results at Key Stage 2 were similar to those found nationally, and in line with those in similar schools. Boys' under-performed over a four year period, whilst girls' performance was better, and similar to that found nationally.

10. Standards in the current Year 2 indicate further improvements and are typical for the age group. All pupils, including those capable of high attainment, are achieving as well as can be expected. The improvement in the performance of the brighter pupils reflects the quality of teaching they receive. Progress is consistent throughout the key stage and a particular strength is the development of pupils' scientific enquiry skills. Standards in Year 6 show similar improvement and are above average. Pupils have good understanding within all the areas of knowledge set out in the National Curriculum and a very good understanding of experimental work. The progress pupils make, however, is less consistent at this key stage, reflecting differences in the quality of teaching. Good teaching at the beginning of the key stage, and excellent teaching at the end accelerates the progress of pupils of all levels of ability. In between, pupils' progress is satisfactory.
11. In information technology, the standards achieved at the end of Key Stage 1 are broadly in line with those expected for pupils aged seven years. All pupils, including those with special educational needs, make satisfactory progress in using an expected range of equipment. At the end of Key Stage 2 standards overall are below national expectations. Pupils make satisfactory progress in developing their skills, knowledge and understanding of how to communicate and handle information through information technology. By the age of eleven their attainment in this aspect of the curriculum is in line with national expectations. Progress is not as good as it could be because pupils have so few opportunities to use their skills due to the limited access to computers. In the controlling and measuring aspect of information technology, pupils are below national expectations. They are unable to use information technology to sense physical data such as temperature, light and movement because they do not yet have suitable equipment. The use of information technology in other subjects and especially in supporting literacy and numeracy is a weakness.
12. Pupils apply their literacy skills well across the curriculum. For example pupils skim and scan documents in their research for history topics and write accounts about other countries in their geography work. Pupils' numeracy skills also develop well in other subjects. For example, they gather information in history, geography and science, record their findings using a variety of graphs and use the information well.
13. In art, design and technology and music standards are in line with national expectations at the end of both key stages. Standards in geography are in line with national expectations at the end of Key Stage 2 but there is insufficient evidence to make a judgement at the end of Key Stage 1. In history, although standards are in line with national expectations for pupils at the end of Key Stage 1, there was insufficient evidence to make a judgement about standards by the end of Key Stage 2. Only two physical education lessons were seen so it was not possible to make a judgement about standards in this subject. Pupils aged seven and eleven achieve appropriately in religious education and meet the expectations of the locally agreed syllabus.
14. Pupils with special educational needs are doing well in achieving the targets identified in their individual education plans. Good levels of support are given to most pupils with special educational needs but some pupils who have more profound difficulties are not supported sufficiently. Not only does this lack of support restrict their own progress but the progress of others is affected adversely as they can be disruptive on occasions when they cannot cope.



On most occasions pupils are very well included in the main work of the class. There has been an improvement in the standards achieved by pupils with special educational needs since the last inspection and many pupils attain levels typical of pupils of their age.

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

15. Overall pupils have very good attitudes to learning. Almost all pupils like to come to school, they enjoy their work and this is evident in classrooms.
16. Children in the foundation stage quickly and effectively settle into nursery and reception class routines. They take responsibility for themselves and nursery children find their names on cards to register at the beginning of a session. Activities are organised well to promote children's independence and children confidently choose activities and concentrate for extended periods.
17. The majority of pupils throughout the school show a keen interest in their lessons and are able to sustain concentration for appropriate periods of time, often this is as a result of good teaching. They listen carefully to their teachers' instructions and enter into classroom discussion in a constructive and positive manner. Almost all pupils work collaboratively in pairs and small groups, they readily support each other, often without prompting. The majority of pupils are keen and eager to show and discuss their work and take an obvious pride in their work. In almost all lessons pupils' positive attitudes help to create a positive learning environment. A significant number of pupils regularly take part in the wide range of extra-curricular activities provided by staff, who give generously of their time to provide these activities.
18. Behaviour in the school is very good. Overall pupil behaviour in classrooms is very good, very little poor behaviour was seen during the inspection and on the isolated occasions such behaviour was seen, this was generally as a result of the teacher having low expectations and poor techniques for managing unsatisfactory behaviour. Overall, pupils are aware of what is and is not acceptable behaviour. They have a good knowledge of the school's system of rewards and sanctions and readily accept sanctions as an appropriate response to poor behaviour. There have not been any exclusions in the last academic year. Pupils move around the school in an orderly manner and behaviour at break and lunchtime is good. The wide range of play equipment and involvement of lunchtime supervisors make a significant contribution to pupils' behaviour at lunchtimes. Pupils treat other people's property with respect, there is little or no litter around the school and pupil-generated graffiti and vandalism is virtually unknown. Bullying is an occasional problem, but the school has in place effective anti bullying procedures. Pupils and parents are encouraged to report any instances of bullying, which is dealt with quickly and effectively. Parents are pleased with the standard of behaviour in the school, ninety six per cent of parents who returned questionnaires considered behaviour to be good or very good.
19. Pupils make good progress in their personal development, ninety two per cent of parents consider the school is helping the pupils to become mature and responsible. Pupils are encouraged to take additional responsibility and undertake a range of duties as classroom monitors. However, opportunities for pupils to use their initiative to enhance their own learning are limited and in the majority of lessons seen almost all learning was teacher directed. Pupils are encouraged to reflect on moral issues and how their actions may effect others. For example, in informal discussions in small groups, pupils were asked to consider what was right

and wrong. They indicated that if somebody did behave badly they were given time to reflect on their conduct. Pupils with special educational needs are well integrated into the life of the school. The vast majority of pupils form good relationships with each other and their teachers. In almost all lessons the very good quality relationships between pupils and teachers creates a good learning environment where pupils clearly enjoy their lessons. This has a positive effect on their learning.

20. Attendance is satisfactory. Overall attendance is slightly above national average, although unauthorised absence is significantly higher than the average nationally. Pupils taking holidays with their parents in school time and a small number of pupils with poor attendance cause a significant amount of absence. Registration is taken morning and afternoon and meets statutory requirements. A significant minority of pupils do not arrive at school on time.

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

21. Teaching is effective and this results in pupils making a good rate of progress in their learning. This good quality of teaching means that pupils achieve well, particularly in mathematics and science, by the time they leave the school.
22. Seventy six per cent of teaching observed was good or better, and 20 percent was very good. A small proportion, four per cent, was excellent and a small proportion, two per cent, was unsatisfactory. The remaining 22 per cent was satisfactory. The teaching was judged to be good in the last report and the overall quality has been maintained with a higher proportion of very good and excellent teaching being recorded.
23. Teaching and learning in the nursery are consistently good, and they are almost always good in the reception class, the rest being satisfactory. The main strengths of the teaching in both nursery and reception include the effective way children are welcomed and settled into the classes, given a clear understanding of what is expected of them and helped by the good routines and organisation of activities to organise themselves independently. This results in children making good progress in their personal, social and emotional development and in these aspects children exceed the standards expected of them by the end of the reception year. Staff have a good understanding of the needs of this age group and provide a good balance between focused teaching and structured practical activities that interest and involve children well. Good quality resources are used effectively, such as when children in reception sort objects to find those that begin with the letters 'c' and 'm'. Staff in the nursery work well as a team, providing good role models for children both in relationships and in activities. An example of this is when all staff model the actions of the singing rhymes, helping children to learn them effectively. Occasionally, in the reception class, insufficient attention is given to ensuring that children are given work at appropriate levels. For example, a lower-attaining child who is still learning to recognise numbers and put that number of objects in a set was totally lost when asked to give a number that is more than one number but less than a second number without any practical activities to support learning. Although most of the teaching and learning seen in the nursery and reception classes was good, satisfactory progress is made in most areas of learning over time. This is partly due to the effect of the cramped accommodation and is partly because many of the aspects of good organisation, planning and systems of assessing children in these classes are recent and have not had time to be effective. However, the good teaching is ensuring that children reach the targets set by the end of the reception year, exceeding them in personal, social and emotional development.

24. At Key Stage 1, the quality of teaching seen was good overall, with 76 per cent good or better, 24 per cent very good and 24 per cent satisfactory. No unsatisfactory teaching was seen.
25. At Key Stage 2, a wider range of quality of teaching was seen, with a small proportion of excellent teaching in Year 6, and a small proportion of unsatisfactory teaching in Year 4.
26. Exceptional teaching in Year 6 was characterised by precise planning and a wonderful relationship with the class where every pupil felt valued. No effort or suggestion from any pupil was dismissed and pupils obviously enjoyed contributing to their lessons. The brisk pace in lessons and opportunities for pupils to use their initiative also added to the high quality of the teaching.
27. The strengths of the teaching in both key stages include the emphasis on making pupils aware of what is to be learnt in the lesson and over the week. Pupils are asked to reflect at the end of lessons as to what they have learnt. Teachers generally have secure knowledge and understanding of the subjects, and they teach basic skills well. Where pupils lack basic skills it is through a lack of practice. In information technology for example pupils do not have sufficient opportunity to use the word processor or to research using a CD-ROM. In writing at Key Stage 2, it is the lack of consistent reinforcement of basic punctuation that has already been well taught earlier on that results in lower standards in this aspect by the time pupils leave the school.
28. Teachers challenge pupils well through skilled questioning; for example, in Year 1 the teacher spends time effectively focusing pupils' attention on how they can learn what the writer says before looking at a book. In Year 6, the teacher probes and extends pupils' understanding of the concept of 'suspense' before they start writing a story with suspense in it. Teachers throughout the school create good opportunities for pupils to practise speaking and listening skills during class discussions and in pairs and small groups. Teachers give pupils' views and pupils' contributions are used in a positive way to extend learning, even when the answers are incorrect. This results in pupils confidently volunteering their opinions and trying hard with their work. The high quality of relationships in the school and the generally highly effective management of pupils' behaviour means that in most classes pupils are very well behaved and concentrate for extended periods. This was seen, for example, in an art lesson in Year 1, where pupils studied each other's pencil portraits and thoughtfully matched them to the individuals concerned.
29. Teachers often use high quality resources, which stimulates pupils' imagination and involves them well in thinking about their work. In an art and design lesson on designing hats in Year 6, for example, the teacher had provided many different styles of hats for pupils to try on. In addition to these he supplied information about a famous American hat designer, photographs of various famous people in hats, a video clip of *Midsummer Night's Dream* to look at Titania's hat and many natural resource materials, as ideas. There is a good pace to most lessons so that pupils learn at a good rate. Support staff and parent volunteers are used well. They are clear about what to do and give good support to pupils, as was seen, for example in a literacy lesson in mixed Year 1 and 2 class. The support staff helped lower-attaining pupils well when they were sequencing of a series of instructions on making puppets. There is a good use of homework through out the school. It is structured well by the 'link-up diaries', which give parents clear information about the homework expected and which have room for parents and teachers to comment.

