

INSPECTION REPORT

**Our Lady of Perpetual Succour Catholic Primary
School**

Bulwell, Nottingham

LEA area: Nottingham

Unique reference number: 122782

Headteacher: Mrs P Lynch

Reporting inspector: Mr B Allsop
1245

Dates of inspection: 13th – 17th November 2000

Inspection number: 225350
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, infant and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Piccadilly Bulwell Nottingham
Postcode:	NG6 9FN
Telephone number:	0115 915 0500
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Appropriate authority:	The governing body
Name of chair of governors:	Monsignor David Forde
Date of previous inspection:	10 th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr B Allsop (1245)	Registered inspector	Mathematics Areas of learning for children in the foundation stage	The school's results and pupils' achievements Teaching and learning Leadership and management
Ms M Davie (11096)	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mr A Margerison (21666)	Team inspector	English Geography History Equality of opportunity	Quality and range of opportunities for learning
Ms M Harrison (13066)	Team inspector	Information and communication technology Art Design and technology Special educational needs English as an additional language	
Ms L Flowers (17352)	Team inspector	Science Music Physical education	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady of Perpetual Succour Catholic Primary School caters for pupils aged between three and eleven. It is of average size and currently has 177 pupils on roll in seven classes and 48 pupils attend the nursery on a part-time basis. The pupils travel to the school from all over the town of Bulwell. They come from a wide variety of backgrounds, although the number of pupils eligible for free school meals, 32 per cent, is above average. The proportion of pupils identified as having special educational needs is 14 per cent and is low compared to other primary schools. There are no pupils with statements of special educational needs. There are no pupils who have English as an additional language. This is also low compared to other primary schools. The attainment of the children on entry to the school, whilst varied is broadly average.

HOW GOOD THE SCHOOL IS

This is an effective school with a number of good features. The school is rapidly improving. Standards are above average in English and mathematics. Overall the quality of teaching is good. It is very good for pupils in the nursery and the reception class. The overall leadership and management of the school is good. The new headteacher, the deputy head, together with the governors, are an effective team. The ethos of the school is good. It provides sound value for money.

What the school does well

- Standards in English and mathematics are above average.
- The quality of teaching is good.
- The pupils in the nursery and reception class have a very good start to school.
- Pupils have positive attitudes and very good standards of behaviour.
- Pupil's spiritual and social development is good; provision for moral development is very good.
- Relationships are very good.
- The support for pupils with special educational needs is good
- There is good leadership by the headteacher

What could be improved

- Standards in information and communication technology (ICT) are not high enough.
- The work of the subject co-ordinators needs to be made more effective
- Governors do not fulfil all their statutory responsibilities.
- The quality of information in pupils' reports about standards and progress is too limited

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was last inspected in March 1996. Standards in English and mathematics have improved steadily. However, standards in information and communications technology have not kept pace with expectations and are below average. Standards in art have improved. The monitoring and evaluation of the teaching have improved with regular observation by the headteacher and external advisers from the local education authority. However, the subject managers including the English, mathematics and science co-ordinators, do not monitor classroom practice. The quality of teaching has improved, with the previous high proportion of unsatisfactory teaching having almost gone. Assessment and

record keeping systems have improved and are often used well. The work for the pupils with special educational needs is now effectively matched to their needs. The provision for spiritual development is much improved. The reports to parents, however, still do not give enough information about a pupil's progress and attainment.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

Attainment on entry to the school is broadly average. The table above shows that by the time the pupils leave the school they are generally above average. In Year 2000 the school had an increased proportion of pupils with special educational needs in Year 6 and this had an effect on overall results. When compared to those in schools with a similar intake results are generally well above average. The findings from the inspection show standards to be above average in English and mathematics and average in science. Standards meet expectations in all other subjects except information and communication technology. Here they are below those expected for pupils of their age. Standards achieved by seven-year-olds follows the same pattern. The pupils at the end of the reception class achieve the standards expected for their age but are above average in personal, social and emotional development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are enthusiastic in the vast majority of lessons.
Behaviour, in and out of classrooms	Very good, both in lessons and around the school.
Personal development and relationships	Good. Pupils are encouraged right from nursery to be independent, to work together and respect each other.
Attendance	Satisfactory. In line with national averages.

The pupils' attitudes and behaviour are good and the school works hard to encourage all to respect and support each other. The nursery and reception classes are particularly successful in offering children choices and developing independence.

TEACHING AND LEARNING

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

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

The quality of teaching overall is good. The teaching is satisfactory or better in 98 per cent of the lessons, good or better in 66 per cent and very good in 21 per cent. The quality of teaching has improved since the last inspection due to effective training of teachers for the literacy and numeracy strategies.

The teaching is consistently good and often very good in the nursery and reception class. It is, overall, good at Key Stage 1. The greatest variation in teaching is at Key Stage 2 where it ranges from very good to unsatisfactory. The teaching of both literacy and numeracy is good throughout the school. The teachers plan well to meet the needs of pupils with special educational needs. As a result these pupils make good progress. Despite sound teaching being seen in ICT, overall, the teaching is unsatisfactory as the pupils are not yet taught all of the required curriculum. The pupils concentrate on their work, are persistent and focus on tasks for a considerable length of time. The children in the nursery and reception class work with confidence and enthusiasm.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum for pupils in the nursery and reception class is very good. The curriculum overall is satisfactory for pupils at Key Stages 1 and 2. There is insufficient coverage of the curriculum for ICT.
Provision for pupils with special educational needs	Good. The pupils are given clear targets and work is matched carefully to their needs. The support from the co-ordinator for special educational needs and the classroom assistants is good.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	The provision for the pupils' moral development is very good. The provision for spiritual and social development is good. Cultural development overall is sound but more time is needed to look at life and work in other cultures.
How well the school cares for its pupils	On a daily basis staff ensure the pupils' welfare, health and safety but the supporting written policies are dated or do not exist.

The curriculum experiences in the nursery and reception class are very good. Pupils are offered many stimulating opportunities to experience the full range of the early learning goals. The curriculum at Key Stages 1 and 2 is satisfactory but the school needs to do more to help all pupils to appreciate the richness and diversity of different cultural traditions. The school effectively analyses attainment data for each year group, but the use of this information to set targets for individual pupils is still limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The newly appointed headteacher provides clear educational direction for the school. The staff and governors work well together to set priorities for development. The role of the subject co-ordinators is very limited in the school.
How well the governors fulfil their responsibilities	The governors are supportive and interested in the school but currently do not fulfil all their statutory obligations, for example, the full ICT curriculum is not taught and key policies for health and safety are out of date or not in place.
The school's evaluation of its performance	Overall sound. The headteacher monitors the quality of teaching. There is good analysis of school test results.
The strategic use of resources	Sound. The spending decisions relate to planned priorities. Good use is made of staff and resources apart from the school library and computers.

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 children like the school • The behaviour is good • The children make good progress • The teaching is good • The school expects children to work hard • They can comfortably approach the school • The school helps children to mature. 	<ul style="list-style-type: none"> • The range of activities available for the children to join • The quality of the written reports.

The inspection team endorses the parents' very positive views of the school. The team would agree that the range of out of school activities currently offered is limited and the reports do not give enough information about children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The 2000 results of the National Curriculum tests for pupils aged seven were well above average in reading, writing and mathematics. These results represent considerable improvement over previous years and were very high in comparison to similar schools. The results for the pupils aged eleven were average in English and science but below average in mathematics. However, in comparison to similar schools the results were, overall, above average. In the three previous years the results for pupils aged eleven have also been above average. The year 2000 results were unusual, as the year group had been joined, over time, by a few pupils with special educational needs and this had depressed their overall results
2. The inspection findings for the pupils aged eleven show that standards are above average in English and mathematics and average in science. Pupils attain average levels in all other subjects apart from information and communication technology (ICT) where they fall short of the standards expected for their age. The inspection findings for the pupils aged seven show standards to be above average in English and mathematics and average in science. The pupils are below average in ICT and average in all other subjects.
3. The national literacy and numeracy strategies are having a strong impact on the quality of teaching in the school and this is raising pupils' attainment. These findings illustrate an improvement in English and mathematics since the time of the last inspection, when standards were average. The standards have also improved considerably in science where previously they were below average.
4. The children who are in the nursery and the reception class (foundation stage) are well in line to meet the early learning goals by the end of the reception year and this is because of the good teaching at this stage. Their personal, social and emotional development is very good. The children rapidly settle to school routines. They speak confidently to the adults in the rooms and share, take turns and co-operate in the many stimulating activities inside and outside the classrooms. Standards are average in communication, language and literacy. The children in the nursery readily express opinions about a story, and are beginning to know the names and sounds of the letters of the alphabet. The children's mathematical development is good. Many of the nursery children count to five and those in reception confidently count to ten and beyond. They enjoy sorting and matching objects and confidently name common shapes. The children are in line to achieve expectations in their knowledge and understanding of the world. They competently use the computer to consolidate language skills or draw simple designs. They do not, however, have enough opportunities to look at life in other cultures through, books, stories, art and music. The pupils make good progress in their physical development and move confidently on apparatus, cut shapes accurately and confidently use simple tools. The readily available resources and secure environment give the children confidence to paint pictures, produce collages, sing songs and readily engage in role-play. As a consequence their creative and physical development is good.
5. By the ages of seven and eleven the pupils' standards in English are above average. Standards are high in speaking and listening throughout the school. Pupils listen carefully and use a growing range of vocabulary with increased confidence. The

standards in reading are above average. By the age of seven many pupils read fluently, self-correct and show an interest and enthusiasm for reading. By the age of eleven the vast majority are fluent and confident readers and can make good use of phonic skills to help them read unfamiliar words. The most able pupils deal confidently with complex narratives, read with expression and fluency and readily use library skills to find information.

