

INSPECTION REPORT

GOTHAM PRIMARY SCHOOL

Gotham, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122644

Headteacher: Mrs Sheila Street

Reporting inspector: Chrissie Pittman
18275

Dates of inspection: 18th - 22nd September 2000

Inspection number: 224913

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Gotham Primary School Kegworth Road Gotham Nottinghamshire
Postcode:	HG11 0JS
Telephone number:	(0115) 9149751
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sybil Dabell
Date of previous inspection:	18 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
C Pittman 18275	Registered inspector	Under fives Science Religious education Art	What sort of school is it? School's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
R Steel 14162	Lay inspector	Equality of opportunity	How well does the school care for its pupils? How well does the school work in partnership with parents?
J Fairclough 15474	Team inspector	Mathematics Special educational needs Information and communications technology Music Physical education	How good are the curricular and other opportunities offered to pupils?
N Bertram 10316	Team inspector	English Geography History Design and technology	Pupils' attitudes values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gotham is a one-form entry primary school situated in a residential area in the village of Gotham. The school is smaller than other primary schools. There are 163 pupils from 4 to 11 in mixed age and ability classes. The attainment on entry is below average. Some children attend a nursery or playgroup prior to coming to the school. The catchment is drawn from a mainly rural area and is made up of relatively few professional families. The population is white British. There are no pupils who speak English as an additional language. The percentage of pupils thought to be eligible for free school meals is below average. The number of pupils with special educational needs (SEN) is similar to the national average. The percentage of pupils with statements of special educational needs is below the national average.

HOW GOOD THE SCHOOL IS

This is a good school with many good features. The very good leadership of the headteacher and good management skills of key staff have created a positive climate for learning. Good teaching, predominantly in Key Stage 1, enables most pupils to achieve according to their ability and make good progress by the time they leave at age 11. The school offers good value for money.

What the school does well

- Effectively monitors individual pupil performance to raise standards.
- Work is well matched to ability, particularly for higher achieving pupils and those with special educational needs (SEN), enabling them to make good progress in most core subjects.
- The headteacher's leadership is very good. Her clear and positive vision is well supported by a conscientious and committed staff and supportive governing body.
- Overall, teaching is good, with nearly half of the lessons observed being good or very good. Consequently pupils are eager to learn and respond to the positive learning climate.
- The school's caring family ethos encourages good pupil attitudes, behaviour and relationships.
- Pupils with special educational needs (SEN) are well catered for and make good progress.

What could be improved

- Continue to improve the proportion of pupils achieving level 3 in the national tests.
- The standards reached in reading and mathematics at Key Stage 1 and in mathematics, information and communication technology (ICT) and religious education at Key Stage 2.
- The state of repair of the buildings is a matter of extreme concern and a full structural survey of the school is necessary to ascertain the risk to the health and safety of pupils.
- The development of co-ordinators' roles in monitoring teaching and learning so that basic skills such as literacy and numeracy can be reinforced across all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected 4 years ago. Since then it has gone through a period of educational disruption due to staff changes and illness, when standards declined. The new headteacher, together with her recently appointed deputy, have put effective systems into place to raise standards again. The improvements seen in the core subjects in the last year are good examples of how well these strategies are beginning to work. Having now stabilised, the school has made good improvement on its situation 2 years ago and is now well placed to improve even further.

Whole-school curriculum planning, monitoring and assessment have been significantly improved although there is still room for improvement in the monitoring of the teaching of basic skills across all subjects, and particularly in literacy, numeracy and ICT. Standards have also fluctuated because of the variation in ability in different year groups. However, following the introduction of individual pupil targets, standards this year have risen perceptibly for all abilities and especially for higher achieving pupils at Key Stage 2. Improvements have also been made by the provision of more books in every classroom, an ICT suite and improved standards in religious education at Key Stage 1. Improvement is still needed in raising standards in ICT and religious education at Key Stage 2.

Significantly, there has been little improvement in the state of repair of the building, which was in a poor state at the time of the last inspection when it was a key issue for action. The rolling programme for repair and maintenance was then shelved while the school waited for a government grant, which has not materialised. Four years on, this is a very serious issue where pupils' health and safety is now even more at risk.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	A	C
mathematics	A	C	E	E
science	A*	C	B	C

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

There is wide variation in ability between children in different year groups. Most children when they start school are achieving standards below and sometimes well below what is expected of children of this age. By the time they reach Year 1, attainment is just below the expected standard in most cases.

In lessons seen at Key Stage 1, standards are in line with expectations in most subjects. Pupils are learning at a faster rate overall in English, science, art and ICT, although reading and mathematics are below the national average and well below when compared to similar schools.

By the end of Key Stage 2, the 1999 SAT's results showed pupils were achieving well above average in English and above average standards in science, with average results when compared to similar schools. Attainment in mathematics, however, remained low and very low when compared to similar schools. Challenging targets were set but the school did not meet these in 1999. However, the school nearly met its English target this year and significantly exceeded it in mathematics. This upward trend is largely the result of successful targeting and monitoring and has been most effective with higher attaining pupils, where the number of pupils achieving the higher Level 5 has trebled. These targets should now be extended to improve the pace of learning and progress made for all pupils and particularly the higher attaining pupils at the end of Key Stage 1. Pupils with SEN make good overall progress.

In lessons seen, by the end of Year 6, standards are in line with expectations in all subjects except mathematics, ICT and religious education where they are below. The pace of learning is good in science, satisfactory in all other subjects but unsatisfactory in religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and eager to take part in all school activities.
Behaviour, in and out of classrooms	Behaviour around the school and in lessons is good overall. Pupils have respect for each other and their teachers.
Personal development and relationships	The personal development of pupils is satisfactory overall. Relationships throughout the school are positive but, although pupils are given specific responsibilities, they have insufficient opportunities to take responsibility for their own learning.
Attendance	Attendance is very good.

Pupils show sustained interest and commitment to their work. Most behave well in lessons and around the school. The majority is polite, well mannered and shows respect for property, although a small number of pupils, mainly boys, sometimes cause a distraction in the upper junior classes. There is no evidence of bullying or disruptive behaviour. Some pupils take part in the school's council and act as monitors at lunchtime. Very good levels of attendance and punctuality also have a positive effect on pupils' progress.

TEACHING AND LEARNING

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

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

Teaching is good overall. There is a negligible amount of unsatisfactory teaching. There is a positive ethos for learning in most classrooms. Nearly half of all lessons seen were good or better and nearly half were satisfactory. Of the remainder 7 per cent were very good and 5 per cent were unsatisfactory. The best teaching is in the reception classes and at the end of Key Stages 1 and 2. Teaching in Key Stage 2 was predominantly satisfactory, with a third of the lessons seen being good or very good and a small amount of unsatisfactory lessons.

Planning is particularly effective in raising teachers' expectations of pupils. The quality and use of ongoing assessment are good and enable teachers to target both higher and lower achievers to achieve better standards. A particular weakness in the teaching is the lack of attention given to re-enforcing skills, particularly literacy and numeracy, across all other subjects. Homework is not used consistently to help raise standards. This undermines its importance and relevance. Marking is also inconsistent. Where it is done well it is informative and targets areas for improvement. However, it is often cursory and does not inform pupils how to proceed. The teaching of literacy is never less than satisfactory and often good. The teaching of numeracy is satisfactory at both key stages. However, teachers do not encourage pupils to use their mathematical ideas in other contexts and pupils' skills and speed of calculation are underdeveloped.

The environment for learning is good. Pupils show interest in their work, concentrate, think and learn for themselves well. However, the pace of learning slows down at the beginning of Key Stage 2 and does not pick up till the end in Year 6. When the pace is slow, pupils are not being encouraged enough to take responsibility for their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant. However, there is a lack of control technology in ICT and the provision for religious education at Key Stage 2 is not reflected in pupils' limited understanding of the subject. There is insufficient provision for outdoor play for children under five. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Individual education plans are well designed to challenge and stretch pupils' capabilities. The provision for higher achieving pupils, particularly in Year 6, is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The principles of right and wrong are actively promoted and pupils' moral development is good. Pupils' spiritual, social and cultural development is satisfactory, although the multicultural aspect is less well developed.
How well the school cares for its pupils	There are satisfactory procedures for child protection and for ensuring pupils' welfare. The school's procedures for monitoring and promoting good behaviour and eliminating bullying are good. Children are well known and this awareness is used effectively to support their academic progress and personal development. Pupils with special educational needs are well cared for.

The partnership between the parents and school is strong. Most parents are happy that the school works closely with them and feel well informed as to their children's progress. The curriculum for the under-fives is well planned, although there is no separate enclosed area for outdoor play and insufficient opportunities for pupils to use large apparatus and wheeled toys to develop co-ordination of movement. The school encourages residential trips and a variety of different clubs and sporting activities to make it as interesting and stimulating a place as possible. The general monitoring of academic progress and personal development is very good. The school has effectively begun to use assessment data to guide curriculum planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership of the headteacher ensures clear direction for the work and development of the school. Good management by key staff has begun to promote higher standards.
How well the governors fulfil their responsibilities	Satisfactory overall. The governing body is very supportive of the school and takes an informed interest in its day-to-day work. However, they are still not involved enough in planning and decision making. The governors are not fulfilling their statutory obligations in the following areas: the health and safety of pupils in relation to the state of the buildings, minor omissions in the prospectus and the governors' annual report.
The school's evaluation of its performance	Teaching and curriculum development are well monitored by the headteacher and senior management team, although there is insufficient monitoring of teaching by subject co-ordinators. The school has begun to assess pupils' progress very effectively.
The strategic use of resources	Decisions on spending are linked effectively to educational priorities. This ensures that good value for money is achieved and the best use is made of resources.

There is a good match of teachers to the demands of the curriculum, but an insufficient number of staff to support the learning of pupils under five and in Year 1. The accommodation is adequate in size but in a very poor state of repair. Resources are adequate in most subject areas, but they are unsatisfactory in religious education, there are no climbing resources in physical education or resources for control technology in ICT at Key Stage 2. The headteacher provides very clear educational direction and has created a cohesive and committed team of teachers to take the school forward. The best value principles

of comparison, challenge and competition are effectively applied in the school's acquisition and use of services and resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school expects children to work hard to achieve their best.• The teaching is good.• Children are making good progress at school.• The school is well led and managed.• Parents feel comfortable about approaching the school with any problems or questions.	<ul style="list-style-type: none">• The range of activities provided outside lessons.• The way the school helps children to become mature and responsible.• The amount of homework.