30. There is inconsistency in the marking of pupils' work. In some classes, for example in the Year 2 classes and in Year 6, teachers mark pupils' work in a positive way, giving praise and making clear what improvements need to be made. In other classes, for example in Year 4 and in the Year 1 class last year, the marking is minimal, with many negative comments, particularly for lower-attaining pupils and few indications of how pupils could improve. There are inconsistencies in the quality of teachers' short-term planning. In some classes it is too brief and lacks sufficient planning for different groups of pupils. In mathematics, insufficient planning of different activities for higher-attaining pupils in Years 4 and 5 results in these pupils not being stretched enough.
31. In Year 4, lower-attaining pupils' work is not always well matched to their levels of understanding, resulting in restless behaviour as seen in a both a literacy and a numeracy lesson. In the same class there are lower expectations of standards of work and standards of behaviour. In an art lesson, for example, pupils were given a low level of challenge in the activity of making patterns by printing with potatoes and became noisy, behaving in an inappropriate manner. In a small proportion of lessons seen, this resulted in unsatisfactory teaching and learning.
32. The teaching of pupils with special educational needs is satisfactory and they make satisfactory progress in relation to their levels of attainment. The support that pupils with special educational needs have is inconsistent. Where there are learning-support assistants working with lower-attaining pupils including those with special educational needs, pupils make good progress in those sessions due to the quiet, effective support that is well planned and organised. In other lessons, the needs of these pupils are not fully met, for example, in Year 5, the teacher's good efforts to manage difficult behaviour of a few pupils results in the teaching of the rest of the class being disrupted. In Year 4, the work required of these pupils is not always at an appropriate level so they make little progress.

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

33. Overall, the curriculum is broad and meets the National Curriculum requirements. The curriculum planned for the foundation stage is good, and helps the youngest children to make good progress. Joint planning by teachers in the nursery and the reception class ensures that learning builds well on what has gone before, and no time is wasted going over old ground needlessly. A wide range of practical work is provided, and there is good balance between the opportunities provided for children to work independently and for them to be taught in groups or the whole class by the teacher or other adults.
34. The curriculum for Key Stages 1 and 2 has a strong emphasis on English, mathematics and science, and this helps to promote good standards in most aspects of these subjects. Due to the organisation of the curriculum, less time is given to history, geography and design and technology than to the rest of the other subjects. History, geography and design and technology are taught in blocks, and the allocated time is used well. Even so, there are long gaps of two terms between blocks of work and this limits pupils' attainment to average, rather than higher, levels in history and geography, and narrows the breadth of the curriculum overall. Although the programme of work to teach skills in information and communication technology (ICT) is now good, due to the recent development of an ICT suite, there are too few chances for pupils to practise their ICT skills in other subjects. This is mainly because the computers in classrooms are older and there is limited software available.

35. Planning for English and mathematics follows the national strategies and is good; it promotes good teaching and learning overall. Good opportunities are included in subjects such as science for pupils to practise their numeracy and literacy skills, for example when they measure temperature, time experiments and write up their work. National planning guidance is used well in science, where there is particular emphasis on developing pupils' investigation skills. This leads to good standards in this aspect of work. Planning for all subjects has improved since the last inspection, when the development of schemes of work was a key issue. This is largely because of the good use being made of the national strategies and guidance.
36. Work for pupils with special educational needs is well planned. Their individual educational plans are detailed, and include precise targets for them to achieve. Staff do their best to help pupils to reach their targets and are usually successful. However, the curriculum for the small number of pupils with profound learning difficulties is only taught effectively when they are given adequate help from learning support assistants. When no extra help is available, the curriculum for these few pupils is ineffective, and does not help them to make sufficient progress.
37. Personal, social and health education is a strength that promotes pupils' personal development well. Work planned covers health education, including drugs and sex education, citizenship and relationships, dealing explicitly, with issues such as bullying. A varied programme of day and residential visits enhances the curriculum. A good range of extracurricular music and sport is provided.
38. The cramped accommodation limits some aspects of the curriculum, affecting its quality and range. The size and shape of the hall, for example, makes the supervision of pupils difficult in physical education and limits the range of work done. The cramped classrooms are unsuitable for large scale work, and there is little room for pupils to move around in order to work independently.
39. Links with local schools are satisfactory overall. There are strengths in the performing arts, where the Year 4 teacher liaises well with head of performing arts at the secondary school. Saturday workshops are held; primary pupils have made a CD of their music at the secondary school and enjoyed performances put on by the secondary pupils. The family of schools also meets frequently to discuss special educational needs, particularly to manage funding. A weakness is in arrangements for Year 6 pupils to transfer schools. Although they attend an induction day at the secondary school, there is very little liaison between staff of the two schools.
40. Provision for the pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. The school has a positive environment with very good relationships between pupils and teachers, based on mutual trust and respect.
41. Provision for the pupils' spiritual development is very good. The school assembly is an intrinsic part of the spiritual and social development of the pupils. In one assembly, for instance, discussion with the pupils at Key Stage 1 related well to a discussion about water. The pupils were very attentive and involved in positive speaking and listening around the theme of how we use water in our everyday lives and where water comes from. Pupils were encouraged to reflect on their lives in contrast to those children who live in an Indian village who must walk to a 'waterhole' for their daily needs. They reflected on how in the past they have contributed to a 'Mozambique' appeal to buy water filters and are thankful in prayer that

their water is clean and easily accessible. There are regular visits to the local churches. Pupils from the school have participated in a Christianity Trail at Southwell Minster, which also provided a good link to history. During the inspection the Year 6 pupils reflected on how beliefs are communicated through music and art. This lesson emphasised the effectiveness of the school's provision for pupils' spiritual development and the confidence of the pupils to express their ideas.

42. The school makes very good provision for pupils' moral development. The aim is to encourage the development of self-discipline, self-esteem and respect for others. The school encourages pupils to be kind, thoughtful, helpful and well behaved. This is regularly emphasised in assemblies with the award of the endeavour shield given to pupils who display such qualities. Adults within the school provide very good role models for pupils. Staff have expectations that the pupils will behave well and pupils are made aware of the difference between acceptable and non-acceptable behaviour. Classroom and playground rules are negotiated with the pupils and the staff and are clearly displayed in all classes. Pupils often consider and discuss moral themes whether through parables such as 'The Good Samaritan' or 'The Prodigal Son', or through discussions about how to combat bullying or how to say no in difficult social situations. These discussions are often prompted through assemblies or from visiting theatre companies or initiatives such as the 'DARE' project, teaching the older pupils about the misuse of drugs.
43. Very good provision is made for the pupils' social development. There is a caring attitude by the teachers to support pupils' development of social skills. The quality of relationships within the school is very good and all pupils are treated with respect. Good provision is made for pupils to work cooperatively in small groups. Pupils are active in the community and are encouraged to think of others. Activities have included collecting for the children's hospice, the Salvation Army and the 'Mozambique' appeal. During the inspection children were collecting for Children in Need. Other community links that contribute to pupils' social development include a 'Haddon Hound Day', aimed at building confidence and self-esteem where older and younger pupils are encouraged to work together cooperatively. All pupils take on small monitorial duties in class such as collecting books or giving out resources. The oldest pupils take on more responsible tasks such as preparing the hall for assembly, delivering letters to classes and taking the merit book to each teacher. The development of social responsibility for the environment and teamwork is strongly represented in school visits. Pupils' skills are strengthened as they go on residential visits to Hathersage in the Peak District or Robin Hood's Bay near Whitby. Some go on a visit to Perlethorpe for a day linked to their geography and history topics but also work towards a 'Trailblazer' award for taking care of the environment. Pupils feel free to discuss issues of concern with any member of staff or place their concerns in a suggestion box, and they know that their concerns will be acted upon.
44. Provision for the pupils' cultural development is very good. Musical appreciation is fostered through the music curriculum, involvement in extra-curricular activities and playing music at the beginning and end of assemblies. The good displays around the school broaden cultural awareness. For example, the nursery pupils celebrated Diwali with dancing, dressing up and tasting traditional food. There was good evidence of work on other cultures. At Key Stage 1, pupils examine Christianity and take part in an imitation Christening. There was a good display of books and pupils' work on Islam they had prepared themselves in Year 6. Pupils are encouraged to find out about other cultures by reading and using the Internet and sharing information with classmates. In art, pupils study the work of famous artists such as Escher, Piet Mondrian, Botticelli and Delacroix. Pupils are given good opportunities to acknowledge the uniqueness of each individual and to respect the culture and faith of others. Through literacy and geography, history, music and religious education lessons, pupils study the work of

authors and the cultures of non-western traditions and they celebrate major world festivals. Pupils know about the people with very different contrasting cultures such as the South Americans of the Amazonian Rain Forest. These very good standards have been maintained from the last inspection where pupils' spiritual, moral, social and cultural development overall was judged to be very good.

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

45. Overall the school's provision for pupils' care, support and guidance is good. The school continues to provide a safe and caring environment as identified at the last inspection. Pupil and teacher relationships are very good and teachers know their pupils well. Informal discussions with pupils indicate that they are confident that they could approach teachers in confidence should they have any concerns either of a personal or academic nature, and that such concerns would be dealt with in a sensitive manner. There are satisfactory procedures for child protection and pupils' welfare. The head teacher has received appropriate training on child protection issues. There are appropriate arrangements to liaise with other agencies such as the Area Child Protection Committee, however training for other staff has not been undertaken for sometime.
46. The school is committed to providing a safe and secure working environment for pupils and staff, and arrangements for health and safety are generally good.
47. The school has good procedures for monitoring and promoting good behaviour. Almost all teachers have high expectations of good behaviour, pupils are aware of this and respond positively. They are involved in the drawing up of classroom rules with teachers, which gives pupils a wider understanding of the need for sensible rules and behaviour. Generally, good teaching and behaviour management strategies make a positive contribution to pupils' good behaviour. However, the school does not have in place appropriate guidance on the use of force to control or restrain pupils in exceptional circumstances should this be necessary.
48. The school's procedures for monitoring and promoting attendance are good. The head teacher monitors attendance records once a week, and ensures letters are sent to parents requesting reasons for any unexplained absences. The school works closely with the E.W.O. who attends school on a regular basis. Together they have identified two principle causes of pupils absence, these being a significant number of pupils who take holidays in school time and a small but significant number of pupils with poor attendance.
49. The school's assessment procedures for monitoring pupils' academic and personal development are very good with the exception of marking of pupils' work in some classes. The school fully complies with the requirements to administer statutory tests at the end of the key stages. In the Foundation Stage, pupils are regularly assessed on their progress towards the Early Learning Goals and the early stage of the National Curriculum. In Key Stage 1 and Key Stage 2, the pupils' attainments in the key skills for English and mathematics are assessed through standardised and national tests at the start of each academic year and recorded systematically. The school has a clear picture of the pupils' strengths and weaknesses at the beginning of the year. This has a positive impact upon the quality of teacher assessments and ensures that the pupils' progress is clearly charted. Group and individual targets are then set for improvement. The other subjects are regularly assessed and evaluated by each class teacher. These assessments enable staff to identify trends, and monitor pupils' progress over time. The school's very good assessment procedures of pupils' progress as they get older

means that good records are maintained for individual pupils which are used to plan their work as they move up the school from class to class.