6. Writing is also above average throughout the school. By the age of seven pupils can punctuate correctly and use a wide vocabulary in their poems and stories. They spell common words correctly and develop a neat joined cursive style of writing. By the age of eleven pupils write lively, and at times, humorous pieces for a variety of types of audience. The rate of progress in writing varies across the ages from seven to eleven with the youngest pupils achieving less well as expectations are not sufficiently high enough. Throughout the school pupils make insufficient use of the computers to word process their written work.
7. In mathematics standards are above average by the ages of seven and eleven. By the age of seven pupils count competently, add and subtract, and can explain how they arrived at the answers to calculations. They know the major shapes and can record data in simple graphs. By the age of eleven pupils use numbers confidently and competently calculate percentages and find equivalent fractions. They handle data correctly and are able to find averages. They do not, however, always have enough opportunities to display their skills in practical measuring activities, selecting equipment and methods to solve everyday problems. They make very little use of ICT to support their work.
8. In science standards are average throughout the school. The pupils up to the age of seven develop a satisfactory knowledge of the life processes of humans, animals and plants and how simple forces operate and can make a simple electrical circuit. They undertake simple experiments and record the results. By the age of eleven they can confidently explain the process of photosynthesis, observe and record carefully and explain the working of an ecosystem.
9. In ICT standards are below those of pupils of similar ages. Whilst the school is working hard to raise standards by providing more staff training, computers and other resources, the pupils, at the moment, do not have sufficient width or depth of experience to meet the required level.
10. Standards in art are average. By the age of seven pupils paint well, replicate a variety of styles developed by famous artists such as Seurat and make good use of geometric shapes to produce animal pictures. By eleven the pupils produce good pastel drawings of sailing boats in a futuristic style. None of the pupils, however, show sufficient skill in observational drawing or three-dimensional work. Nevertheless standards have improved since the last inspection.
11. Pupils' standards in design and technology are similar to those of other pupils of their ages. They use of a range of materials, tools and techniques to reach a sound standard in designing and making simple puppets and animals. By eleven they are researching the strength of different materials to aid the design and construction of shelters.
12. Standards in history and geography are average. By the age of seven the pupils know about and describe the differences between life in Mexico and their own area. They make use of simple maps to locate buildings. By eleven they can compare Nottingham with Carlisle and use a wide range of resources to help them. The pupils

aged seven know the difference between the past and present. They competently describe the life of Florence Nightingale and how hospitals have changed. By eleven the pupils identify the reasons for austerity following the war and how transport has changed over the last fifty years.

13. Standards in music are average. By the age of seven pupils sing with expression, listen to, repeat musical patterns, and use a variety of instruments and use notation to record their compositions. At eleven they can sing confidently and have good vocal control.
14. Standards in physical education are also average. At seven pupils have an understanding of the importance of warming up for exercise and the health benefits of physical activity. They have good control and balance, and show awareness of others as they skilfully, hop, skip and run. At eleven they swim competently, have secure hand and eye co-ordination and successfully play team games.
15. The pupils with special educational needs (SEN) make good progress towards their individual targets when working generally within classes or when supported by the classroom assistant. All teachers are aware of their specific needs and classroom assistants are effectively directed to offer them support.
16. Overall the standards have improved over time and generally at a faster rate than other schools. There has been good improvement since the last inspection apart from in ICT. The school is very aware of this weakness and has improvement as a top priority.

Attitudes, behaviour and personal development

17. Pupils' attitudes to the school are good and have a positive impact on their learning. They obviously enjoy being at school and are polite and eager to engage in conversation with adults. In most lessons pupils are very well behaved, attentive, interested, hard working and enthusiastic. This view is endorsed by many parents who also feel that children's attitudes and behaviour are very good.
18. Children are familiar with school routines and confident about what is required of them. They enter their classrooms happily in the morning and are keen to get on with their busy days. They all respond very well to teachers' high expectations of good behaviour and this has a significant impact on how well they learn. They follow instructions very well and are able to sustain good levels of concentration. During the inspection children in the nursery remained focused on a painting and printing activity for a long time and were therefore able to make good gains in learning skills and to share materials. In the reception class children respond with enthusiasm to the interesting activities set for them and the good pace of lessons. During a short mental maths activity practising counting to twenty they responded well to the high level of challenge. Children also respond very well to the high level of praise used by teachers. Children in the reception class are so proud of their merit stickers that they secure them with sticky tape to ensure that they don't fall off.
19. Older pupils also show a high level of interest in school life. They respond to teachers' questions with confidence and work very hard to succeed. They show a high level of self discipline, and can always be relied upon to apply themselves to the work they have been asked to do. They are justifiably proud of their house-group achievements. Because teachers are generally very skilful at managing behaviour and organising their lessons, pupils behave very well and are very aware of what is expected of them. In a Year 2 literacy lesson, for example, after the introduction and setting of tasks, the

class teacher was able to focus her attention on working primarily with one group of children because the others were all aware of what was expected of them. They were able to work with independence and concentration. This meant that there were good gains in knowledge and understanding in this lesson. In a Year 5 mathematics lesson there was also a high level of enthusiastic learning because the teacher made her expectations very clear and used praise freely to encourage achievement. In Year 6 pupils listened to their teacher's explanations keenly and tried hard to follow her good example in a music lesson working on lyrics for an advent carol.

20. There are, however, just a very few pupils who do not always respond appropriately in lessons and sometimes lose concentration and do not focus on their work as well as they should. This is particularly evident in the Year 3 class where classroom management is not always as skilful as elsewhere. Or in the Year 4 class or when too much time is spent talking to the children and they do not have enough opportunity for hands on experience. Pupils in Year 4 who are working in a classroom which has been partitioned off the main hall generally respond well in their lessons, although the ambient noise from the kitchen and hall sometimes make it hard for them to concentrate on their work.
21. Relationships are very strong and all pupils work and play together very well. During a wet playtime all were actively engaged in some sort of activity, mostly drawing or finishing work and behaviour was excellent, with hardly any noise, it was in fact difficult to tell that it was playtime. Behaviour in the dining hall is also very good, older pupils help the younger ones to ensure they can manage their meals, and take responsibility for a number of jobs such as stacking the plates. Pupils work well in groups in many of their lessons and listen to each other's ideas sensitively. They are respectful during assemblies and in classroom prayers.
22. Pupils have very well established work habits which means that they are very productive during the school day. They are aware of lesson objectives and therefore know what they are trying to learn. There is however scope for developing pupils' responsibility for their own learning by the regular setting and assessing of individual targets, as well as giving the older children opportunities to be responsible for the younger ones in activities such as paired reading.
23. Attendance rates are satisfactory and broadly in line with the national average. Pupils are generally punctual at the start of the day and class teachers ensure little time is wasted in settling to work when they arrive. There is a very small group of children who are persistently late in the morning, some of whom live out of the catchment area and are therefore subject to traffic problems. While unauthorised absence is slightly above the national average, the rate is falling.

HOW WELL ARE PUPILS TAUGHT?

24. Overall the quality of teaching is good. It is satisfactory or better in 98 per cent of lessons. It is very good in 21 per cent and is unsatisfactory in only two per cent of lessons. The quality of teaching has improved since the last inspection when it was judged unsatisfactory in 20 per cent of the lessons. The teaching is consistently good in the nursery and reception and frequently very good. Here the teachers have very good knowledge of the needs of young children and offer a wide, varied and highly stimulating curriculum which captures pupils' interest, spurring them on to get involved with the activities.

25. The quality of teaching is good in English and mathematics. The staff training for the national literacy and numeracy strategies has had a positive effect on the quality of teaching. Lesson planning is detailed, resources and tasks are well matched to meet the needs of both the high and lower attaining pupils and consequently pupils make good progress. This increased knowledge and understanding of the teachers enables them to be very clear about objectives for the lesson, share those with the pupils and teach to those objectives. The teachers check what pupils understand and can do and successfully use the structure of the national strategies to develop pupils' understanding of basic skills such as letter sounds, spelling and addition, subtraction and rapid recall of number facts.
26. The teaching in science is satisfactory. The teachers plan lessons which effectively take account of previous learning and successfully support pupils with special educational needs to participate fully in the lessons supporting them to record their findings. The skilled questioning encourages the pupils to think about how to apply learning in one area of science to other areas. Good marking supports the children's learning by pointing out how to improve work. The teachers knowledge and understanding of the subject has improved since the last inspection.
27. The highest proportions of good teaching were seen in English, mathematics, art, physical education and geography. This relates closely to the teachers' recent training, personal enthusiasms and original subject training as teachers. This is especially true of the occasional very good teaching seen in mathematics, English, music and geography. Despite the teaching seen during the inspection in ICT being generally satisfactory, over time, teaching is unsatisfactory. Teachers are insecure in their skills and knowledge about teaching the subject and until very recently they lacked sufficient computers to teach effectively. Also the lack of formal assessment information in ICT hinders the teachers in planning work matched to the pupils' level of understanding.
28. The very small proportion of unsatisfactory teaching seen in the subject stems from the introduction to the lesson taking far too long and pupils not having enough "hands on" experience. As a result pupils lose concentration and make too few gains in skills and understanding.
29. In the good lessons seen, the work is well planned and the wide range of resources and techniques used immediately gain the pupils' attention. The pupils are interested and as a result work hard and make good gains in knowledge and understanding. Most teachers are aware of the effectiveness of focusing time and attention on individuals or groups as the lesson progresses. This means that the higher attaining pupils and those with special educational needs are enabled to work at a level which stretches them. Class control and management are generally good, lessons progress at a brisk pace and stimulating activities are interspersed with good questioning. For example in a Year 2 mathematics lesson focused on the recall of the ten times table, rapid fire questions kept the pupils on their toes, eager to respond and very pleased when praised for correct answers. The efficient preparation of practical resources, paper plates, counting blocks and a number line supported the smooth progress of the lesson as pupils puzzled out six lots of ten. Very clear explanation of tasks, the teacher's enthusiasm and a desire to make sure all pupils understood and made progress ensure that all worked hard. The parent helpers were well briefed, familiar with classroom routines and the teacher's expectations. This helped them to support the work of the lower attaining groups whilst the teacher challenged the higher attaining pupils. Some teachers undertake observation and assessment as the pupils work and record the information in readiness to plan appropriate work for the next day. Useful homework is set throughout the school.