Inspectors agree with the positive comments from parents. The range of activities provided outside school includes football, netball, residential visits, cycle safety, poetry and ICT. There are also clubs for chess, basketball, hockey, art and gymnastics. This is judged to be good provision. Inspectors found that the procedures to monitor and support pupils' personal development are sound, although sometimes pupils are not actively encouraged by their teachers, to take responsibility for their own learning. Inspectors agree that, although there is a homework policy that prescribes regular amounts of work, in practice this is inconsistently applied by teachers and needs improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Since the previous inspection the school has been through a difficult period of staff changes and illness that has disrupted learning in certain year groups resulting in a loss of continuity. However, the school is now in a position to steadily improve its performance and raise standards against the baseline assessments of each year group. Inspection evidence finds that there are significant differences in attainment between year groups that can be traced back to attainment on entry to the school. Most children, when they start school, are achieving standards below and sometimes well below what is expected of children of this age. When they reach Year 1, at the start of their formal education, attainment is just below the expected standard in most cases. By the time they leave in Year 6, taking the last four years together, on average, pupils are achieving above the national average in English, close to it in mathematics and well above average standards in science. When compared to similar schools, standards attained are similar, with the exception of mathematics, which is below average. The school's overall test results over the last three years at first declined and are now rising in line with the national trend. National comparitors are not available for this year, but standards have improved significantly in mathematics with pupils achieving much better results at the higher levels. There is no significant difference between the performance of boys and girls.
2. The results of the end of Key Stage 1 National Curriculum tests for English this year show better results in writing and an improving trend in reading. In the 1999 tests, pupils' attainment in writing was above the national average and in line with similar schools, although reading was below average when compared nationally and well below when compared to similar schools. The percentage of pupils in Key Stage 2 who reached expected levels was well above the national average, with above average numbers of pupils reaching the higher level. The school nearly met its target in English this year. In lessons standards are in line with expected levels at both key stages. The national test results over the period 1996 to 1999 show that overall by age 7 the school is achieving standards close to the national average. By age 11 the school has maintained above average results against national norms.
3. In mathematics, the school's results in 1999 at age 11 were well below average against national norms and for similar schools. Attainment was particularly low for higher achieving pupils, whereas this year the school has significantly exceeded the targets set and trebled the number of pupils achieving the higher Level 5. This upward trend is largely due to successful targeting and monitoring of pupils to enable them to achieve their potential. At age 7, in 1999, the school's performance was close to the national average for pupils achieving at the expected level, although it was well below average for pupils achieving at the higher level and very low when compared to similar schools. This year's results are similar but the number of pupils achieving at the higher Level 3 has almost doubled. Inspection evidence shows that the standard of work seen in mathematics lessons at the end of Key Stage 2 is below average. However, this group includes a high proportion of pupils with SEN and the progress being made is satisfactory overall. The standard of work in lessons at Key Stage 1 is in line with expectations but there are few pupils achieving at the higher levels.
4. In science, test results this year by age 11 show that all pupils achieved the expected Level 4, which is very high, with nearly half of the pupils achieving the higher Level 5. This is a marked improvement on the 1999 results when 89 per cent achieved the expected level and a third of pupils achieved the higher level. At that time this achievement was above the national average and close to that of other similar schools. Inspection evidence at age 11 shows attainment by the end of the key stage is above average and that higher achieving pupils are making particularly good progress. By age 7, in 1999, teacher assessment showed that the percentage of pupils attaining the expected Level 2 was below average at both the expected and higher levels. Attainment seen during the inspection by the end of this key stage was in line with national expectations overall but there was still little evidence of work at Level 3. There is little understanding, in this key stage, of physical properties and investigative science and little use of

- simple charts, tables and drawings to show the results of any experiments at both key stages.
5. Overall attainment at the time of the last inspection was above the national average by the time pupils left the school in Year 6. Attainment is now in line with national expectations, although over the last four years since the last inspection pupils have maintained their above average position overall in the SAT's tests. There has been more improvement in literacy than numeracy. The school's targets for literacy and numeracy are appropriate and have been particularly well met in mathematics this year. However, targets are not always realistic in certain year groups, given the potential variation in pupils' abilities year on year. Pupils enjoy speaking and listening and teachers actively encourage and develop discussion, although this area is less well planned for in some classes. Standards of reading are below average at Key Stage 1, although they are beginning to improve with consistent targeting and monitoring. By the end of Key Stage 2, many pupils are confident in the use of subject-specific vocabulary in their written work. Regular handwriting and spelling practice combine to produce good quality work overall. Teachers use personal targets to help pupils to focus their thoughts on improving their work. Pupils have less of a grasp on numeracy. At both key stages, there is insufficient evidence of pupils using and applying mathematical ideas and skills. Although the numeracy strategy has been successfully implemented within mathematics lessons, the use of numeracy in other subjects remains weak.
 6. Attainment in information and communication technology (ICT) is in line with national expectations at the end of Key Stage 1 and below expectations by the end of Key Stage 2. Most pupils do not develop the breadth of competencies expected in the National Curriculum. Information and communication technology has not yet become part of their everyday repertoire of ways to communicate. Pupils in Year 6 are confident in using a spreadsheet to make basic entries. They load and save their data at a basic level of attainment but there is no evidence that they make progress in manipulating and presenting data, either in ICT lessons or as part of their work in other subjects. There is a lack of the full range of opportunities for control technology.
 7. By the end of Key Stage 1, attainment is broadly in line with national expectations in all other subjects and progress is good except for physical education where it is satisfactory and mathematics and religious education where the pace of learning is too slow. At the end of Key Stage 2, attainment is in line with national expectations in all other subjects with the exception of religious education where it is below. The pace of learning is good in science, improving significantly in mathematics, satisfactory in all other subjects but unsatisfactory in religious education.
 8. The progress of pupils with special educational needs is satisfactory at Key Stage 1 and good at Key Stage 2. Pupils with special educational needs are identified early in their school career and so make satisfactory progress in their learning at Key Stage 1. As they progress through the school they receive support that is focused upon raising their performance in the end of key stage assessments. This effort is successful and pupils with special educational needs make good progress at Key Stage 2. Pupils who are likely to have difficulty in achieving at the national average level are given focused support and significant improvement in their performance results. They make particularly good progress in relation to the targets set in their individual education plans in those subjects where they have support in class. The needs of the pupils are reviewed every term and, as a result of these reviews, pupils are placed at an appropriate level of support.
 9. Taking all the core subjects together for the last four years, the trend shows that girls are achieving better than boys.

Pupils' attitudes, values and personal development

10. Overall the good standards at the last inspection have been maintained. Pupils' attitudes to learning are good throughout the school. Pupils are interested in the work, pay attention and concentrate well. They ask and answer questions and contribute to discussion confidently. Most treat the views of others with respect even if their answers are incorrect. As a result, pupils play an active part in lessons. For example, pupils in Year 4/5 were very keen to discuss the results of an experiment and tolerated the views of others even when they did not agree. Most listen attentively and work conscientiously until they complete their tasks.

11. The behaviour of pupils at the school is good and contributes to an environment in which pupils can learn effectively. Teachers and support staff have high expectations of good behaviour and consistently follow the school's guidelines for rewards and sanctions. Pupils' behaviour in the dining room, around school and in the playground is also good and no instances of bullying were observed during the week of inspection. Pupils are polite, well mannered and keen to talk to visitors. They show respect for people and property and, although sanctions are not often necessary, pupils know the consequences of any misbehaviour. There have been two exclusions in the last year.
12. A high proportion of pupils with special educational needs have behavioural problems and the main purpose of their individual education plans is to support them in developing self-control and reducing frustration in their learning difficulties. As a result of these efforts, the attitudes, behaviour and personal development of pupils with special educational needs are satisfactory and they respond particularly well to the support given in small groups.
13. Relationships between pupils, and between pupils and adults, are good. They collaborate effectively in pairs or in groups and relate very well to each other. Pupils are friendly and supportive of one another. For example, one pupil who was experiencing particular difficulties in the playground was treated in a very supportive way by others. These values are reinforced through the school's system of rewards and through personal, health and social education (PHSE) lessons.
14. Personal development is satisfactory, although there are insufficient opportunities for pupils to exercise initiative and responsibility. Older pupils have assembly and lunch time duties. An understanding of citizenship is being developed through their participation in the school council, which is highly valued by all pupils. This activity involves choosing class representatives, mature and free discussion of issues relating to school improvement and participation in the decision making process of the school. Pupils' personal development is also enhanced by the school's provision for personal, health and social education. The personal, social and emotional development of children under five starts from a low base but they make rapid progress and, by the end of the foundation stage, most have an awareness of their own needs, views and feelings and are well on the way to being sensitive to others.
15. The judgement in the last inspection on very good attendance has been maintained. It is consistently well above average. Punctuality to lessons is good and the school monitors attendance well.

HOW WELL ARE PUPILS TAUGHT?

16. Overall, the quality of teaching is good. Nearly half of all lessons seen were good or better and nearly half were satisfactory. The best teaching is in the reception class and at the end of Key Stages 1 and 2. Overall teaching in Key Stage 2 is predominantly satisfactory. There is a negligible amount of unsatisfactory teaching in this key stage. There is a good ethos for learning in most classrooms.
17. The good teaching has been maintained since the last inspection. Staff training has started to focus effectively on raising standards of teaching and learning. In two out of five lessons teaching is good; there are some very good lessons in under fives, music and physical education. In the very few lessons where teaching is unsatisfactory, this is mainly due to inadequate methods for controlling behaviour and insufficient challenge in the lesson. These are features of some lessons in physical education and information and communication technology. On balance, however, the high proportion of good teaching makes a significant contribution to pupils' progress.
18. A number of features contribute to the best teaching. Classroom control is very good and encouragement and humour are used well to motivate pupils. There is often a crisp pace through English, mathematics and science lessons and the skilful use of questioning broadens pupils' understanding and promotes thinking and discussion. Questioning is particularly well

used to identify progress in most subjects.

