

INSPECTION REPORT

JEFFRIES PRIMARY AND NURSERY SCHOOL

Kirkby-in-Ashfield, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122724

Headteacher: Miss L Bowmar

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 9 – 12 July 2001

Inspection number: 230506

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant, junior and nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Vernon Road
Kirkby-in-Ashfield
Nottingham

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Appropriate authority: The Governing Body

Name of chair of governors: Mr O Dodd

Date of previous inspection: 28 June 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	Mr P Dennison	Registered inspector	Mathematics Art and design Physical education English as an additional language	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9649	Mrs J Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20846	Mr A Wilson	Team inspector	Information and communication technology History Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?
13110	Mrs P King	Team inspector	Science Design and technology Geography Equal opportunities	
22740	Mrs M Leah	Team inspector	English Music Areas of learning in the Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Jeffries Primary School is situated near the centre of Kirkby-in-Ashfield and serves an area within which there are pockets of social disadvantage. There is a range of attainment on entry although overall attainment is well below that expected for the age group. There are 284 pupils on roll. In addition, 72 children attend the nursery part-time. The proportion of pupils on the school's register of special educational needs is broadly in line with the national average. One pupil has a statement of special educational need. The number of pupils eligible for free school meals (29 per cent) is above the national average. There are no pupils for whom English is an additional language. There is significant movement of pupils - 36 pupils joined the school and 20 left during the last school year.

HOW GOOD THE SCHOOL IS

This is a very effective school that provides a good quality of education. Standards of attainment have improved since the previous inspection. By the end of Key Stage 2 they are broadly in line with the national expectations. The headteacher provides excellent leadership. She is well supported by senior staff and the school is managed very well. The teaching is good and this helps pupils to make good progress. The pupils have very positive attitudes to learning and their behaviour is very good. Overall, the school provides good value for money.

What the school does well

- The headteacher provides excellent leadership and the school is very well managed.
- Pupils make good progress.
- The quality of teaching is good overall and is very good in Key Stage 2.
- The provision for pupils' personal and social development is very good.
- The school cares well for its pupils and relationships are very good.
- Pupils have very positive attitudes to school and their behaviour is very good.
- Pupils with special educational needs are provided with very good support and make good progress.

What could be improved

- Standards in English, mathematics and science at Key Stage 1.
- Standards in information and communication technology at Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected by OFSTED in April 1998. At that time it was not providing an acceptable standard of education and required special measures. In June 1999 Her Majesty's Inspectors reported that good progress had been made in dealing with the key issues raised by the 1998 report and that special measures were no longer required. Since then, the headteacher has continued to provide excellent leadership and staff have responded very well and worked hard to raise standards. Curriculum planning and the assessment and monitoring of pupils' progress have been improved and effective systems of monitoring the quality of teaching and learning have been introduced. Very effective systems of target setting have also been introduced. As a result, the school has made very good progress and the issues raised by the previous inspection have been successfully addressed. The quality of teaching is now good. Pupils' attitudes, behaviour and personal development have improved considerably. Pupils make good progress and standards in English, mathematics, science and information and communication technology have improved. The provision for pupils with special educational needs is now very good.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

Pupils' performance in the 2000 end of Key Stage 2 tests were well below the national average in English, mathematics and science. In comparison with schools with pupils from similar backgrounds, the results in English were below average, and the results in mathematics and science were well below average. Nevertheless, there has been a steady improvement in standards each year since 1996, at a higher rate than the national improvement. In the unvalidated test results for 2001, this improvement has continued, although national comparisons are not yet available. Inspection evidence indicates that pupils make good progress and that standards in all three subjects are broadly in line with the national average.

Standards have also risen at Key Stage 1. However, staffing problems (recently resolved) have hampered attainment in Year 2 this year. Evidence from the inspection indicates that standards in reading and mathematics are currently well below the national average. Standards in writing and science are below the national average.

There is a wide range of attainment on entry to the nursery but overall, standards are well below those expected of this age group. Despite the good progress made, overall standards on entry to Year 1 are below the expected level.

Pupils' attainment in information and communication technology has improved significantly since the last inspection. However, the improvement in provision has not yet had time to bring pupils up to the expected levels of achievement in all aspects of the subject. Standards by the end of Key Stage 1 are now in line with expectations for that age group. However, overall, standards of attainment are below expectations by the end of Key Stage 2.

Standards in all other subjects are broadly in line with the national expectation. This is a considerable improvement since the last inspection when standards of attainment were below expectations in all subjects except music and physical education. Pupils with special educational needs are very well supported and make good progress.

Realistic but challenging targets have been agreed for 2001 and the inspection evidence indicates that these are likely to be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Personal development and relationships are very good. Pupils co-operate well with each other and their teachers.
Attendance	Attendance levels are unsatisfactory. Attendance in the last school year was well below the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very 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 is good overall and very good at Key Stage 2. It effectively promotes the progress and attainment of all pupils. During the inspection, 81 per cent of the teaching observed was good or better, including 40 per cent that was very good or better and 10 per cent that was excellent. No teaching was less than satisfactory. The quality of teaching has improved considerably since the last inspection when 3 per cent of teaching was very good whilst 24 per cent of teaching was less than satisfactory. Teaching of English is good at Key Stage 1 and is excellent at Key Stage 2. The teaching of mathematics is good at Key Stage 1 and very good at Key Stage 2. The skills of literacy and numeracy are taught well.

Teachers have high expectations and take great trouble to present learning in ways that challenge and motivate pupils. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress. On the occasions where teaching is less than good, it is usually because the work provided is not accurately matched to pupils' needs and this has a negative effect on the standards of work.

Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. There is an appropriately wide range of learning opportunities to support pupils' academic and personal development.
Provision for pupils with special educational needs	Provision is very good. Pupils with special educational needs are supported very well and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote moral and social development.
How well the school cares for its pupils	The school cares for its pupils very well. Staff know their pupils well as individuals and work hard to ensure their welfare.

The school encourages parents to support their children's learning and works hard to establish a good partnership with them. It provides much support for parents but it has yet to persuade some of them to take advantage of the opportunities.

Pupils' academic performance and personal development is monitored very effectively. There are very good systems in place to analyse the results of assessments, set clear targets for improvement and to track progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and has established a very positive climate for learning in the school. She is well supported by senior staff, in particular, the deputy headteacher. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute very effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the quality of planning and teaching. Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is very good and resources are used well to support the school's educational priorities.

There are sufficient, well qualified and experienced teachers and a good ratio of support staff to meet the needs of pupils. Since the last inspection there have been very good improvements in the range and quality of resources to support the curriculum. Overall there are sufficient resources for the number of pupils in the school. Following a major refurbishment, the accommodation is now good.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school improvement plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The

school makes good use of the principles of best value to make efficient use of the financial resources available. These are used effectively to support the priorities identified in the plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children make good progress.• The behaviour in school is good.• The teaching is good.• The staff are approachable.• Children are expected to work hard and achieve their best.• The school is well led and managed.	<p>A small minority of parents would like:</p> <ul style="list-style-type: none">• the school to provide more homework;• a wider range of activities outside lessons.

Parents expressed much satisfaction with the school's provision. They have a high regard for the leadership and management of the school and appreciate the fact that their children are happy, behave well in school and make good progress, both academically and personally. They respect the teachers and find them very approachable. A few parents have reservations about the homework policy and the provision of extra-curricular activities but the inspectors consider the school's arrangements for these matters to be both adequate and appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 There is a wide range of attainment on entry to the nursery but overall, standards are well below those expected of this age group. Careful assessment made of the new entrants soon after they start nursery indicates that their skills, particularly in personal and social development, communication, language and literacy and mathematical development are well below those expected. The children's progress is tracked through continuous teacher assessment and by further formal tests on entry to the reception class. Assessment data confirms that, by the time they start in Year 1, almost all children achieve well. This is due to the suitable curriculum and the good quality teaching. Despite the good progress made, overall standards on entry to Year 1 are below the expected level. Many children do not attain the early learning goals expected for children of this age by the end of the reception class in communication, language and literacy, mathematics, knowledge and understanding of the world, and creative development. In personal and social education the pupils make very good progress and reach the expected standards. In physical development, where attainment on entry is close to the expected level, children make satisfactory progress and attain the level expected.
- 2 Pupils' performance in the 2000 end of Key Stage 1 National Curriculum tests was below the national average in reading and well below the national average in mathematics. Their performance in writing was in line with the national average. Teacher assessments indicate that attainment was below the national average in science. In comparison with schools with pupils from similar backgrounds, the results in reading were in line with the average, results in writing were above average and results in mathematics were below the average. These results show an improvement since 1996 which has been at a higher rate than the national improvement. At the end of Year 2, however, current standards in reading, writing and mathematics are not as high as those reported last year. Staffing problems, (recently resolved) and the mobility of pupils in Year 2 in particular, have hampered attainment significantly. Nevertheless, most pupils achieve satisfactorily over time and progress was often good in the lessons observed. Evidence from the inspection indicates that standards in reading and mathematics are currently well below the national average. Standards in writing and science are below the national average.
- 3 Pupils' performance in the 2000 end of Key Stage 2 tests was well below the national average in English, mathematics and science. In comparison with schools with pupils from similar backgrounds, the results in English were below average, and the results in mathematics and science were well below average. Nevertheless, there has been a steady improvement in standards each year since 1996, at a higher rate than the national improvement. In the unvalidated test results for 2001, this improvement has continued, although national comparisons are not yet available. Inspection evidence indicates that pupils make good progress and that standards in all three subjects are broadly in line with the national average.
- 4 Standards of attainment have improved since the previous inspection when they were below average. Pupils' progress was unsatisfactory at both key stages. These improvements are the result of good teaching combined with the introduction of the National Strategies for Literacy and Numeracy which have provided a framework for

planning and a clearer focus in lessons. The school has also implemented clear strategies to monitor and improve the quality of teaching and learning. Improvements in the assessment of pupils' attainment and the tracking of their progress have also helped to raise standards.

- 5 When pupils start school, many lack confidence in speaking. Their vocabulary is limited and their listening skills are poor. The school places a strong emphasis on the development of language and communication skills. As a result, pupils achieve well, and standards at the end of both key stages are similar to those found in most schools. By the end of Key Stage 1, the majority of the pupils are confident in class discussions. They respond enthusiastically to teachers' skilled questions, which enable them to develop and extend their ideas. A significant minority, however, still has difficulty putting their thoughts into words. Pupils in Key Stage 2 demonstrate the ability to listen attentively and contribute well to class discussion. By the end of Year 6 they are confident and keen to address a large audience. In everyday class activities, they join actively in brainstorming ideas showing increasing maturity and developing interesting and apt vocabulary.
- 6 Although pupils in Key Stage 1 make satisfactory progress, standards in reading are well below average at the end of Year 2. The majority of the pupils read accurately from simple texts and talk knowledgeably about the plots and characters in their stories. Teachers give appropriate attention to teaching letters and their corresponding sounds. Consequently, most pupils spell out new words successfully, as well as using picture clues. However, lack of general knowledge, and limited vocabulary sometimes prevents lower attaining pupils from fully understanding the text they have read. They lack confidence and concentration to persevere and do not always use their knowledge of letters and their sounds to best effect. Pupils in Key Stage 2 make good progress and by the end of Year 6, standards in reading are close to those found in most schools. The pupils are familiar with the works of a range of famous writers including Shakespeare, and discuss their preferences about the work of several children's authors with some perception. Most pupils are able to carry out research from non-fiction books and higher attainers skim read efficiently.
- 7 Standards of writing are below average at the end of Year 2. Whilst a greater percentage of pupils than last year are working at the average level, only one or two are working at the higher level. Most pupils develop their ideas in a sequence of sentences, for instance, when describing a story character. They are aware of full stops and capital letters, but not accurate in their use. They use their knowledge of letters and their sounds to spell simple words as they speak them. Standards of handwriting vary considerably, and pupils do not always take a pride in presenting their work well. Pupils are not consistently taught how to hold a pencil correctly and consequently lower attainers produce poorly controlled writing with irregular size and spacing. Most pupils print neatly, but very few write in a legible joined script. By the end of Year 6, standards are in line with most schools. Pupils write for a variety of purposes to support their work in all subjects. Their writing is lively and entertaining as well as thoughtful. When appropriate, they extend their ideas in complex yet grammatically correct sentences. Whilst higher attainers extend their vocabulary and use words adventurously and imaginatively, this is a weaker area of most pupils' work. Spelling also is less well developed. Pupils do not always use the spelling rules that they have learned when writing independently. Most pupils have mastered basic punctuation although some lower attainers still struggle to be systematic and accurate in its use. Pupils respond to the teachers' high expectations and take great pride in presenting their work. Their handwriting is usually fluent, joined and legible.