30. The weakness in the teaching throughout the school is the limited use of ICT to support teaching and learning. The teachers do not often plan for an individual or group to use the computer to develop their skills in word processing or recording data or researching for information. A more specific weakness is, at times, the lower expectations of the teachers in the lower part of Key Stage 2, for the quality and quantity of work to be done.
31. The pupils with special educational needs are offered work well matched to their needs. The learning support assistants know these pupils well. The Individual Education Plans are regularly reviewed and kept available in the classrooms. There is evident progress against the targets set.

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

32. Since the last inspection the school has worked hard to ensure that the curriculum has the required breadth and balance. Good progress has been made so that the curriculum is balanced and broadly based throughout the school, although a better balance has been achieved in the foundation stage and Key Stage 1. The continuity and progression of learning in the majority of subjects, except ICT, is at least satisfactory throughout the school.
33. The curriculum in the foundation stage is good. In both classes, it is firmly based in the six areas of learning recommended for this age group and, overall, provides a good range of activities to develop children's basic skills so that they are well prepared for entering full-time statutory schooling.
34. The curriculum planning in Key Stages 1 and 2 is based upon the national strategies for literacy and numeracy and the Qualifications and Curriculum Authority (QCA) schemes for science and foundation subjects. Documentation is in place for all subjects and for sex education. There is no policy or scheme for work for drugs education, although the topic is effectively covered in classes. The curriculum provides at least satisfactory opportunities for pupils to develop their skills, knowledge and understanding in all subjects except ICT. In this subject the curriculum fails to meet statutory requirements to teach all the strands of the programmes of study.
35. However, overall the curriculum is satisfactory in Key Stage 1. It is carefully planned at the different levels of long, medium and short term so it provides good consistency and progression between the two classes in the key stage. The curriculum in Key Stage 2 is also satisfactory. The quality and range of learning opportunities are satisfactory and include effective provision to ensure that all pupils have equal access to the opportunities in school and for health, sex education and drugs awareness. However, there are inconsistencies in the time allocation to different subjects in different year groups and in the approach to planning at the medium and short term contributing to some lack of progression from lesson to lesson, for example, science in the Year 3 class.
36. Since the school was last inspected the provision for pupils with special educational needs has improved and is now good. The curriculum is socially inclusive and all pupils with special educational needs have equality of access to the same curriculum as the other pupils. Pupils with special educational needs integrate well with other pupils and they socialise well. Support for specific disabilities is good to enable pupils to make the most of the curriculum experiences. However, the use of ICT to support the learning for pupils with special educational needs is not developed fully.

37. Pupils benefit from outings to support topics by visits to the locality for work in geography and to local museums and Nottingham Castle. Year 6 children go on a residential weekend to Crich, where the emphasis is on getting them ready for the challenges they will meet as they move to their new schools. There are however, too few opportunities for pupils to study the culture, religion and daily life of other ethnic groups and communities around the world. At the time of the last inspection many parents said they would welcome stronger relationships between the school and parish. These pastoral links are now good. The parish priest is a very welcome, regular visitor and is a familiar figure to the pupils.
38. The range of extra-curricular activities provided by the school is limited. There are football and netball teams that are open to all pupils from Year 4 upwards. The opportunities to develop music skills are limited to a small recorder group. However, these activities are well supported by pupils and provide good opportunities for pupils to take part in competitions with other schools.
39. The provision for the pupils' spiritual, moral, social and cultural education is good overall. The provision of spiritual development has improved since the last inspection. The school assemblies, acts of worship, classroom discussions and prayers give the pupils many opportunities to reflect on spiritual elements of their life. The provision for moral development is very good. The teachers often talk about how to treat others and to respect other's feelings and property. The daily life of the school and the example set by all the staff successfully strengthen the pupils' moral values. The provision for social development is good. The basis for this starts in the Foundation Stage where the children are immediately immersed in an environment which encourages them to work with others, share and follow the clearly established routines for working independently and clearing away after an activity. The cultural development of the pupils is satisfactory. They study the work of a range of artists, enjoy a variety of music, experience a few stories from other cultures, and briefly study the main features of other major world faiths. More needs to be done, however, to extend their knowledge and understanding of life in other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. There is a high degree of care for pupils' welfare, and the support they receive makes a significant contribution to the educational standards they achieve. Pupils are assessed regularly and teachers have a good level of knowledge about how well they are doing and of what they are capable.
41. Teachers know their pupils very well and are fully aware of their physical, emotional and intellectual needs. They respond to them in a positive and supportive way. This is helped by the good relationships that exist between teachers, support staff and adult helpers who work well together to meet pupils' needs. Parents are positive about the support their children receive and rightly feel that the help given to pupils with special educational needs is particularly good. Good relationships with other agencies also ensure that additional support is quickly available.
42. Good procedures for encouraging discipline and good behaviour have been informally adopted by all the staff. However, the behaviour policy is outdated and has not been reviewed for a good many years and is thus unsatisfactory and unsuitable for use as guidance. Teachers rely heavily on positive praise to encourage good behaviour, skilfully drawing attention to children who are behaving well or doing as expected rather than focusing on those who are not. This represents an improvement since the time of the last inspection when there was judged to be too much emphasis on

checking lapses and not enough on celebrating good behaviour. The few children who find it difficult to conform to expectations are generally well managed and cause little disruption to lessons. There is, however, some variation in the teachers' ability to deal with unsettled pupils and this is particularly evident in a very few lessons in the lower juniors. Here, a small number of children have difficulty settling and working for sustained periods and this has an effect on the amount of work they are able to achieve. Most pupils are very aware of what is expected of them and the vast majority respond appropriately most of the time.

43. Procedures for supporting pupils' personal development are good. Through good teaching children are encouraged to be persistent, apply themselves to their tasks and co-operate with each other and adults.
44. Attendance is monitored regularly and the education welfare officer visits often to give any needed support. There is no formal guidance on matters of bullying and harassment as was the case at the time of the last inspection, however the school does plan to make this part of the behaviour policy when it is rewritten. Incidents are virtually unknown and dealt with firmly and fairly. Meals supervisors manage the lunchtime very efficiently and have very friendly relationships with the children. There is little playground equipment provided for the pupils to use during their break but some of the meals supervisors bring in their own games such as chess and dingbat, which is a pictogram guessing game, for the pupils to enjoy.
45. At the time of the last inspection attention to health and safety was satisfactory, and although the day to day working environment of the school remains safe, not enough priority has been given to health and safety matters recently because of the many staff changes. Many policies concerning the care of pupils have not been reviewed lately and this means that staff are not always aware of up to date procedures nor have they had benefit of recent training. For example, County guidance in matters of child protection is followed, but there is no school policy outlining who holds responsibility nor has there been current training to ensure that all staff are aware of up to date procedures. A number of other health and safety concerns have also been raised with the headteacher, for example that the timing of fire drills should sometimes include the lunchtime so that meals supervisors also become familiar with the routine. The school is, as a matter of high priority, continuing efforts to stop the regular attacks from a few pupils in the neighbouring secondary school. They frequently throw bags and bottles filled with sand at the primary school pupils during the lunch break.
46. Procedures for assessing pupils' academic progress have been developed since the last inspection. They are good, especially in the core subjects of English, mathematics and science but need developing for ICT. The national assessment arrangements are conducted appropriately and the school uses additional tests to assess pupils' progress on an annual basis. Overall, the systematic analysis and use of assessment information to guide curricular planning is satisfactory. The information is used to set whole-school achievement targets, but the use of the data to track individual pupils' progress over time is still limited. The procedures for monitoring and supporting pupils' academic and personal progress are overall good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents' views about the school are good. The new headteacher is highly praised as most parents feel that she has brought a positive and open atmosphere in which they are encouraged to become more involved in their children's education.