50. The support for pupils with special educational needs is satisfactory overall but there are inconsistencies. The procedures for assessing and monitoring pupils with special educational needs are good. The school makes good provision for most pupils on the special educational needs register. Pupils are closely monitored and their individual education plans are regularly updated. The school has a good system of communications between class teachers, support staff and the special needs co-ordinator, so that concerns about any aspect of a pupil's development can be quickly communicated and handled effectively. When pupils receive the individual support from the well-trained support staff they make good progress. However, in some lessons, the needs of a small number of pupils with profound difficulties are not fully met.
51. The teachers use information from the initial assessments on entry and from the results of standardised tests well when planning their lessons. However, the needs of the higher-attaining pupils, particularly in Year 4 and 5 classes are not always met in mathematics, which slows their overall progress. The teachers know the pupils very well and negotiate individual targets with them. The targets are both academic and personal. These are clearly displayed in each class for pupils to record their progress towards their targets. Their successes are shown, for example by completing the petals on a flower or the tail on a kite. Thus pupils are taught to be self-evaluative and reflective about their learning. Individual targets are soon to be shared with parents. The individual target setting is a recent development and the full impact is not yet seen in the pupils' standards. There is very good improvement in the procedures for the assessment of pupils' progress since the last report when they were unsatisfactory.



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

52. Parents have very positive views of the school. In particular, parents are pleased with the standard of behaviour, quality of teaching, the expectations that their children will work hard and that the school is well led and managed. Parents also indicate that their children enjoy coming to school and they are pleased with the progress their children make. Parents at the parents' meeting were very supportive of the school. Evidence from the inspection mostly confirms these positive views of the school.
53. Overall parents' involvement in their children's learning is good. Whilst all parents are actively encouraged to be involved in the life of the school, a relatively small but enthusiastic number of parents help in school with activities such as baking and sewing. A number of parents operated a weekly rota system to accompany pupils to the swimming baths. The school has held workshops to explain to parents the school's literacy and numeracy policies and strategies, but attendance was relatively low. In an effort to encourage more parents to come into school, there are Life Long Learning Courses for parents. Homework is given on a regular basis, which is supported by the homework link diary which helps parents to make a positive contribution to their children's learning. There is a Friends of the School Association, which receives the active support of a relatively small but enthusiastic group of parents. The Friends organise social and fund raising events, which are well attended. They have made significant financial contributions to provide additional learning resources, for example providing a television set and audio equipment, which has had a positive impact on pupils' learning.
54. The quality and range of information provided for parents is good. The school prospectus and annual governors' report provides a good range of information about the school and its activities, governors have worked hard to increase parental attendance at the Governors' Annual Meeting. Regular newsletters and letters regarding specific events ensure parents are aware of current school issues, including the topic their children are studying. Parents of children starting in the nursery are well informed through pre-school meetings and the school's nursery booklet. Overall pupils annual reports are satisfactory, most reports give clear information about how well pupils are doing, including the results of English and mathematics tests administered annually. However, there are some inconsistencies, not all reports identify pupils' weaknesses and provide clear targets for improvements. Parents are invited to three parents' meetings a year at which parents can discuss their children's progress. Attendance at these meetings is good.
55. The school values the views of parents and has used questionnaires to canvas the views of parents and takes due regard of parental responses, for example parents' views were taken into account in the drafting of the school's home/school agreement.
56. The school has good arrangements to involve parents of pupils with special educational needs in the development and review of their children's individual educational plans.

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

57. There is very effective leadership and management in the school. The school places a high priority on raising standards in English, mathematics and science and developing the achievements and self-esteem of individual pupils. The headteacher provides strong leadership. There is a good and shared commitment to succeed among the staff, governors

and pupils. The headteacher takes the leading role in day-to-day management and is supported very well by the deputy headteacher and the senior management team. The headteacher regularly monitors, with the help of other teachers, the quality of teaching and learning and the standards achieved by the pupils. The school undertakes careful analyses of its data on pupils' performance. The outcomes are used very well to identify strengths and weaknesses within subject areas and the progress of individual pupils and groups of pupils through the school. The governors are very experienced and knowledgeable and know and understand the development of the school very well. The school is successful in achieving its aims to strive for academic success and to develop pupils' personal qualities. It is at present working towards the 'Investors in People' award. Most parents are pleased with the way these aims are reflected in pupils' achievements and their attitudes to learning. Careful consideration is given to issues of inclusion and meeting the needs of all pupils. For example, the school has identified raising the achievement of the higher attainers as a priority for this year. Pupils are encouraged to work hard, review their strengths and weaknesses and achieve as well as they can by the time they leave school. However, there are some pupils on the school register for special educational needs with profound learning difficulties needing one-to-one support, which is not always available. This adversely affects their progress and the progress of others in the class where a teacher has to divide time between constantly monitor the learning targets of these pupils and teaching others in the class.

58. The governors, staff and parents are fully involved in school development planning. The governors maintain close contact with the school and monitor successfully the progress of the school through their various committees. The main strengths and weaknesses of the school have been identified and the school is meeting the challenging targets that it has set for improvement. The school development plan is clearly directed towards raising standards and is regularly reviewed and evaluated. Priorities are set and costed for the present year and projections and outline plans made for the future. Some of the governors are either regular visitors or have close daily contact with the school and are in a good position to monitor the curriculum. Best value for money is sought before committing to expenditure.
59. There is good management of the pupils with special educational needs and good management of the pupils in the Foundation Stage. The staff have a good awareness of the early learning goals and the early requirements of the National Curriculum.
60. There is very good teamwork as staff work together. They share their planning and use their expertise and strengths to teach well. Most teachers have at least one area of subject responsibility and carry out their responsibilities appropriately. However, although they monitor teachers' planning and the learning resources well, some coordinators have no strategic role and a limited view of standards across the curriculum. The headteacher manages the budgets on behalf of the subject leaders and the deputy headteacher manages the assessment of pupils' progress. As this information is not communicated clearly enough to, nor understood fully by, the subject leaders, it limits their view of their subject and restricts their management of it. The main focus of curriculum development has rightly been English, mathematics and science, which are managed well.
61. There are good induction procedures in place for newly qualified staff or staff who are new to the school. All members of staff have professional development interviews and are appraised on their work and professional requirements by the headteacher within the spirit of the new requirements for performance management. Their personal needs as well as those for in-service training in subject areas, are prioritised according to the targets set on the school development plan. Statutory requirements are met.

62. There are sufficient, well-qualified teachers. Teaching expertise is particularly strong in the foundation stage, where the staff's knowledge of how young children learn is a key ingredient in the good progress that the children make. Teachers have good subject knowledge in English and mathematics, and this helps them to teach well. Good subject knowledge on the part of individual teachers, for example in science and geography, is put to good use in supporting other staff.
63. Staffing in the nursery is barely adequate, though staff cope well with the number of children in their charge. The ratio of staff to children is marginally over the recommended number. Nursery staff work as a very good team and this contributes to the good quality of provision. Learning support assistants are well deployed and they are effective in their work. However, there are too few support assistants to meet the learning needs of the few pupils with profound learning difficulties. For example, pupils who find it very difficult to learn, except in a one-to-one situation, for example, receive individual support for relatively short parts of the day. Learning needs are not sufficiently well met at other times.
64. The open-plan accommodation is very cramped and pupils often have to get to their own class base by walking through other areas. Though everyone does their best to minimise the disruption, this does sometimes disturb other pupils who are working quietly. Occasionally, pupils have to strain to hear their own teacher. The cramped accommodation limits the range and quality of the curriculum. There is little space for large-scale work, for example, or for pupils to move about in order to work independently. The hall is oddly shaped and carpeted, making it less than ideal for physical education. Essential repair to the fabric of the building reported at the time of the last inspection has been carried out.
65. Resources are adequate overall, and good for design and technology and science, where they make a positive contribution to the standards attained. The new computer suite is fitted out with new machines. These are being used well, on the whole, to raise pupils' attainment. Lack of modern equipment in classrooms, however, is having the opposite effect and is limiting opportunities for pupils to practise their skills when they are working on other subjects. Shortages of artefacts in history and religious education are affecting the quality of provision, as when pupils were learning about primary sources in history but had only photographs to observe. These shortages are balanced by the good opportunities provided for pupils to make educational visits, for example to churches and places of historical interest.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to raise standards and improve the quality of education the headteacher, staff and governors should:

(1) improve the standards in information technology by:

- ensuring that teachers allocate sufficient time to information technology;
- providing sufficiently detailed guidance to support teachers in planning effectively in lessons other than in the computer suite;
- reconsider the current use of the computer suite, especially for the use of music lessons and parents' use during school time, to allow more access for pupils;
- providing further training for teachers in the use of information technology, and how to organise it effectively for pupils.

(paragraphs 11, 27, 34, 68, 84, 98, 108, 114, 128, 129-136, 139)

(2) address more specifically the needs of higher-attaining pupils and those with special educational needs by:

- ensuring that those pupils with profound educational needs receive sufficient support from qualified staff in order to improve their own rate of progress and to prevent the distraction of other pupils;
- ensuring that all teachers are clear about precisely what it is that pupils of different abilities are to learn in lessons;

(paragraphs 7, 9, 10, 14, 23, 30-32, 36, 50, 51, 57, 67, 83, 94, 97, 98, 103, 111)

(3) improve the leadership and management of the school by:

- continuing to clarify and articulate the role of the subject co-ordinators by ensuring that expectations and tasks are explicitly stated with dates for completion and success criteria;
- ensuring that full information of the budgets for their subjects and the detailed assessment information is communicated more fully and check to ensure the information has been understood. This information might usefully be included in the subject's action plan and its evaluation.

(paragraphs 60, 87, 101, 119, 128)

(4) continue to take all steps to improve the accommodation in classrooms and the school generally by:

- involving the use of experts in advising how to use the space more effectively;
- involving the local education authority in a detailed study to ascertain whether there is sufficient space for each child;
- reconsidering the current timetable so that for example, pupils in adjoining classes might spread out into a vacated room whilst the other class are in the music room or in physical education lessons.