- 8 In mathematics, pupils in Key Stage 1 make satisfactory progress. By the end of the key stage, pupils have an appropriate mathematical vocabulary. Most have a good understanding of pattern in number and know the difference between odd and even. They have a secure understanding of shape. They are encouraged to use and develop their skills of mental arithmetic. They develop skills of simple data handling and can construct and interpret graphs. By the end of the key stage, the higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. They can work out simple problems mentally. Lower attaining pupils have a limited ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations.
- 9 Pupils in Key Stage 2 make good progress in mathematics. By the end of Key Stage 2, the majority of pupils at all levels of attainment have a good understanding of the value of a digit in numbers to 1000 and can add, subtract, multiply and divide competently. They measure accurately areas and perimeters of regular and irregular shapes. They draw angles accurately and recognise and name properties of three-dimensional shapes. They use a variety of methods to collate and represent data they have collected. The pupils can use fractions and decimals accurately and can use a wide range of units of measure competently. Higher attaining pupils have a good knowledge of number facts and multiplication tables. Lower attaining pupils are less secure in this area. Pupils make good progress in developing their mental strategies and are able to use their mathematical knowledge to solve problems and to support their work in other subjects.
- 10 Pupils make satisfactory progress in science at Key Stage 1. They benefit from a strongly practical approach to the subject, improving their skills in handling equipment and making careful observations. By the end of Key Stage 1, they appreciate that a test has to be made fair if the results are to be of any use and some pupils can suggest what needs to be done to make an investigation fair. They are beginning to use measurement as part of their investigations. They can make simple recordings of their work, using writing or labelled drawings.
- 11 Pupils in Key Stage 2 make good progress in science. By the end of the key stage, they use accurate scientific vocabulary to describe what they know or observe. They have a good grasp of the factual knowledge required by the National Curriculum and they also develop their understanding of the process of scientific enquiry. By the end of the key stage they can identify the features of a fair test and apply the principles well to their own investigations. They are able to measure a range of variables, and record their results as tables or bar charts; higher-attaining pupils can also record using well-labelled line graphs. Practical activities are carried out carefully, with sensible use of equipment and group discussions of the scientific basis of the investigation, using scientific terminology with confidence.
- 12 Pupils' attainment in information and communication technology has improved significantly since the last inspection, when pupils had too little access to computers. The school now has a computer suite and teachers are using this facility very effectively for the development of computer skills. Consequently, pupils throughout the school, including those with special educational needs, make good progress in their lessons because the quality of teaching is consistently good. However, this improvement in provision has not yet had time to bring pupils up to the expected levels of achievement in all aspects of the subject. Standards by the end of Key Stage 1 are now in line with expectations for that age group. In Key Stage 2, pupils'

attainment in some individual lessons is also in line with standards seen in other schools. However, overall, standards of attainment are below expectations by the end of Key Stage 2.

- 13 Pupils in Year 2 are achieving standards which are broadly in line with those expected for their age. They are confident in using the computer, can start programs, save their work and know the conventions of using a mouse to operate the program. By the end of Key Stage 2, pupils use computers regularly to look for information in the course of their work. The majority of pupils are already demonstrating skills and competence typical for their age, particularly for presenting their work in literacy. However, they have not reached the expected levels in handling data or in monitoring and control. Some, who have had relatively little experience in the use of information and communication technology, still rely on the help of adults or classmates.
- 14 Attainment in art and design, design and technology, geography, history, music and physical education is broadly in line with national expectations by the end of both key stages. Attainment in religious education is in line with the expectations of the locally Agreed Syllabus at the end of Key Stage 1 and above expectations at the end of Key Stage 2. This is a considerable improvement since the last inspection when standards of attainment were below expectations in all subjects except music and physical education. Pupils' progress was unsatisfactory. It is now satisfactory at Key Stage 1 and good at Key Stage 2.
- 15 Pupils with special educational needs make good progress in relation to their individual education plans, many of which are focused on improvements in language development. Additional support in literacy enables pupils to make good progress and develop their confidence. In other areas of the curriculum they make sound progress in relation to their abilities.
- 16 The school analyses test results and has begun to use that information to track pupils' progress and to set realistic but challenging targets for the end of Key Stage 2. The unvalidated test results and the inspection evidence indicate that the targets for 2001 will be surpassed.

Pupils' attitudes, values and personal development

- 17 Pupils have very positive attitudes to school. They make good use of all the opportunities it offers including extra-curricular activities and opportunities to take responsibility. For example, so many pupils want to become playground peacemakers that candidates have to give a speech to their classmates about how they would fulfil the role before the class votes for them.
- 18 Pupils throughout the school are keen learners. Younger pupils are very responsive to their teachers and to support staff. They concentrate well, they are very keen to answer questions and when they are given tasks to do they get down to them promptly and show a good level of independence. For example, in a lesson about seaside locations, reception children tackled the tasks they were given with enthusiasm and the group working independently on cutting out and sticking suitable clothes for hot and cold destinations did this very sensibly and independently. In a personal and social education lesson on conflict management Year 1 and 2 pupils worked in pairs on role play to verbally demonstrate conflict and how they would

resolve it. They did this with great maturity and pupils were able to perform confidently their role play in front of the class.

- 19 Older pupils have equally positive attitudes; they are highly motivated learners and frequently become totally engrossed in their lessons. In a music lesson Year 3 and 4 pupils co-operated together very well and performed confidently the pieces they had composed in front of the class. With guidance from the teacher, pupils also evaluated each others' work articulately and in a constructive manner. In a design and technology lesson Year 5 and 6 pupils worked together very well in groups when drawing up specifications for a biscuit design, sharing their ideas and showing willingness to compromise when necessary. As pupils move up through the school they show increasing confidence and independence. The Year 6 leavers' assembly, given to an appreciative audience of school, parents and inspectors, reflects the school's success in achieving its aims for pupils. This highly imaginative and confident performance overflowed with humour and zest for life.
- 20 Pupils' behaviour is very good. This constitutes a significant improvement since the last inspection when behaviour caused concern. Only a few pupils sometimes misbehave and the behaviour of these pupils is also improving. There were no exclusions from school during the last school year. Pupils are very courteous to visitors, smiling, chatting confidently and considerately opening doors. Pupils take pride in their school and handle school property and resources carefully. Relationships among pupils and between pupils and adults are very good. There is a high level of mutual respect. Pupils show that they can consider each other's feelings both in the playground and in lessons when they evaluate each others' work. Bullying is a rare occurrence and is always dealt with firmly and promptly by the school.
- 21 Pupils' personal development is very good. Pupils respond very well to the trust that the school places in them and to the opportunities that are provided to take responsibility. Pupils have clear learning targets that enable them to take considerable responsibility for their own learning. Members of the school council take their responsibilities very seriously. They also use their own initiative well; for example they wrote to the local council to ask for litter bins to solve the litter problem at the entrance to school. The playground peacemakers also display very mature and responsible attitudes. The satisfaction which peacemaking brings is exemplified by one young peacemaker who said, "It makes you feel really happy to solve things". The three oldest classes help in the smooth running of the school. One class organises the playground equipment and pupils have devised their own rota for bringing it in and out. Another class has taken on responsibility for the music room, sorting it out and putting up displays. A third class helps to organise the library.
- 22 Attendance levels are unsatisfactory. Attendance in the last school year was well below the national average and attendance for this year, although it has improved, is still low. Most pupils enjoy school and attend regularly. The attendance rate is low because of illness, including an outbreak of chicken pox, holidays taken in term-time and also because of the irregular attendance of a small number of pupils. The irregular attendance of a minority of pupils inevitably has a negative effect on their progress and attainment. Most pupils arrive punctually, allowing the day to get off to a prompt start. However a few pupils are often late.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 23 The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 81 per cent of the teaching observed was good or better, including 40 per cent that was very good or better and 10 per cent that was excellent. No teaching was less than satisfactory. The quality of teaching has improved significantly since the last inspection when 3 per cent of teaching was very good or better whilst 24 per cent of teaching was less than satisfactory.
- 24 Teaching in the nursery and reception classes is good overall with some very good and occasionally excellent teaching in the reception class. It was good or better in 75 per cent of the lessons observed, including 25 per cent when it was very good or better. Teamwork between teachers and support staff is especially effective and has a considerably beneficial effect on children's learning. All staff have a secure understanding of how young children learn and of the importance of play and first hand experiences. This has a very positive effect on the good progress children make towards the national early learning goals and provides a firm foundation for learning in Key Stage 1. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development.
- 25 In Key Stage 1, 58 per cent of the lessons observed were good or better, including 13 per cent that were very good. Good use is made of the resources available to provide interesting tasks which motivate pupils. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently, thus enabling the teacher to give more intensive support to others. On the occasions where teaching is less than good, it is usually because the work provided is not accurately matched to pupils' needs. In some lessons teachers do not make accurate use of the very good assessment systems in place when they are planning work for different groups of pupils. Consequently, they set tasks which are either too hard or too easy or do not provide clear enough guidance to pupils and support staff and this has a negative effect on the standards of work.
- 26 Teaching in Key Stage 2 is very good overall. None of the lessons were less than good. Of these, 65 per cent were very good or better and 19 per cent were excellent. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils as when setting problems in mathematics, encouraging pupils to undertake scientific investigations or providing a wide range of experiences in English. At the beginning of each lesson they set clear objectives and also identify what they will be looking for in written work. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress.
- 27 Teachers have good subject knowledge. They make effective use of questioning to develop and assess pupils' understanding and they give clear explanations. They build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made.
- 28 Teaching of English is good at Key Stage 1 and is excellent at Key Stage 2. The teaching of mathematics is good at Key Stage 1 and very good at Key Stage 2. Good use is made of the frameworks provided by the National Literacy and

Numeracy Strategies. This good quality teaching has a very positive effect on maintaining and raising the standards of attainment. Pupils work hard, showing good levels of concentration.

- 29 Teachers make good use of review sessions to reinforce and evaluate learning. Many lessons end with a general discussion about what has been learned. Pupils' work is assessed and marked constructively on a day-to-day basis.
- 30 The teaching of pupils with special educational needs is good. Teachers identify those who need additional support at a very early stage. There is then close and effective co-operation between the special educational needs co-ordinator, support staff and class teachers to draw up good individual education plans for them. The targets on the plans are specific and helpful. Pupils who receive support, either in class or in withdrawal groups, make good progress.
- 31 Homework is used effectively to support learning. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, learning multiplication tables and spellings and work which reinforces or extends learning in class.

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

- 32 The curriculum for children in the nursery and reception classes is good. It is securely based on the six areas of learning appropriate for this age group. In line with the school's philosophy and the children's needs, special emphasis is rightly given to personal and social development, as well as to communication, language and literacy and to mathematical development. Appropriate elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into lessons in the reception class. In the nursery, small group teaching in communication, language and literacy and mathematics is regularly provided for older children in the term before they start school. Incidental opportunities to promote skills in these areas are incorporated into all aspects of the curriculum. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas.
- 33 In Key Stages 1 and 2, there is a wide range of learning opportunities to support pupils' academic and personal development. The last inspection reported that the school did not provide entitlement to a broad and balanced curriculum. There were no schemes of work for most subjects and planning did not ensure continuity in those subjects from year to year. The school has successfully addressed these issues. There are now schemes of work for all subjects and there has been considerable improvement in the quality of teachers' medium and long-term planning. This is because teachers, key stage and subject co-ordinators have formed planning teams and have worked hard to review and improve practice over recent years. In the process they have ensured that there are carefully considered links between subjects which ensure that each subject receives its due time allocation. In the Year 5 and 6 topic on World War Two, for example, teachers incorporate the development of independent research skills using reference books and the Internet. They develop art and design through imaginative collage work, promote the use of extended writing in a variety of forms and encourage the use of numeracy skills by regular reference to time lines. Teachers effectively promote literacy and numeracy both in this way as well as through the national strategies.

The breadth and richness of the curriculum are clearly reflected in the many displays of pupils' work around the school, which are of high quality. There has been good improvement in the curriculum for information and communication technology. The school has recently installed a computer suite to which all classes have access at least once per week. This is having a positive effect on achievement throughout the school, although there is still work to be done to eradicate some technical difficulties. Homework is set regularly in the majority of classes, particularly towards the end of Key Stage 2 and this makes a positive contribution to learning.