48. Parents rightly praise the good start their children are receiving in the nursery. They are happy with the school's induction programme, which includes home visits and gives parents numerous opportunities to visit their child's classroom in order to become familiar with routines and expectations. The vast majority feel their children get the right amount of homework. Inspection findings confirm the view of the majority that homework is used well throughout the school to support learning. Only about half of parents feel that there is an interesting range of activities outside school, and although there is a regular programme of both visits and visitors to enhance the curriculum, clubs are limited to football and netball and therefore inspection findings endorse parents' views.
49. The quality of information provided for parents is unsatisfactory. However the new headteacher has already made some improvements in this area despite only being in school for a short time. The overall tone of both the new prospectus and regular newsletters to parents is very friendly, helpful and encouraging. Although formal channels of communication with parents have not improved significantly since the last inspection, parents are now invited regularly to share the weekly special mention assembly. Insufficient information is given to parents about their child's curriculum and about homework requirements. Inspection findings endorse parents' views that the annual reports are far too general and do not give them a clear idea of how well their children are doing or how to help them do better. The governors' annual report to parents does not give all the required information, for example, there is no update on how well the school is tackling areas highlighted for improvement at the time of the last inspection. The prospectus is also lacking some required information about the results of standardised tests at ages seven and eleven.
50. The effectiveness of the school's links with parents is improving rapidly. The new headteacher is giving parents a greater opportunity to support both the school and their children's learning by creating a warm and welcoming atmosphere where their involvement is valued. During the inspection a good number of parents were regularly in school, supporting children by helping them with reading, art work, swimming or in general classroom activities. A dedicated group is also involved with the Friends Association raising much appreciated extra funds for the school and with the "helping hands" programme, preparing resources and mounting displays, in order to assist teachers with these time-consuming tasks.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The overall leadership and management of the school are good. The newly appointed headteacher is enthusiastic, knowledgeable and committed to improving the school. The deputy headteacher, recently returned from leave of absence, brings skill and dedication to the management team. The school has had a period of instability over the last two years due to serious illness, maternity leave and the changeover of members of staff. However, the recent appointment of the new headteacher, is already having a beneficial effect on staff training and expertise. The school is in a state of rapid transition and is in a good position to continue to improve.
52. The school is successful in meeting its aims and ensures that pupils feel part of a Christian community, are valued, and that their skills and knowledge are effectively developed. The skill of the individual teachers helps to promote the overall sound levels of attainment in the school. However, the role of the subject co-ordinators has improved only to a limited extent since the last inspection. They are still not sufficiently active in monitoring the quality of teaching and standards of individuals and specific groups of pupils.

53. The governors are very supportive of the school. The committee structure works successfully and the governing body is beginning to understand the strengths and weaknesses of the school. The governors monitor the curriculum by visiting the school and asking subject co-ordinators to provide information. Governors are linking with subject co-ordinators to oversee the curriculum provision. There is close and effective involvement by governors in the creation of the school development plan and financial planning and control. The governors do not, however, completely fulfil their statutory obligations as the brochure and annual general report to parents do not have all the required information. More importantly the school does not have a current health and safety, child protection or a drugs education policy. The full curriculum for information and communications technology is not taught.
54. The school has started to improve the systems for monitoring and evaluating its performance and taking action to improve. The headteacher and key staff from the local education authority have started regular monitoring of teaching. The subject co-ordinators regularly see the teacher's planning but do not formally monitor the quality of work and standards. In the past there have been very few opportunities for them to see teachers in action or moderate and comment upon the work of the pupils. Their job descriptions did not include these responsibilities. The headteacher now has firm plans for such key staff to be much more active in promoting teaching and learning in their subjects.
55. School development planning is sound. The development plan is comprehensive, has appropriate priorities, shows costs, persons responsible and success criteria. It is a useful document to aid school improvement. The headteacher has a clear vision of how to continue to raise standards. Target setting for pupils is starting to take an effective role in the school. Targets are often set for whole classes at the beginning of lessons but the individual pupils do not always know what they need to do to improve.
56. The school's spending decisions relate soundly to priorities. The principles of best value are applied and the senior staff and governors check to see if there has been value for money.
57. The school's aims and values are also reflected well in its work with pupils with special educational needs. The good support for these reflects the desire for all to feel valued and respected. The management of the provision for special educational needs is good. The co-ordinator has some release time to monitor special educational needs across the school. The Individual Education Plans are good with clear manageable targets for the pupils. The co-operation between the co-ordinator and support assistant and teachers is good. They all provide effective support for the pupils. The management of the foundation stage is good. The co-ordinator is most knowledgeable, skilled and determined to offer a high quality provision in conjunction with other staff.
58. The school has a sufficient number of teachers and support staff and they are appropriately qualified and experienced to teach primary aged pupils. There are very good induction arrangements to support newly qualified teachers. However, there is no assessment co-ordinator and several subjects have acting co-ordinators. This has an adverse effect on subject management. The school has secure plans for the teachers' continuing professional development in priority areas such as ICT in order to raise standards. Members of the support staff give effective support to the teachers, children and pupils.
59. Accommodation is adequate and most internal areas of the school have been redecorated. The site manager keeps the school at a high level of cleanliness. The

secure play area for the nursery is a positive addition but currently lacks challenging climbing apparatus. The dining area, which is now used as a classroom lacks a sink and there is some noise disturbance during lunchtime preparation, although the teacher and pupils cope well.

60. Learning resources are generally adequate but are limited in design and technology and ICT. The recent purchase of several new computers has improved the situation. There are, however, insufficient books in the library, particularly non-fiction but the school makes good use of the library loans service. At the time of inspection the library was not used well for individual research.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(i) Improve the standards in information and communication technology (ICT) by:

- raising the level of staff confidence and skill in using information and communication technology;
- implementing the full scheme of work to meet statutory requirements;
- producing and making good use of a pupil's record of coverage and progress;
- increasing the use of ICT across the curriculum and widening the range of software;
- giving the co-ordinator regular opportunities to monitor and evaluate the quality of teaching, learning and standards.

(Paragraphs: 2, 9, 16, 27, 30, 34, 36, 46, 58, 66, 105, 126, 132)

(ii) Improve the role of the subject co-ordinators by:

- giving them all the opportunity to monitor teaching and learning;
- encouraging the moderation of pupils' work to judge standards;
- improving their job descriptions to raise expectations of the role.

(Paragraphs: 52, 90, 99, 120, 125)

(iii) Ensure the governors fully meet statutory responsibilities by:

- ensuring that the ICT curriculum is fully taught;
- putting in place updated and effective policies for child protection, health and safety and drugs;
- making sure the school brochure has full details of the annual national test results;
- checking that the annual general report to parents has all the required elements.

(Paragraphs: 34, 45, 49, 53, 134)

(iv) Improve the quality of information for parents by:

- ensuring the annual reports give clear information about the gains made in skills and knowledge in each subject;
- giving more information to parents about the curriculum.

(Paragraphs: 49, 97)

The school may want to consider as additional issues:

- Improving the consistency of planning, teaching and pupils' work in Year 3.
- Developing the resources and teaching to support greater understanding of a range of different cultures.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	45	32	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	189
Number of full-time pupils eligible for free school meals	-	46

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	2	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	10	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	9	9	10
	Total	24	24	26
Percentage of pupils at NC level 2 or above	School	92 (90)	92 (81)	100 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	16
	Girls	8	8	10
	Total	23	22	26
Percentage of pupils at NC level 2 or above	School	89 (84)	85 (81)	100 (68)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	17	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	14	12	16
	Total	20	18	22
Percentage of pupils at NC level 4 or above	School	80 (91)	72 (86)	88 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	15	15	16
	Total	21	21	22
Percentage of pupils at NC level 4 or above	School	84 (86)	84 (86)	88 (95)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	3
Black – other	6
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	133
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	40

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	2
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	378,693
Total expenditure	371,367
Expenditure per pupil	2,075
Balance brought forward from previous year	-6,924
Balance carried forward to next year	402

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	62	33	3	2	0
Behaviour in the school is good.	58	40	0	1	1
My child gets the right amount of work to do at home.	51	28	11	3	7
The teaching is good.	74	23	0	0	3
I am kept well informed about how my child is getting on.	65	23	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	83	16	0	0	1
The school expects my child to work hard and achieve his or her best.	77	19	2	0	2
The school works closely with parents.	64	28	5	0	3
The school is well led and managed.	71	21	1	0	7
The school is helping my child become mature and responsible.	63	30	2	1	4
The school provides an interesting range of activities outside lessons.	25	27	23	9	16

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

61. Children can start at the school on a part-time basis in the nursery when they attain the age of three years, three months. They join the reception class from the beginning of the term following their fifth birthday.
62. The school has successfully maintained the good provision for the children in the foundation stage since the last inspection. The nursery was very new at that time, but is now well established and flourishing. The overall good teaching of the children in both the nursery and the reception classes is having a positive impact on their learning. The school has worked very hard to establish this provision. The vast majority of pupils will meet the early learning goals and a few will be working on the National Curriculum by the time they leave the reception class. The children make particularly good progress in their personal, social and emotional development. This is through the good teaching, good personal relationships and secure ethos developed by all the staff in the foundation stage.
63. The tests the children take when they first come to school (baseline assessment) show the children to be of widely varying standards but broadly average. The information gained from the baseline assessment is used effectively to identify areas for development for individual children and to set learning targets for them.
64. Children in the foundation stage receive an appropriate, well-planned curriculum that is supported by a very good scheme of work written by the early years co-ordinator for all six areas of learning. This provides for breadth, balance and purpose to learning. There are two part-time nursery nurses attached to the nursery class and a classroom assistant to the reception class. This skilled additional adult support positively enhances the learning opportunities for the children in the foundation stage by ensuring all are meaningfully involved in the activities.

Personal, social and emotional development

65. The children enter the nursery class with an average range of personal and social skills. By the time they leave the reception class they have achieved the early learning goals. This shows good achievement and reflects the skilful and sensitive teaching in the foundation stage. The children enjoy coming to school and settle very quickly to the daily routines of the classes. The children are encouraged to speak out when answering questions. They are developing confidence and self-esteem. They are polite and show consideration of each other by listening attentively. They are encouraged to be independent in the nursery, for example, when selecting wrapping paper for presents and using simple tools and fixing equipment when wrapping the parcels. They gather bread, butter and jam in the reception class to make jam sandwiches and are expected to clear up after themselves in both rooms.
66. There are a large number of parents who help on a regular basis in the nursery class and the room buzzes with conversation, with adults encouraging children to talk about what they are making or painting. There are very positive, supportive relationships between the staff and children, who respond well to this caring ethos. The learning activities in both classrooms teach children to share, take turns and co-operate with each other; for example, when working in pairs and one child copies the size, colour and shapes used in the tower block built by the other. The children show a remarkable

capacity to concentrate on tasks when working independently. For example, in the nursery class, when cutting, gluing and joining materials to make a present box. They show good attention to detail as they make play dough cakes and put candles and decoration upon them. They learn to tidy away at the end of sessions.