19. Teachers' subject knowledge and planning are particularly good in under fives, English, science and history. Teachers of the under fives understand young children very well and challenge them effectively so that they make good progress. However at Key Stage 2, teachers' expectations of what pupils can achieve are low in religious education and ICT lessons. In ICT and physical education some teachers' organisation is weak and skills are not taught effectively. Skills in literacy and numeracy are not regularly revisited to re-enforce pupils' learning across most subjects, although literacy lessons are taught well and this is beginning to make an impact on standards. All subject co-ordinators ensure that pupils know and correctly spell the words required for learning their subjects, although few get time to monitor their colleagues and provide help with the teaching of specific skills in that subject. Numeracy is effectively taught in mathematics lessons, although numeracy is not planned for enough in other subjects and mathematical skills are underdeveloped throughout the school. Teaching and non-teaching staff share expertise and support each other well. Classroom assistants and parent helpers work well with teachers and make a valuable contribution to pupils' learning.
20. Teachers' confidence and understanding of the curriculum are sound and particularly good in Early Years, English, science and history. Overall, they are weaker in mathematics, ICT and religious education. There is good planning in many subjects, although most QCA schemes of work have not yet been tailored to the specific needs of the school. Detailed planning is an effective feature of most lessons. It generally provides a clear structure and focus for lesson activities, for example the good resources available in English and history. Lesson plans usually have clear objectives, although some lessons, regardless of subject, are sometimes too prescriptive and provide insufficient opportunities for pupils to learn independently.
21. Teachers have high expectations of pupils' performance overall and particularly in the under fives. For example, in letter recognition children are set challenging tasks through play. Year 2 pupils looked at the way forces could be applied to make things change direction by pushing and pulling. All took part in a prediction and were able, after completing the task, to check their predictions and draw their own conclusions. In a less successful science lesson in Key Stage 2, where expectation was not so high, the pace was too slow. Children became bored when they were not given group tasks and they did not learn as much as they could have during the lesson.
22. Almost all teachers make effective use of a wide range of control and managing strategies. The positive relationship staff have with pupils creates a very good learning environment. Good behaviour is a feature of almost all lessons. Pupil/teacher relationships are very good and all adults are good role models. The active involvement of pupils helps to sustain interest. In a geography lesson in Key Stage 1, pupils were encouraged to use their own initiative to record their own ideas. These were then used by the teacher to motivate the remainder of the class. In lessons, where there is too much teacher direction and advice, pupils' personal development and progress are undermined. Low expectations by the teacher meant that in an ICT lesson where learning objectives were not clear enough, few skills were acquired since insufficient time was given to teaching basic word processing skills.
23. Most teachers use time and resources well. They are particularly effectively used in some physical education and music lessons. For example, a physical education games lesson was planned involving the use of a variety of skills and techniques. The range of skills used made a significant contribution to the quality of pupils' learning. School resources were supplemented by parents and visitors who shared their expertise with the pupils. The very good teaching was organised effectively and pupils were managed well with frequent changes of activity and challenges at a level that involved them in attempting to improve their performance. This meant that pupils learned the skills of marking, passing and shooting as they concentrated on their accuracy and speed of movement at netball. Where teaching was less successful there was a lack of positive encouragement, instructions were not clear and pupils' learning was poor as they did not understand the requirements of the activity and some found opportunities for disruptive behaviour.

24. Teachers are particularly aware of pupils with special needs. Pupils are well known and supported through detailed individual education plans. Support assistants are used very effectively throughout the school. In English and mathematics, teachers present different work to pupils of differing ability so that all are challenged. In all other subjects teachers use various methods of providing the work needed by pupils with SEN, from matching work to pupils' ability to withdrawing them to work on guided reading or structured activities such as research about the characters in Wellington Square. Work for pupils with SEN is planned with reference to their individual education plans, which are reviewed and targeted regularly and used by teachers as working documents in the classrooms. There is good liaison between the co-ordinator for special educational needs, the teacher and the support assistants and this supports the pupils in effective learning and in making good progress in all curriculum areas.
25. Teachers' day-to-day assessment of pupils' learning is good in many classes, but the quality varies in some where it is not recorded or used to improve further planning. Where marking is good, written comments are constructive and help pupils improve the quality of their work. However it is often cursory and not followed up to re-enforce learning. The standard of the homework set is also variable. In some classes it is well focused, involves research and is improving standards. In others it is inconsistent, lacks purpose and needs improvement.
26. The general standard of teaching has improved since the last inspection with a greater emphasis on planning, targeting and assessment.

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

27. The curriculum provided for pupils satisfactorily covers most subjects of the National Curriculum, although there is no control technology in ICT and insufficient time for religious education to be taught according to the County Agreed Syllabus. There is a curriculum overview that details when the various requirements of each subject are to be met. In order to ensure that pupils are taught the full curriculum of the foundation subjects, in mixed age classes without repetition or omission, a two-year cycle is used.
28. There are clear policies for all subjects and the schemes of work are based on model documentation from the government curriculum authority. The school is aware that this documentation needs to be adapted to the specific needs of its pupils and is already beginning to change the way in which some subject areas are taught. Teachers plan work at a suitable level of difficulty for the different ages and abilities of pupils. Reading and writing are prioritised activities and the school has modified the provision of guided reading and writing in order to better meet the learning needs of all its pupils. Curriculum co-ordinators monitor the planning in their areas of responsibility and have their own budget for the purchase of resources. However, the focus at the present time is primarily on the provision of the curriculum and there is insufficient attention given to evaluating the teaching and learning of the pupils.
29. Provision for pupils with special educational needs is good. They are identified early as a result of teacher assessment and individual education plans offer challenges that are realistically achievable so that termly reviews can celebrate progress and agree further targets. Parents and pupils are involved in the reviews and regular assessments monitor progress. Specialist staff from the Local Authority are used for diagnostic testing of pupils and well qualified, trained, learning support assistants are used to support pupils in classroom activities. Pupils with above average levels of performance are also identified and classroom activities take account of this in offering work at a suitable level of difficulty that is designed to raise their level of attainment.
30. Since the last inspection, the school has improved provision for higher achieving pupils. It has significantly developed information communication technology (ICT) to a level where the ICT suite is offering excellent possibilities for full integration of ICT into all parts of the school curriculum and it has made library resources more accessible to pupils by distributing the books to the classrooms. However, religious education is not taught according to the locally agreed syllabus in Key Stage 2.

31. Parents have expressed concern about swimming provision ceasing for individual pupils once they have achieved the basic requirement to swim 25 metres. The school's view is that these pupils have achieved the full requirements of the National Curriculum and that pupils respond better to swimming if introduced at an early age. However, National Curriculum targets include a range of recognised strokes, together with speed, distance and personal survival. The school is evaluating the effects of this arrangement on the learning and attainment of the pupils since speed, style, distance and survival are skills that can be constantly improved.

32. The policies for the teaching of pupils with special educational needs and for ensuring equality of access and opportunity for all pupils are satisfactory.
33. The school is effectively following the recommended strategies for literacy and numeracy. However literacy skills, for example, letter formation or handwriting, are not adequately reinforced through the curriculum. Other subject areas such as history, geography, and ICT make limited use of literacy in descriptive or recording work. Word processing, in particular, is used to develop the writing strategies of pupils. However, although there is some use of numeracy in science teachers are making more effective use of literacy in other curriculum areas than they are of numeracy.
34. There is a good range of activities provided outside lessons. They include football, netball 'Club Europe', residential visits, poetry and computer clubs among others.
35. The overall provision for the spiritual, moral, social and cultural development of the pupils is satisfactory. There is no policy for this area of pupils' development and so teachers are not guided in the creation of specific opportunities within lessons or within the routines of the school day. Provision for this aspect has declined since the last inspection when it was judged very good.
36. Although the school makes satisfactory provision for the spiritual development of pupils, there are missed opportunities in most assemblies and a lack of excitement in the learning opportunities within lessons. In the more successful lessons ideas are introduced in an interesting and imaginative way. In one music lesson in the Reception/Year 1 class, pupils used hands and feet to create a summer rainstorm sequence that rose from the quiet pitter-patter of raindrops to a crescendo of very heavy rain and back to the hushed quiet of the calm that follows. This was an inspirational experience. In other lessons pupils have the opportunity to study and imitate the work of famous painters. School assemblies are clearly Christian in character and include an opportunity for quiet reflection. However, the contribution made by the religious education curriculum is minimal.
37. The provision for the moral development of pupils is good. There is a behaviour policy and a school council that meets regularly. Pupils have instigated a variety of changes, such as the pruning of trees and the provision of a water-dispensing unit for use at break. The ethos of the school is one of care and the focus of the 'Golden Rules' is one of respect for others. Pupils treat shrubs and plants that border the playground with respect. Teachers are good role models and pupils know what is expected of them in terms of good behaviour. In lessons they respect each other's views and share resources willingly.
38. The school organises satisfactory opportunities for pupils to develop an understanding of the social responsibilities of living in a community. Lunchtime supervision of 'family style' dining tables is organised to encourage older pupils to have responsibility for the welfare of younger ones. Playtime games are organised without conflict and play generally takes place in a tolerant manner with a variety of games occurring in close proximity. The school has introduced a successful personal, social and health education programme (PHSE). This helps pupils to learn about citizenship. Classroom organisation enables pupils to work together co-operatively in lessons and in games. Carol singing in church and participation in inter-school competitions develop a wider role for the pupils in the community. However, there are fewer opportunities in the school day for pupils to use their initiative and to take responsibility for their own action or learning.
39. The provision for the cultural development of pupils is satisfactory. They exchange letters with a school in Greece and have visited a local mosque. The school organises visits to the theatre, ice skating, Galleries of Justice and Nottingham Castle. Visitors to the school include a theatre company and a museum curator. The subjects of the school curriculum introduce pupils to famous painters, different periods in history and the way of life in different countries. However, these opportunities for pupils to appreciate the diversity of other cultures are mainly European. There is insufficient provision for multicultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school makes satisfactory provision for child protection and pupils' welfare. The school has appropriately adopted the LEA guidelines and procedures of the matters connected with child abuse. The school has good procedures for dealing with road safety. Staff deal very conscientiously with the movement of children from one section of the school to another across a busy road. Effective procedures are in place if pupils need first aid and medical treatment. An audit of potential risks is well documented to ensure pupils' safety. Playground assistants provide invaluable service in caring for the needs of pupils during these periods. The cleanliness and general upkeep of the school are very good.
41. There are very good procedures for monitoring and supporting pupils' personal development. There are records of achievement for each pupil throughout the school to record progress and achievements. Teachers have a clear picture of pupils' strengths and weaknesses, which is reflected in the annual reports to parents. In the core subjects of English and mathematics, pupils have individual targets and these are discussed with parents at regular parents' evenings. However, there are no individual targets in science. The educational and personal support given to pupils is good, although there is insufficient classroom assistance in the reception and Year 1 classes. The procedures for monitoring attendance are satisfactory. Registers of attendance are kept accurately. Teachers at an individual level monitor absence and follow up reasons for unauthorised absence by way of a note to the parents. However, there is no central system to analyse the attendance data.
42. The procedures for monitoring and promoting good behaviour are good. There is an effective behaviour policy in place and teachers emphasise the importance of the school's "golden rules". There was no evidence of any oppressive behaviour in the school during the inspection period. Pupils have been actively involved in discussions about promoting good behaviour through their involvement in the school council. Pupils are given very good support and guidance in understanding the difference between right and wrong.
43. The school makes good use of the information gained from its assessment procedures to identify pupils' learning needs and particularly for pupils with special education needs and higher attaining pupils. There are comprehensive records which track pupil performance year to year and make projections about end of key stage attainment. Reasons for the recent poor performance of particular year groups are easily identifiable. Targets set by the LEA are not clearly related to the actual expected performance of each year group. Standardised assessments are used annually throughout Key Stage 2 and targets are set for pupils. Records are now in place that have annual projections for pupils. Teachers assist individual pupils in setting their own targets for achievable learning goals. The assessment data is also used effectively to prepare individual education plans for pupils with special educational needs. Regular reviews help identify the progress these pupils make and plans are subsequently modified. The plans themselves are well structured with specific and challenging targets for pupils' improvement.
44. The school has made good improvement on its procedures to assess and monitor pupils' academic progress