- 34 There is a good scheme of work for personal, social, and health education, including sex education. Issues such as healthy eating are explored thoroughly through science and there is gradual and sensitive promotion of drug awareness from an early age. Teaching enables pupils to explore other moral and social issues, such as improving the environment and encourages pupils to take responsibility in these areas. All Year 5 and 6 pupils are offered a residential visit to an outdoor pursuits centre in Wales and this plays an important part in developing social skills and independence.
- 35 The range of extra-curricular activities is good, overall. Teachers give their time generously to provide adequate opportunities for pupils to join in sports such as football and netball, in which boys and girls compete against other schools. They organise clubs for homework and information and communication technology. They also arrange a large number of visits throughout the year to enrich the curriculum, to places such as Southwell Minster and Bestwood Country Park. The school's curriculum and out-of-school activities reflect a clear commitment to providing equal opportunities for all. The arrangements for the teaching of pupils with special educational needs are very good and fully meet the requirements of the Code of Practice.
- 36 The community makes a good contribution to pupils' learning and there are strong links with the local comprehensive school. There are plans for these to strengthen further in the near future by enabling Jeffries' pupils to attend 'master classes' there. Jeffries School is also a member of a 'family' of local schools from which it derives considerable support in aspects such as special educational needs. Members of the local community come into school regularly to talk on a variety of issues in assemblies. The school is also an effective provider of training opportunities for students on work experience and nursery nurse or vocational training.
- 37 Overall, the school makes good provision for the pupils' spiritual, moral, social and cultural development. This is an improvement on the satisfactory provision at the time of the last inspection.
- 38 The previously unsatisfactory provision for spiritual development is now sound. The daily act of collective worship meets statutory requirements. Whilst the emphasis is often on moral dilemmas, pupils are encouraged to grow spiritually by reflecting on their own experiences in school, at home and in the wider world. From time-to-time, visitors from various branches of the Christian Church lead assemblies. This, together with teaching about world religions in religious education, gives pupils some insight into the importance of religious belief to some people and the way faith can change lives. Christian festivals, such as Christmas and Easter are celebrated and pupils are encouraged to see similarities with celebrations such as Eid, Divali and Hanukah in other religions. Opportunities are created for pupils to respond with wonder to experiences beyond their ordinary lives as through a visit to a Mosque, or through joining with a large congregation of other singers in the awe inspiring

Djanogly Recital Hall. Pupils are taught to appreciate the wonders of the natural world; for instance, when nursery children watch in fascination as a butterfly emerges from its chrysalis. Year 6 pupils are amazed at the dramatic bubbling and frothing reaction as they mix sugar and yeast.

- 39 Provision for moral development, sound at the time of the last inspection, is now very good. There is a purposeful ethos about the school based on a shared commitment by staff and pupils to hard work and high standards. Teaching and non-teaching staff make clear their high expectations in all areas of school life. The school policy and strong moral code ensure a consistency of approach so that pupils know what is expected and want to succeed. The school's aims are prominently displayed in all classes and pupils are constantly reminded of the importance of mutual trust. Particular emphasis is put on personal responsibility and pupils respond with enthusiasm to produce their best work and behaviour. Rewards and sanctions are used judiciously. Staff make good use of well chosen stories such as *The Good Samaritan* to encourage pupils to consider moral and ethical questions in class and in assembly. They explore the meaning of friendship and teamwork thoughtfully. Pupils are asked to consider the world beyond school. Opportunities are provided to contemplate local issues such as the proposed use of a field as a landfill site, as well as national and international problems such as pollution. Pupils are regularly given the chance to help people less fortunate than themselves through participating in *Red Nose Day* and *Children In Need* appeals and through other charitable collections.
- 40 The provision for social development has improved considerably from satisfactory at the time of the last inspection to very good. The clear and relevant personal, social and health education policy is implemented consistently. In all classes, weekly sessions are used effectively to promote social skills and thoughtful attitudes, for instance about equal opportunities, sexism and racism. Pupils of all ages are treated as responsible members of the school community and are given roles to play. Representatives from each class meet regularly as the School Council. They are confident to pass on concerns and raise initiatives, for instance, about improvements to the playground, and their views are appreciated. Pupils from every class are chosen as *Playground Peacemakers*. They take their responsibilities seriously and support other pupils well in creating a friendly atmosphere at break times. Pupils' achievements are celebrated in special weekly assemblies, and reward stickers used appropriately in class. Pupils are made aware of their personal learning targets, which they strive hard to achieve. In most lessons teachers plan well-organised opportunities for pupils to work collaboratively in pairs and groups. There are particular responsibilities for older pupils, for instance, in organising and caring for the library, the music room, and the use of the playground equipment. Older pupils are also encouraged to take pride in representing the school in competitive sport.
- 41 The provision for pupils' cultural development is satisfactory. There are considerable strengths in the wide range of opportunities provided for pupils to learn about their own heritage. In history, pupils gain an awareness of past societies in Britain, in Ancient Egypt and Greece. Oral history sessions, led by local people give pupils good insight into life during World War Two. Visits to the theatre, and visiting theatre and puppet groups, together with studies of the work of famous writers and the annual book week, increase pupils' awareness of their literary heritage. There are some opportunities to learn about non-western cultures, for example, in the study of St Lucia in geography, and in the use of stories from the Caribbean and from world faiths. However, this area of the curriculum is less well developed and opportunities

in music and art are not systematically created to extend pupils' knowledge of a wide range of cultures. The school has not moved forward since the last inspection in this aspect. In particular, pupils are still not able to appreciate and respect the diversity and richness of the wider society in Britain today of which they are part.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 42 A strength of the school is the way in which all staff care for pupils and work together to provide a secure, calm and happy learning environment. The very good care support and guidance provided by the school constitutes a significant improvement from the situation reported at the time of the last inspection. Relationships between staff and pupils are very good. Staff work hard to make pupils feel special and to help them grow in confidence and maturity. The work of the support staff is a significant element in the school's very good provision of care.
- 43 Parents confirm that the school helps their children to settle happily in the nursery class. The good induction programme and good liaison with the local secondary school helps to smooth this important transition for Year 6 pupils. There is very good supervision at break and lunch times. Lunchtime supervisors have had useful training in behaviour management and younger pupils enjoy the circle singing games which they organise. The senior lunchtime supervisor has had full first aid training and procedures for taking care of children who are hurt and for recording incidents and informing parents are very good.
- 44 The school has very good procedures for ensuring the health and safety of pupils. In addition to the safety audit recently done by the Local Education Authority, an inspection of the school is done on a termly basis by a governor, staff health and safety representative and the site supervisor. Good records are kept and the school acts promptly on any health and safety issues identified. The school has effective child protection procedures. It follows Local Authority guidance and the headteacher is the designated teacher for child protection. All staff are fully aware of child protection issues and procedures.
- 45 There are very good procedures for monitoring and promoting good behaviour. All staff follow the good behaviour policy, which is founded on the principles of mutual trust and respect. Teachers' high expectations, together with a system of plentiful rewards and consistently upheld sanctions help to foster very good behaviour. Very good guidance and support is provided for those few pupils who have behaviour difficulties and the improvement in behaviour of these pupils is reflected in the steady decline in the number of sanctions given.
- 46 A great strength of the school's approach to behaviour management is the way in which it helps pupils to take responsibility for their own behaviour, for example by giving pupils guidance on how to resolve playground conflict and disagreements. The playground peacemakers' initiative is very well organised and successful. Peacemakers are given a thorough training in how to fulfil their role. They take their responsibilities very seriously and say that there are now far fewer quarrels in the playground than there used to be. Pupils are also taught how to sort out their own disagreements in personal and social education lessons. Very good examples of these were seen during the inspection and pupils suggested very sensible methods for resolving conflict. A consequence of the way in which the school guides and encourages pupils to take responsibility for their own behaviour is the good level of

self-discipline that pupils display. This was not the case at the time of the last inspection when pupils were reported to lack self-discipline.

- 47 Procedures for monitoring attendance and punctuality are good. The school has good procedures for following up absence and phones parents on the first day of absence if no explanation has been received. In cases of irregular attendance the school receives good support from the education welfare officer. The well run breakfast club provides a useful service to parents and children and has also helped to improve the punctuality of many pupils. Despite the school's efforts to improve attendance this is still well below the national average. Some parents do not realise how important regular attendance is to their children's progress and the school should therefore continue to think of ways in which parents can be encouraged to make sure that their children attend school regularly and punctually.
- 48 In the last inspection, the school's assessment procedures were judged to be ineffective. Since then, the assessment co-ordinator has succeeded in bringing about considerable improvement. This is because all teachers are now fully involved in the assessment process instead of just those in Years 2 and 6. Consequently, teachers throughout the school are more skilled in assessing the quality of pupils' work against nationally expected levels. Very good systems are now in place for assessing achievement in English, mathematics and science. In English and mathematics teachers use a range of optional as well as statutory tests to measure and analyse pupils' attainment and progress. All teachers keep meticulous records of the regular assessments they carry out. They analyse these carefully and produce grids that clearly identify the levels which individual pupils have achieved as well as the areas where there are weaknesses. However, there is no normal system in place for tracking progress through the school in information and communication technology. Teachers have made a good beginning in establishing a practicable system for assessing progress in the other subjects. Subject co-ordinators now regularly monitor standards by collecting samples of work and by interviewing pupils about what they have learned. Teachers are continuing to review the effectiveness of this strategy.
- 49 Teachers made good use overall of assessment information to inform their planning and this reflects good improvement since the last inspection. On two occasions each term teachers set clear targets for improvement in mathematics and English, which they share with pupils who have a clear knowledge of what they need to do to improve and this builds positive attitudes to learning. They also provide useful guidance for support staff when working with individuals or groups and this practice has made a positive contribution to the recent improvement in standards. The targets set for pupils with special educational needs in their individual education plans are equally clear and detailed. These are reviewed regularly and enable them to make good progress. In the majority of classrooms there are examples of completed work reflecting the various levels of attainment and these give pupils further appreciation of the standards they are striving to achieve. Teachers do not set individual targets in science but are developing effective strategies which are having a positive effect on raising standards. For example, they test one particular aspect of the subject each term. In most subjects, teachers use the 'traffic light' colour coding system at the end of each topic to assess how successfully pupils have achieved and this is also effective. Teachers use these systems very effectively in Key Stage 2 but less so in Key Stage 1, where the use of assessment to inform short-term planning is satisfactory overall. In some lessons teachers do not make accurate use of the very good assessment systems in place when they are

planning work for different groups of pupils. Consequently, they set written tasks which are either too hard or too easy or do not provide clear enough guidance to pupils and support staff and this has a negative effect on the standards of work. Teachers' marking of work is good. At the beginning of each lesson they set clear objectives and also identify what they will be looking for in written work. On completion of work, they very effectively use the 'bubble and arrow' system which clearly identifies strengths and targets for improvement.

- 50 The school provides very good personal support and guidance for pupils and this promotes their progress well. Teachers encourage pupils to do their best and the good variety of rewards also helps to motivate pupils. Informal monitoring of personal development is based on teachers' good knowledge of pupils. Personal targets help pupils to understand clearly what they need to do to improve their work and effectively help them to take responsibility for their learning. The trust which the school shows in pupils and the encouragement which it gives to pupils to take responsibility, through initiatives such as the school council and the playground peacemakers, helps to foster in pupils a sense of their own worth as well as respect for the worth of others. The school's personal, social and health education programme is also an important element in the school's very effective promotion of social and personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 51 Parents have very positive views of the school. Only about 20 per cent of parents returned the parents' questionnaires but there is evidence that the strong support expressed in these reflects the views of most parents. Parents feel very comfortable approaching the school and they appreciate the way in which the school responds to any concerns they have. They particularly value the school's very good leadership, the good progress their children make, the good teaching, and the way in which the school helps their children to grow in confidence. They also value the significant improvements that the school has made in the last few years.
- 52 Despite these very positive views overall, the support which parents provide for their children's learning is unsatisfactory. Most parents support their children and the school by coming to school events, class assemblies and by attending fund raising events. Numerous parents support their children's work at home by hearing their younger children read regularly and by supporting their homework. However a substantial proportion of parents of younger children do not share books with them or listen to them read and many do not support their homework. Books and folders are often lost or not returned. Three parents' evenings are held a year but a significant minority of parents fail to attend these. Where parent support is lacking this impedes children's progress. The school is fully committed to helping children succeed and it is therefore disappointing to them that so many parents do not show a similar commitment to supporting the school's work.
- 53 The school works hard to increase the level of parent involvement. Some meetings, such as the one for parents of new entrants to the nursery and to the reception class, are well attended and at these staff give useful hints to parents on how they can support their children's learning. The school has tried to increase attendance at parents' evenings by altering dates and times and staff often have informal chats with parents after school about their children's progress. There is good informal contact between nursery staff and parents and a formal parents' evening to talk

about progress is also held once a year. Parents are given the school's homework policy and timetable and class teachers make expectations for homework clear at the beginning of the year. The school is very aware of the importance of increasing parent involvement. It has plans to improve communication by altering the format of newsletters and is planning to restructure the autumn parents' evening to enable class teachers to talk to parents about their expectations for the year and how parents can help.

- 54 The school greatly values the help that a small number of parents provide. A few parents and also a grandmother support the school by helping in classrooms with practical activities, group work and hearing children read. One father coaches the football team and parents also help with swimming and visits. One mother with three children at the school organises fund raising events and the money raised has been used to buy books, netball kit and other resources.
- 55 The school provides parents with good quality information including an informative prospectus, annual governors' report and regular newsletters. Parents are invited to open days and the vibrant displays of children's work and the good displays of learning objectives and targets in classrooms enable parents to keep informed about the school's work. Annual reports on pupils' progress are good. They are based on a thorough knowledge of children and attainment, particularly for core subjects, is clearly outlined. There is some inconsistency in the way targets for improvement are included but most reports include precise and useful targets for mathematics and English and many reports also include useful targets on how children can improve their work in other subjects. Reports for reception children include some useful suggestions on how parents can support their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 56 The school is very well managed. The headteacher provides excellent leadership, promoting and sustaining a clear sense of direction for the work of the school. The senior managers, and in particular, the deputy headteacher set good examples in the work they undertake and consequently there is an enthusiastic and committed staff team, including those in non-teaching positions. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. Governors, teachers and non-teaching staff work well together to support the headteacher in promoting the school's aims. There has been a high level of attention to raising standards. This has been promoted through the detailed analysis of pupils' attainment and the establishment of very clear targets for improvement. The quality of teaching and learning has been monitored and evaluated and the systems of curriculum planning have been successfully developed. As a result, the quality of teaching has improved, pupils' attitudes and behaviour have improved and standards have risen.
- 57 The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. The monitoring and evaluation of teaching has helped to support the clear improvements evident. The quality of teaching is now good overall and none is unsatisfactory. Standards of attainment have improved considerably at Key Stage 2.
- 58 The governors are regular visitors to the school and they are kept well informed about the issues. This enables them to make a positive contribution to supporting the work

of the school. They are effectively involved in decisions about finance and the curriculum. Individual governors have links with subjects of the curriculum areas and with special educational needs. They have established a very effective structure of committees to oversee and meet the requirements of their statutory responsibilities.