67. The reception class children are able to dress and undress for physical education with a minimal amount of help. The nursery children can put on and take off coats when going out to play independently. Teachers and support staff take every opportunity to develop children's personal, social and emotional development as they go about their work and play in the classrooms, helping them to become independent.

Communication, language and literacy

68. In both the nursery and reception classes the children enjoy listening to stories and sharing books with each other and adults. In the nursery they are able to talk about favourite books and characters and express an opinion about a story. In both classes the children handle books carefully and know that words go from left to right and convey meaning. In the nursery the children are developing knowledge of initial sounds. Children in reception are learning the names and sounds of letters of the alphabet. All the children in reception and many in nursery can recognise their own names and are encouraged to write them. Children are taught to hold pencils and form letters correctly. In both classes the children are encouraged to think of themselves as readers and writers, whatever their stage of development. Writing materials are provided for them to develop their skills, for example, in the reception class "office" where children can write letters and lists. In the nursery the children write invites and cards for "Percy Pigs Birthday". The classrooms are rich with print, including alphabets, labels and words to help with writing. Books are displayed so that children have easy access to them. Children in reception are able to recognise familiar words; for example, 'ship', 'shop' and 'back' in a big-book text. The adults constantly encourage the children to explain what they are doing, often introducing or reinforcing language appropriate to the activity; for example, "more than or less than", when the children are discovering the capacity of containers in the water tray. They skilfully ask questions to help children to develop and connect ideas. They show children that they value their efforts in communicating by praising and encouraging them. Stories are read with enthusiasm and expression by teachers, providing children with very good models of how to read and enjoy text.
69. The teaching of literacy is good. Elements of the literacy framework are successfully employed in the reception class. Children of all abilities are achieving well and are in line to meet the early learning goals. Teachers keep good records of the children's progress and make regular focused observations of children at work. This information is efficiently employed to plan work for the next day.

Mathematical development

70. The vast majority of children in both classes are working in line to meet the early learning goals for mathematics. In the nursery good use is made of mathematics, many children can count to five and beyond, and recognise a circle, square and a diamond. They accurately name these shapes as they place decorative sweets on their cakes.
71. The vast majority in reception can count to twenty and beyond both forwards and backwards. They can match numbers to objects and sort by shape, size and colour. They can recognise simple symmetry for example when they each build a mirror image of a small tower using coloured blocks and shapes. The teachers help the

children to see the mathematics all around them by providing a range of different and interesting activities for them to do. In the nursery class the children were encouraged to make cakes and count candles. All are gaining a good understanding of shape and number. Very good use is made of number songs and rhymes to help children remember number order. Good use is made of a glove puppet in reception to capture interest and encourage accurate counting. Children are encouraged to work independently in reception when practising their sorting, matching and counting skills.

72. Teaching of mathematics is good and often very good in both classes. The learning activities are practical and imaginative, and capture children's interest and enthusiasm. Teachers and other adults make valuable interventions to extend learning and pose questions to deepen knowledge and understanding. When working with a group the teachers complete assessment sheets to track the children's progress and effectively plan work for the next day.

Knowledge and understanding of the world

73. Teachers provide practical and investigative activities for children to find things out for themselves. A group of children in the nursery class work in the water tray to discover which containers are full or empty which hold water and which don't and explain to others why. After a visit to a local environmental centre the reception class children construct simple shelters. The children mix paints and are asked to predict what will happen. The teachers use good questions to probe and deepen children's understanding. A simple art program on the computer is used by the nursery pupils to practise using the mouse by dragging, pointing and clicking. Children in reception competently move the mouse and click to select letters in a spelling program.
74. In both classes children can select resources and tools safely to construct and build. They have a good sense of how things can be joined together. In the nursery they can use sellotape, glue and paper clips to wrap a present or fix legs onto an octopus.

Physical development

75. The children achieve well in this area of learning because the teaching is good. Many of the youngest children can use scissors to cut out shapes accurately, use glue to stick paper together, hold and use pencils and paint brushes correctly and manipulate play dough into shapes. They show a developing awareness of space when playing on the outside play area with balls, skittles and hoops. The ongoing record of physical development is used as a basis to set appropriate tasks with beanbags and balls to encourage hand and eye co-ordination. They can run and chase each other confidently. The reception children work with determination as they try to hit targets using large and small balls. They skip competently and recognise how their breathing and heart rate increases as they exercise. The physical education lessons make a good contribution to their personal development as they dress and undress themselves and take turns, share apparatus and co-operate in small groups. The outdoor area for play is good, but currently lacks any large outside play equipment to develop climbing and balancing skills.
76. The children in reception use a range of tools confidently, including scissors, paintbrushes and crayons. They can handle a pencil well and write their names. They build carefully using construction apparatus and use a variety of fixing methods to make large colourful "fireworks".

Creative development

77. The organisation of the classrooms for both the nursery and reception helps children to achieve well in this area of learning. The readily available resources and the activities for learning encourage children to experiment and be independent. Children in the nursery class make birthday cards and presents and other objects using a wide range of chosen resources such as paint, glitter, collage, playdough and clay and different coloured paper. They are able to talk about their choices. The reception pupils mix paint; print with sponges and shapes experimenting with how to make shades, and then create pictures, describing what they are trying to do. They carefully use a knife to spread butter and jam in response to the book on "The Giant Jam Sandwich".
78. The children in reception use songs as they learn their maths and pretend to be monkeys jumping on a bed. The children successfully build up a repertoire of songs in the nursery. They respond well to music and imitate the rhythm in a piece of jazz. They confidently select musical instruments and respond to instructions to start stop and to play loud and soft. They make good use of rain sticks they have made. They respond well to marching songs.
79. Children particularly enjoy role-play, using the props and resources imaginatively. In the nursery, children play at setting up a birthday party for "Percy the Pig". In the reception class they create stories and characters as they go on a holiday to Skegness. All of these activities are well supported by the nursery nurses and the classroom assistant.
80. The foundation stage offers a good start to the pupils in the school. The staff and children thoroughly enjoy each other's company and the children make good gains in all areas of learning.

ENGLISH

81. In the 2000 National Curriculum tests for eleven-year-olds, results were close to the national average in comparison with schools nationally, but well above those achieved by similar schools. The inspection findings show that standards for Year 6 pupils are above the national average in speaking, listening, reading and writing. By the end of Key Stage 2 pupils have benefited from the additional booster classes and effective teaching. This has had a positive impact on standards. In the 2000 National Curriculum tests for pupils aged seven, the school's results in reading and writing were well above the national average. When compared to similar school, pupils' performance was very high in reading and writing.
82. The pupils enter Key Stage 1 with sound standards of skills in English. As they move through the key stages, they make good progress so that by the age of eleven they are achieving standards above average. In speaking and listening, they listen well to teacher's questions and have a well developed vocabulary so that they can give clear and expansive explanations of their ideas and opinions. They are able to and quote evidence from what they have read to justify their answers or opinions. The majority listen carefully to instructions and take turn in discussions or debates to answer. When they are working in-groups, such as a geography lesson in Year 5, they share ideas and exchange suggestions willingly. They use specific vocabulary in all subjects effectively. They gain confidence in speaking to a larger audience when describing their work in closing discussions sessions.

83. In reading, pupils in Key Stage 1 effectively build upon the skills, knowledge and understanding gained in the foundation stage. The overall standards reported at the last inspection have improved. Pupils in Year 1 have an interest in books and recognise familiar words. They develop a good understanding of simple texts and express their likes and dislikes in a story. By the age of seven, pupils have an interest and enthusiasm for reading and books. The majority of pupils have acquired a good sight vocabulary and many read fluently and self-correct their errors. They make effective use of their knowledge of letter sounds and other phonic skills to read new or unfamiliar words. Higher attaining pupils have a good knowledge of the alphabet and read at a steady pace showing some use of expression and awareness of how punctuation can be used to add meaning and pace to a phrase. Pupils with special educational needs make good progress in developing a basic understanding of letter sounds and how to use phonic skills to read basic words and books.
84. By the age of eleven, pupils' standards in reading are above average. They develop a good range of strategies to decipher meaning from print and most break down words into syllables and use contextual clues effectively. Pupils enjoy reading and can recount the significant ideas, events and characters in stories. Lower attaining pupils read at a steady pace, but with limited expression. However, they have a good sight vocabulary and a good range of strategies to use the illustrations and their phonic skills to work out unfamiliar words. Higher attaining pupils read good quality fiction of a more adult nature with fluency, expression and understanding. They cope well with the more complex narrative structures of these stories. Out of school, they read a range of literature including magazines and children's novels. Pupils' knowledge of well-known authors is satisfactory and are confident enough in their research skills to use the town library to find books on specific topics. When given the opportunity in lessons, they can use their research skills effectively to locate precise information from textbooks, CD-Roms and the Internet.
85. By seven, pupils' overall attainment in writing is above those expected for pupils of their age. The content of the writing is satisfactory, and pupils' knowledge and understanding of grammar and punctuation is secure. The majority of pupils use sentences to extend their ideas in a logical sequence of events and write in a range of different formats and for different purposes such as retelling traditional tales, imaginative narrative prose, dialogue and poetry. They develop an understanding of how to use full stops and capital letters to denote sentences, and higher attaining pupils use more complex forms of punctuation with some consistency and security. Most common words are spelt correctly, but any errors are phonetically logical. Their writing is printed, but by the end of the key stage the majority of pupils are writing in a cursive style or beginning to join up some letters. The higher attaining pupils use adjectives and other writing devices to add interest to their stories and there is a clear sense of narrative in their stories and they use a good range of vocabulary.
86. Standards in writing by age eleven are above average. However, there is distinct variation across year groups in the key stage in the quality of their writing and presentation which mainly reflects the teachers' expectations. Consequently pupils' progress is uneven. Currently the majority of the oldest pupils write in a joined up style, letter formation is even and many pupils are developing their own distinct style. The use of capital letters and full stops to denote sentences and for proper nouns is generally consistent. The majority can correctly use a range of punctuation including commas, exclamation and speech marks correctly within their work. All the pupils can write for a variety of purposes and vary the style to match the audience, but higher attaining pupils writing is comparatively lively and thoughtful. They develop their ideas well; use adventurous vocabulary to add life and vitality and in some cases, humour is used

effectively to illustrate a point. A range of writing conventions and devices are used to write for a range of purposes.