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents are pleased with the school. They are happy with the quality of education their children receive and consider that their children are making good progress. They think the school is well led and works closely with parents. A few parents are concerned about the lack and range of activities provided outside lessons and the inconsistency of the quantity of homework given to pupils. The school is addressing the homework issue and has provided evidence of a variety of extra-curricular opportunities available to pupils.
46. The school's links with parents are effective. The school communicates with parents by regular curriculum evenings, informative newsletters, homework diaries and reading records. Parents are welcomed into school. The availability of teachers and the headteacher for discussion is

good. The headteacher has an effective open door policy to answer parents' queries and help with concerns. Parents of pupils with special educational needs are fully involved in discussions about their children's progress. The prospectus and governors' annual report meet the statutory requirements, with the exception of the results of the statutory tests which were missing from the prospectus and the school's provision for pupils with disability which was omitted from the Governors' Annual Report last year.

47. The impact of the parents' involvement with the work of the school is satisfactory. A small number of parents come in to help in the classrooms. This has resulted in improvements in pupils' learning. Parents support school functions well. There is a thriving parent teacher association (PTA) that raises considerable funds for school resources, which directly benefit the pupils.
48. The quality of information provided for parents on their children's progress is good. This has been improved upon since the last inspection. Parents are pleased with the annual reports as they include clear targets for pupils' learning. The school sets aside three evenings when parents are invited to the school to discuss their children's progress with the staff, as well as providing the opportunity for parents to see teachers at any time if they have concerns about their children's progress.
49. The contribution of parents to their children's learning is satisfactory. They hear their children read and comment in the reading diaries, although this is inconsistent across different year groups.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides very good leadership and has a clear vision of where the school is going and how standards are to be improved. Staff and pupils feel valued; this improves their self-esteem and raises their level of commitment. The school has explicit aims and values and all share in the commitment to make these work. The links with parents and the local community are good. The headteacher has an open-door policy, which instils confidence in parents to share problems and concerns.
51. The school is well managed. The senior management team has clear roles and carry out their responsibilities effectively. However, curriculum co-ordinators do not, at present, monitor teaching and learning to raise standards and re-enforce the teaching of skills across all subjects. Staff are trusted and there is a clear delegation of responsibilities and accountability for their work. The very strong team ethos is reflected in their high levels of commitment. The school effectively reviews its own work. Decisions are arrived at by a thorough analysis of the problem or issue. The headteacher and her deputy have been effective in monitoring the work of the school and this has had a positive impact on raising the quality of teaching. Staff support each other very efficiently and policies and schemes of work are developed collaboratively, although some subject co-ordinators are not monitoring learning sufficiently to help teachers assess outcomes and plan future activities. Target setting and monitoring have started in English and mathematics at the end of each key stage but this needs to be extended to all subjects throughout the school to be effective in the long term.
52. Educational priorities, such as the forward planning for ICT provision, are supported through careful financial management. The school improvement plan is well organised, costed and sets realistic targets but it is planned over too short a period to effectively target periodic reviews ensuring the implementation of plans and focusing on raising standards in specific areas. School targets were not met last year but they are well monitored and the necessary action was taken to make sure they were met and surpassed in mathematics this year. The day-to-day running of the school is well organised. New technology is well used and administrative procedures and routines are clearly documented and contribute to the efficient way the school is run. Administrative staff carry out their responsibilities well, often going beyond their stipulated contracts.
53. Governors are making an effective and increasing contribution to strategic planning and

management. There is an effective programme, which helps integrate governors into the life of the school and a shared commitment to improvement and the need to succeed. There is also an appropriate sub-committee structure, which has started to monitor the work of the school. However, this does not go far enough and governors are still not involved actively enough in evaluating the school's work or planning decisions. The governing body fulfils its statutory duties in helping to shape the direction of the school, although it would have a better understanding of its strengths and weaknesses by improving the quality of its monitoring role in relation to the curriculum, the standards achieved and the state of the accommodation. The governing body is not meeting its statutory obligation to ensure that pupils' health and safety is not at risk from the poor state of repair of the buildings.

54. There is a good match of teachers to the demands of the curriculum, with a good mix of experienced senior staff and teachers new to the profession. Staff have had good training in literacy, which is very evident in classrooms. There is a satisfactory number of support staff who have been well trained. However, there are insufficient helpers in the reception/Year 1 classes to adequately support pupils' learning.
55. The school has a clear induction policy for new staff with a good range of policies, documents and support. The process for the induction of newly qualified teachers is good and each new teacher has a mentor with whom regular meetings are held. Staff are well supported by a range of courses, both in school and in other institutions. The headteacher has regular professional interviews with all staff.
56. The accommodation available to work in is satisfactory but in terms of repair and maintenance the condition of the buildings is poor. High standards of cleanliness are maintained by the hard work of the caretaker. The external grounds are clean and tidy with attractive displays of plants and there is a large green-field area for sport and play. However, children under five have no safe external play area where they can use large play toys and climbing equipment to develop their physical strength. Resources are adequate in most subjects although there are no climbing resources in physical education and resources in control technology in ICT at Key Stage 2.
57. Effective procedures ensure good financial control. All spending is carefully monitored and regular financial statements are available for senior staff and governors. All departmental plans are carefully costed and relate well to the overall budgetary position for the school. The school is cost conscious and makes significant savings in relation to the purchase of its equipment. The recommendations of the most recent audit have been implemented. Specific grant is used effectively for its designated purpose.
58. The school's plans for the development of ICT ensure that this is an area targeted for development. The best value principles of comparison, challenge and competition are rigorously applied by the headteacher in the school's acquisition and use of services and resources.
59. There has been considerable disruption to the school since the last inspection when the last headteacher left and prior to the arrival of the new headteacher. Staff changes and illness and declining standards took their toll. Since the new leadership the school has again raised standards and is now in a good position to improve even further. However, there has been little or no improvement in the state of repair of the buildings which were a health and safety issue at the time of the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Raise standards of attainment in reading and mathematics at Key Stage 1; and in mathematics, ICT and religious education at Key Stage 2 by:

- raising the performance of higher attaining pupils at the end of Key Stage 1 to higher levels in National Curriculum tests;
- improving the teaching of mathematics, religious education and ICT by providing more training for teachers;
- improving the provision for ICT, particularly in the area of control and the time given to the teaching of religious education;
- providing more opportunities for the practical application of mathematics and recording results.
(Paragraphs: 2,3,4,5,6,19,20,27,30)

Develop the roles of co-ordinators in monitoring teaching and learning to reinforce skills and improve standards across all subjects by:

- encouraging the teaching of basic skills, such as literacy, numeracy and ICT in all subjects;
- training teachers to identify the specific skills necessary for individual subjects, for example: science, art etc;
- improving the productivity and pace of working for pupils particularly in Year 3/4;
- creating more opportunities for pupils to show initiative and take responsibility for their own learning.
(Paragraphs: 7,20,28,33,38,74,87,89,92,98,103,141)

The governing body should discharge its statutory duties in relation to the health and safety of pupils by:

- obtaining a full structural survey and evaluation of the very poor state of repair of the school buildings in order to ascertain the risks to pupils' health and safety and take urgent action on the findings;
- involving governors more in evaluation and planning.
(Paragraphs: 53,51,78)

Other issues for consideration

- Fix the school improvement plan over a longer period (3 years) so that the governing body can oversee the development of school priorities more effectively.
- Devise a whole school policy for spiritual, moral, social and cultural development and provide more opportunities for multi-cultural education through the curriculum.
- Provide a designated secure area to enable children under five to use fixed play equipment and large wheeled toys.
- Ensure that the marking and homework policies are monitored to ensure consistency between all teachers.
- There is insufficient support staff for the under fives and in Year 1.

(Paragraphs: 25,35,39,52,59,69,88)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	41	47	5	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

	1999 - 2000
Number of pupils on the school's roll (FTE for part-time pupils)	163
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs

	1999 - 2000
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	28

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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
	1999	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	14	13
	Girls	11	11	10
	Total	22	25	23
Percentage of pupils at NC level 2 or above	School	85 [76]	96 [88]	88 [84]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	11	10	9
	Total	22	23	21
Percentage of pupils at NC level 2 or above	School	85 [80]	88 [88]	81 [72]
	National	82 [81]	86 [85]	87 [86]

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
	1999	10	9	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	9
	Girls	8	3	8
	Total	16	10	17
Percentage of pupils at NC level 4 or above	School	84 [76]	53 [60]	89 [76]
	National	70 [65]	69 [58]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	9	5	9
	Total	17	13	18
Percentage of pupils at NC level 4 or above	School	89 [75]	68 [61]	95 [75]
	National	68 [65]	69 [65]	75 [71]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	163
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	2	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: 1999 – 2000

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	24.9
Average class size	29.8

Education support staff: 1999 - 2000

Total number of education support staff	2
Total aggregate hours worked per week	45

Financial information

Financial year	1999/2000
	£
Total income	352,016
Total expenditure	379,064
Expenditure per pupil	2,297
Balance brought forward from previous year	42,276
Balance carried forward to next year	15,228

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	152
Number of questionnaires returned	22

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	5	0	0
My child is making good progress in school.	39	53	4	2	2
Behaviour in the school is good.	34	59	5	0	2
My child gets the right amount of work to do at home.	25	48	18	2	7
The teaching is good.	70	28	2	0	0
I am kept well informed about how my child is getting on.	46	43	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	75	21	4	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	46	43	9	2	0
The school is well led and managed.	53	34	4	0	9
The school is helping my child become mature and responsible.	30	41	23	2	4
The school provides an interesting range of activities outside lessons.	30	41	23	2	4