- 59 The school improvement plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has criteria for success and is reviewed regularly to evaluate progress. It is supplemented with clear and effective action plans for each area of development.
- 60 Since her promotion to her new position, the headteacher has maintained her original role as special educational needs co-ordinator and provides very effective leadership. She liaises well with class teachers, support staff and outside agencies. She makes regular assessments of pupils' individual targets and uses this information to support the next stage of learning. The governing body has a good overview of provision through a named governor. The school fulfils the requirements of the Code of Practice in having a special needs register, consulting parents and holding annual reviews. All statutory requirements are met.
- 61 The school has effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy co-ordinators provide very good leadership and the literacy and numeracy strategies are very well managed and have been implemented effectively.
- 62 All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies which support teachers. Their role has been developed since the previous inspection and they now play an effective part in the monitoring of standards. The headteacher has introduced good systems to monitor the quality of teaching and learning.
- 63 Long term strategic financial planning is very good. Governors have successfully dealt with a number of difficult decisions on spending since the last inspection, including the management of a large-scale capital programme to improve the accommodation. They are fully involved in establishing spending priorities that are clearly detailed in the school improvement plan. They carefully evaluate the effectiveness of their decisions and consider a number of alternatives and quotations in order to ensure good value for money. The day-to-day administration and management of day-to-day finance are very good. The school's administrative officer and clerical assistant ably support the headteacher. Their office provides a welcoming and friendly introduction to the school for parents and visitors, typifying the very good relationships that exist in the school. The collection of money and ordering and checking of school equipment are efficient and ensure minimum disruption to teaching and learning. The school ensures that it allocates specific grants such as New Opportunities and Standards Fund to support extra-curricular initiatives and staff training. It makes efficient use of the limited and variable funds available for the support of pupils with special educational needs.
- 64 The match of number, qualifications and experience of the teachers to the needs of the pupils and the curriculum is now good. Staff changes during the course of this academic year have meant that some pupils have been taught by supply teachers for extended periods; in Key Stage 1, the variability of the learning experience has

had a negative effect on attainment. Recent appointments to re-establish a stable teaching staff have resolved this issue.

- 65 The number of support assistants for special educational needs and general support for learning is good. They are deployed well to support pupils in a variety of ways, and their work with teachers and pupils has a positive effect on learning throughout the school. This area shows a significant improvement since the last inspection.
- 66 Arrangements for staff development are good and the development of teachers and support assistants is linked to the school improvement plan as well as their own identified needs. Good performance management procedures are embedded in the practice of the school and the national requirement for a policy has been fully implemented. This is complemented by the recent award of Investors in People status. The school has satisfactory procedures for the induction and mentoring of new staff and makes good provision for the training of teachers new to the profession.
- 67 The accommodation is now good overall and provides a positive setting to meet the needs of the National Curriculum. A substantial government grant has been used to refurbish the school building and its interior completely so that furnishing, which was found to be in poor condition at the last inspection, is now very good, with good provision for storage. Thoughtful decisions have been made so that space is used well to provide bright, inviting classrooms and other areas, and flexibility has been maintained to allow for varied use and fluctuating pupil numbers. Pupils have access to a new computer suite equipped with support from grant funding, and this is beginning to have a positive impact on raising standards in information and communication technology. The fabric of the school is maintained well by the site manager and cleaning staff, and children show respect for the building and its furnishings. Teaching and support staff have established a stimulating learning environment with pupils' achievement celebrated through attractive displays of work in classrooms and communal areas.
- 68 The grounds surrounding the school are sufficient for the needs of the pupils. They are well maintained and improvements have taken place, for example through resurfacing. Although some work remains to be done in this area, it is one of the school's priorities and funds have been committed to further improvements. The presence of a redundant building on the school premises, managed by the Local Authority, detracts from the amenity of the grounds for the children.
- 69 Since the last inspection there have been very good improvements in the range and quality of resources to support the curriculum. Overall there are sufficient resources for the number of pupils in the school and this has a positive effect on pupils' learning. However in the school library, the quality and quantity of books is insufficient. There are also deficiencies in resources available for the teaching of music. Subject co-ordinators are beginning to make use of computers to support learning in their subject, but more subject-specific software is needed.
- 70 The school has a clear set of aims. These are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. The school is forward moving and has a positive and supportive atmosphere, putting the needs of the pupils as a high priority.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71 To improve the school further, the headteacher, staff and governing body should:

(1) Raise standards of attainment in Key Stage 1, especially in English, mathematics and science by:

- ensuring that teachers make effective use of assessment information to plan work that is well matched to pupils' needs and abilities.

(See paragraphs: 2, 25, 49, 86, 87, 88, 91, 100, 103, 106, 110)

(2) Raise standards of attainment in information and communication technology at Key Stage 2 by:

- ensuring that teachers identify opportunities to use information and communication technology in their lesson planning to support other subjects;
- improving the range of software available;
- ensuring that computers are properly maintained and reliable.

(See paragraphs 12, 133, 135, 136, 138)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Continue to work with parents to improve pupils' attendance and punctuality.

(See paragraphs 22, 47)

- Celebrate the school's strengths and successes with parents and the local community, and continue the work to involve parents in the education of their children.

(See paragraphs 50, 51)

- Provide more opportunities for pupils to appreciate and respect the diversity and richness of the wider society in Britain today.

(See paragraph 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10%	30%	42%	19%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36	284
Number of full-time pupils known to be eligible for free school meals	-	82

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	10	68

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.2

Unauthorised absence

	%
School data	1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	12	12	24

		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	11	10	11
	Total	19	17	19
Percentage of pupils at NC level 2 or above	School	79 (70)	71 (73)	79 (58)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	10
	Girls	11	11	11
	Total	18	19	21
Percentage of pupils at NC level 2 or above	School	75 (73)	79 (82)	88 (64)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	22	35	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	16
	Girls	24	24	23
	Total	38	36	40
Percentage of pupils at NC level 4 or above	School	67 (45)	63 (45)	70 (57)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	16
	Girls	28	28	27
	Total	41	42	44
Percentage of pupils at NC level 4 or above	School	72 (55)	74 (55)	77 (57)
	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	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	235
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25.8
Average class size	31.5

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	204

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	36

Total number of education support staff	2
Total aggregate hours worked per week	52

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	656,988
Total expenditure	634,060
Expenditure per pupil	2,610
Balance brought forward from previous year	80,460
Balance carried forward to next year	103,388

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	356
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	3	1	0
My child is making good progress in school.	69	24	4	0	3
Behaviour in the school is good.	56	37	4	1	1
My child gets the right amount of work to do at home.	35	50	6	3	6
The teaching is good.	68	29	1	0	1
I am kept well informed about how my child is getting on.	54	35	6	1	3
I would feel comfortable about approaching the school with questions or a problem.	76	22	1	0	0
The school expects my child to work hard and achieve his or her best.	72	26	0	0	1
The school works closely with parents.	49	38	10	1	1
The school is well led and managed.	62	31	4	0	3
The school is helping my child become mature and responsible.	56	35	3	0	6
The school provides an interesting range of activities outside lessons.	29	43	9	1	18

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

- 72 There are 118 children in the Foundation Stage¹, of whom 72 attend part-time in the nursery, 35 attend full-time in the reception class and 11 are in the mixed reception/Year 1 class. Although attainment varies widely, many children start nursery with skills, which are considerably below the expected level in almost all areas of learning. Careful assessment made of the new entrants soon after they start nursery indicates that their skills, particularly in personal and social development, communication, language and literacy and mathematical development are well below those expected. The children's progress is tracked through continuous teacher assessment and by further formal tests on entry to the reception class. Assessment data confirms that, by the time they start in Year 1, almost all children achieve well. This is due to the suitable curriculum and the good quality teaching. This is an improvement since the previous report when teaching was satisfactory. Despite the good progress made, overall standards on entry to Year 1 are below the expected level. Many children do not attain the early learning goals² in communication, language and literacy, mathematics, knowledge and understanding of the world, and creative development. In personal and social education the pupils make very good progress and reach the expected standards. In physical development, where attainment on entry is close to the expected level, children make satisfactory progress and attain the early learning goal.
- 73 The school makes good provision for children in the Foundation Stage. The curriculum is securely based in the six areas of learning appropriate for this age group. In line with the school's philosophy and the children's needs, special emphasis is rightly given to personal and social development, as well as to communication, language and literacy and to mathematical development. Appropriate elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into lessons in the reception class. In the nursery, small group teaching in communication, language and literacy and mathematics is regularly provided for older children in the term before they start school. Incidental opportunities to promote skills in these areas are incorporated into all aspects of the curriculum. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas. The Foundation Stage prepares children well for the next stage of education.
- 74 The quality of teaching is good overall with some very good and occasionally excellent teaching in the reception class. Throughout the Foundation Stage, relationships are strong and supportive. Teamwork between teachers and nursery nurses is especially effective and has a very beneficial effect on children's learning. Day-to-day assessment and formal testing are used efficiently to plan work, which meets the pupils' needs.
- 75 Staff throughout the Foundation Stage are keen to involve parents in their children's learning. Admission arrangements to nursery and to school are thoughtfully planned to enable parents and children to feel welcome and settle in securely. Clear outlines

¹ The Foundation stage is the education provided for children from entry to a nursery to the end of the Reception class.

² Early learning goals are expectations for most children to reach by the end of the Foundation Stage.

of the early learning goals as well as each teacher's half termly plans are prominently displayed, so that parents can be well informed about what is to be learned. Good use is made of homework to support the children's learning in communication, language and literacy and mathematics.

Personal, social and emotional development

- 76 Teaching is very good throughout the Foundation Stage and reflects the importance given to this area. Opportunities to promote personal, social and emotional development are built carefully into all aspects of the curriculum and staff set, and model high standards of care and consideration. For instance, at snack time in the nursery, staff insist on children saying 'please' and 'thank you' and in waiting their turn to be served. Good opportunities for children to take responsibility are provided and children are keen to give out food and drinks. In the reception class, group work is carefully organised so that children learn to be considerate of others. They are good at taking turns and in sharing equipment, for example, when cutting and sticking to make models. They show pleasure in their own achievement and are appreciative of the work of others. Opportunities are missed to encourage pupils to take responsibility when they are not required to tidy up, for instance, after a design and technology session. In both nursery and reception, staff value the children's work and use it to create stimulating displays which enhance the children's self-esteem and confidence. The provision of a discussion session called Circle Time provides a good opportunity for children to talk over personal issues. In the nursery, many children lack confidence and are very shy in doing this even in the small groups led by each member of staff. They become more confident as they get older and by the end of the reception year most children are confident to join in paired, group and class discussion, secure in the knowledge that staff listen and will value what they have to say. For instance, they show empathy with a story character who feels he has no friends and consider and share ideas about 'being a friend'. All staff communicate their high expectations of appropriate behaviour. They establish daily routines to encourage positive attitudes to work and to help children become independent learners. The children respond very well and most are enthusiastic and keen to join in all activities. In the nursery, there is a good blend of free choice activities and teacher direction. The children know the rules of how many children may work at each activity and organise themselves with some independence. Some children have difficulty maintaining concentration for long and move quickly between activities. Children in the reception class concentrate well. They co-operate with others in their work and play and persevere to complete tasks. They are becoming independent in looking after themselves, for instance, in dressing and undressing for physical education. The teacher's carefully planned discussion, and clearly focused questions about special books, including the Bible and the Qur'an, enables reception children to respect other people's needs and views, and to expect respect for their own.

Communication, language and literacy

- 77 Teaching is good. Teachers use their secure knowledge and understanding to plan a curriculum that appropriately emphasises the development of speaking and listening skills as well as promoting the development of reading and writing skills carefully over time. The well-planned, clearly focused activities include formal whole class and group teaching, informal independent learning, for example, through role-play and daily purposeful interactions with a wide range of activities. Teachers ensure that work is closely matched to the particular needs of children with different

attainment. All staff use questions carefully to help children express and extend their ideas. Many nursery children tend to respond in one-word answers, which are unclear and difficult to understand. Reception children are becoming confident to contribute to discussion. They use 'speech bubbles' prepared by the teacher to act out simple role-play to the class. All of the children are encouraged to enjoy stories. In the nursery, with help, children retell the story of *The Hungry Caterpillar*. They enjoy looking at the book and joining in the repeated refrain, 'He was still hungry'. Few, however, are confident in retelling the story independently even with props. They are easily distracted from listening tasks and in discussion, many show that their understanding is poor. Children in the reception class concentrate for longer periods, but their limited vocabulary often hinders their understanding. They listen carefully and follow instructions accurately in the main. Staff in the nursery use rhymes and jingles to draw children's attention to letters and their sounds. Higher attainers are beginning to recognise the first letter of their name and to attempt to write their name although they use upper and lower case indiscriminately. In the reception class, most children recognise some letters by shape and sound and some high frequency words from simple texts. They use their knowledge to spell out words or to write the initial letter. Higher attainers are starting to compose and write their own sentences. Whilst the teachers' writing on display is meticulous, not enough care is taken in demonstrating and modelling writing, for instance, with the oldest children so that children see good examples of the process of letter formation.