87. The quality of teaching and learning is good in Key Stage 1 and although more variable, overall is good at Key Stage 2. However, teaching is more effective in the upper years of the key stage. Teachers have a clearer understanding of what they expect pupils to achieve in each part of the lesson and, consequently, make more effective use of the group work element of the lesson to develop and consolidate pupils' understanding of the key learning points from the whole class text and phonics work. A consistent strength of the teaching throughout the school is the effective management of pupils that results in good behaviour and a positive learning environment in most lessons. The effective use of day to day assessment through probing questioning, the good use of closing discussion sessions to discuss what has been learnt in the lesson and the informative and helpful marking is another consistent strength.
88. In Key Stage 1, both teachers have a very secure understanding of how to use the structure of the national literacy strategy to develop pupils' understanding of basic skills such as phonics, letter sounds and basic writing and reading skills. This is illustrated by the detailed planning of lessons and reflected in the good levels of performance pupils' achieved in the end of key stage tests in 2000. Lessons have a good pace, resources chosen match the objectives of the tasks well and the teaching methods provide pupils of all abilities with good opportunities to develop their knowledge and to acquire new skills and understanding.
89. Throughout Key Stage 2 teachers demonstrate good skills in the whole-class element of the lessons. Questions effectively challenge pupils' understanding and this maintains the pace and crispness of the sessions ensuring that pupils concentrate well and have to listen carefully to be involved in the lessons. The detail of the planning indicate the clear understanding that the majority of teachers have in how the whole class sessions can be used to develop pupils' appreciation of text and basic skills. However, in the lower years of the key stage, the independent group activities are less effective in promoting pupils' learning. The intended learning objectives are not consistently explicit in planning or practice. Consequently, tasks are not always well matched to the different ability groups within the classes. For example, few references are made in the planning to the individual educational plans for individual pupils with special educational needs. In the best lessons in the key stage, learning outcomes are clear for each element of the lesson so a clear direction is maintained throughout for all pupils. The independent activities provide good opportunities for pupils to consolidate and build upon the whole-class work. For example, the lesson in Year 6 on writing poetry including simile and personification where the links between the different elements of the lesson were clear and explicit.
90. Since the last inspection the co-ordinator has given clear leadership to the subject. The curriculum for English has been well developed to incorporate the national strategy for literacy, but the school has also maintained sufficient opportunities for pupils to develop their writing skills. The effectiveness of this approach is reflected in the consistently high standards achieved in the end of Key Stage 2 national tests. In other subjects such as history, geography and science pupils have satisfactory opportunities to use their literacy skills for letters, newspaper reports, research and accounts of investigations. However, within the English curriculum, there are too few opportunities for pupils to use ICT and opportunities for drama are insufficiently planned for within the overall scheme of work. Due to a lack of release time, the co-ordinator's ability to monitor the quality of the teaching has been limited since the early stages of the national literacy strategy. This aspect of the role is substantially

under-developed. Since the last inspection, procedures for assessing pupils' attainment have been well developed but there is no whole-school approach to assessing pupil's progress in speaking and listening skills. Resources are adequate to teach the subject, but the range and quality of books in the library, particularly of non-fiction books is limited. In addition, the siting of the library on the main corridor and in the foyer limits the potential of using it as a venue for lessons.

MATHEMATICS

91. By the time the pupils reach the end of Year 2 and Year 6 the standards in mathematics are above average and overall have improved since the last inspection. Standards at Key Stage 1 have risen dramatically This has been achieved by a change of teacher and effective training and implementation of the national numeracy strategy. Both factors had a positive effect on the pupils' attainment at the end of Year 2.
92. There is no significant difference in the performance of boys and girls. The pupils with special educational needs are carefully identified, their needs are effectively analysed and good support given.
93. By the age of seven the pupils confidently know addition and subtraction facts to 20 and work competently with numbers up to 100 and beyond. The pupils are successfully developing a range of good strategies to solve number problems. They recognise number patterns and this helps them to predict the answers to questions. The experiences offered by the national numeracy strategy are encouraging pupils to undertake a range of mental calculations. They recognise and name major shapes and capably identify and count the number of faces, edges and corners they contain. They produce simple bar charts to record such data as eye and hair colour of other pupils. They do not however, have sufficient opportunities to select mathematical equipment and employ their skills in practical weighing, measuring and timing. Nevertheless they can tell the time and measure length, handle simple shopping tasks and recognise lines of symmetry. They do not make sufficient use of information technology to practise skills or record simple data. Over time the pupils make good gains in their confidence and competence in handling numbers, eagerly counting backwards and forwards and using the five times and ten times table.
94. By the age of eleven the pupils competently calculate percentages, find averages from a series of figures, recognise rotational symmetry and calculate the volume of cuboids. They show an ability to make rapid estimates in order to check their calculations. They do not, however, have enough experience of collecting, recording data and producing a variety of charts to illustrate information.
95. The quality of teaching and learning throughout the school is generally good. Teaching in Years 1 and 2 is good and occasionally very good. The pupils like mathematics. They enjoy lessons and show high levels of concentration. This helps them to make good progress. Pupils make good gains in their knowledge and understanding of mathematics. The majority of pupils know and respect systems for independent working time and help each other. Nevertheless, the teaching from Years 3 to 6 varies from satisfactory to very good but is good overall. The pace of lessons and the classroom management is less strong in Year 3. Here the pupil's progress is less rapid. Pupils' work is less well presented and of more limited quality and quantity in this year group and, at times, barely satisfactory.
96. In the very good lessons the teachers have a secure knowledge of mathematics, plan thoroughly and have appropriate expectations for the range of pupils. They make

clear what the pupils are to learn by sharing the targets for the lesson and reviewing progress towards them at the end of the lesson. Teachers use sharp and pertinent questions, for example, when pupils are challenged to count back into negative numbers. The teachers frequently praise pupils to build confidence and self-esteem and maintain a steady pace to the sessions. The lively presentations keep pupils interested. The careful questioning promotes thinking and checks pupils' understanding of, for example, ways of calculating the perimeter of a rectangle. Frequent praise for concentration and hard work keeps all pupils on task throughout their group and individual work. The learning support assistant and other adults are well briefed and work effectively with groups and individuals.

97. The staff keep adequate records of pupils' progress but the written reports for parents give good coverage of the pupils' experiences in mathematics but say insufficient about their progress and attainment in the subject and set no targets for improvement. This needs attention.
98. In all areas of the school the use of information technology to support and develop learning in mathematics is unsatisfactory. The teachers very seldom give pupils an opportunity to use the computer or programmable vehicles to extend the use of mathematics. Overall numeracy skills are satisfactorily employed in other subjects such as, geography, science and design and technology.
99. The leadership of the subject whilst overall sound does require improvement. Teacher's planning is regularly checked and the annual test results analysed but the actual teaching of the subject is not monitored by the co-ordinator. She does not have a secure overview of the strengths and weaknesses in teaching and learning. Whilst resources are generally adequate there is a lack of computer programs to support the teaching of the mathematics curriculum.

SCIENCE

100. The standards in science for pupils aged eleven in the 2000 National Curriculum tests was close to average but above average when compared to schools in similar circumstances. Standards for the pupils aged seven is average. This represents good progress since the last inspection where standards were judged to be low throughout the school.
101. Evidence from the inspection indicates that the standards of the pupils at seven and eleven are in line with national expectations. Successful learning is taking place and appropriate regard is given to the development of the children's understanding of scientific enquiry. For example, by the age of seven pupils have recorded explanations of simple forces and are able to sort and record how the different forces operate, '...on a bicycle I can make myself go faster by pushing the pedals.'
102. By the age of eleven the pupils' have good first hand understanding of the effects of exercise on heart rates and breathing rates. They produce independent recordings of their findings and are able to offer some supporting explanations. Well designed recording formats and frameworks support children who find difficulty in written recording. Higher attaining children are developing an understanding of the need to include measurement and an element of fair testing when designing and conducting scientific experiments.
103. Teaching is satisfactory. Planning for the teaching of science ensures that lessons are well structured and build upon pupils' earlier learning and experiences. The needs of

all pupils are taken into account in the planning and delivery of the lessons. Pupils with special educational needs are able to participate fully in the scientific learning and are not impeded by difficulties in recording their findings and ideas. Skilled questioning on behalf of the teachers encourages all to think carefully about what they are learning and how their knowledge may be applied to other situations. Supportive marking is evident in much of the work and the comments clearly promote learning, encouraging pupils to think independently. However, despite improvement there is still a need to increase opportunities to pursue scientific enquiries. The role of the co-ordinator is currently limited and the teaching of science has not been regularly monitored. The assessment and recording of pupil's achievements are satisfactory.