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

60. The education provided for the under-fives is broad and balanced and in line with the nationally recommended areas of learning.
61. Most children when they start at the school have below average levels of attainment. By the age of five, attainment of the majority is just below what is expected of children of this age. Children make good progress in communication, language and literacy and knowledge and understanding of the world. Progress is less satisfactory in mathematical development, personal, social and emotional development and the physical and creative areas of learning. There is good provision for children with special educational needs.
62. Teachers in the reception classes place suitable emphasis on developing communication, language and literacy. Communication and listening skills are encouraged in every activity, including role-play. Many pupils when they first come to the school are not confident with adults, find it difficult to take any initiative and need a great deal of direction. Most are achieving below what is expected of children of this age. A few talk confidently about what they like doing. Children make a satisfactory start to early reading and writing skills and some show rapid progress. All children are encouraged to take books home regularly. They enjoy books and handle them carefully. Some can tell stories using the illustrations within the book and answer simple questions. A few are able to recognise initial sounds associated with the letters of the alphabet but very few can recognise key words from their first reader. Children are beginning to hold their pencils correctly, although very few can shape letters accurately. Most can trace over the teacher's writing and are keen to produce their own emergent writing. Some can draw simple artistic figures well and are confident when talking about their drawings and mark-making.
63. Children make slow progress in mathematical development. Most know some number rhymes, songs and counting games. They can match, sort and count using everyday objects. Most recite numbers to ten but few can recognise the symbols associated with those numbers. A few children can recognise basic geometric shapes and identify them in everyday objects in the classroom. Most can sort and match objects by shape, colour and size. Their basic knowledge of capacity and weight from practical experiences, for example from sand and water activities, is limited as there is no space within the classroom for these activities. However, most have developed a correct understanding of terms such as 'full ' and 'empty.'
64. Children's knowledge and understanding of the world is in line with expectations. They use their senses successfully to identify materials. They are able to tell the difference between living and non-living forms and know that living things need food and water to survive. By the time they are aged 5, children are able to explore and select from a range of constructional toys to make imaginative models, although their use of skills, such as cutting, joining and building are limited. They use simple computer programs well.
65. Children's progress in physical development is slow. Their ability to move with confidence and imagination showing awareness of space, of themselves and others is below average. A few demonstrate a good range of co-ordinated movements when playing outside. Older under-fives demonstrate a good awareness of space. A minority show satisfactory hand and eye co-ordination.
66. Pupils show satisfactory progress in all areas of creative learning some show good progress. Overall their ability to represent ideas in various ways and use a wide range of materials is below average when compared to children of a similar age. They are beginning to use poster and powder paints with confidence. They successfully use sponges and various other materials to print and produce effective paintings, although they find handling tools difficult and few can cut and stick a variety of materials. When they first come to the school they cannot use imagination

- in play with others. However they are increasingly able to depict their ideas and feelings through role-play, telling stories, drawing, painting and collage. They know some songs and nursery rhymes by heart and always sing enthusiastically.
67. Pupils start at the school with poor personal, social and emotional development. By the time they are five they make good progress but are still below average for pupils of this age. They work in groups and follow instructions but without much initiative. They become more confident in making choices and, although they still need a lot of direction, they are eager to explore new learning. Their ability to think up activities, which are imaginative, remains weak. They understand what is right and wrong and why and can take turns and share fairly.
68. The quality of teaching in the reception class is good. Lessons are well planned taking account of the requirements of the curriculum for under-fives. A wide variety of stimulating and well structured activities are provided within each session. Children's responses are supported and extended sensitively. Appropriate interventions are made to give direction and enable learning to be consolidated. Children are assessed by careful on-going observations. A simple baseline assessment has been successfully carried out. Parents are encouraged to be involved from the beginning of their children's education and to follow their progress throughout. Regular formal and informal consultations before and after admission are well received by parents and effectively establish common objectives between home and school. Teaching staff and assistants work very well together and have a clear understanding of young children. This significantly enhances the way the children learn and the progress they make. In a literacy lesson, pupils under five were taught letter recognition by running to letters fixed to various parts of the room. They had a lot of fun and learnt a number of new letters. Similarly, in a science lesson on the differences between humans, pupils measured each other and drew around their feet and hands to discover the differences.
69. The reception classrooms are spacious and logically organised with clearly defined learning areas. The environment is visually pleasing and stimulating. The displays are interactive and children can demonstrate their understanding of them. Overall, indoor resources are satisfactory. There are sufficient resources of books for pupils to use and borrow. However, there is no secure area outside with wheeled toys and large apparatus for pupils to play on. Children's development of early computer skills is good but there is a need for more software to support the work being done. The co-ordinator provides strong leadership, support and guidance. However, there are insufficient teaching assistants to help teach the planned curriculum effectively. Regardless of this, pupils under five are making good progress and are prepared very well for more formalised work in Key Stage 1. The last inspection did not report on pupils under five.

ENGLISH

70. National Curriculum tests in English in 1999 at Key Stage 1 showed that standards in writing were above the national average and in line with similar schools. Standards in reading were below national levels and well below those of similar schools. Recent results show upward trends for pupils at age seven. At Key Stage 2, the results in 1999 were well above the national average and in line with those of similar schools. The trend over the last few years shows a higher level of attainment than in the other core subjects. The results of the 2000 National Curriculum tests have not been validated for national comparison, but a greater number of pupils have attained the higher Level 5, which is an encouraging sign of improvement. Standards have improved since the last inspection.
71. By the end of both key stages, pupils are attaining standards that are in line with national averages. Pupils start their work in Key Stage 1 with below average attainment levels. Most have little or no letter recognition when they start in the reception class and their ability to read simple words is limited at the start of their formal education in Year 1. However, they make sound progress and, by the end of the key stage, they use their phonic knowledge to decode simple regular words and make phonetically plausible attempts at more complex words. More skilful readers are able to make comments about the story. As reading starts from a well below average position when pupils first come to the school, it continues to be weaker than writing throughout Key Stage 1. Higher achieving pupils are not being challenged enough to achieve

the higher Level 3 in reading.

72. In their writing pupils make good progress in joining up letters. Their story writing is improved by constant practice. Many pupils show increasing confidence in answering questions and predicting what comes next, for example about what happens in the story of the Pig in the Pond. Most pupils speak clearly and listen attentively. Pupils with special educational needs are supported by work well matched to their ability.
73. By the end of Key Stage 2, most pupils are attaining at the expected level 4, with a significant number attaining level 5. Their handwriting is better formed and reflects individual styles. Spelling is normally correct and pupils know how to check by using dictionaries. Their use of words is adventurous and, in the higher attainers, imaginative and used to good effect. Most pupils can recognise a metaphor and know how to use it and how it differs from a simile. Their writing is varied and interesting and for different audiences. They know that in recorded work the past tense is normally used, for example when they wrote about the Mary Celeste and suggested what had happened on the ship. Using information and communication technology they are able to highlight connective words in the passage and by using cut and paste draft and re draft work to improve it.
74. Higher attaining pupils at this key stage read a wide range of books competently with meaning and expression. The majority read to a satisfactory standard in line with national expectations. Pupils with special education needs have effective support to reach the targets on their Individual Education Plans. Most know what an author and illustrator do and some understand the role of the publisher. Pupils in Year 6 can use a library effectively to find information. They retrieve and organise information from a variety of sources. Pupils speak with increasing confidence, adapting their speech to the purpose with well developed ideas and opinions. In discussion, they listen to others' ideas and contributions before responding. This area of the English curriculum is less well developed than others as most of the lessons are tightly planned, with insufficient time for much free expression. Nonetheless, speaking and listening standards are in line with expectations overall. Standards of literacy are sound in literacy lessons at Key Stage 1 and good at Key Stage 2, although literacy skills are not sufficiently re-enforced in other subjects.
75. Pupils' attitudes to their work are good. During plenary sessions they listen attentively and with interest. Most want to learn, to participate and to finish work to the best of their ability. They work co-operatively in groups or individually as required. Most concentrate well and stay on task. They are respectful of the views of others.
76. Teaching is satisfactory at Key Stage 1. At Key Stage 2 it is never less than satisfactory and sometimes good. All lessons are well planned with clear and challenging objectives. Good relationships within the classrooms ensure that pupils feel valued. Assessment is used well and informs teachers as to pupils' strengths and weaknesses. There is good discipline in all classes. This enables pupils to learn well and maintain interest. They have knowledge of what their standard of learning is by using lists to check their own progress. This includes pupils with special educational needs. Homework is not consistently given which undermines its importance and relevance, especially at the end of Key Stage 2.
77. Work in English is well organised and planned. Teachers' assessment, recording and targeting procedures are good. Groups of pupils are targeted for reading to improve skills. The monitoring of teaching is already having an effect on raising standards. The school has prioritised the use of information and communication technology and this is particularly evident in the later stages of Key Stage 2. The use and development of ICT in the subject is impressive. In all these areas there has been good improvement since the last inspection.
78. Although accommodation is adequate in size for learning, the condition of some parts of the buildings give rise for concern – rotten window frames and instances of falling ceilings. It is not conducive to an atmosphere of secure calm in which effective learning can take place. Resources are adequate for teaching although some of the texts are out of date. There has been an improvement in the planning, assessment and monitoring of the subject since the last

inspection. The library which was little used has been effectively absorbed into the classrooms where the books are more accessible.