Mathematical development

- 78 Teaching is very good overall and occasionally excellent in the reception class. Teachers provide a variety of interesting well-structured practical activities, which support learning well. Children count, match and order with enthusiasm. In the nursery, children count the spots on attractive felt ladybirds. They are beginning to recognise numerals 1 to 6 and match to the number of spots. Higher attainers recognise numerals to 10 and are beginning to perform simple addition with practical equipment. In the reception class, children concentrate hard to count and to add one more or find one less. They count accurately along a number line, recognising numbers to 14, or use cubes or fingers to solve problems. Teachers organise groups very well and provide interesting activities to challenge all levels of attainment. Children increase their awareness of two and three-dimensional shapes as they move through the Foundation Stage. Nursery nurses make a particularly good contribution to the children's mathematical development. They provide good support for groups to talk through ideas, ask questions and so promote good understanding. Staff make good use of incidental opportunities to promote mathematical development, for instance, asking children engaged in a construction task, 'Have you got enough wheels?' or counting the legs of the octopus they are making. The nursery environment, however, does not give enough prominence to development of independent counting/matching skills through interactive number displays.

Knowledge and understanding of the world

- 79 Teaching is good. Teachers plan a wealth of interesting first-hand experiences including out-of-school visits, for instance, to the Wonderland Pleasure Park, to enhance the children's knowledge of the world around them. They use questions skilfully to enable children to make best use of their observations, and encourage them to explore and investigate in practical situations. Resources are well organised so that individuals and groups can concentrate on learning. In the nursery, children

are fascinated to watch caterpillars metamorphose. They express wonder and delight as butterflies emerge. Whilst they find it difficult to sequence photographs in chronological order to show the caterpillar's life, they observe the creatures closely and notice the changes as they take place. Their general knowledge is weak. Many nursery children cannot recognise colours, or name fruit, such as plums and pears. They are uncertain in telling a fly from a bee. Children in the reception class mix up octopus with spider and even elephant, despite having looked closely at pictures of octopi before making their model. Reception children are beginning to consider locations other than their own. Good questioning by the teacher builds on children's holiday experience to help them appreciate different environments such as the seaside. Most suggest suitable clothes for a hot or a cold climate, and are developing early geographical skills. Children in nursery and reception classes use information and communication technology to support their learning and become gradually more confident in using the mouse to control objects on screen. Through celebrating festivals such as Christmas and Eid, the children are becoming aware of their own cultures and beliefs, and those of other people.

Physical development

- 80 Teaching is satisfactory. All staff manage pupils well with praise and encouragement and are aware of safety factors, for instance, in the use of large equipment. Staff establish clear rules in the use of space and apparatus. Nursery children make good use of the large outdoor play area and the good range of climbing equipment. They swing, climb and balance with an awareness of space and of each other. Sometimes the daily session of outdoor play is insufficiently structured and children flit from one activity to another without improving their skills. Reception children were not seen to use the outdoor play equipment, but they do take part in physical education lessons in the hall. Lesson objectives (as in 'to develop pupils awareness of space and others'), are not always clearly focused on skills or sufficiently challenging for children at the end of the reception year. Groupwork is carefully organised, however, and pairs are chosen to work together so that the more confident help the others. The children move with control and co-ordination, confidence and imagination when responding with a partner to music. Many opportunities are provided for children in nursery and reception to improve their physical skills in the classroom. They show increasing expertise in using tools such as glue spreaders and scissors safely, to complete their tasks. They manipulate large and small building blocks to complete their own purpose.

Creative development

- 81 Teaching is good. Teachers plan a rich curriculum to develop imagination. The children explore an interesting range of media, including art materials, construction kits, and musical instruments. Teachers encourage children to develop their own ideas as well as learning skills. Throughout the Foundation Stage, children use paint and collage techniques to fulfil their own independent ideas as well as to work with others to produce a class or group effort. Teachers are imaginative in planning tasks that capture the children's interest and help them to learn. In the nursery, children don hard hats to become builders in the outside play area. Some pupils co-operate to use large wooden blocks and ramps to build a track with bridges. Others use the bricks to make a seesaw and a catapult. Staff intervene appropriately with pertinent questions to extend the children's ideas. They use praise to persuade children to persevere. Nursery children are encouraged to act out the story of *The Three Bears* in the play house. They enjoy dressing-up but find it difficult to sustain

concentration, take on the different roles and retell the story. Children in the reception class, respond enthusiastically to the teachers' suggestion to make octopi using tissue and card. They select and assemble parts with much discussion, taking a pride in the finished product. They enjoy listening to music, such as *The Fingal's Cave Overture* and are thoughtful in exploring how to use musical instruments to create their own piece of music. They concentrate hard to identify changes in the music to reflect the mood of the sea. After much thought they realise that they can use the same instrument, for example, a tambourine to produce a gentle calm sea effect as well as to represent the sea crashing against the rocks.

ENGLISH

- 82 In the national tests in reading for seven-year-olds in 2000 the school's results were below those of most schools but were in line with those of similar schools. In writing, results were in line with those of most schools and above those of similar schools. In the national tests in English for 11 year-olds in 2000, the school's results were well below those of most schools and below those of similar schools. Overall standards have improved considerably since the time of the last inspection. From 1997 until last year the results of seven and 11 year olds rose steadily at a greater rate than that found nationally. This is due in part, to the considerable improvement in the organisation of the curriculum through the efficient implementation of the National Literacy Strategy. The school's determination to raise standards through careful analysis of its performance and the swift action taken to remedy weaknesses have also made a considerable impact on its success. Inspection evidence indicates that at the end of Year 6, standards are continuing to rise at a good rate, and are now close to the national average. Excellent teaching is contributing to this and enabling the majority of pupils to make very good progress. At the end of Year 2, however, current standards in reading and writing are not as high as those reported last year. Staffing problems, (recently resolved) and the mobility of pupils in Year 2 in particular, have hampered attainment significantly. Nevertheless, considering the poor linguistic skills of many children on entry to the school, the majority of pupils achieve satisfactorily over time. Indeed progress was often good in the lessons observed.
- 83 Pupils with special educational needs are identified early. Teachers plan work which specifically meets their needs and high quality support is provided regularly by teaching assistants. Consequently pupils with special educational needs make good progress. All pupils have full access to the curriculum.
- 84 Test results indicate that girls are doing better than boys in English. The school is aware of this and is taking action to promote boys' attainment; for instance, through the increased choice of reading materials and of suitable topic work. Staff are monitoring the situation carefully to gauge the success of their strategies. Evidence from lesson observations indicates that boys and girls are well motivated to learn and the majority are achieving as well as they can.
- 85 When pupils start school, many lack confidence in speaking. Their vocabulary is limited and their listening skills are poor. All staff put considerable emphasis on developing speaking and listening skills in English lessons, across other subjects and throughout school life. As a result pupils achieve well and standards at the end of both key stages are similar to those found in most schools. In Year 2, most pupils are confident in class discussions. They respond enthusiastically to teachers' skilled

questions, which enable them to develop and extend their ideas. Almost all engage in focused dialogue with a partner as when considering how to describe a particular story character. Most are articulate in feeding back their ideas to the class in several descriptive sentences. A significant minority, however, still have difficulty putting their thoughts into words and their contributions are limited as in, 'It's like...fluffy'. The vast majority of the pupils listen carefully to their teachers and are learning to listen to each other. By the end of Year 6 the pupils are confident and keen to address a large audience. They speak clearly and expressively with independence when acting in lively role-play in their end of term assembly. When taking part in class debate, for instance, about the rights and wrongs of keeping wild animals in captivity, they express a view cogently and listen to others. In everyday class activities, they join actively in brainstorming ideas, showing increasing maturity and developing interesting and apt vocabulary. Their acquisition of subject specific vocabulary, for example, in science and music is good. In subjects such as music, higher attaining pupils are articulate in their evaluation of each other's work and take account of constructive criticism.

- 86 Standards in reading are well below average at the end of Year 2. Very few pupils are working at the higher level, and a sizeable minority are below average. Teachers give appropriate attention to teaching letters and their corresponding sounds. Consequently, most pupils spell out new words successfully, as well as using picture clues. However, lack of general knowledge, and limited vocabulary sometimes prevents lower attaining pupils from fully understanding the text they have read. They lack confidence and concentration to persevere and do not always use their knowledge of letters and their sounds to best effect. The majority of pupils read accurately from simple texts and talk knowledgeably about the plots and characters in their stories. They know how to find information in reference books, but few are competent in understanding and communicating the main points from the extract read. By the end of Year 6, standards in reading are close to those found in most schools. Teachers choose texts carefully so that pupils maintain their enthusiasm to read and enjoy books. The pupils are familiar with the works of a range of famous writers including Shakespeare, and discuss their preferences about the work of several children's authors with some perception. With close reference to the text, pupils explain how authors create specific effects. For instance, pupils in Year 5 discuss how C S Lewis draws a word picture to transform a landscape from snow and ice to burgeoning springtime. In Year 6, pupils analyse text carefully to compare the different ways in which Roald Dahl and J K Rowling present characters, before expressing their own preference. Most pupils are able to carry out research from non-fiction books and higher attainers skim read efficiently. However, little evidence of pupils searching for information independently in the library was seen during the inspection. Use of the reference library, which is frequently reserved as extra teaching space for teaching groups withdrawn from class, is underdeveloped.
- 87 Standards of writing are below average at the end of Year 2. Whilst a greater percentage of pupils than last year are working at the average level, only one or two are working at the higher level. Most pupils develop their ideas in a sequence of sentences, for instance, when describing a story character. They are aware of full stops and capital letters, but not accurate in their use. Many pupils are learning to use adjectives to enliven their writing; for instance, to describe a stripy tee shirt, or long ginger hair. They use their knowledge of letters and their sounds to spell simple words as they speak them. Standards of handwriting vary considerably, and pupils do not always take a pride in presenting their work well. Pupils are not consistently taught how to hold a pencil correctly and consequently lower attainers produce

poorly controlled writing with irregular size and spacing. Most pupils print neatly, but very few write in a legible joined script. By the end of Year 6, standards are in line with most schools. Pupils write for a variety of purposes in all subjects. Their work in history, for example, contains a variety of lively written accounts and diaries. In science, they write reports of their investigations. Most write ably from a specific viewpoint, for instance, adopting the character of Harry Potter or Dudley Dursley to write a diary entry. Their writing is lively and entertaining as well as thoughtful. They choose words carefully as when writing a school report for the characters, showing awareness of the need for formal language and style. When appropriate, as in creating a word picture, they extend their ideas in complex yet grammatically correct sentences. Whilst higher attainers extend their vocabulary, and use words adventurously and imaginatively, this is a weaker area of most pupils' work. Spelling also is less well developed. It is often phonetically justifiable as in 'espeshley' and 'apropreyat', but pupils do not always use the spelling rules that they have learned when writing independently. Most pupils have mastered basic punctuation although some lower attainers still struggle to be systematic and accurate in its use. Pupils respond to the teachers' high expectations and take great pride in presenting their work. Their handwriting is usually fluent, joined and legible.

- 88 The overall quality of teaching in lessons seen was very good. Teaching in Key Stage 2 is outstanding with all lessons being at least very good and with over 70 per cent of lessons judged as excellent. In Key Stage 1, teaching is good overall with all lessons being at least satisfactory and almost half being very good. Teachers throughout the school are enthusiastic and skilful in using their secure knowledge and understanding of the curriculum and of the pupils, to promote learning. They inspire pupils through building very good relationships, and through their very high expectations. They use genuine praise to encourage pupils, to boost their self-esteem and give them confidence to work independently. Excellent opportunities are provided for pupils to collaborate purposefully in pairs or groups. The lively dynamic approach harnesses the pupils' enthusiasm and strongly motivates them to do their best. In Year 5, for instance, pupils show obvious delight when asked to write a poem, in response to a literary stimulus to produce imaginative work. In Year 6, pupils respond with particular interest and excitement to studying the Harry Potter stories. Teachers use questions skilfully to good effect to enable the pupils to extend their own ideas and form their own opinions. The teachers' planning is thorough. Specific lesson objectives are made clear to pupils so that they are focused on what they need to learn and how to succeed. The school has very good systems of assessment that are used extremely well to set targets for pupils' learning, and in most classes to plan work in lessons which clearly meets the needs of different groups of pupils. Easily understood versions of National Curriculum level descriptors are displayed prominently in class so that pupils know what is expected. Pupils are made aware of their targets and keenly take responsibility for reaching them. This enables most pupils to make good and often very good progress. Occasionally, where teaching is less than good, work in group activities does not provide appropriate challenge and teachers do not always intervene sufficiently in groupwork to ensure that pupils are doing their best. As a result, pupils, in these lessons, do not always make as much progress as they could. Teaching assistants work closely with other staff and pupils and provide high quality support especially, but not exclusively, for pupils with special educational needs, which enables them to achieve well. Plenary sessions are used very effectively to clarify and consolidate learning.