(paragraphs 23, 38, 68, 75, 76, 88, 101, 114, 119)

(5) ensuring that all staff have high expectations of pupils' presentation of their work and implement a consistent strategy to deal with punctuation, spelling untidy work and handwriting;

(paragraphs 3, 4, 30, 49, 77, 80-82, 84)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	26

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	16	56	22	2	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40	230
Number of full-time pupils eligible for free school meals	NA	24

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	3	54

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### **Authorised absence**

	%
School data	4.5
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.8
National comparative data	0.5

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

### ***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	22	17	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	15	17	17
	Total	35	38	39
Percentage of pupils at NC level 2 or above	School	90 (65)	98 (79)	100 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	15	16	16
	Total	35	37	37
Percentage of pupils at NC level 2 or above	School	90 (71)	95 (94)	95 (85)
	National	84 (82)	88 (86)	88 (87)

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

### ***Attainment at the end of Key Stage 2***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	10	12	12
	Total	20	24	25
Percentage of pupils at NC level 4 or above	School	77 (79)	92 (79)	96 (76)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	10	10	11
	Total	18	19	20
Percentage of pupils at NC level 4 or above	School	69 (62)	73 (59)	77 (65)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	264
Any other minority ethnic group	0

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

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

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

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

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

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23
Average class size	29

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

Total number of education support staff	4
Total aggregate hours worked per week	95

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40

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

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

### ***Financial information***

Financial year	1999-2000
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	£
Total income	480583
Total expenditure	481673
Expenditure per pupil	1896
Balance brought forward from previous year	19578
Balance carried forward to next year	18488



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

### **Questionnaire return rate**

Number of questionnaires sent out	310
Number of questionnaires returned	132

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	4	2	0
My child is making good progress in school.	53	44	1	0	2
Behaviour in the school is good.	52	44	0	0	4
My child gets the right amount of work to do at home.	37	49	5	0	8
The teaching is good.	61	36	1	0	2
I am kept well informed about how my child is getting on.	49	42	8	0	2
I would feel comfortable about approaching the school with questions or a problem.	67	29	1	2	1
The school expects my child to work hard and achieve his or her best.	65	32	0	0	3
The school works closely with parents.	55	39	3	2	2
The school is well led and managed.	65	30	0	2	2
The school is helping my child become mature and responsible.	52	40	2	1	5
The school provides an interesting range of activities outside lessons.	46	37	11	0	5



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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

67. Children start in the nursery after they reach the age of three and their attainment on entry is broadly that expected of their age. The nursery has 80 children on roll, attending part-time, either mornings or afternoons. Nursery children come from a wider area than the school's catchment, and many children transfer to other schools when they are of school age. Children make satisfactory progress in the nursery, so when they transfer to the reception class at the beginning of the term in which they reach the age of five, their attainment on entry to school is broadly in line with that expected of their age. At the time of the inspection, there were 11 children in the reception class; this number will increase through the year as children transfer from nursery. Children make satisfactory progress in the reception class and by the end of the reception year most children meet the targets expected of them in the six areas of learning specified nationally for this age. In both the nursery and in the reception class, children make good progress in their personal, social and emotional development. This is due partly to the good teaching and the effective way that activities are organised, and partly to the strong emphasis given to this by the school. By the end of the reception year, children's attainment in these areas are above that expected for their age.
68. The good provision for nursery and reception children has been maintained and improved since the last inspection. Children now transfer to reception in a more organised way three times a year. There have been improvements in the way activities are planned and organised. Good assessment procedures have recently been introduced, though they have not had time to be fully effective in helping to raise attainment. The high quality of teaching recognised in the last inspection has been maintained. The rate of progress is judged satisfactory overall with good progress in personal, social and emotional development, rather than good progress throughout as in the last inspection. There is now, however, much more evidence by which to judge children's attainment and progress and compare these with other schools, both on entry to nursery and on entry to school. There have been changes in staffing, but there are also different criteria by which to judge both teaching and learning.
69. The teaching seen in the nursery was consistently good, that in the reception class almost always good, the rest being satisfactory. There was a good rate of learning within lessons in the nursery and also for most of the time in reception. The lack of good assessment systems in the past, the large number of children with a minimum number of staff in the nursery, and the cramped accommodation has meant that despite the good teaching the overall progress of children is satisfactory rather than good in most areas of learning.

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

70. The quality of teaching and the support for children's personal, social and emotional development is good in both the nursery and the reception class. This results in children making good progress and in these aspects children exceed the standards expected of them by the end of the reception year. Children are welcomed and settled into both nursery and reception routines well. They are encouraged to take responsibility for themselves, for example nursery children find their names on cards to register at the beginning of a session. Children are given a clear understanding of what is expected of them, for example staff agree the rules for the classroom and for outside play with the children and they respond by being well behaved. Staff set individual 'smiley face' targets for children's behaviour and other

aspects of personal and social development. The reception teachers quietly though firmly insist that children wait their turn to speak and, for example, reinforce this well by organising a 'microphone' for children to hold when it is their turn to speak in some sessions. The way activities are organised promotes children's independence effectively and so children confidently choose activities and often concentrate for extended periods. Staff in the nursery work well as a team, providing good role models for children both in relationships and in how to carry out activities. In reception, specific lessons to think about issues such as friendship are supported well by stories such as 'The Rainbow Fish'. Children talk about why the fish was being selfish and how he could be kind, and in doing so children build a good understanding of moral and social issues.

## **Communication, language and literacy**

71. The quality of teaching of communication, language and literacy is good in both the nursery and reception. Children make satisfactory progress and almost all are likely to meet the expected standards by the end of the reception year. Staff have a good understanding of the needs of this age group and of the national guidance on the teaching of literacy. They provide a good balance between focused teaching and structured practical activities that interest and involve children well. The joint planning between the nursery and reception gives a good structure to children's learning. Staff promote a literate environment, with labels, notices, lists and questions displayed on the walls and interesting books for children to look at. Strong emphasis is given to promoting children's speaking and listening skills. Many children in reception can identify the beginning and end sounds of words and higher-attaining children also identify the middle sounds of simple words and spell them. Children's contributions are used in a positive way, so most children are keen to volunteer their opinions, though many need support in order to express themselves clearly. Good quality resources are used effectively, such as when children sort objects to find those that begin with the letters 'c' and 'm'. In nursery, most children find their name on a set of cards in order to drink their milk. In reception, most children read familiar words, such as the names of colours, using their knowledge of what sounds the initial letter makes as clues to help them. They read simple books, using the pictures to help them. Most children write their names recognisably and copy the teacher's writing, higher-attaining children have neat and well-formed handwriting and attempt to write independently.

## **Mathematical development**

72. The quality of teaching of mathematics is good in the nursery. The short, structured sessions are reinforced well by practical activities such as counting the number of beanbags each child manages to throw into a hoop and recording the result, and matching different shapes. Staff model the actions of counting rhymes, such as 'Five iced buns', helping children to learn them effectively. In reception, the quality of teaching is generally good. Opportunities to reinforce mathematical learning in other lessons are used well; in a lesson on Diwali celebrations, children were asked to match the different shapes to create symmetrical Rangoli patterns and most could do so. Occasionally, however, insufficient attention is given to ensuring that children are given work at appropriate levels and that they have practical experiences and resources to help them understand. This was seen when a lower-attaining child was totally lost when asked to give a number that is more than one number but less than a second number, without any practical activities to support learning. Higher-attaining children recite numbers to 60 confidently. Most children are beginning to understand simple addition in practical situations, though one child felt that since  $5 + 5 = 10$ , then other addition must add up to other numbers, not 10. Children are gaining satisfactory understanding of the properties of

shapes such as cubes and spheres. Children make satisfactory progress in their mathematical development in both the nursery and reception and most are likely to meet the targets set by the end of the reception year.

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

73. Children make satisfactory progress in this area and most will have reached expected levels of knowledge and understanding of the world by the end of the reception year. Staff in both the nursery and reception provide many good practical activities that support children's learning effectively and extend children's understanding by questioning and using specific vocabulary well. In the nursery, children are taught different computer skills in short sessions and many of the oldest children have considerable control over programs, being able to use the mouse confidently to change the colours and use tools they have on the screen in order to draw pictures. No children were seen using the computer in reception, in order to judge their skills. Children are encouraged to explore the properties of different materials, such as dry and wet sand. They are helped to investigate light with displays of torches, shiny objects, mirrors and books and learn words such as 'reflection'. Children are fascinated by the reflections that they can see and many become engrossed in shining the beam of a torch. Small groups of children bake buns and tarts, discussing the changes that occur when ingredients are mixed. Children learn to sequence events in stories such as Little Red Riding Hood. They start to build an understanding of different types of weather when they record the clothes they need for a rainy day. Due to the cramped accommodation, limited construction equipment was readily available for children to use.

## **Physical development**

74. Children make satisfactory progress in developing physical skills and most will have reached expected levels of skills by the end of the reception year. The quality of teaching overall is good but the restricted space makes it less effective. The nursery has a small and cramped outside play area in which children use a variety of wheeled toys and large play facilities such as climbing equipment and large construction blocks. Staff make good use of the cramped accommodation but children's full physical energies are restricted. Reception children have limited use of this area, and also have physical education lessons in the hall. In classrooms, staff provide a good variety of activities to develop children's manipulative control. Children use scissors and glue enthusiastically and with reasonable dexterity when making pictures by cutting and sticking different types of paper. They concentrate hard when making patterns by threading beads. Many children spend extended periods using malleable material, squashing, rolling and shaping it while discussing what they are making the 'buns' for. Physical education lessons for reception children are planned well. The teacher uses demonstration and praise effectively to motivate children to evaluate their actions and improve them. They perform enthusiastically, thoroughly enjoying the work. Children hop, skip and jump with control and co-ordination. They use space well and show a good awareness of others when moving around the hall.

## **Creative development**

75. Staff in both the nursery and reception provide good opportunities for children to explore and experiment creatively, though some of these activities are not available all the time due to lack of space. Children make satisfactory progress in their creative development and most will have reached expected levels by the end of the reception year. Staff teach the words of many different songs in a lively manner that enthralls children, who enjoy singing and performing actions to the songs. Individual children make a good attempt at keeping a steady beat on percussion instruments. Children's musical understanding is extended well in other lessons, for example, the reception teacher used the different sounds of the tambor, tambourine and maracas as instructions to children in a physical education lesson, encouraging

careful listening effectively. Staff provide a suitable range of media for children to experiment with: pencils, crayons, paint, pastels, chalks, different types of paper and collage materials. Children enjoy using layers of paint and creating a thick texture of colour. They are helped to look carefully at themselves and paint large portraits. The creative work on Diwali has given good support to children's cultural awareness as well as increasing their understanding of colour and pattern. Creative play is encouraged through the 'Post Office' areas in both nursery and reception, though many nursery children seemed unsure what to do in the post office, and in the reception the space available was too small for much imaginative play.