MATHEMATICS

79. In the 1999 national tests for pupils at the end of Key Stage 2, the school's performance was well below the national average for pupils achieving the expected Level 4, or higher. It was also well below the national average for pupils achieving the higher Level 5. When compared with similar schools, the school's performance was again well below the national average. During the past four years the standard has been in decline from a position that was comfortably above the national average. However, the overall trend is still above the national average. There are no significant differences between boys and girls. Challenging targets are set but the school did not meet these in 1999. However, unvalidated results for 2000 show the school to have achieved a big increase in standards. Results are a tremendous improvement on the previous year and significantly exceed the targets for the year.
80. In the 1999 national tests at the end of Key Stage 1, the school's performance was close to the national average for pupils achieving at the expected level, or higher, and well below the national average for pupils achieving at the higher levels. When compared to similar schools this performance was very low. The trend over the previous two years was one of steep decline with no information for earlier years. There are no significant differences between boys and girls.
81. Inspection evidence shows that the standard of work seen in mathematics at the end of Key Stage 2 is below average. However the present group of Year 6 pupils includes a high proportion of pupils with special educational needs and progress is judged to be satisfactory. Analysis of pupils' work over the previous year shows standards that are in line with expectations and pupils are receiving the full programme of study, but there is insufficient evidence of pupils using and applying mathematical ideas and skills. Investigative work frequently uses commercial worksheets. It suffers from the lack of a realistic setting and teaches 'procedures of investigation' rather than the 'use of mathematical skills' to answer questions that are meaningful to the pupils. In lesson observations, Year 6 pupils worked on fractional parts of whole numbers at a level appropriate to their ability from $\frac{1}{2}$ of 100 to $\frac{4}{9}$ of 27. They then developed their understanding of fraction families such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{12}$ and investigated equivalent fractions such as $\frac{1}{4} = \frac{2}{8}$. Higher attaining pupils recognised relationships between $\frac{1}{12}$ and $\frac{2}{24}$. Although the year group is just into their final year in Key Stage 2 they did not show speed of response when calculating multiplication values such as 3 times 8.
82. Inspection evidence shows that the standard of work seen at the end of Key Stage 1 is line with expectations. Analysis of pupils' work over the previous year shows standards that are in line with national expectations and pupils are receiving the full programme of study. However, there is again insufficient evidence of pupils using mathematical ideas and skills in a realistic setting. In lesson observations, Year 2 pupils worked on solving the problem of collecting and organising information about their favourite drinks. A class survey was conducted, information was organised into groups and a worksheet was completed to represent the information in pictogram or block graph form. However, the pupils had few opportunities to make decisions about how to represent the data in a situation, for example, how to complete the pictogram or block graph. Number skills were good for the higher attaining pupils as they found a wide variety of ways to make 15 and used both multiplication and addition facts in their findings. Average attaining pupils used only addition facts in their findings whilst lower attaining pupils used a counting system.
83. Since the previous inspection the school has been through a difficult situation of staff changes and illness that has resulted in disruption to the learning of particular year groups and continuity has been lost. However, the school is now well on course to develop mathematics performance and to steadily raise standards against the baseline assessments of each year group. Inspection evidence finds that there are significant differences in attainment between year groups that can be traced back to attainment on entry to the school. The school now has a very good system of assessment that identifies pupils with special educational needs as well as those who are capable of higher attainment. This information is used to match work to pupils of different ability in lesson planning and to provide support for pupils according to their needs. Learning support assistants are used at both key stages and extension work is provided for pupils with the potential for high attainment. Assessment records are now very good in

assessing the attainment of individual pupils and a tracking system is developing that can follow individual pupils throughout their school career. Projections of final performance are modified according to teacher assessment and information from tests that analyse areas of learning for improvement. However, the school is only just beginning to analyse this information in terms of the effectiveness of teaching in order to identify areas of curriculum provision that need development. The significant improvement of results in national tests for the Year 2000 indicates the success of this practice.

84. The attitudes and behaviour of pupils in mathematics lessons are good and the personal development and relationships are satisfactory. Analysis of pupils' work shows that they organise their work well and present it neatly, that they are conscientious in completing tasks and that they complete a high volume of work in lessons. Pupils in Year 6 co-operated well in solving problems and showed a liking for the subject. Other pupils in Years 3 and 4 listened intently to instructions on measuring, responding positively when measuring various parts of their bodies accurately. They co-operated well in sharing tape measures and in assisting one another in the actual measurements. Although pupils in Year 6 have established personal targets that are based on National Curriculum learning objectives, they take few decisions about their own learning within lessons.
85. Teaching is satisfactory overall at both key stages. There is no unsatisfactory teaching and good teaching was seen at both key stages. One out of three lessons are good at Key Stage 1 and one out of two lessons are good at Key Stage 2. No lessons were judged to be very good or excellent. Learning is satisfactory overall at both key stages in a clear response to the quality of the teaching. However, pupils' use of mathematical ideas, skills and speed of calculation is undeveloped.
86. At Key Stage 2, good planning and the provision of work at different levels of difficulty are features of all lessons. The better teaching uses encouragement and good pace and maintains the interest of the pupils. Questions are structured to enable pupils of all abilities to answer and previous learning is reviewed to set a firm basis for new ideas. As a result, pupils were confident in a lesson on fractions and enabled a particular pupil with special educational needs to contribute an answer but also challenged higher attaining pupils to find relationships such as $\frac{3}{8} = \frac{6}{16}$. In another lesson, brisk questions and a fast pace to counting sequences found a strong and enthusiastic response from younger pupils. They clearly enjoyed the challenge of counting on in multiples from high numbers that are below a hundred to numbers that are well past a hundred.
87. At Key Stage 1, teaching is organised well, with positive discipline that encourages pupils and clear explanations that are carefully paced to meet the needs of younger pupils. The class readily offer answers with confidence and use the subtraction idea well to make a variety of statements using numbers less than 6. They are able to recognise that $5-3=2$ is correct whilst $3-6$ is not possible at this stage of their learning. However, in the less successful teaching at both key stages, too much time is spent on explanation and the structure of worksheets restricts the opportunities for pupils to make mathematical decisions about their work. Pupils lose concentration during the explanation and then follow instructions about worksheet completion without necessarily learning the mathematical skills that are intended. At both key stages, teachers' knowledge and understanding of the subject, overall, is weak. There are insufficient opportunities created for the co-ordinator to monitor teaching and learning.
88. The marking of pupils' work is cursory at both key stages and there are few constructive comments that would encourage future learning. Homework is timetabled for all classes and does include investigative work and problem solving in Year 6, but provision is inconsistent and there is little evidence of challenge and a structured approach in other classes.
89. Although the school is effectively following the structure of the numeracy hour in its teaching, the use of numeracy is under-developed in other subject areas. There is some use in science but little evidence of its use elsewhere. The co-ordinator is very thorough and has monitored the attainment of pupils well. The provision for pupils of different ability is now good and results in national tests are improving as a result. There is substantial budget provision for the

development of mathematics and structured commercial worksheets have been purchased to support teachers in the delivery of the curriculum. The school has planned training for teachers.

SCIENCE

90. At the end of Key Stage 1, pupils' attainment, as assessed by teachers, is below national expectations. At the end of Key Stage 2, attainment in the 1999 National Curriculum tests at Level 4 and the higher Level 5 was above national averages. This year's results show all pupils achieving the expected Level 4 and nearly half achieving at the higher Level 5. This is significant improvement. There is no difference in the attainment of boys and girls. Over the last four years pupils have been attaining well above national averages but in line with similar schools.
91. By the end of Key Stage 1, pupils can identify a range of common materials and describe similarities and differences between them. They know that forces can be of different types; pushing, pulling and situations can involve one or other or both. They have looked at various types of seeds and the plants they come from. They know how a flower is pollinated and the life cycle of a frog. However, although standards in the lessons seen are in line with expectations, pupils' knowledge and understanding of specific aspects of the curriculum are below average. There is little understanding of physical properties and experimental and investigative science.
92. At Key Stage 2, however, above average work was evident, predominantly in Year 6. Many pupils are at the expected Level 4 already. For example, they can recognise the need for fair tests, varying one factor, answering questions on their own investigations and making appropriate predictions. Many children are achieving higher standards, for example in the way they identify key factors to be considered when a fair test is part of the investigation or in terms of their understanding of how materials change. They understand the constituents of a solution and why some solids are soluble and others are not. Pupils are able to express themselves in writing using appropriate scientific vocabulary. However, their use of tables, bar charts and line graphs to record their results is still limited. Higher achieving pupils have looked at various situations in which evaporation or condensation will occur. They know that all forces have a size and direction and that two or more forces can be balanced or unbalanced. Higher achieving pupils benefit from focused target-setting and consistent assessment to challenge them. Progression from one key stage to the next is slow because there is little higher level knowledge at the end of Key Stage 1 and the pace of learning slows down in Year 3/4 and picks up again in Year 6.
93. Teaching is never less than satisfactory and often good. The good monitoring and teacher expertise in Year 5/6 enables children to make very good progress. In a good lesson, the teacher made effective use of children's existing knowledge about fair tests to lead them to make valid and correct conclusions about the level of evaporation in different liquids. In a less successful lesson on the same theme, the teacher controlled the experiment throughout and, although pupils learnt from the exercise, there was little opportunity given to them to ask their own questions based on their own investigations. At Key Stage 1, in Year 2, the teacher used time and resources very well to set up an activity which involved pupils in devising various ways of controlling the direction in which things move by pulling and pushing. This involved having fun as well as finding out what worked and why.
94. In good lessons teachers' planning is well organised and high standards are expected of pupils in terms of behaviour, application to work, effort, co-operation and recall of previous work. Lessons move along briskly with good practical content. These strategies are effective in sustaining the interest of pupils. In satisfactory lessons, all the above qualities are present to a lesser degree, but whilst learning objectives and activities are clearly stated, not enough thought is given to the assessment of pupils' work and the outcomes of the lesson in terms of what pupils know and understand. These lessons lack challenge for the higher attainers.
95. Progress in learning is satisfactory at Key Stage 1, slows in Year 3/4 and is good by the end of the key stage. Where they are able to carry out investigations that let them explore their own ideas, pupils of all levels of attainment often make good progress. This was seen in a Year 5/6 lesson where pupils investigated ways to test what affects the rate of water evaporation. At

Key Stage 1, a scrutiny of the work completed and lessons observed during the inspection show that pupils are making insufficient use of data to draw conclusions and record them adequately. There is little use of simple charts, tables and drawings to show the results of experiments. There is little use of ICT to record results at Key Stage 2.

96. Teaching support is usually good and pupils with SEN and higher achieving pupils make good progress both during lessons and in the work they have completed over time. Work is often well matched to their needs. An especially strong feature is the many pupils with SEN who achieve Level 4 by the end of the key stage.
97. Pupils' attitudes to science are good and sometimes very good. They enjoy the practical work and carry it out carefully and safely. They increasingly show good levels of independence when they are allowed to work in groups. In these lessons pupils work well together, share equipment and help each other. Pupils show good levels of concentration and are developing good habits in listening and recording. They enjoy their science lessons. Behaviour is never less than satisfactory and is usually good.
98. The science curriculum meets statutory requirements. It provides good access for pupils with SEN who make good progress. However, although assessment procedures are used well at the end of Key Stage 2, they are not yet effectively established through the school. Some teachers are not consistently evaluating what pupils know, understand and can do in order to inform further curriculum planning or setting targets for improving pupils' individual performance. There is insufficient monitoring of teaching to ensure that skills are taught across all year groups. The co-ordinator does not have time to monitor the teaching of the subject adequately and there is a need for more specialist training amongst the staff. Science resources are adequate and the school makes good use of the local environment. Standards achieved have improved at Key Stage 2 but deteriorated at Key Stage 1 since the last inspection, particularly in the areas of experimental and investigative science and physical processes.