- 89 Leadership of the subject is good. Thorough analysis of the school's performance from year to year in national and in school tests, together with the teachers' ongoing assessment is used to identify priorities and to develop the curriculum. The recent emphasis on writing has improved overall standards in Key Stage 2 and raised the percentage of pupils reaching the average level in Key Stage 1. Teaching and learning in class are evaluated carefully and good practice shared so that there is a consistent approach throughout the school. Literacy skills are practised and used effectively to support learning in all areas of the curriculum.

MATHEMATICS

- 90 The performance of the pupils in the 2000 end of Key Stage 2 National Curriculum tests was well below the national average. It was also well below average in comparison with similar schools. However, standards have risen each year since 1997 at a faster rate than the national improvement. The results of the 2001 tests show further improvement with 71 per cent of pupils achieving National Curriculum level 4 or above and 23 per cent achieving level 5. Evidence from the inspection reflects these results. Standards by the end of Key Stage 2 are now broadly in line with the national expectation. This represents a significant improvement since the last inspection when standards were below expectations and pupils' progress was unsatisfactory.
- 91 Pupils' performance in the 2000 end of Key Stage 1 National Curriculum tests was well below the national average. It was below average in comparison with similar schools. Standards have improved considerably since 1998 when only 57 per cent of pupils achieved National Curriculum level 2 or above. In 2000, this figure had risen to 79 per cent with 13 per cent achieving National Curriculum level 3. The results in 2001 show similar numbers achieving level 2 but fewer pupils achieving level 3. There has been considerable disruption in the current Year 2 class due to changes of teachers and this, plus a number of pupils with special educational needs moving into the year group has resulted in a slowing of the previous improvement in standards. Inspection evidence indicates that standards are well below the national average.
- 92 The improvement in standards is the result of good teaching and clear planning based on the framework provided by the National Numeracy Strategy. This has brought clear improvement in the development of pupils' mental skills and their understanding of mathematical processes. The introduction of systems to monitor progress and set clear targets for improvement have also played an important role in improving standards.
- 93 Pupils' attainment on entry to the school is well below that expected for the age group. The percentage of pupils identified as having special educational needs is above the national average.
- 94 Pupils in Key Stage 1 make satisfactory progress over time, and in lessons, many pupils make good progress. This is an improvement since the last inspection when progress was unsatisfactory. They develop an appropriate mathematical vocabulary, an awareness and knowledge of shapes and their properties and simple data handling skills. However, many pupils are still consolidating their knowledge of number facts. By the end of the key stage, the higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. Most have good understanding of patterns in number and know the difference between odd and even.

They can use money effectively and can work out simple problems mentally. They develop skills of simple data handling and can construct and interpret graphs. Lower attaining pupils have a limited ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.

- 95 Pupils in Key Stage 2 make good progress. This is an improvement since the previous inspection when progress was unsatisfactory. By the end of the key stage, the higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. Pupils have an appropriate mathematical vocabulary, an understanding and appreciation of number pattern and measures and a knowledge of shapes and solids and their properties. The higher attaining pupils have an understanding of percentages and can perform calculations involving fractions and decimals with accuracy. They are able to calculate angles, and can calculate the area and perimeter of shapes. The lower attaining pupils can apply the four rules of number effectively, use a range of units of measure competently and can construct simple graphs to illustrate data they have collected. Pupils can measure length, weight and capacity with a reasonable degree of accuracy, but the lower attainers are not always confident or accurate when making estimates or recording their work. Pupils are becoming confident when handling data. They can interpret graphs and charts to find particular information.
- 96 Higher attaining pupils are able to use their multiplication tables effectively and handle numbers satisfactorily in mental work. Higher attaining pupils in Key Stage 2 have good standards of numeracy and make good use of their knowledge, skills and understanding to solve problems. Pupils make effective use made of mathematical skills in other areas of the curriculum such as science and design and technology to measure accurately and record results. Pupils are also beginning to make use of information and communication technology to support their work in mathematics. This is an area which is still at an early stage of development and, at times, the unreliable computer system does lead to frustration for teachers and pupils.
- 97 Pupils display very positive attitudes to work. They behave well and respond positively to challenge. They are keen to contribute to discussions and settle quickly to their work. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. This is a considerable improvement on the situation described by the previous inspection. These positive attitudes to learning have a beneficial effect on their attainment and progress.
- 98 The teaching of mathematics is good in Key Stage 1 and very good in Key Stage 2. This again, represents a considerable improvement from the unsatisfactory teaching described by the previous inspection. Features of the very good teaching are the high expectations of behaviour and attitude to work, the very good management of pupils and the variety and effectiveness of teaching methods. The best learning occurs in those lessons where teachers enthuse their pupils and build confidence through the use of humour and good relationships. In those lessons, pupils are self-motivated and enjoy mathematics learning, and strive to understand and improve.
- 99 Teachers have good subject knowledge and provide work which is challenging but well matched to pupils' needs and abilities. A very clear example was observed in the Year 6 lesson on capacity. The teacher's good classroom management skills and high expectations of behaviour and attainment led to pupils responding very

positively. Direct teaching and good use of challenging questions enabled them to consolidate their understanding. Clear instructions and explanations ensured that all pupils had a clear understanding of the tasks and enabled them to make good progress. Well-organised group activities meant that work was well matched to pupils' needs.

- 100 Teachers make good use of questioning, not only to assess pupils' learning, but to reinforce and consolidate concepts learned and to correct misapprehensions. The aims of the lesson are shared with the pupils and used to set clear targets for improvement. Pupils receive good feedback on their work through verbal comments although the effectiveness of written marking is less consistent. There are regular assessments of pupils' attainment and progress. However, teachers in Key Stage 1 do not always make the most effective use of this information to plan work that is well matched to pupils' needs.
- 101 Pupils with special educational needs are well supported. They work at the appropriate levels of the National Numeracy Strategy and make good progress in relation to their attainment. Classroom support staff are used very effectively and make a very positive contribution to pupils' learning.
- 102 Lessons are well prepared and structured, with clear aims which reflect the National Numeracy Strategy. Lessons begin with a session of mental work when teachers encourage the development of skills and strategies to improve pupil' performance. A very good example of this was observed in the Year 5/6 class when pupils responded very positively when challenged to add, subtract, multiply and divide sequences of numbers. The teacher maintained a very lively pace but also built pupils' confidence and made the activity interesting and good fun. Teachers' explanations are good and they make good use of questioning to develop pupils' understanding and provide support as necessary. Pupils in the Year 1/2 class responded well in a lesson to develop their skills of handling data. The teacher made good reference to previous work and used this to introduce work on tally charts and simple graphs. Teachers make effective use of concluding sessions to reinforce learning. In a Year 5 lesson on factors, for example, the teacher ensured that pupils were looking for number patterns in their answers and pupils shared their ideas at the end of the lesson. This enabled them to discuss issues such as square and prime numbers and thus consolidate their learning.
- 103 The leadership and management of the subject is very good. The co-ordinator has provided useful guidance to support colleagues in the implementation of the National Numeracy Strategy. There are very effective systems in place to monitor the quality of planning, teaching and learning. There is a good range of resources to support learning and the subject fully meets the statutory requirements of the National Curriculum. Mathematics has been a priority area in the school improvement plan and the school has effective strategies to develop numeracy. Teachers are making use of the new computer suite to support work in numeracy, although difficulties with the reliability of equipment cause some frustration. They also plan opportunities to promote numeracy through teaching in other subjects such as science, geography and design and technology, when pupils are encouraged to measure accurately and make sensible estimations. Homework is used to effectively to support learning in mathematics. The National Numeracy Strategy is now used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical language. There is clear

evidence that these strategies are having a positive effect on standards of attainment.

SCIENCE

- 104 The results of the National Curriculum tests for 11 year-olds in 2000 showed that pupils' attainment in science was well below the national average, and was also well below average in comparison to similar schools. Results have improved every year from 1997 to 2000. Although national comparisons are not available, the results from the tests in 2001 show a further improvement. Teacher assessments at the end of Key Stage 1 in 2000 showed the percentage of pupils attaining National Curriculum level 2 or above was in line with that in similar schools but below the national average. The percentage of pupils attaining level 3 was very high when compared with other schools. Pupils' work seen during the inspection indicates that attainment is slightly below the national average at the end of Key Stage 1, but is in line with the national average by the end of Key Stage 2.
- 105 In Key Stage 1, pupils address all areas of the programme of study. By the end of the key stage they are beginning to recognise the principles of a fair test, understand the meaning of predictions, with some able to make predictions and draw conclusions from their activities, and they are beginning to use measurement as part of their investigations. They can make simple recordings of their work, using writing or labelled drawings, for example when pupils in Years 1 and 2 show good understanding of a simple electrical circuit and explain very clearly why a bulb will or will not light. They have begun to understand that forces are involved in movement, and can identify a range of light sources. They have investigated sound and the effect of distance, and more able pupils know that sound travels in waves. They are aware of their senses, the features of animals and the main parts of a plant. Pupils are less secure in their understanding of materials and their properties. Throughout the age range teachers use an investigative approach to science and by Year 2 the majority of pupils can explain their learning clearly in their own words, showing good links with developing literacy skills. Pupils of all abilities have a sensible approach to their scientific activities, co-operating well and using materials confidently.
- 106 Throughout Key Stage 2, pupils demonstrate a growing understanding of the investigative basis of science so that by the end of the key stage they can identify the features of a fair test and apply the principles well to their own investigations. They are able to measure a range of variables, and record their results as tables or bar charts; higher-attaining pupils can also record using well-labelled line graphs. Practical activities are carried out carefully, with sensible use of equipment and group discussions of the scientific basis of the investigation, using scientific terminology with confidence. A strength of pupils' work in this key stage is their ability to write independent accounts of their investigative work showing their understanding well, although lower attaining pupils often do not finish as it takes them longer to write. Pupils have an understanding of the effect of forces on objects; for most, this includes the involvement of forces in stretching, upthrust and air resistance. Older pupils confidently measure forces in Newtons. They have developed their understanding of sound by investigating factors which affect pitch. Throughout the key stage pupils' work on materials shows clear progression, with investigation of properties linked to purpose in Years 3 and 4 developing into in-depth understanding of how materials can change in Years 5 and 6, with higher-attaining pupils able to recognise irreversible change as chemical reaction. Work on plants addresses the function of different parts and the requirements for plant

growth, and pupils have developed clear understanding of this area through investigative work in Years 3 and 4. They are aware of ways in which organisms are suited to their environment, and are beginning to use keys for identification.

- 107 In Key Stage 1 teaching is good overall, and in Key Stage 2, it is very good. Teachers understand the requirements of science and have sufficient subject knowledge to teach it effectively. Teachers' planning is supported by a comprehensive scheme of work, which leads to appropriate objectives for each year group. Where teaching is good, lessons have a brisk pace, activities closely match learning objectives and support staff are used well to enable all children to maximise their learning. Sometimes in Key Stage 1 objectives for pupils' learning are not well matched to ability and in these instances learning is less effective. Teachers are enthusiastic and motivate pupils well, usually providing an appropriate level of challenge so that they can achieve, and planning for differentiated levels of support or resources, and occasionally differentiated tasks. A good variety of teaching methods is employed, so that whole class and individual work is effectively combined with group activities. In most lessons seen, questions were used very well to encourage all to participate, to draw out pupils' ideas and prompt their thinking, and to provide additional challenge for higher attaining pupils.
- 108 A lesson in Year 5/6, to investigate whether a new substance was made by mixing materials, showed excellent teaching. There was a firm focus on using prior learning, a scientific approach to observation and the need for correct terminology. This was followed by in-depth discussion with a group to take their learning further. Pupils were reminded about the need for detail in their report, assessed their own success in this, and were provided with a supportive framework giving sufficient scope for their independent recording.
- 109 Although as pupils move up the school they are increasingly expected to write up reports of their investigations and explain their learning in their own words, which shows good links to literacy as well as making learning clear. Guidance sheets are sometimes provided to support pupils' thinking. There is no consistent approach to this, either in their use to support lower attaining pupils, or for progressive independence as pupils' skill increases. Lower-attaining pupils sometimes find the expectation of extended written accounts takes a long time and are unable to finish the written task in the lesson. Marking of pupils' work is mostly thorough; as well as praising good work teachers provide constructive feedback, correcting misunderstandings, prompting further thought to take learning forward. A good system for assessing attainment in science investigations is in place, although it is not yet fully used by teachers to inform their planning and match learning objectives closely to identified levels of attainment.
- 110 Pupils' learning in science, though good overall, is generally satisfactory in Key Stage 1 and good in Key Stage 2. Their attitudes and behaviour are very good throughout the school, with good co-operation, focus on tasks and levels of responsibility when using materials and equipment, and they enjoy their lessons. In particular, the behaviour and attitude of Year 5 and Year 6 pupils in lessons observed was exemplary.
- 111 Progress since the last inspection has been very good. Standards of attainment have increased significantly in both national tests and in work observed. All teaching is now at least satisfactory and most is good or very good, with clear objectives,

good questioning and generally appropriate expectations of pupils of all levels of attainment at both key stages. The inappropriate use of worksheets noted in the last inspection has been replaced by more effective approaches to teaching and learning, and the subject is well resourced. The organisation of teaching so that science is learned through an investigative approach has made science an exciting experience for pupils of all ages. There is still room for development of the use of assessment especially at Key Stage 1.