## ENGLISH

76. By the end of Key Stage 2, standards are in line with the national average and pupils achieve satisfactorily by the time they leave the school. In the national tests in 2000, whilst reading remained in line with the national average, the standard of writing dipped, particularly the proportion of pupils reaching higher than expected levels. This meant that overall standards in English were below that of similar schools. Inspection evidence indicates that writing standards in the current Year 6 are higher than that indicated by the 2000 tests, with much high quality imaginative and expressive writing by higher-attaining pupils. There is, however, a lack of consistent punctuation, spelling and presentation of work at Key Stage 2 and in this aspect of English, standards by Year 6 are below those expected both nationally and in similar schools. The underlying trend of improvement over several years is in line with the national trend. Boys' performance over time is slightly better than girls'. The school analyses the results carefully, including looking at the performance of boys and girls, and plans for improvement are based on the evaluation of results.
77. Targets are set for standards to be reached by the end of Year 6, based on very careful analysis of the assessments made on each year group. They are, however, realistically challenging for each year's cohort. Groups of pupils are identified as needing extra help if they are to reach the targets set and booster classes are organised appropriately.
78. In the national tests for seven year olds in 2000, standards in reading were in line with the national average and with similar schools, and standards in writing were above both the national average and similar schools. Inspection findings confirm the standards shown by these tests. Pupils make satisfactory progress in reading and good progress in writing. Over time, girls achieve better than boys in writing, in line with national trends, though in reading boys and girls perform equally.
79. Standards in speaking and listening and reading are average in the current Year 2 classes. Standards in writing are above average. Pupils listen attentively to teachers and are keen to contribute to discussions such as on how to organise a series of instructions. They know that 'approx.' means 'about' and that 'e.g.' means 'for example' and can explain clearly how to label a diagram. Most pupils read with reasonable fluency and accuracy and can retell familiar tales. Higher-attaining pupils read with expression, identify the main points of a story and describe what the main characters are like. They work out how to read unfamiliar words such as 'catastrophe' using their knowledge of spelling rules and the context of the sentence. Lower-attaining pupils read each word separately in a stilted fashion and need the support of the pictures to 'retell' the story. In writing, standards are good. A significant majority of pupils show good skills in the ability to plan, draft and revise their work, for example when writing a letter to a garden centre requesting help for the school garden. They show a good understanding of when to use capital letters and full stops. Higher-attaining pupils write poetry

imaginatively, for example about the 'Bedroom cat' and they write clearly and briefly a series of instructions on how to make a puppet. They use a range of punctuation including speech marks and commas, though presentation of work is poor at times. Lower-attaining pupils write short sentences with no punctuation and few words spelt correctly.

80. In Year 6, standards in speaking and listening and reading are average, some aspects of writing are of high quality and other aspects of writing are below average. Pupils listen carefully to the teacher reading a section of an adventure story. They try hard to define the word 'suspense' and describe what it is that makes the suspense in the text they have just read. Most pupils read fluently and with expression. Higher-attaining pupils summarise the main points of the story briefly and deduce what the main characters are like from what has happened. They skim through text to find relevant information. Lower-attaining pupils read reasonably accurately though with little expression and they have difficulty identifying the main points of a story. When writing, pupils' use of punctuation is inconsistent. Average and higher-attaining pupils at times use paragraphs, commas and apostrophes, but often do not use capital letters and full stops correctly. They use varied and interesting vocabulary in complex sentences and express themselves clearly in different writing styles. This is seen, for example, in the 'Windy Day' poems, the letters of complaint to a taxi firm, the recording of their scientific experiments and the imaginative writing on how the worm lost its legs in the style of Rudyard Kipling. Handwriting is joined and legible, though at times it is poorly presented. Pupils show a good level of skill in planning, drafting and revising their work.
81. The quality of teaching and learning is good overall in both key stages. It is, however, more consistently of high quality at Key Stage 1. At Key Stage 2, high quality teaching and learning was seen in Year 3 and Year 6, with the other classes being satisfactory. Pupils in Year 6 made very good progress in lessons observed, due to the inspirational teaching. Over time, the high quality of teaching at Key Stage 1 has resulted in pupils making good progress, in writing particularly, so that standards in writing are high by the end of the infants. At Key Stage 2, in the past, pupils have made no more than satisfactory progress despite some good and very good teaching. This is partly due to the lack of clear assessment systems. The school has recently agreed good procedures to assess pupils, and individual literacy targets for pupils have been set, though these developments have not yet had time to be effective in helping to raise standards. The national guidelines for teaching literacy have been implemented and developed effectively by teachers. Basic skills are taught well when they are first introduced. The balance between teaching specific skills and encouraging pupils' own writing is good. The school teaches spellings regularly. Skills such as punctuation, spelling and presentation are not reviewed and reinforced systematically throughout Key Stage 2, however, and this results in a lower rate of progress and low standards in these aspects by the time pupils leave the school. Even higher-attaining pupils in Year 6 do not consistently use full stops correctly, and they misspell words such as vegetable. Other aspects of writing, however, are promoted well, particularly in Year 6, and pupils make good progress in Year 6 in the use of interesting and varied vocabulary, skills such as planning, drafting and revising and the ability to write in the appropriate style for different purposes.
82. Teachers generally have very good relationships with pupils and manage them well, giving praise and encouragement even when the answers pupils give are incorrect. This results in pupils behaving very well, trying hard with their work, and being keen to contribute to discussions. Teachers are clear about what is to be learnt in the lesson and over the week and make this clear to pupils, so they are able to reflect at the end of the lesson on what they have learnt. Teachers plan well for support staff and parent helpers, so they are clear about what to do and provide good support to small groups of pupils. This was seen in a Year 1 and 2



class, where the adult support meant pupils learnt more effectively how to sequence a series of instructions on making a puppet. Tasks are made interesting and relevant to the pupils, for example in Year 3 good use was made of the recent floods to create good images in 'Storm' poems. In the very high quality lessons in Year 1 and Year 6, teachers' questioning probes and extends individual pupils' understanding, challenging pupils at the appropriate levels of which they are capable. This encourages a fast rate of learning for all pupils. These lessons are planned in detail and the resources are interesting, involving pupils who concentrate intently on, for example, labelling parts of a bike in Year 1, creating a suspense story in Year 6. In Year 4 and Year 5, teachers have far less awareness of the different levels of attainment of pupils and work is not always matched well to extend all pupils. This means that many pupils work at a slower pace, being restless and not fully involved with their activities. Nevertheless, overall the lessons are satisfactory.

83. Marking of work is inconsistent. In some years, for example in Year 2 and Year 6, it is positive, involves the pupils and clearly indicates what pupils need to do to improve. In Year 4 and in last years Year 1 classes, however, marking is irregular, work is often just ticked, with few positive comments to encourage pupils, especially lower attaining pupils, and very few indications are given of how to improve. Many comments, such as 'this is not your best work' and 'a little confusing', are unhelpful to pupils in knowing what to improve. Homework is given regularly and used effectively with the 'link-up diaries' to involve parents in pupils' learning. This supports the progress pupils make well.
84. Good opportunities are provided throughout the school for pupils to develop their skills in speaking and listening, particularly in art, history, science and religious education. Good opportunities are provided for pupils to write at length and read independently for enjoyment and for information, in extra English lessons and in other subjects, particularly history and science. A good example of this is seen in Year 3 work on the Vikings. English supports pupils' growing spiritual, moral and cultural awareness well, with many opportunities to reflect on what they read, such as, for example, when Year 5 pupils read newspaper accounts of child slavery in India. Very good opportunities are provided for pupils to work in pairs and small groups, planning and drafting stories and play-scripts, helping their social development by encouraging co-operation and collaboration effectively. There are however, too few opportunities for pupils to use computers to support their work in English.
85. Since the last inspection, standards have been maintained and standards of writing at Key Stage 1 raised. Provision has been improved. The planning of the curriculum is now detailed and generally effective. Assessment procedures have been developed well, including the recent setting of individual targets. The good quality of teaching has been maintained.
86. The co-ordinator is enthusiastic and hardworking and has considerable subject expertise. Staff are supported in the planning of literacy lessons very well and the co-ordinator has been released to monitor teaching. Co-ordination and development of the subject, however, is less effective than it should be, because the analysis of assessment is seen as a separate job done by the assessment co-ordinator and the headteacher. This has resulted in a situation where the literacy co-ordinator does not have a clear overview of standards compared to other schools or the particular areas and reasons why standards in reading and writing have varied. This means that the development plans, although relevant and useful, are not tightly prioritised in order to raise standards.
87. Resources are sufficient, with many high quality reading materials. Special events such as world book day, and theatre group visits enhance the curriculum well. Accommodation is

cramped and this impinges on aspects of teaching and learning. In some large classes at Key Stage 2, the restricted space makes whole-class discussions and reading sessions difficult; these are held while pupils are still sitting at tables and so pupils are not fully focused on the text. Reading and book areas are small and in some classes uninviting. Teachers have, however, created a good literate environment with many labels, lists, instructions and reminders carefully displayed on walls.

## MATHEMATICS

88. The results of the National Curriculum tests for eleven year olds in 2000 showed that 92 per cent of pupils attained the expected level 4 which was well above average nationally and in comparison with similar schools. Attainment at the higher level 5, at 19 per cent, was close to the national average but below average in comparison with similar schools.
89. The results of the National Curriculum tests for seven year olds in 2000 showed that pupils' attainments at the expected level 2 was very high with 100 per cent of pupils attaining level 2 both nationally and in comparison with similar schools. The percentage of pupils attaining the higher level 3 at 31 per cent was above average both nationally and in comparison with similar schools.
90. Over the last four years pupils' attainments have steadily risen overall at Key Stages 1 and 2. The implementation of the National Numeracy Strategy has had a positive impact on pupils' attainment, particularly in their mental mathematics. The variations between the overall percentages for the groups reflect the individual differences in the attainments of the pupils taking the tests that year. The school exceeded its targets last year and has set challenging future targets.
91. Pupils' standards in mathematics this academic year are well above average by the age of seven and above average by the age of eleven.
92. Pupils achieve very well and make very good progress during Key Stage 1. However this rate of progress is inconsistent throughout Key Stage 2. The progress slows in Years 4 and 5, and although it is satisfactory, the momentum is lost. The main reasons for this are changes of staff and a lack of challenge in the work set, particularly for the higher-attaining pupils who often find the work too easy. Progress accelerates in Year 6 where it is very good. The National Numeracy Strategy provides detailed guidance for teachers' planning. Emphasis is placed upon developing pupils' confidence to use number skills. This is a strength of the subject. All areas of the curriculum are equally addressed.
93. In the past, strategies to be taught to the higher attainers for problem solving at Key Stage 2 were less well developed. This has been a focus for teaching this year but is not fully implemented by all staff in Key Stage 2. While teachers' termly and weekly plans are good, some staff do not plan sufficiently to meet the needs of the higher-attaining pupils in their daily plans. Additionally, some teachers find it difficult to manage challenging pupils who receive little support in class. Pupils make more progress in mathematics than in literacy because the

pupils who are on the special educational needs register are mainly identified for individual education plans in literacy and not mathematics.