ART AND DESIGN

99. Only one lesson was observed during the inspection. Nevertheless, a work scrutiny and displays make it possible to give a clear judgement on attainment.
100. From the time pupils start school they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination and to respond to examples of art in the world around them. Pupils in reception and Year 1 have enjoyed working on self-portrait sketches and paper sculptures of shapes. They make good progress and are achieving in line with national expectations. They use pastels to paint portraits of sad and happy faces. Using poster paint they produce landscapes of trees and sky in the style of Claude Monet. By the end of the key stage in Year 2, pupils are achieving in line with expectations and making good progress. There is an increasing sophistication in the use of line, tone and shape. Pupils are looking at different artists and their skills in using different media are improving. They look at patterns and shape and construct imaginative sea pictures in different textures in the style of Paul Klee.
101. By the end of Key Stage 2, pupils have made sound progress and their work is in line with what is expected of pupils of this age. Pupils are competent at using the work of artists imaginatively to colour mix, match and blend using a variety of media. They produce some very good paintings of hot colours in the style of Juan Gris and other artists such as Henri Matisse. There is sound development of practical skills in some classes, although this depends largely on the subject expertise and expectations of the teacher. Pupils enjoy their artwork and show great appreciation of the work of various artists. Standards of artwork on display through the school are good.
102. Only one lesson was seen in Key Stage 1. There is insufficient evidence to make a judgement on the quality of teaching in Key Stage 2. However, from pupils' work and the one lesson seen which was taught by the art co-ordinator, the quality of teaching is good in Key Stage 1. In the lesson observed, the teacher prepared pupils well when introducing them to the task of transferring a sketch to a painting. The teaching of basic skills was excellent and pupils grew in

self-confidence as a result. A rich artistic environment was created to allow pupils' creativity and expressiveness to flourish. Although good learning is taking place, teachers are not all assessing and recording pupils' individual progress in art. Consequently, assessment does not adequately inform curriculum planning. Pupils with special educational needs make good progress overall and use the skills they acquire in other subjects. The use of information and communication technology is insufficiently developed.

103. The art curriculum is broad and introduces pupils to a wide variety of materials and techniques. However, the subject co-ordinator does not have the time to promote the teaching of skills or monitor plans or the delivery of the curriculum in terms of what has been learnt. There is no effective whole-school overview to monitor pupils' progress in the subject. Since the last inspection, pupils' level of skill in art and the progress they make have been maintained at Key Stage 1 and have deteriorated at Key Stage 2.

DESIGN AND TECHNOLOGY

104. Attainment at the end of both key stages is in line with the expected standards for pupils aged seven and eleven and they are making satisfactory progress. Evidence is drawn from lessons observed, displays and discussion with pupils.

105. By the end of Key Stage 1, pupils are able to handle simple construction methods that involve cutting, pasting and assembling. They use simple materials with confidence and recognise the essential features of familiar objects, such as vehicles, which they can illustrate accurately. From their drawings they identify structural parts, such as the chassis, and parts which move, such as the wheels. By thinking about how materials may be joined, they examine various methods and evaluate them. For example, in their discussions of how Joseph's coat of many colours may have been made.

106. By the end of Key Stage 2, pupils are considering the users' views and adjusting their designs accordingly. For example, Year 5 pupils designing a chair for a Pharaoh, discussed in what ways this sort of chair might differ from other chairs, what its purpose was and what materials would be appropriate. Pupils are familiar with the processes of design. They evaluate the methods that arise from the design phase and, once made, whether their objective has been achieved. In Year 6, pupils made African drums using a variety of materials and from this found out that the sound differed because of the variations not only in materials but also in size. By means of baking biscuits, pupils experienced the discipline of following a recipe, the methodology of cooking and the delights of evaluating the end product. All pupils are safety conscious and know how to work safely. However, they lack a systematic approach to more complicated constructions, which might have motive power. Pupils with special needs are integrated into group work well and successfully reach the targets on their individual education plans.

107. Attitudes are good. Pupils concentrate well in class and when working in groups. Interest is shown in the way that most pupils give prompt responses. There is a readiness to help one another to complete tasks promptly and to a satisfactory standard. Behaviour is usually good, although there is a small number of inattentive pupils who wander off the task from time to time.

108. No lessons were seen at Key Stage 2. Teaching is good in Key Stage 1. Teachers use a variety of methods to interest and challenge pupils. Lessons are well planned, often linked to other aspects of the curriculum, such as art, religious education and history. Progress is monitored and recorded to ensure coverage of the National Curriculum and to evaluate the levels reached by pupils. This enables future lessons to be planned to assure progress and higher standards. Teachers have a good knowledge of the subject, which promotes interest and allows the setting of high expectations. Vocabulary is extended by the use of technical terms.

109. The organisation of the subject is good and it continues to be an integral part of the broad and balanced curriculum offered to all pupils. The cross subject approach adds to the relevance of the subject and is a strong element in the school. The small number of tools and other equipment inhibits large group work but still allows the coverage of the National Curriculum. Since the last inspection there has been added an awareness of the importance of information

and communication technology which is integrated into the planning.

GEOGRAPHY

110. By the end of both key stages, pupils' attainment is in line with national expectations and they make good progress overall.
111. From the time they come to the school, pupils are aware of their surroundings, such as the layout of the school and the village in which they live. By the end of Key Stage 1, most pupils can draw sensible pictorial maps to show locations of places relative to one another. They know of other places that are different from their own and how this affects the way that life is lived. After reading about a particular village in Scotland in their English lesson, pupils have contacted a village on a Scottish island by e-mail to make this more real. This is an effective and adventurous use of information and communication technology. Pupils are also beginning to be aware of environmental issues, such as the effect of litter, on their own immediate open spaces in school. By the end of the key stage, pupils have a firm understanding of the dimensions of their environment, how they are represented on paper and have an elementary knowledge of the places around them
112. By the end of Key Stage 2, all pupils, including those with special educational needs, know how to locate specific places using a map. They know the main locations of prominent places in the British Isles and many World features, such as the continents and many countries, including Kenya, Greece and Egypt. Globes are not available readily for quick reference and large scale maps are in short supply for the development of map reading and learning of symbols, although most pupils are aware of the commonly used signs. Better developed is the awareness of the difference of environment in contrasting places, for example Kenya. Most understand that Africa is a continent and that Kenya is a country within that continent. During this study they make non-judgmental conclusions about how the climate and physical nature of where people live influences their life styles. The making of African style drums naturally arose following on from the work on Kenya. Most pupils know the meaning of terms such as 'source', 'meander' and 'tributary'. All understand 'erosion' and the effect that it has on the land through which rivers pass. In their studies, pupils use information sources such as books and CD-ROM effectively for further investigation.
113. Pupils work well in geography in groups, pairs and individually. The majority enjoy the lessons because of the interesting way they are presented and because the level of work in the group challenges them at their own levels. Most pupils work well with their classmates, giving help when needed, and listening patiently to contributions in question and answer sessions.
114. Teaching is satisfactory at both key stages. Good planning ensures coverage of the National Curriculum and although there is no specific specialist in geography, all teachers have sound knowledge in the subject. Good pupil records and end of module assessments show that lessons are guided by an accurate knowledge of where pupils are in their knowledge and understanding of the subject.
115. The co-ordinator has well drawn up guidelines for action. These include agreed procedures used across the school to accurately track what pupils know, understand and can do in the subject. This underpins the good organisation of lessons. Resources are adequate for teaching the geography curriculum, with some shortages in the number of globes and ordnance survey maps. There is good use of ICT. Since the last inspection standards have fallen, although they are now beginning to rise again. Significant improvements have been made in the use of ICT, assessment and recording.

HISTORY

116. Pupils' standards are below average when they start in Key Stage 1 but they make good progress through the key stage and are attaining in line with national expectations at its end at the age of seven. They are becoming aware of the differences that time brings about. They know that the members of their families are of different ages and that is part of what makes them who and what they are. They understand that there is a sequence to growing old and bring in photographs from family albums to demonstrate this emerging sense of chronology. Similarly,

- by using verbal evidence from their families, they understand how life was different in times past. The washing day of years ago is clearly understood to be vastly different from the washer-drier practices of today.
117. By the end of Key Stage 2, pupils' progress is satisfactory. They have a wider range of historical skills and have a knowledge and understanding of events that puts them in line with what is expected nationally of pupils aged eleven. All pupils know the value of using evidence to draw conclusions. A Year 4 study of the Ancient Greeks is linked to English and geography. Stories such as the killing of the Minotaur by Theseus give an insight into the myths of the time. Pupils know where the Aegean Sea is and that its name comes from the father of Theseus. Using fragments of Greek pottery, pupils can demonstrate how an archaeologist works. In this way they know how history is put together, rather than reading books written about events and people. By the end of the key stage they more clearly understand how the events in Europe in the 1930's and 1940's have left their imprint on how we live today. In their work they know of the lives and influence of people such as Einstein, Churchill and Martin Luther King among many others.
118. The vast majority of the pupils are interested in the study of history, using evidence and finding out for themselves. They pay close attention to the class teacher in plenary sessions, and work well on their own, in pairs or in groups as required. Their concentration levels are high. Most are keen to discuss to clarify points of fact or interpretation. In general, pupils produce neat, well presented pieces of work. Behaviour is rarely a problem that holds back learning.
119. There was only one lesson seen at Key Stage 2 during the inspection so no judgements can be made on the overall quality of teaching. However, in the one lesson seen, teaching was good. The teachers' planning was particularly good which helped to construct an interesting and challenging lesson. There was also good use of pupils' own work and previous learning. Records of assessment are meticulously kept and the planning of future lessons is focused well on the attainment pupils have achieved. Pupils are given work that they can do, but which will also stretch them to higher standards.
120. The subject is well organised and work is well planned in a careful and progressive way. The recording of end of module assessment, recently developed as a teaching tool, is used well and underpins much of the learning. Resources are sufficient for teaching the history curriculum. The co-ordinator monitors pupils' work. This recently introduced aspect of the work is instrumental in raising attainment levels. The use of information and communication technology in history is increasing, especially in the use of CD-ROM for gathering information and illustrations. Local historians provide much valuable material for pupils to use in their lessons.
121. Since the last inspection, learning and teaching in history has increased in the use of information and communication technology, which enriches the lessons and the experience of the pupils. Its use has deepened pupils' research skills and improved descriptive writing. Standards of work seen have deteriorated at both key stages since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Standards in information and communication technology (ICT) are in line with expectations by the time they are aged 7 but below expectations by the time pupils are age 11. Progress is good at Key Stage 1 and unsatisfactory at Key Stage 2. Pupils in Year 2 load, and save their work as they design rectangular patterns in the style of Mondrian. They flood areas of their designs with colour and know how to close gaps in their lines when the colour floods into unexpected areas. Pupils in Year 6 use a spreadsheet to make basic entries. They load and save their data at a basic level of attainment. Pupils with special educational needs make good progress as they work alongside fellow pupils in pairs or individually with a support teacher.
123. Pupils have good attitudes to ICT and this is reflected in their responsible behaviour during lessons when it is necessary to wait for a turn on the computer or when two pupils work together and are supportive of one another in the operation of the software. They share decisions, work with enthusiasm, discuss ways of using the software and complete tasks effectively.