- 112 The subject is led with enthusiasm and a clear sense of direction by the co-ordinators. Medium and short-term plans and pupils' books are monitored effectively to enable them to maintain a good overview of standards and to support colleagues, and there is some monitoring of learning through observation of lessons. The subject leaders have good understanding of science teaching and have developed appropriate plans for further improvements.

ART AND DESIGN

- 113 Due to the organisation of the school's timetable, insufficient lessons were observed to reach an overall judgement on the quality of teaching. However, from the evidence available, the majority of pupils make satisfactory progress and standards of attainment are in line with the national expectation in art and design by the end of each key stage. This is an improvement since the previous inspection when standards were below expectations.
- 114 Teachers' planning indicates that a range of media including drawing materials, paint, printing, modelling, collage work and textiles is provided. Pupils also have opportunities to study the work of other artists and apply this to their own work. Pupils in Year 3/4 had looked at the work of Henry Moore and had then produced their own sculptures. They discussed these, reflecting on the feelings produced by their own and classmates' work. Pupils in Key Stage 1 develop an understanding of colour mixing, and the selection of appropriate materials. They express themselves through drawing and painting and modelling and use simple techniques with developing control. Pupils in Key Stage 2 develop their accuracy in representing what they observe through drawings and sketches. They also have opportunities to express their thoughts and feelings in an imaginative way. Pupils in Years 5 and 6 have used computer programs to produce repeat patterns and designs but the use of computers to support work in art and design is limited.
- 115 Planning reflects the requirements of the National Curriculum programmes of study and supports learning in other subjects. A good example is the work in Key Stage 2 using textiles to tell the story of Hercules. Pupils' work is displayed with care and imagination and makes a positive contribution to the school environment.
- 116 The art and design co-ordinator had been in post for less than a term at the time of the inspection. She has therefore had limited opportunities to monitor standards of work, although this is planned for next term. She does however, monitor teachers' planning. There is a school policy for art and design, which provides some guidance for staff. The school is using the national guidance as the basis for planning a programme of skill development throughout the school. The school has adequate consumable resources for art and is developing a collection of reference materials concerning artists and their work.

DESIGN AND TECHNOLOGY

- 117 Standards of attainment in design and technology are in line with the national expectation at the end of both key stages. By the end of Key Stage 1, pupils have satisfactory levels of skill in cutting and joining, which they demonstrate in making puppets. In their work on moving vehicles pupils have selected materials well and have designed and built buggies with axles and chassis, which they have carefully evaluated. They are developing their design skills well through the production of labelled planning diagrams linking structure and function and can select appropriate materials and tools to make an article from the design. They do not have sufficient opportunity to develop skills and consider, for example, the best ways to join materials, before moving on to the final product, so that they find it difficult to discuss the suitability of their joining technique and why it was used. They are beginning to evaluate their product based on the original design criteria, and higher attaining pupils can discuss the suitability of the finished article and suggest improvements.
- 118 The oldest pupils in the school work at a satisfactory standard, and are able to produce clear annotated design ideas based on careful research. Pupils in Years 3 and 4 show have researched and tested the stability of structures and produced an informative design and plan, as a preparation to making a picture frame. Design and planning skills are further developed in Years 5 and 6 through work with food, carefully designing biscuits with good regard to the nature of the consumer, criteria for the product and careful packaging. Skills of evaluation are well developed, and pupils offer advice to each other for improvements, appreciating evaluation as a natural part of the design and make process. The design and technology curriculum is linked well with other subjects, for example the building of air raid shelters as part of work on World War 2 in history, where pupils tested the strength of materials thoroughly before using them in the realisation of their design.
- 119 Pupils make good progress overall, especially in Key Stage 2, and have a very positive attitude to the subject, co-operating well and working independently. They show a high level of perseverance when faced with difficulties and teachers encourage a positive approach to problem solving by encouraging class discussion and support within groups. This is very effective in encouraging group decision making and the acceptance of problems as part of the process.
- 120 Teaching is good overall, especially in Key Stage 2 where planning more directly addresses techniques as well as designing, making and evaluating. There is a good level of challenge, with pupils, especially in the older age groups, expected to think through problems with support from classmates where appropriate. Where teaching is most effective, lessons are carefully structured to maintain pace, and to ensure that pupils are able to record their ideas in a style matched to their literary skills. Good health and safety practices are encouraged with all age groups. Where time is spent investigating and developing technical skills as preparation for designing and making pupils are able to make products to a better standard.
- 121 Progress since the last inspection has been satisfactory; attainment and progress are no longer unsatisfactory and resources are sufficient for whole class practical activity across the curriculum. Construction equipment is now available, suited to all age groups and the use of national guidance to support teachers' planning ensures progression in all aspects of the subject as children move through the school.
- 122 Leadership of the subject is good, with vision and enthusiasm from a knowledgeable co-ordinator. The subject is well organised, and the curriculum is carefully planned

for progression and to provide experience of working with a wide range of materials and techniques. The involvement of the co-ordinator in the monitoring of planning, teaching and pupils' work results in good awareness of the subject in the school including the standards achieved by pupils, but systematic assessment by teachers is underdeveloped.

GEOGRAPHY

- 123 Standards in geography are in line with national expectations at the end of both key stages. This is an improvement since the previous inspection when standards were below expectation and progress was unsatisfactory.
- 124 Pupils in Year 2 are aware of different forms of transport for different types of journey, and are beginning to recognise some countries on a map of the world as well as their own town on a map of Britain. Mapping skills are developing so that pupils can draw a simple map of their locality, identify their home address and make judgements on positive and negative features of their local area, for example linked to a traffic survey. Pupils understand the sequence of the seasons and the weather conditions associated with each. The continuous unit in the scheme of work is used well to develop a sense of places in the world so that pupils begin to link maps with real locations.
- 125 By the end of Key Stage 2, pupils have a good understanding of the features of rivers and the nature of the water cycle. They recognise the importance of water supplies for various purposes and difficulties in some parts of the world. They have made good use of fieldwork in their study of this topic but their opportunities to learn more generally through fieldwork are limited, and they have below average awareness of geographical locations beyond their local area. Discussion with pupils in Year 6 shows good levels of understanding of the problems faced by people in poorer places and appreciation of the effects of natural disasters as well as man-made problems such as pollution and traffic problems. Pupils in the two oldest year groups have sound mapping skills, helped by display of different types of maps in classrooms and around the school, and show a good grasp of the concept of scale. They have drawn maps and plans using keys and are able to use co-ordinates. However there is inconsistent development of skills development as the pupils move through the school. When asked to identify the countries of Great Britain and principal cities they can do so but with some hesitancy, and only higher attaining pupils can securely do this. Pupils do show a secure understanding of the location of principal climate zones and key features of these areas. They understand key features of their locality, have views on the impact of local developments and are able to present an argument for improvements to the school.
- 126 Pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Pupils respond positively to lessons, showing very good levels of co-operation and behaviour. They respond to teachers' questions eagerly and offer ideas with confidence.
- 127 Teaching is good overall, with good teacher knowledge and enthusiasm, use of questions and motivating strategies. Resources are usually well prepared to support learning, but where this is not the case pupils become confused by lack of focus and clarity, for example when too wide a variety of atlases is used for younger children. Teachers make pupils clearly aware of the purpose of lessons which helps them to focus their learning. Good use of problem-solving with a real-life flavour was

evident in lessons seen in Years 5 and 6, where pupils identified routes around a map of their locality, enlivened by 'incidents' which led to roads being blocked. There is a strong emphasis on the use of geographical vocabulary, especially in Key Stage 2; lessons seen in years 3 and 4 showed very good use of terminology related to rivers so that children had good understanding of correct terms. In Key Stage 1, few lessons were observed, but scrutiny of pupils' work reveals that little work is recorded so that pupils do not have enough opportunity to develop writing skills in geography or reflect on their learning through drawing or writing. In Key Stage 2, pupils write about their own learning and are given good encouragement to express their own ideas and developing understanding. Marking is generally good and includes encouragement and pointers towards improvement.

- 128 The co-ordinator has a good knowledge of the subject and carries out a range of monitoring strategies to check curriculum coverage and standards of attainment so that she maintains a picture of the subject throughout the school. The results of this monitoring are fed back to staff so that areas for improvement are identified, but geography has not been a priority in the school development plan and areas such as assessment are underdeveloped. Resources are adequate to meet the needs of the curriculum but, although information and communication technology is being used to support geography, opportunities to use CD-ROM and the Internet are not yet fully exploited. Provision for the development of mapping skills still requires improvement to ensure that progression takes place throughout the school.

HISTORY

- 129 During the inspection, only one lesson was observed at Key Stage 2 and none at Key Stage 1. Judgements are based on that observation, plus evidence from previous work and discussions with teachers and pupils. In the last inspection, standards and progress were judged to be unsatisfactory. This was because the curriculum lacked depth and teaching relied too heavily on the arbitrary use of printed work sheets. The co-ordinator has worked hard to change the approach. Teachers' planning now includes opportunities for pupils to study topics through investigation and the imaginative use of resources. Consequently, there has been considerable improvement since the last inspection. Standards of attainment are now in line with those expected nationally at the end of both key stages. Pupils throughout the school, including those with special educational needs, make good progress.
- 130 Pupils in Key Stage 1 are introduced to the subject through stories which help them to develop concepts of time and place. For example, they took part in an exciting dramatisation of the Great Fire of London, after which they wrote at length about the story from the point of view of the characters whose roles they had enacted, such as the baker in Pudding Lane. Teachers also arrange visits to places of interest to enable pupils to appreciate the difference between then and now. For instance, they visited Cleethorpes to compare Victorian seaside holidays with those they would expect to go on today. They gain further insight in the recent and more distant past by constructing a time line depicting the 'dates of birth' of teddy bears that they and adults have brought into school.
- 131 In Key Stage 2, through visits, books, videos, photographs and the handling of artefacts, pupils are able to gather evidence on how people lived during various periods of history. By the time they leave school pupils have an understanding of

some major historical events and of chronology. They make use of a variety of sources to seek information. Pupils in the Year 3 / 4 classes, for example, begin to use reference books independently to find information on life in Ancient Egypt. In the one lesson seen, the quality of teaching was good. The teacher provided her class with a varied range of resources, had high expectations of their behaviour and attitudes to work and provided help and support where it was needed. Higher attaining pupils quickly gathered and recorded evidence on aspects of Egyptian traditions such as mummification and recorded their findings neatly. A minority were less independent and needed adult support and more structured tasks. Pupils are encouraged to form hypotheses about what they see. A Year 4 pupil writing about an Egyptian flute, for example, concluded, "Ancient Egyptians enjoyed music. Some people may have played for the entertainment of others." A Year 5 pupil investigating life in Ancient Greece explained, "If you lived in Athens you would be allowed to speak your mind." Much of the history recording in Key Stage 2 is enhanced by a variety of lively and interesting written work which makes a positive contribution to the development of literacy skills. Pupils in Year 5 and 6 study life in Britain from the 1930s onwards. Their work on the changes in styles of music or the mood of wartime evacuees is both well written and presented and reflects a strong interest in the subject. There are also strong links with art and the displays of collage work illustrating life during World War 2 are of very good quality.

- 132 The co-ordinator leads the subject well and has been instrumental in ensuring a more investigative approach to teaching in recent years. Her monitoring role has been strengthened to include the evaluation of planning, the inspection of written work and interviews with pupils to assess progress across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 133 Attainment in information and communication technology has improved since the last inspection. The previous report indicated that pupils had too little access to computers. Since then governors have made good use of specific grants to provide a computer suite. Teachers are now using this very effectively for the development of computer skills. Consequently, pupils throughout the school, including those with special educational needs, make good progress in their lessons in the computer suite because the quality of teaching is consistently good. Standards by the end of Key Stage 1 are now in line with expectations for that age group. In Key Stage 2, pupils' attainment in some individual lessons is also in line with standards seen in other schools. However, they do not experience the full range of activities required to meet the demands of the National Curriculum because the school does not have the necessary software to enable teachers to plan all elements of the scheme of work. Consequently, standards of attainment are below expectations by the end of Key Stage 2.
- 134 By the end of Key Stage 1, the majority of pupils use computers confidently and independently for all of their work. Whenever they use the computer suite, they log on without any help from adults and competently retrieve files or saved work from previous lessons. They use computers for a variety of purposes. In Year 1, for example, they use computer-generated graphs to record the results of a traffic census they have taken or to present statistics about their favourite pets. By the end of Year 2, word-processing skills are well developed and the majority use the shift key to create capital letters, are familiar with the layout of the keyboard and space their work out correctly. A minority is not sure how to edit any mistakes they have made and need help from adults or more competent classmates. All pupils are

becoming aware of the wider uses of information and communication technology. For example, they are given opportunities to program and operate a floor robot. Most pupils save their work competently and close a program without help.