94. By the age of eleven, pupils work confidently with number to beyond one thousand and multiply, divide, add and subtract numbers. Pupils are encouraged to estimate whether their answer is realistic and to check their own work. Pupils know how to check answers by using alternative methods or using a calculator. They solve problems of fractions, probability and money using decimals to two places. Line graphs with four axes are used to record results of problems of co-ordinates. Pupils' mental skills are well developed. They are quick to see pattern in number and shape. The oldest pupils are learning to solve problems by using such methods as guess and check; working backwards; drawing a model or finding a pattern.
95. By the age of seven, pupils are working on a range of basic number concepts with number to 100, including addition, subtraction, odd and even solving simple problems to two digits. They find solutions to problems to do with money and measurement. They recognise two and three-dimensional shapes and understand and use mathematical vocabulary such as 'difference' and 'sum'. They apply number in practical activities.
96. The quality of teaching and learning is good overall. In five lessons observed, 40 per cent of teaching and learning was very good, 40 per cent was good, and a further 20 per cent was satisfactory. Emphasis has been placed upon the development of teaching strategies linked to the National Numeracy Strategy. Teachers are generally confident and skilled in teaching the national strategy. While the work on number problems is strong, the setting of work involving real life problem situations and encouraging individuals and groups to find solutions is a less well-developed feature of lessons in Key Stage 2. Teachers have good subject knowledge, are enthusiastic and most provide challenging activities for pupils to test their knowledge and understanding. Positive learning environments are established within all classrooms. Where teaching is very good, the learning objectives are clearly explained to pupils, the learning goals are clear, and there is a good pace to lessons. The oral and mental sessions are delivered with enthusiasm and all pupils respond well. In one lesson, Year 6 pupils were working on finding solutions to problems of number and shape. There were high expectations, good development of previous learning and challenging activities to further the pupils' understanding. During discussion pupils are encouraged to put forward ideas on number patterns, and one pupil found the strategy to solve a problem of finding out how many small triangles would fit inside a larger one. Work was well planned and matched to the attainments of pupils working in small groups. There were challenging extension activities provided for the most able pupils. The final sessions of the lessons were used well by teachers to assess pupils' understanding and to provide a firm platform for pupils' future work. When teaching and learning was unsatisfactory, the work was not sufficiently demanding and pupils did not make enough progress from their previous learning. Consequently, pupils began to lose interest and concentration in the lesson. The teacher had a low expectation of work and behaviour from the pupils.
97. There are very good procedures for the assessment of pupils' progress, tracking their attainment in national and school standardised tests. The results of these tests are analysed and used well to inform groupings of pupils so that teachers are able to match the work to the specific attainments of the pupils. The pupils with special needs when they are supported in class learn well and make good progress in their learning. However, this effective help is not given to some pupils with profound learning difficulties in lessons, who need continuous individual help to succeed in their targets. This makes it difficult for teachers especially in

Year 4 and 5 to manage and teach the whole class well. Homework is used well. The oldest pupils enjoy solving problems that are often set for homework.

98. Pupils are given good opportunities to develop their mathematical skills and explore concepts in other curriculum areas. For example, graph work and skills of data handling were used when pupils recorded the results of their experiments and investigations. Pattern and shape are explored in art and design as pupils study the work of Piet Mondrian. Measurement is used well in design and technology. Satisfactory use is made of information technology although it is not a distinctive feature of mathematics and could usefully be extended. Younger pupils were observed using the mouse well to complete number programs and problem-solving adventure activities. However, it is not used as often as it should in data – handling.
99. In most lessons the pupils are well motivated and enjoy number work. The staff generally ensure that all pupils take part in discussions and answer questions. They learn well from others' responses during discussion. Staff set a climate for learning where all opinions and contributions are valued. Consequently, pupils are not afraid to contribute or ask questions and the teaching is very successful in meeting the needs of individual problems through discussion. The pupils are mostly very well behaved and respond well. However, when they are not challenged or managed successfully they lose concentration and do not finish their work.
100. The subject is well led. Since the last inspection the school has made very good progress in introducing the Numeracy Strategy. It is evident that this is having a positive effect on standards. All staff have undertaken numeracy training. Pupils at Key Stage 1 and Key Stage 2 are set class and individual targets. The subject leader is aware of the need to develop strategies for problem solving to raise standards for the higher-attaining pupils in Key Stage 2. Resources are satisfactory. However, the cramped accommodation at all key stages adversely affects pupils' learning. Often pupils hear noise from other classes, which is a distraction. They cannot always hear clearly what the teacher is saying as they work in small cramped open access areas. The subject leader effectively monitors teaching and learning and teachers' termly planning.
101. At the time of the last inspection, standards were above average at the end of both key stages. Since then there has been good improvement in the curriculum and by the end of Key Stage 1, pupils achieve even higher standards than previously.

## SCIENCE

102. Results in national tests in science improved markedly in 2000. Prior to that the school's results had been below the national average, and well below those achieved by pupils in similar schools for a number of years. Boys' under-performed over a four year period, whilst girls' performance was better, and similar to that found nationally. In 2000, results improved well. Over 90 per cent of pupils at each key stage reached average levels. However, fewer than the national average of pupils achieved the higher level 3 at the end of Key Stage 1. This was particularly pronounced when results were compared with those of pupils in similar types of schools, indicating that some of the brighter pupils had not been stretched, and could achieve more. At Key Stage 2, the proportion of pupils achieving above average grades was close to the national average. When considered as a whole, results at Key Stage 2 were similar to those found nationally, and in line with those in similar schools.

103. Standards in the current Year 2 indicate further improvements. Standards are typical for the age group, but all pupils, including those capable of high attainment, are achieving as well as can be expected. Almost all pupils, for example, can test a range of materials and record in a simple chart whether they stretch, bend or twist. Pupils capable of harder work can go beyond this, and are beginning to reach the targets set for older children, for example understanding that some changes are reversible and some are not. The improvement in the performance of the brighter pupils reflects the quality of teaching they receive. Progress is consistent throughout the key stage, and the teacher working with the brighter Year 2 pupils has a good background in science and a keen interest and firm commitment to the subject. Subject planning is good and ensures that all pupils are challenged appropriately. A particular strength is the emphasis on scientific enquiry. This ensures that the pupils understand what they are doing and have to think hard in order to predict what might happen and to explain their work.
104. Standards in Year 6 show similar improvement and are above average. Pupils have good understanding within all the areas of knowledge set out in the National Curriculum and a very good understanding of experimental work. The progress pupils make, however, is less consistent at this key stage, reflecting differences in the quality of teaching. Good teaching at the beginning of the key stage, and excellent teaching at the end accelerates the progress of pupils of all levels of ability. In between, pupils' progress is satisfactory.
105. Pupils in Year 6 experience an exciting, meticulously planned curriculum, leading to high achievement. Again, the emphasis is on scientific enquiry. Pupils are set interesting problems to solve. They take on different roles in their groups, including note-taker, tester and 'fair test' checker, well for their age. They work systematically, selecting the apparatus they will need from a range that includes 'red herrings'. They predict the outcome of experiments, test and evaluate their results. They have a particularly good understanding for their age of 'fair testing' due to the emphasis placed on this throughout their experimental work. They respond well to the challenging questions posed by the teacher, working consistently hard to meet his very high expectations of them. They record their work well, organising their ideas under headings and using charts and diagrams to show their results.
106. Teaching is good at both key stages, though it is consistently so at Key Stage 1 and more variable at Key Stage 2. At Key Stage 1, teachers follow national guidance well. They make good use of a range of resources. In Year 1, for example, the teacher set out a wide range of interesting wooden objects, many of them brought in by parents and staff, to begin the work on sorting and using different materials. This encouraged pupils to observe closely and to use their senses of sight and touch to decide whether objects were hard, smooth, shiny etc., and so extend their learning. All teachers at this key stage manage their pupils well, developing good relationships with them and encouraging them to express their ideas and to work hard.
107. Teaching is more variable at Key Stage 2. Teaching in Year 3 is well organised and helps pupils to make good progress. In Year 4, teaching is satisfactory overall. A very good range of resources was used, including animal bones and x-rays, for example, to help pupils to understand the characteristics of bones. However, work is not as carefully planned in small steps to help pupils develop their understanding. In the lesson observed too many options were provided, so that pupils were rushing to finish one job to go on to the next, and did not take enough care with each stage. Teaching at Year 6 is exemplary. A very high level of questioning and commentary, forcing pupils to think and explain accompanies meticulous planning. Wrong answers are acknowledged with "a thumbs up" and a smile for effort, but carefully corrected. Feedback to pupils, both in class and marking in books is excellent, and helps pupils to see how they can improve their work.

108. Planning is good, except that there are too few chances for pupils to use and apply their information and communication technology skills in the subject. This is largely because of a lack of suitable resources in the classroom. The co-ordinator is new to the post, but has made an energetic start by auditing and improving resources, which, apart from ICT resources, are now good. The next step is to be more involved in the monitoring of standards and teaching.

## **ART**

109. Standards across the range of art and design work are in line with that expected nationally by the end of both the infants and the juniors. Some high-quality work was seen, such as observational drawing at Key Stage 1 and painting and drawing in Year 6. Pupils' achievements are satisfactory. They make satisfactory progress in their knowledge, understanding and skills through most of the school. Pupils make good progress in aspects such as drawing due to the high quality of teaching. Evidence indicates a lack of progress, however, in the middle of the juniors.
110. At Key Stage 1, Year 1 pupils draw large-scale portraits with good attention to the detail of the features they can see when looking at a face. They experiment with different drawing techniques and media. In Year 2, pupils' drawing skills are extended well, with above average level of detail and sense of symmetry. They suggest improvements to their work. They make interesting abstract paintings with geometric designs, such as those in black and red, colours of anger. At Key Stage 2, Year 3 pupils attempt to portray relationships in their drawings. In Year 4, pupils make colour patterns and prints in different ways, though most of the work is of below average standard. In Year 5 pupils explore a sense of pattern at an appropriate level. Year 6 pupils make high quality drawings to illustrate windy poems and work in groups to use different media to make good quality impressionist style pictures. Throughout the school there is a good use of the work of different artists from different styles and cultures to stimulate pupils' ideas. This also contributes very well to their cultural awareness and understanding.
111. The quality of teaching at Key Stage 1 is consistently high. There are high expectations of what pupils are capable of achieving and pupils respond well to the challenges made of them. This was seen, for example, when Year 1 pupils spent an hour reviewing portraits done so far and planning how they would look when drawing self portraits. The teacher valued all pupils' contributions, giving praise and encouragement, so that all pupils had the confidence to try and plan their drawings. Teachers demonstrate drawing skills very well, paying attention to the line and form of shapes, imaginative and observational aspects and ideas of symmetry. This was seen in both Year 2 classes, for example, when pupils were asked to finish the other side of good quality half pictures taken from magazines. The clear way that teachers demonstrated the skills, meant that pupils understood exactly what to do and built up their own skills well.
112. One lesson was seen at Key Stage 2, and a brief observation of a second lesson was made, insufficient to judge the quality of teaching and learning at Key Stage 2 overall. In the lesson in Year 6, a real strength of the teaching was the impressive range of good quality resources gathered to stimulate pupils' ideas about designing a hat for queen or jester characters in *Midsummer night's dream*. The teacher had provided many different styles of hats for pupils to look at and wear, as well as information about a famous American hat designer, photographs of various famous people in hats, a video clip of the Shakespeare play and many natural materials. These resources involved and inspired pupils, who concentrated intently and enthusiastically worked hard at their designs. In the short observation made in Year 4, the

task of using half potatoes cut in different ways to print patterns using paint was too unchallenging for this age group and resulted in noisy and inappropriate behaviour and a low standard of work.