124. It was not possible to observe the teaching of ICT in all class groups. However, the overall standard of teaching is judged to be good at Key Stage 1 and satisfactory at Key Stage 2. Three out of four lessons are good and one out of four lessons are unsatisfactory. Learning is also good at Key Stage 1 and satisfactory at Key Stage 2 in response to the quality of the teaching. The good teaching is planned well and gives clear explanations of how the software is controlled. Pupils' learning is good in response to the good teaching strategies. Pupils work enthusiastically, share decisions and discuss methods as they enter information on a spreadsheet. They concentrate well and persevere as they use trial and error to develop rectangular patterns and then flood areas with colour. Where teaching is unsatisfactory, the organisational problems of the journey from the other school site and the need for pupils to be occupied whilst waiting for their turn results in poor use of time and poor organisation of pupils. Low expectations by the teacher means that learning objectives are not clear enough and few skills are acquired since insufficient time is given to teaching the basic word processing skills.
125. The co-ordinator for ICT is leading this curriculum area well. There has been a significant improvement in access as a result of the suite of computers that have been recently installed. The training needs of teachers are recognised and training has been booked in order to increase their confidence. Standards are known to be low at Key Stage 2 but the co-ordinator expects that they will rise as the timetabled access and increases in teacher confidence work through. ICT skills are to be introduced in the timetabled sessions and there is an expectation that other access to the computer suite will be used to integrate ICT into the broader curriculum. There was evidence of this during the inspection when the Year 6 class used the computer suite for a lesson on editing and improving a piece of text. However, there are insufficient computers. At present there are ten units for class sizes up to 35 which means that with access of two pupils per unit there is one third of the class having to work on paper. The number of positions in the computer suite need to be increased by eight to enable full access throughout the lesson for all pupils.
126. Since the last inspection, the school now has an enthusiastic co-ordinator and has invested in hardware to create the suite of computers. As a result, access for pupils to ICT is significantly improved. There is now a full scheme of work for ICT that is progressive and covers all requirements of the curriculum. However, there is a lack of the full range of opportunities for control technology. The school is aware of this situation and has plans to develop this area of the curriculum in the near future. A web site is developing and pupils use the email facility effectively in their communications with a school in Greece as part of the Comenius project. Each class has timetabled sessions in the computer suite and additional sessions are available for work in other subject areas such as English. The school is now well placed to considerably improve standards in future.

MUSIC

127. At the end of both Key Stage 1 and 2 attainment is in line with expectations. Pupils make good progress by the time they are aged 7 and satisfactory progress by age 11. Pupils with SEN make satisfactory progress.
128. Pupils at Key Stage 2 use a song as part of their registration procedure and older pupils interpret a piece of music as it paints a picture of a speeding train and a mood of urgency. It was not possible to observe music at the end of the key stage. At Key Stage 1, the younger pupils show good control of their voices in following the early stages of musical notation as they change the 'Aaaah' sound from lower to higher and from quicker to slower. Other young pupils developed a sequence of rubbing and tapping to simulate a summer rainstorm. The effect built up from the pitter-patter of early raindrops through the crescendo of a heavy storm and back to the hushed silence that follows a storm. The sequence was a spiritually moving experience. By the end of Key Stage 1, pupils can respond to two different pieces of music and identify mood as well as rhythm in the music. They can effectively repeat various patterns of clapping in response to a well-known song.
129. Since the last inspection, the school has been through a period of considerable change some of

which has been disruptive to the music curriculum. There is now a different focus in the teaching of music whereby individual teachers develop the basic and essential music skills such as rhythm, structure of sounds, sequences and patterns in music and the appreciation and interpretation of music in all its forms. The school now has a new co-ordinator for music and progress in the subject is better as a result of her efforts.

130. Pupils enjoy their music lessons. They respond to the need for control of sounds and the importance of silence in the development of a musical sequence. They respond well to the teaching, listen carefully, use percussion instruments well and work co-operatively as a group to create musical effects.
131. Teaching is good overall with satisfactory teaching at Key Stage 2 and good teaching at Key Stage 1. Three out of four lessons were good or better, with one that was very good and one that was satisfactory. There was no unsatisfactory teaching. Pupils' learning was at the same standard. The best teaching was well organised with percussion resources and challenging activities for very young pupils. Positive discipline and good use of humour helps pupils to concentrate and appropriate challenge for pupils of different abilities encourages individual success. As the challenge became harder in a good Key Stage 1 lesson, good interventions were used by the teacher to develop greater understanding in pupils of higher ability. The learning of the pupils was very good as they made decisions about how to make long or short sounds with a variety of percussion instruments that even extended to a piece of paper. Imaginative responses produced a number of interesting effects. Skilful questions challenged older pupils in Key Stage 2 as they learned to interpret music in imaginative terms. They listened intently to a piece of music and described it in terms of a labouring engine and supported this by comments about the nature of the music.
132. The subject is led by a co-ordinator with clear ideas about the development of the music curriculum. The school has sufficient resources for music to be taught by individual teachers in their own class groups. A number of short activities have been introduced that teachers can use during the school day at times such as registration.

PHYSICAL EDUCATION

133. Overall standards are satisfactory for physical education with attainment in line with expectations at both key stages. All pupils, including those with special educational needs, make satisfactory progress. Young pupils in Key Stage 1 are aware of balance and can use three points of contact as they create specific shapes by positioning their body with awareness of space. At the end of Key Stage 2, pupils have developed games' skills to a satisfactory level. They dribble and shoot, pass and receive and attack and defend at netball and hockey. They use control and accuracy as well as awareness of position and movement. Pupils achieve the national expectation of 25m unaided swimming.
134. Since the last inspection there has been a difficult period of staff changes and sickness that has disrupted some classes significantly. However, the school has maintained some of the good provision of the last inspection and is now moving forward again. There is a need to develop some weak teaching and extend the good practice into a whole school philosophy for physical education. Parents have expressed concern about swimming provision ceasing for individual pupils once they have achieved the basic requirement to swim 25 metres. The school rationalises that it provides swimming instruction at an early age in order to get pupils off to a confident start and uses time in Year 6 to develop the necessary skills for the national tests.
135. Pupils overall have good attitudes to physical education in both key stages. There is a respect for the efforts of others from the youngest pupils and those at the end of Key Stage 2 are very enthusiastic about games. They listen well to coaching points and practise them well and with encouragement and praise for others. They achieve a degree of success at activities such as shooting in netball.
136. Teaching and learning are satisfactory overall with good teaching at Key Stage 1 and satisfactory teaching at Key Stage 2. The teaching at Key Stage 2 ranges from unsatisfactory

to very good. One third of lessons seen in the school were good, one third were very good and one third were unsatisfactory. The very good teaching was organised effectively and managed the pupils well with frequent change of activity and challenges at a level that involved pupils in attempting to improve their performance. This meant that they learned skills of marking, passing and shooting as they concentrated on their accuracy and speed of movement at netball. Where teaching was less successful, there was a lack of positive encouragement, instructions were not clear and pupils' learning was poor as they did not understand the requirements of the activity and some found opportunities for disruptive behaviour.

137. The co-ordinator for physical education has implemented the Nottingham scheme for delivering the curriculum. Resources in the school are good for games and for small apparatus but there is a need for high level equipment in the school hall. There is a wide provision of extra-curricular sports activities that includes football, netball, hockey, basketball and gymnastics. However the school's position on swimming provision should be further considered.

RELIGIOUS EDUCATION

138. By the end of Key Stage 1, pupils are achieving in line with the expectations of the county Agreed Syllabus for this age. Pupils in Year 1 are just beginning to explore and consider their own activities and compare them with simple moral codes. However, some older pupils can express their ideas clearly and demonstrate a growing awareness and understanding of the Christian faith. They can talk with confidence about their visit to a church for a christening. At Year 2 pupils have looked at relationships for example: 'What it is to be a friend?' and can relate their beliefs to their relationships with others. They have looked at religious festivals in various religions and know something about the differences between them.
139. By the end of Key Stage 2, standards of achievement are below expectation and only a few pupils have a sound grasp of religious concepts. Some understand the metaphors used to demonstrate aspects of Christianity, although there is little understanding of the beliefs and practices of other religions. For example, most older pupils know some of the Christian symbols, although few can explain their religious significance adequately or know why religion often interprets itself in symbolism. Some higher attaining pupils can raise perceptive questions about the nature of religious practices, although few know of the festivals and practices from other religions or their purpose in the religious sense. Their knowledge and understanding of religious belief and their ability to talk about the significance of religious activities are insufficiently developed overall.
140. Pupils with special education needs are not achieving satisfactory standards in relation to their ability and are making unsatisfactory progress overall.
141. In the one lesson seen, pupils' attitudes were positive. They were interested and motivated, and approached the lesson with confidence. Behaviour was good and relationships with the teacher were very good. Pupils concentrated and worked together well.
142. The quality of teaching and learning is satisfactory at Key Stage 1. No lessons were seen at Key Stage 2. In the one lesson seen in Year 2 the teacher had a good rapport with pupils and used praise and encouragement constructively. A good feature of the teaching is the skilful use of questioning to promote thinking and discussion. In the best learning situations pupils gain religious insights into people's beliefs, practices and celebrations. In the majority of cases, where learning is unsatisfactory, skills are under developed and do not extend pupils' ability to think for themselves. The result is that little progress is made in religious understanding.
143. The current scheme of work does not enable staff to assess pupils' achievements or to ensure that lesson planning is systematic and makes progressive demands on pupils. Teachers have insufficient knowledge of the subject to enable them to use the Agreed Syllabus to pupils' best advantage. The limited amount of time given to the teaching of the subject in some classes, particularly at Key Stage 2, does not allow for it to be taught in enough depth to meet the requirements of the County Agreed Syllabus. This situation is a concern.
144. Pupils' attainment in religious education has deteriorated since the last inspection when pupils'

knowledge was satisfactory. There are insufficient resources for the adequate coverage of the Agreed Syllabus.