104. Pupils respond to their science lessons with enthusiasm and curiosity. They co-operate well in setting up and carrying out investigations. They use equipment well and take care with apparatus. They talk together about what they are doing, pose questions and offer explanations. For example, younger children were given the appropriate equipment to enable them to construct a simple electrical circuit. Through first hand experience they each achieved success in getting the bulb to light, and were able to explain their understanding of the need for a complete circuit. The Year 6 pupils demonstrate a secure understanding of the process of photosynthesis, making careful observations of a demonstration experiment and recording their findings. Knowledge gained in this lesson was applied in a later lesson where the pupils were asked to consider the interdependence of plants and animals within the ecosystem of an oak tree. They were articulate and confident in supporting their reasoning as to how the balance of life was maintained within this system. Another group of pupils made clear and careful recordings of the variety of natural life found within the school grounds. They talked enthusiastically about what they had found and were developing a sound knowledge of the varieties of habitat and the different life forms to be found there, and demonstrated an understanding of the classification of plants and animals. In all lessons pupils worked with good levels of concentration, followed instructions well, and worked with accuracy and at a satisfactory pace.
105. The use of information and communications technology to support the pupils' learning is very limited. For example, there is no evidence that pupils collect and record evidence in a simple data handling program.

ART AND DESIGN

106. Standards at the age of seven and eleven are as expected nationally for pupils of these ages. At the time of the previous inspection standards were unsatisfactory. Since the last inspection the nationally recommended programme of work has been partially adopted for the school. Members of staff have increased their own skills in teaching the subject, although more training is needed. Teaching has improved and the curriculum has been widened to include the use of clay, collage, printing, textiles and crayons. There is now more time spent on understanding the work of other artists. These factors have enabled teachers to improve pupils' achievement, progress and standards.
107. By the age of seven pupils know about the artist Georges Seurat and the technique of 'pointillism' (using dots). They are painting their own pictures in this way, for example, a 'fish'. Pupils are using primary colours and learning to mix paint. Pupils have made a large display using collage for their work on 'The Nurse' and another display for mathematics. The latter is of animal pictures, in which geometric shapes have been used. This is a good link to numeracy.

108. By the age eleven, pupils are starting to use their sketchbooks appropriately to make studies of moving figures in a variety of positions, for example, people taking part in sports activities. Pupils make satisfactory progress. Their work on 'sailing boats' in aqua pastel shows sensitive use of colour and shape. Pupils use their artistic skills to illustrate their writing about 'Bonfire Night'. They use their imagination and creativity effectively to indicate the excitement of the firework displays. This is a good link with literacy. Their skills in observational drawing, painting and three-dimensional work are limited and have not been built up appropriately throughout the school.
109. The quality of teaching overall is satisfactory and a small number of lessons were good. In these lessons the teachers plan tasks to suit all pupils' needs. In Year 1, for example, they provide a number of different kinds of paper, with a variety of textures and colours, for pupils to choose from when designing a picture using rectangles. This motivates the pupils so that they concentrate well and increase their skills in basic design. Teachers use the correct vocabulary such as 'pattern' and 'rectangles' in Year 1 and 'traditional' and 'modern' in Year 3 when working on designs for chairs. Skilful questioning makes pupils use their thinking skills, as in Year 3 when discussing what a designer must consider when designing a chair. When teachers' management skills are good, it has a positive effect on pupils' attitudes and behaviour and they remain on task and persevere when they find things difficult, as in Year 1, when making patterns and painting. Good planning includes appropriate ICT tasks. Pupils in Year 1 use a painting programme to make colour circles. They find this difficult but are confident in their use of the mouse and they try very hard to succeed. All pupils, including those with special educational needs, make satisfactory progress throughout the school. This is because teachers plan specific tasks for all pupils. However, throughout the school insufficient attention is given to the skill of observational drawing and three-dimensional work. Display has improved. It supports the curriculum and enhances the environment.
110. The new headteacher is acting co-ordinator. She is aware of the weaker areas in art and design teaching and that there are no formal assessment procedures in place.

DESIGN AND TECHNOLOGY

111. Standards are as expected for pupils of this age and are similar to the last inspection. However, teachers have improved their knowledge of the subject and work is now planned to challenge all pupils. Those with special educational needs now make similar progress to other pupils. There is a sound emphasis on the design part of the process and pupils are taught to review their work, to see how they can improve it.
112. By the age of seven, pupils make jungle animals, with mouths that open, using a balloon to make a simple pneumatic system. They have also designed and made simple puppets with moving arms and legs. They successfully increase their design skills, their thinking skills and their knowledge about how to make things that move. By the age of eleven, pupils are designing and making shelters. They are at the design stage of this project and are collecting information about the construction of shelters, including the range of materials used and the comparative strength of different materials.
113. The quality of teaching overall is satisfactory and is good in half the lessons. Where teaching is satisfactory, the introduction is rather stilted and the teachers try to cover too much information at once. Because of this, the pupils become restless at times and lose concentration. Where teaching is good, pupils listen well to instructions. The teachers' good management skills ensure that pupils work safely and that they stay on task. This enables effective learning to take place so that pupils develop their

thinking skills and specific design and technology skills. The teachers' management skills are good and this helps pupils to maintain their interest, motivation and concentration and they are eager to complete their work.

114. Pupils make at least satisfactory progress throughout the school. Occasionally they make good progress, for example, Year 1 use simple levers to design cards with moving parts. The finished card is also a fairly accurate representation of the original design. The pupils in the class were proud of it and praised the designer. This is a good example of the genuine respect shown by pupils for each other's work. Pupils in Year 3 are making progress in designing sandwiches and Year 5 planning shows that pupils will be making bread. Pupils with special educational needs make satisfactory progress. This is because tasks are designed to meet their needs and adults are sensitive and give extra help when it is needed. The subject makes a satisfactory contribution to literacy through discussion, use of specific vocabulary and written work. For example, when evaluating or collecting information on the shelter project in Year 6. A sound contribution is made to numeracy. Year 4 pupils, for example, are aware of the importance of the use of space within a torch and know that careful measurements must be taken to fit in all the appropriate parts.
115. The new headteacher is the acting co-ordinator. She is aware that more training is needed to increase the teachers' knowledge and expertise. Resources in design and technology are barely adequate. The co-ordinator is in the process of auditing, renewing and improving them, so that pupils can work more effectively.

GEOGRAPHY

116. The standards achieved by pupils throughout the school, as at the time of the last inspection, are as expected for their age. They develop skills such as mapping skills satisfactorily. They have positive attitudes to the subject, behave well and are interested and enthusiastic in lessons.
117. By the age of seven, pupils develop a secure knowledge of countries in the United Kingdom and around the world and know that different types of transport are needed to get to these countries. They learn how to compare different locations and begin to develop their mapping skills to locate specific buildings and key features on a simple map. Pupils in Year 1 know their address and with help can locate the street that they live on in Bulwell. In Year 2 pupils build on this local knowledge and learn about the countries and capital cities of the United Kingdom and further afield. They learn about a community in Mexico and begin to develop their ability to compare and contrast people lives and environments in different parts of the world.
118. By the age of eleven pupils have an understanding of how the physical landscape, such as rivers and mountain areas vary. Through a comparative study of Nottingham and Carlisle pupils contrast settlements using specific aspects such the industry or the types and range of leisure and recreational facilities available to the population. Pupils are given good opportunities to research for themselves using booklets, photographs, atlases, encyclopaedia and local information leaflets.
119. The quality of the teaching and learning is satisfactory. The strengths in the lessons seen during the inspection are the management of pupils and the opportunities provided for pupils to learn from basic research and investigation. Teachers have secure subject knowledge and use this to plan lessons that are well matched to the medium term topic objectives. They have a good understanding of how geography can be used to reinforce and develop pupils' literacy skills and numeracy skills. For example, in a Year 5 lesson the teacher provided a range of information sources for

the pupils to find out about specific features of Carlisle. They had to work in groups on the tasks and reported to the rest of the class in the plenary session. Where extra adult support is present they give positive and supportive help to pupils and make a significant contribution to the pace of learning. Resources provided are appropriate and well matched to the topics and objectives. In the best lessons teachers ask probing, open-ended questions that involve the pupils in the discussion and encourage them to use what they learned in previous lessons. The interest and enthusiasm of the pupils is a feature of the lessons. Consequently, they behave well and share equipment and ideas effectively. Lessons generally have an appropriate pace, although in some cases the introductory sessions last too long so pupils' concentration begins to drift. The closing sessions are, however, generally used effectively to evaluate what the pupils have learnt.

120. The co-ordinator for geography has been in post for a relatively short time and has given satisfactory leadership to the subject. The monitoring of the teaching is at an early stage of development and does not yet contribute to the planning or the standards of teaching or learning. ICT is beginning to be used as method for research by some staff, but across the curriculum there are too few planned opportunities for information technology to be used by pupils as a means of presentation or research.