113. Standards have been maintained since the last inspection, and the quality of teaching at Key Stage 1 has been improved, as have the quality of displays in general areas such as corridors and the hall. There has been satisfactory development of the subject since the last inspection, given the high priority of implementing national initiatives, though several of the planned developments mentioned in the last report have not happened. The school now uses national guidance to plan the curriculum, and this has led to the raising of teachers' expectations as was seen in a Year 1 lesson on portraits. Sketch books are used throughout the school, however the use is inconsistent. Some year groups use them merely to record progress in pupils' ability to draw a figure, others use them well to experiment, sketch, try out different techniques. Information and communication technology is not used well to support work in art and design. Accommodation for the subject has been cut down since the last inspection, with the art room becoming two classrooms. The cramped space in many classes adversely affects the curriculum; there is little room for large or three-dimensional work, little evidence of clay or other sculptures, little space to display artefacts to use as stimuli or the three-dimensional work of noted artists.

## **DESIGN AND TECHNOLOGY**

114. By the end of both key stages pupils attain average standards, achieve satisfactorily and make satisfactory progress.
115. By the age of eleven, pupils build on their previous knowledge and understanding. Pupils previously have studied structures and made model shelters. They demonstrate they can plan, cut, join and evaluate their work with increasing precision. They presently work imaginatively with textiles to plan and make a hat for a character in Shakespeare's *Midsummer Nights Dream*. Pupils in Year 5 have made a moving toy with a cam. Most have taken great pride in their finished products and have accurately measured and assembled the cam to produce the up and down movement of their pull-along toys. In Year 4, pupils study how bread is made. They compare modern bread with that made during Tudor times. Pupils in Year 3 and 4 design and make purses from textiles to hold money. They discuss and cut paper patterns, join their fabrics with stitches and use a range of fastenings such as Velcro, buttons and press-studs. The work in Years 4, 5, and 6 provide good cross-curricular links with English and history. The practical activities involved gave pupils insights into the process of bread making and of how it had changed over the years.
116. By the age of seven pupils are given a worthwhile range of experiences that enable them to design, make and evaluate a variety of objects. In a topic on the story of Goldilocks and the Three Bears, for example, Year 1 pupils investigate sizes, cutting, assembling and combining materials to produce three beds of varying dimensions. By the end of the key stage, pupils have made plans for a glove puppet using a variety of fabrics and wools. They learn about joining techniques and the strength of materials as they make cards with pop-up designs.
117. There were no lessons observed in design and technology because of the school's cycle of topics and therefore no judgement can be made on the quality of teaching. However, from a scrutiny of work, teachers' planning and discussions with staff and pupils, the indications are that teachers follow the national guidance for the subject and cover all areas of the curriculum.

Pupils respond well to the activities presented to them. They enjoy the practical work and were keen to talk about their finished products, taking pride in their work.

118. The subject leader has been in post for one year and has made a good start on her responsibilities. She has produced a new policy for the subject based on the most up-to-date guidance. She evaluates teachers' termly planning. An audit of resources has been carried out. The subject is well resourced and the resources are stored appropriately and are easily accessible. Good consideration is given to safety issues. The subject is well managed overall. However, the subject leader has no strategic responsibility for her subject and has not been able to monitor the teaching and learning which reduces the effectiveness of her understanding of standards and cost effectiveness. The cramped accommodation prevents pupils from working on a large scale, which restricts the curriculum. A manageable system for the assessment of skills for pupils is in place for the tracking of pupils' skills. The finding of the school's previous report was that there was insufficient evidence to make a judgement on standards.

## **GEOGRAPHY**

119. There is too little evidence to make a judgement on standards at the end of Key Stage 1. Evidence from lessons at the end of Key Stage 2 and from other sources indicate that standards are typical for this age group. In this respect, standards have been maintained since the last inspection.
120. No geography is being taught this term in Key Stage 1, but other limited evidence suggests that pupils develop skills in mapping and knowledge of their own locality satisfactorily by, for example, drawing simple maps and plans and learning about the differences between buildings. Pupils have experience of a real plan which has been prepared as a first step in developing a sensory garden in the school grounds.
121. Towards the end of Key Stage 2, pupils have satisfactory knowledge of maps and of their own locality. Pupils in Year 6 use a series of maps of different scales and from different times to learn about their own area, identifying how it has changed over time. They recognise the main symbols, and can trace routes from one place to another, using appropriate geographical terminology. With the teacher's help, they differentiate between the source and the mouth of a river. Higher-attaining pupils use words like 'tributary' confidently. Pupils in Year 5 can point out Hathersage, the village they recently visited on a field trip, on a map that is part of a good quality wall display. They can explain in their own words how it differs from their own urban environment. Their awareness of environmental issues is apparent, both in their work in geography and in work in personal and social development, for example in relation to litter picking and recycling.
122. Too few lessons were seen to make an overall judgement on teaching, but teaching at Year 6 was very good. A good range of maps was used. The pace of teaching and learning was very brisk, mainly because of the teacher's constant use of probing questions and informative commentary. Pupils engaged very well with the work, showing good levels of concentration and intellectual effort. Pupils with special educational needs were paired with higher-attaining pupils who enabled them to take a useful part in the lesson.
123. Planning follows national guidance well, but limited time is given to the subject. The humanities receive a smaller share of curriculum time than the arts, and this constrains the



standards that pupils can achieve. Good use is made of field trips to advance pupils' learning. In other respects, resources are satisfactory. The subject has not been prioritised for development in recent years, due to the need to focus on literacy and numeracy. Staff are well supported by the headteacher, however, who has a background in the subject.

## **HISTORY**

124. Few lessons were seen, but evidence was also derived from samples of previous work and discussion with Year 5 pupils. Pupils make satisfactory progress throughout Key Stage 1. Pupils in Year 2 achieve standards that are typical for their age group. Due to the organisation of the curriculum, no history topic has yet been taught in Year 6 this term, and it is not possible to make a judgement on standards achieved by the oldest pupils in school. Other evidence indicates that pupils make satisfactory progress throughout the rest of Key Stage 2. These judgements are consistent with those reported at the time of the previous inspection.
125. Pupils in Year 2 have a developing understanding of how people lived in the past. They know about some famous people in history, such as Florence Nightingale and Samuel Pepys. They are beginning to recognise how things have changed over time. They know, for example, that hospitals were very different in Florence Nightingale's time from now. They remember factual information well, showing that the teaching has been effective and that they have applied themselves well to their learning. A strength of their learning, promoted by good teaching, is their curiosity about past events. In a lesson about the Great Fire of London, for example, pupils were trying to answer questions that they themselves had helped to set, such as 'Why did the fire burn so long?' and 'Why did it spread so quickly?'
126. No history was seen in Year 6. Discussion with pupils in Year 5 indicates that this age group makes satisfactory progress. Pupils were keen to share their knowledge of the Victorians, knowing when and about how long ago Queen Victoria lived. They have good recall of information they have seen on video, and are well aware of the social distinctions evident in Victorian times. One girl said, 'I'd like to have lived in Victorian times as long as I were rich'. Pupils in Year 4 show similar levels of interest in their work on the Tudors, again appreciating how different the lives of the rich and the poor were, and looking forward to their visit to Woolaton Hall where they will dress and act as Tudor people for the day. Progress in Year 3 was good in the lesson where pupils were beginning to develop a good understanding of the difference between primary and secondary sources in history as part of their work on Vikings, though their ability to deduce information from sources was not as advanced.
127. Insufficient teaching was seen to make overall judgements, though it was good in the few lessons observed. There is a good balance in the teaching between passing on facts and encouraging pupils to enquire for themselves, either through asking questions or using a range of sources including books, photographs, pictures, videos and visits. Too little use is made of information and communication technology or of artefacts to promote learning, however, largely due to the limited availability of resources. Limited time is given to history, and this constrains the standards that pupils can achieve. Co-ordination has little impact on standards or the quality of teaching and learning in the subject.

## **INFORMATION TECHNOLOGY**

128. Since the last inspection there has been significant development in the provision for information technology which has resulted in the development of a computer suite with a good range of computers, a broader curriculum, greater staff confidence in some cases, and higher standards of attainment. However, the improvements have not been totally effective due to the missed opportunities in developing pupils' skills through other subjects. For much of the time pupils are not able to use the computer suite for the purposes for which it was built.
129. The standards achieved at the end of Key Stage 1 are broadly in line with those expected for pupils aged seven years. Pupils from a young age are familiar with computers and appreciate the uses of computers in the home and for other purposes. For example, pupils in Year 1 understand that a program on a computer can be used to simulate the building of a robot whereas in 'real life' lots of different items would be needed. They sensibly consider the benefits and disadvantages of computer simulation and make individual choices to construct a robot on screen. In work on graphics, pupils in Year 2 draw pictures in the style of Mondrian using a drawing program. Pupils load and open the program, use the icons effectively and save, print or delete their work. They show satisfactory mouse control and amend their work to produce an attractive picture. All pupils, including those with special educational needs, make satisfactory progress in using an expected range of equipment, including programmable toys (Roamers), the video player and listening centres.
130. At the end of Key Stage 2 standards overall are below national expectations. Pupils make satisfactory progress in developing their skills, knowledge and understanding of how to communicate and handle information through information technology. By the age of eleven their attainment in this aspect of the curriculum is in line with national expectations. Progress is not as good as it could be because pupils have so few opportunities to use their skills due to the limited access to computers. For example, there are too few occasions when pupils can use a word processor to draft and redraft on screen. When pupils have easy access to computers they can apply their skills, as pupils in Year 6 showed when they utilised their word processing skills to edit their work on Islam and make headlines stand out by using bold, italic and underlining functions. These occasions are rare. In the controlling and measuring aspect of information technology, pupils' attainments are below national expectations. They are unable to use information technology to sense physical data such as temperature, light and movement because they do not yet have suitable equipment. Most pupils do have a limited knowledge of how to write a set of commands, for example to draw a shape on screen or to program a moving toy to make the shape of a hexagon. There are too few opportunities for pupils to practise their skills. Discussions with pupils indicated that, although pupils had experience of using a spreadsheet in mathematics and setting up a database to support their work in geography, they were uncertain that they could do so without guidance.
131. Pupils in Year 3 make satisfactory progress as they develop basic keyboard skills and use a word processing package. They demonstrate effective mouse control and keyboard skills as they alter the size, style, colour and font of the text as they show how to communicate a message in an imaginative way. They save and print their work with increasing independence. However, when pupils in Year 3 design posters for their work in science, they are more likely to use a felt pen or pencil crayons and produce a less pleasing effect because they do not have ready access to the computer. Displays around school do not foster computer literacy. Despite having the knowledge to combine text and graphics, and knowing how to save and print their work, they are not given sufficient opportunities to work with independence unless they are in the computer suite. The full potential of this application is not being explored, although in Year 5 pupils accessed pictures and imported them to design a placemat. As Year 6 pupils develop their skills in using computers to communicate, they work through the process

of acquiring an e-mail address and making contact with pupils in other schools both in this country and abroad.

132. In all classes, pupils are beginning to use information on a CD-ROM to provide information to support their topic work. Unfortunately, this only takes place when the class has a timetabled slot in the computer suite. Consequently the use of information technology in other subjects and especially in supporting literacy and numeracy is a weakness.
133. The quality of the direct teaching of information and communications technology skills is good and pupils' learning is also good. All teachers have developed their own knowledge skills and understanding considerably over the past year and they are generally much more confident in their own knowledge than they were previously. The school now has a good scheme of work to ensure that skills are taught in a systematic way. Lessons are well planned with a clear identification of what skills pupils are expected to learn. The best lessons are well organised with pupils being given good opportunities to work individually on computers. In these lessons the teacher circulates well and does not interfere unless a pupil is experiencing difficulty. Teachers make good use of the skills, enthusiasm and commitment of a small number of parents. Pupils' response in information technology lessons is very good in the computer suite. They are well behaved and listen carefully to their teacher or adult helper. Through their high levels of concentration and perseverance, pupils display a determination to develop their knowledge, skills and understanding. Pupils appreciate the support they are given and they are sufficiently confident to ask questions when unsure about the task. Pupils treat all equipment with great care.
134. The subject is well led by a coordinator who recognises the need for a more effective organisation of computers to allow ready access to pupils to support other subjects. His contribution has had a significant impact on the information technology curriculum which is now appropriately broad and balanced and meets the requirements of the National Curriculum. Ongoing assessment is at an early stage of development but is satisfactory and teachers are now tracking pupils' skill development during lessons. Occasional samples of pupils' work are kept as a record of attainment and this is to be developed further
135. Resources are satisfactory overall although there is insufficient computer software to support pupils' learning in a number of subjects, including science where there are no sensors. The organisation of computers is of concern. The computer suite was very carefully planned and supported by parents' contributions. However, although it has only been fully in use since September, there are issues which need addressing. Current timetabling of the suite is not conducive to raising standards and providing suitable access for the pupils. It is used by parents for a whole morning in a commendable effort to support the school's 'Parents as Learners' innovation. It is also used by musicians who practise there because there is insufficient space throughout the school. Whilst it is understandable that space is at a premium and parents involvement is highly important, the impact on the provision for information and communications technology is serious and needs to be reconsidered.

## MUSIC

136. Pupils' attainment in the performing, appraisal and listening aspects of music is in line with expectations for their age across the school. The specialist tuition which pupils in Key Stage 2 receive for violins, woodwind, brass and guitars achieve particularly good standards in their ability to read and play music. During the inspection it was possible to observe only one lesson

but further evidence was gained from discussion with pupils and observations of assemblies and extracurricular activities. (There was a lack of secure evidence to judge attainment in composing and consequently, it is not possible to compare provision for music now with provision during the last inspection.)

137. In the one lesson observed, the pupils in Year 1 and 2 sang tunefully and with expression, and singing in assemblies was also pleasant as well as enthusiastic. Year 1 and Year 2 pupils performed a song about a skeleton with high levels of concentration and enthusiasm for the work. They improved their performance by listening very carefully to the upward and downward runs in the song and thought carefully about the expression in sounding out the words. Pupils in Key Stage 2 sing well in assembly and a large number of pupils have their singing skills enhanced at an after school choir. Pupils also perform in assembly and during the inspection a flute quartet provided an enjoyable experience for children and adults alike. As pupils enter and leave the assembly they listen to and comment about a range of music from other times and cultures. For example, they heard the music of the stringed instrument 'the Balalaika' and were asked to find out the country where the instrument originated.
138. Teaching and learning in the one lesson seen was good, and in view of a singing practice which was also observed, teaching and learning in Key Stage 1 is judged as good. A feature of the good teaching is the good management of pupils and this fosters their very good attitudes and behaviour. Teachers use praise well and have very good relationships with pupils. Literacy and numeracy are promoted soundly, for instance through following song sheets in lessons and through work on rhythm and beat. Information technology is not used to support pupils' learning.
139. The co-ordinator effectively supports teaching and learning and has introduced a useful scheme of work which provides a suitably broad and balanced curriculum and also helps those teachers who lack confidence in the subject. Music makes a good contribution to pupils' social development, for example through providing opportunities for pupils to play their instruments or sing in groups. Cultural development is promoted well through the range of music used in lessons.

## **PHYSICAL EDUCATION**

140. Only two lessons were observed during the inspection. As a result it is not possible to make a secure judgement of both standards and progress in the games and gymnastics aspects of physical education at both key stages or of dance in Key Stage 2. One swimming lesson was observed. It is not possible to make a direct comparison with the previous inspection due to the limited range of activities seen.
141. By the end of Key Stage 1, pupils achieve well in dance. In a good Year 2 lesson, pupils were able to work independently and with a partner to link movements into simple sequences. They showed a growing awareness of the space around them. A positive feature of the lesson was the way that pupils appraised each other's performance, explained what they liked and why, and made sensible suggestions of how it could be improved. The challenging activity ensured that pupils were encouraged to reach their full potential. Throughout Key Stage 2 pupils receive a planned programme of swimming tuition and the majority of pupils swim at least 25 metres by the age of eleven. Many progress to a more advanced standard and achieve a variety of awards for their swimming skills.

142. Teaching was good in both the lessons seen but there is insufficient evidence to make a clear overall judgement. In both lessons the teacher had planned well-focused activities. The good control and relationships with the pupils lead to pupils listening carefully and behaving well. Effective instruction, using the best efforts of pupils to give demonstration and good use of praise kept all pupils interested, motivated and working hard to improve. Both lessons were structured and organised to support both high levels of vigorous exercise and reflection so that by the end all pupils are clear how to improve their performance through appraisal by the teacher and their peers. Teachers have a good awareness of pupils with special educational needs, enabling them to participate fully in the activities. Taking account of the limited evidence, pupils enjoy their physical education lessons and they work well together and co-operate in their tasks and teamwork. Behaviour is good.
143. The co-ordinator is enthusiastic and effective in leading and developing the subject. A new scheme of work has been implemented and this ensures that the curriculum is broad and well balanced between the different aspects. All teachers have been briefed in the new scheme of work. There are good opportunities to work with partners and in small groups and this develops pupils' social skills well. The school plays matches against other schools in football. There are good extra-curricular opportunities, with a football club, dance club and 'fit kids club' for pupils in Year 2. These enrich the physical education curriculum for the large numbers of pupils participating.

## **RELIGIOUS EDUCATION**

144. Pupils aged seven and eleven achieve appropriately and meet the expectations of the locally agreed syllabus.
145. By the time pupils are eleven, they have a clear understanding that different faiths have similar features. For example, pupils understand by the holy books such as the Bible and the Qu'ran give us important rules to live. Pupils have a good awareness of Christianity and a satisfactory knowledge of some of the similarities and differences between the major world faiths of Buddhism, Hinduism, Islam and Sikhism. Christianity is studied in more depth. The staff work effectively towards raising attainment by developing community links so that pupils have a better understanding of the various cultural traditions and beliefs within our society. For example, the school makes good use of the cultural backgrounds of its pupils to raise awareness of the faiths and traditions of others. By the age of seven, pupils know some of stories from the Bible and study the key features of baptism. They know that the sign of the cross and the baptismal candle are important symbols. They know that as baptism takes place there is a welcome into the Christian faith with a Christian name and the presentation of a candle. Through their study of festivals of light pupils understand the symbolism of light in faiths such as Christianity, Judaism, and Hinduism.
146. Only two lessons were observed, one in Key Stage 1 and the other in Key Stage 2. The quality of the teaching was satisfactory in Key Stage 1 and excellent in Key Stage 2. Teachers have a good knowledge and understanding of the subject. They plan their lessons conscientiously. There are high expectations of pupils to explain their thoughts clearly to develop their speaking and listening skills: for example when pupils role-play their thoughts and feelings and communicate them to others in Year 6. The teachers use resources well, for example, in Year 6 prints of artists work and music tapes were used to aid understanding and consolidate pupils' learning of how artist and musicians communicate values and beliefs to

others. Overall, pupils learning of their own and the major world faiths is satisfactory at both key stages.

147. Pupils are interested in finding out religious beliefs different to their own. Religious education is linked well to the school assemblies where topics are broadly based around a liturgical calendar. For example, the pupils celebrated the Shinto religion as they discussed the Japanese festival of 'Chi Chi Go San', one pupil enjoyed dressing up in a Kimono and helped to role- play the tradition of children visiting a Shinto Shrine. The oldest pupils make astute comments when discussing how to express faith through feelings. They respond very well to the quiet times in the assemblies and in lessons are willing to put forward their own ideas and suggestions. The quality of discussion in Year 6 makes a significant contribution to pupils' speaking and listening skills and their personal development.
148. The curriculum is led well. All the school take part in celebrating major festivals. During the inspection for instance, the Shinto religion was celebrated during an assembly. Resources are generally satisfactory and help promote a greater understanding of the subject, and are supplemented by those that are brought in by the pupils and the staff. There are satisfactory procedures in place for the assessment of pupils' attainment and progress. Standards were satisfactory at both key stages at the time of the last inspection. Since then, the school has maintained similar standards.