HISTORY

121. By the ages of seven and eleven, pupils' standards in history, as at the time of the last inspection, are as expected for their age. All pupils, including those with special needs, gain sound knowledge and understanding of the subjects. They develop skills such as basic research, use of evidence and observation satisfactorily.
122. In Key Stage 1, pupils learn about the lives of some famous people such as Florence Nightingale. They develop an understanding of important events in history and how these led to changes that continue to affect the way we live today. For example, they learn how the conditions in the hospitals of the Crimea inspired Florence Nightingale to begin her pioneering work. They learn to use appropriate subject vocabulary such as past and present, old and new. The Year 1 pupils understand that peoples' ideas and preferences change as they grow older. They develop a secure understanding of the passing of time and can put specific events on a time line. The Year 2 pupils can sequence events providing some explanation for what happened and why and use the correct vocabulary in their writing. Pupils with special educational needs are able to match pictures with captions and place them in the correct order. The majority of pupils can use picture, books and video to find out basic information on specific topics.
123. By the age of eleven pupils understand different periods, events and important people in the history of the United Kingdom and in the ancient world such as the Egyptians. For example, they learn about the life of monks in Saxon monasteries and why this made them a vulnerable target for Viking raids. They learn about Viking longships and how they travelled vast distances. Pupils in Year 4 develop an understanding of the Tudor period and specific events and characters such as Henry VIII and his six wives. The higher attaining pupils in Year 6 develop a secure understanding of why the post-war period in Britain was known as a time of austerity with food and fuel rationing affecting everyone. Pupils are aware of the change in the role of women in society and how it has developed since the Second World War.
124. Teaching is satisfactory. Teachers have secure subject knowledge and use this to plan lessons that are well matched to the medium-term topic objectives. They have a good understanding of how history lessons can be used to reinforce and develop

pupils' literacy skills, although in Year 3 there is insufficient emphasis placed upon maintaining high standards of writing and presentation. Management of pupils is consistently effective, although the pupils' responded more positively in term of concentration, interest and enthusiasm to the crisper clarity of the instructions and the questioning in Years 1 and 2. Here also the tasks given to pupils better reflect their different abilities, activities are consistently varied to support all pupils learning. Marking of pupils' work is satisfactory in Key Stage 2, but is more evaluative and helpful in Key Stage 1 where the comments made are helpful and provide ideas for the pupils as to how they can improve their work.

125. The co-ordinator has had few opportunities to fully develop the role beyond maintaining resources and some checking of planning. Teachers evaluate the success of each lesson in their planning books. The curriculum in history makes a good contribution to pupils' social and cultural development. Lessons contribute effectively to the development of pupils' literacy skills through research, opportunities to write accounts and letters; and to their numeracy skills through the use of timelines, but the use of information technology as a method for research or presentation is under-used.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

126. Standards in ICT are below those expected nationally for pupils by the age of seven and by the age of eleven.
127. Since the last inspection, pupils' progress has moved from satisfactory to unsatisfactory. Computers are still not used fully to support teaching and learning. The potential for supporting special educational needs is still not developed fully. Some teachers still lack confidence in the subject, those that are competent have not had appropriate computers and software to work with. The co-ordinator is working hard to help staff quickly gain skills, knowledge and understanding. One of the school's priorities in ICT is to ensure that teachers are experienced and confident. The school has very recently purchased some new personal computers, printers and software, so that all classes have up-to-date resources and equipment. The school now uses the nationally recommended programme of work.
128. Because the equipment is so new, pupils in most classes are learning similar skills, mainly word-processing skills. Previously, a lack of suitable resources has meant that the pupils from the age of five have not been taught the full National Curriculum requirements in ICT.
129. By the age of seven, pupils are learning to use basic word processing skills. They can leave a space using the space bar, use the return key, start a new line, type capital letters, back space to delete and some of the pupils can save their work. They type poems straight on to the computer and make labels for a display. In the previous year, when they were in Year 1, they completed a class survey about 'our favourite fruits' and made pie charts to show the results of their survey. Discussion indicates that they have had some experience in making a floor robot go where they want it to, by entering a series of instructions. They have had limited experience in mixing text with graphics.
130. By the age of eleven, pupils can copy a passage of text on the computer. They insert words in specific places, delete words, write a title, move the title to the centre of the page and embolden it and save their work. A small number of pupils have used e-mail and searched the Internet for information.

131. Pupils' throughout the school lack experience in the full requirements of the ICT curriculum, for example, the use of CD-Roms, data handling, adventure games and the Internet.
132. Overall the quality of teaching is unsatisfactory despite most of the teaching seen during the inspection being at least satisfactory. Instructions for the lesson are clearly written on the board. Effective management skills ensure that pupils are kept on task even when they are excited by the new computers and are eager to try them out. As a consequence of this, sound gains are made in learning and pupils' motivation is high. Time is used well during the lesson and the teachers make sure that as many pupils as possible have 'hands on experience' during demonstrations. The tasks given challenge most pupils. However, overall the teachers are not secure in their subject knowledge. Where teaching is unsatisfactory, the teachers' introductions take up the full lesson and pupils do not take part in the demonstrations, so that they do not have any practical experience. As a result of these factors, the pupils become restless and lose concentration and opportunities are missed to help them to increase their skills. This has an adverse effect on their standards. However pupils, overall, have good attitudes to ICT and are keen and eager to learn. Because teaching is unsatisfactory overall, pupils make unsatisfactory progress over time.
133. The teaching of ICT across all subjects is not developed fully. However, several examples were seen where ICT was successfully incorporated into lessons, including Year 6 geography, where pupils were gathering information from the Internet and in Year 5 about Carlisle. In Year 1 art, pupils were successfully using a drawing and painting programme.
134. The subject does not meet statutory requirement largely because the school has not had the appropriate resources to teach all pupils the National Curriculum. The co-ordinator has not had the opportunity to watch teachers teach, give in-service training or look at pupils' work. The co-ordinator already has an appropriate plan of action, to ensure that all pupils will be taught the necessary skills, knowledge and understanding, as quickly as possible, using the new computers. The new headteacher is very supportive and the development of ICT is seen as a priority within the school. There are no formal assessment procedures in place to help teachers plan appropriate work. Resources are barely adequate but have improved greatly. There is a lack of software for the new computers, including that for special educational needs.

MUSIC

135. Standards achieved are in line with expectations throughout the school and the pupils enjoy their music making activities. They listen attentively to music and sing well in assembly. Different groups confidently lead the singing on different occasions. The standard in singing achieved by the older children is good. They sing well in tune, maintain good rhythm and clarity of diction.
136. The pupils respond enthusiastically to music. In Years 1 and 2 pupils are able to move in time to music and play percussion instruments in response to simple signals from their teacher, following repeated rhythm patterns. They sing with energy and enjoyment and are confident experimenting with vocal sounds to illustrate a story. By the age of seven, pupils are able to devise simple notation to record their compositions. Using tuned and untuned percussion instruments, they work co-operatively in small groups, devising simple rhythmic patterns which they practise and perform to the class. They are happy to evaluate their own work, and, sensitively, that of others. By the age of eleven pupils sing confidently and gain a varied repertoire of songs. They enjoy singing part songs and can maintain their part tunefully and successfully. The pupils

demonstrate good vocal control, quickly learning the melody of a new carol and paying attention to the dynamics.

137. The teaching of music is satisfactory. Lessons are planned successfully and enable pupils to work collaboratively. They are encouraged to evaluate and refine their performances. This was evident in the work undertaken by Year 6 pupils who were given the task of fitting lyrics to a chart song melody. This they did with humour and concentration and then performed with confidence. The music co-ordinator supports their planning and teaching but recognises the need to develop further the scheme of work and increase the class teachers' confidence in the delivery of all aspects of the music curriculum. There is very limited use of ICT in the composing element of the music curriculum. A visiting musician ably supports the teaching and enhances the music provision through tuition in recorder playing.
138. The children regularly perform in venues other than the school. They frequently sing in the local church, hospitals and participate in local musical festivals.

PHYSICAL EDUCATION

139. Standards of attainment in physical education (PE) are in line with expectations for both key stages. All children make sound progress. The seven-year-old pupils are encouraged to be independent and quickly change into the appropriate clothing for their PE lessons. They work with enthusiasm, responding well to instructions. They demonstrate a good awareness of space and different modes of travel. By the age of eleven pupils work well together and effectively build on earlier work to develop successful sequences of movements, which they are happy to practise and refine. They pay due regard to each other's safety and sensibly take turns when using apparatus. By the age of eleven, in swimming lessons, the pupils show increasing confidence in the water and are developing the skills in swimming appropriate to their age. The appropriate development of hand and eye co-ordination skills is evident throughout the school. This is demonstrated well by the pupils' successful participation in netball and football.
140. The pupils participate enthusiastically and strive to perform well. They listen attentively to instructions, which they then follow carefully. They maintain a good level of concentration throughout their lessons and work well together, co-operating in group work and displaying a successful degree of teamwork as exemplified by the successful football team. The independence skills promoted in the early years are reflected in the children's sensible attitudes and regard to safety that they show further up the school.
141. The teaching of physical education is sound and the curriculum ensures coverage of the appropriate programmes of study. Lessons are carefully planned and structured to develop the pupils' physical skills. The lack of medium-term planning that was evident at the time of the last inspection has been addressed. However, the teachers who have temporarily taken over the co-ordination of this subject are aware of the need to develop the scheme of work further to ensure that progression in learning and skill development is addressed consistently throughout the school. There is little regular assessment made of pupils' progress against clear learning objectives. Resources for physical education are satisfactory. All large apparatus is checked for safety and the small apparatus is sufficient both in quantity and quality. The school has taken good advantage of the Top Sport and Top Play initiatives and gathered good resources.
142. The extra-curricular activities are limited to netball and football. The football team successfully competes against other schools, but opportunities for the netball team to play games are limited at present.