- 135 By the end of Key Stage 2, pupils use computers regularly to look for information in the course of their work. In order to do this, they confidently gain access to the Internet to operate search engines. They use these to find, for example, information about Egyptians to support their work in history. Younger pupils in the Year 3 / 4 classes use modelling programmes to enhance and complete designs such as stained glass windows using the tool bar accurately to enlarge images, create line drawings of their own or fill in areas of colour. In Year 5 they confidently merge text and graphics and add suitable borders to the riddles or haiku poems they have written. Pupils in Year 6 are increasingly adept at using software packages as a means of creating plans and designs which they can easily edit and improve. For example, they produced a plan of how they would like their classroom to look by rotating, repeating and moving geographical shapes on the screen. They were completely absorbed in their work and responded to very good teaching with exemplary behaviour and attitudes to their work. Owing to the lack of suitable software, Year 6 pupils have not had opportunities to create their own multi-media productions or to use computers to control events. By the end of the Key Stage, most are still using a finger of one hand to operate the keyboard. However, considering that the computer suite has only been in operation for a short time, many pupils are already demonstrating skills and competence typical for their age, particularly for presenting their work in literacy. A minority who have had relatively little experience in the use of information and communication technology, still rely on the help of adults or classmates.
- 136 Pupils throughout the school are very responsible and co-operative when using computers. They help each other out when in difficulties and treat equipment with respect. They are enthusiastic about the subject and keen to learn more. Their eagerness to learn is sometimes frustrated when the computers they are working on are unreliable and break down, but they are invariably patient and willing to share with someone else.
- 137 The quality of teaching is consistently good and often very good throughout the school and there were no unsatisfactory lessons. A strength of the teaching in both key stages is the very effective use of the computer suite to support work in a range of subjects. The tasks planned for completion in the suite are carefully prepared and clearly related to the work that is being covered in the various subjects. For example, they provide opportunities for pupils to produce and interpret graphs and tally charts for their work in mathematics and this makes a good contribution to the development of numeracy skills. Additionally, teachers throughout the school are developing the practice of conducting one entire lesson per week in a chosen subject using the computer suite and this is having a positive effect on standards across the curriculum. For example, by using the computer suite for English lessons, teachers are ensuring that pupils have extended opportunities to develop keyboard and research skills. Conversely, by presenting much of their work on computers, pupils are improving literacy skills more quickly. In doing so, they appreciate that computers are an efficient way of editing, correcting and publishing work. Teachers are well supported in the teaching of skills by support staff who are gaining in personal confidence and provide effective help for pupils with special educational needs.

- 138 The co-ordinator leads the subject well. She has worked hard to support colleagues and to encourage the use of the computer suite on a regular basis. The school has made effective use of specific grants to facilitate training and develop teachers' confidence and expertise. This has been successful and is clearly reflected in the quality of teaching seen in the computer suite, although teachers have not yet adopted the use of computers for their subject planning. There has been good improvement in the curriculum since the last inspection, although the school recognises that there are areas requiring attention in order to raise standards further, particularly by the end of Key stage 2. Currently, there is too little software to enable teachers to plan the full range of programmes of study in the National Curriculum. Also, whilst teachers make adequate use of classroom computers to support work across the curriculum, a wider range of software would enable pupils to have greater access to computers as an integral part of their day-to-day learning. The technical problems which occur regularly in the computer system also restrict access to a full curriculum. Finally, there is no formal system in place to measure attainment and progress against nationally agreed standards. Nevertheless, there is a strong commitment to raising standards and the school is in a good position to achieve this goal.

MUSIC

- 139 Standards at the end of both key stages have been maintained since the last inspection and are currently similar to those found in most schools. This represents good achievement given the pupils' below average attainment on entry to the school. Pupils with special educational needs make good progress alongside their peers. Throughout the school, pupils enjoy making music. They respond particularly well to the practical hands-on approach to composing and performing. Their experience and appreciation of music from a range of periods and cultures, and their knowledge of the works of famous composers is not well developed.
- 140 In Year 1, most of the pupils clap in time to the beat of familiar spoken rhymes and songs like *Twinkle, Twinkle Little Star*. Although their clapping does not always match the given syllables, they are beginning to appreciate rhythmic patterns. By the end of Year 2, pupils have built on this experience to compose their own patterns. With a partner, they maintain the beat or the rhythm and perform for the rest of the class. Higher attainers are beginning to write down their rhythms using their own symbols to indicate long and short notes. In Years 3 and 4, groups of pupils select a range of tuned and untuned percussion to compose and perform short pieces, which include repeated patterns and combine several layers of sound. Some ensembles incorporate the musical expertise and instruments of individual pupils who take peripatetic music lessons. All are enthusiastic and are confident in performing for the rest of the class and sensitive and constructive in evaluating each other's work. In Year 6, the whole class combines to perform their own arrangement of a familiar song. One group sings in two parts, each half keeping their own part with an awareness of the others. Another practises and plays a simple ostinato on tuned percussion. Other pupils improvise an instrumental accompaniment to enhance the oriental atmosphere of the song. They are proud of their achievement when all of this is put together, evaluating each other's work and offering advice on improvement.
- 141 The quality and consistency of teaching has improved considerably since the last inspection. In the lessons seen, it was never less than good and in Key Stage 2, two out of three lessons were judged to be very good. The teachers' enthusiastic, lively

approach motivates the pupils to do their best. Teachers use their good subject knowledge to use and explain appropriate musical terms and to provide clear objectives for their lessons. Very good relationships give pupils confidence to explore the media and to perform for others. In all classes, the teachers' good management and organisational skills ensure that pupils collaborate very well together and concentrate all their energies on the task in hand. Opportunities for younger pupils to improve their performance by evaluating their own work and that of others are sometimes missed.

- 142 The curriculum is considerably enhanced by weekly singing sessions for Years 1 and 2 and for Years 3 to 6. These are energetically led by staff and enthusiastically received by pupils. The quality of singing is very good. Older pupils sing tunefully in four parts, and younger pupils join in a good range of action songs whilst individuals keep the beat on percussion. Around thirty pupils receive small group tuition in strings, woodwind, brass, guitar and keyboard each week. Not enough use is made of the skills of these pupils, and of recorded music, to raise the status of music throughout the school, for instance, in assemblies. At present, there are no extra-curricular music clubs. There are however, plans to re-establish the choir and recorder groups next term.
- 143 The music curriculum provides good opportunities to practise literacy and numeracy skills. Speaking and listening skills are provided and promoted very well when pupils carefully evaluate each other's work. They also extend their vocabulary through musical terms like crescendo, ostinato and ensemble. Counting beats supports mathematical development for younger pupils. Opportunities are missed to use and develop information and communication technology skills in this subject.
- 144 The curriculum co-ordinator is very recently in place and has not yet fully taken on the leadership and monitoring role. Following in-service training, a new scheme of work, together with national guidance has recently been implemented. This will increase the range and variety of music which pupils will encounter. Good use is made of the spacious music room where pupils can practise and rehearse their compositions. Resources are adequate but there is a limited selection of more unusual instruments to enable pupils to extend their appreciation of music from other cultures.

PHYSICAL EDUCATION

- 145 Standards of attainment at the end of Key Stage 1 are in line with national expectations. This is an improvement since the previous inspection when they were below expectations. Standards at Key Stage 2 are also in line with expectations and are similar to those found at the time of the previous inspection.
- 146 The school provides a well-balanced programme of physical activities throughout the year which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Pupils also have swimming lessons and by the time they leave school most can swim at least 25 metres.
- 147 In Key Stage 1, pupils develop control, co-ordination and balance and have an awareness of space and the need to use it well as part of their physical education activities. They develop skills in the use of small apparatus, including catching,

throwing and hitting a ball. They participate in gymnastics and respond to music through dance.

- 148 In Key Stage 2, skills are further developed and pupils perform with increasing competence. They learn to play games and develop athletic techniques. By the end of the key stage, pupils have a clear understanding of benefits of vigorous exercise and the effects of exercise on the body. The opportunities provided for teamwork and a sense of fair play support the development of pupils' social skills.
- 149 The quality of teaching observed was satisfactory in Key Stage 1 and good in Key Stage 2. All lessons begin and end in an orderly manner and contain appropriate warm-up activities. In the most effective lessons, teachers offer plenty of praise and immediate feedback to the pupils. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Questioning is used effectively and use is made of pupils as exemplars of good practice. Pupils are encouraged to evaluate their own and others' performances to help them to improve. However, at times in Key Stage 1, opportunities are missed to develop skills through clear coaching. Relationships and class management are good. This results in safe, controlled lessons where pupils listen carefully and follow their teachers' instructions. Teaching is enthusiastic and this is reflected in pupils' response. They clearly enjoy lessons. They are very co-operative when working in groups and are reliable and sensible when putting out or storing equipment. Effective use is made of classroom support staff in Key Stage 1 lessons. They work well with groups to ensure that pupils are well supervised and stay on task.
- 150 A satisfactory range of extra-curricular physical and sporting activities is planned throughout the year and supports the physical education curriculum. The school takes part in inter-school activities in a range of sports. Effective use is made of outside coaches to develop pupils' interest and skills in sports such as cricket, basketball, football and gymnastics.
- 151 The co-ordinator provides effective leadership for the subject. She monitors the quality of planning, teaching and learning and provides guidance for colleagues. There is a useful policy in place and the school follows national guidance to support curriculum planning. Resources for physical education have been improved since the previous inspection. There is a good selection of apparatus and equipment to meet National Curriculum requirements. The school has a hall where gymnastics, dance and indoor games take place. Outdoor facilities consist of playground areas and an all weather playing surface.

RELIGIOUS EDUCATION

- 152 The previous report judged attainment and progress as unsatisfactory throughout the school. There has been considerable improvement in the curriculum and in the quality of teaching since the last inspection. Consequently, attainment is now in line with the expectations in the locally Agreed Syllabus by the end of Key Stage 1 and above expectations by the end of Key Stage 2. By the end of Key Stage 1, pupils make good progress overall. Their progress in the acquisition of religious knowledge is good, although it is slower in terms of reflecting on and recording their experiences in writing. Teaching in Key Stage 2 provides more opportunities for pupils to write at length about what they have learned and all pupils, including those with special educational needs, make very good progress.

- 153 In Years 1 and 2, teachers plan a good range of activities to develop pupils' awareness of religious artefacts and places of worship. In the course of their study of Jewish traditions, they draw a menorah and write about the festival of Hanukkah. They visit Saint Wilfred's church to learn about the important features within a Christian place of worship. They also identify some of the special events that take place in a church such as christenings, nativity plays and weddings. By the end of the key stage, the majority of pupils know the names of popular stories from the New Testament such as 'The Shepherd Who Lost His Sheep'. Lower attaining pupils confidently recall the significant facts from the stories, whilst a significant minority of higher attainers demonstrates an appreciation of their meaning. One Year 2 pupil, for example, provided a clear explanation of the significance of building on firm foundations based on his knowledge of the popular bible story.
- 154 In the Year 3/4 classes, pupils broaden their understanding of the similarities and differences between different religions. They appreciate, for example, what is meant by a pilgrimage and why pilgrims visit places of special significance. They realise that some of the recorded facts about Jesus are probabilities, whilst others are a matter of faith. They also have opportunities to re-tell at length popular stories such as 'Simon and the Leper.' In Years 5 and 6, teachers encourage their classes to discuss more complex issues such as the validity of the 'miracle stories', the nature of faith and the creation of the world. By the end of the key stage they have a good knowledge of the traditions and symbolism surrounding a wide range of religions. Higher attaining pupils are equally confident when writing about or discussing the features of a mosque, a synagogue or a church. Lower attainers are less fluent when speaking or writing about what they have learned, but talk confidently when referring directly to posters they have made or their designs for Muslim prayer mats.
- 155 Pupils' attitudes to the subject are very good. They show great interest in the various religions they discuss and show respect for the values and beliefs of others. They listen politely while others offer opinions and appreciate their contributions. A very good example of this was in a Year 2 lesson where the whole class applauded spontaneously when a classmate explained the story and sang the song about 'The House Upon the Rock'. The writing and illustrations in books and folders, particularly in the Year 5 and 6 classes, are very neatly presented and reflect pupils' pride in their work.
- 156 The quality of teaching is good throughout the school. This is because teachers plan work which is imaginative and arouses pupils' interest. For example, they encourage pupils to design film posters to explain how the earth was created or to advertise the story of 'The Prodigal Son.' Another strength is that teaching in a number of topics is preceded by visits to places of worship such as Southwell Minster and the Sikh temple in Nottingham and these have a very positive effect on pupils' response in subsequent lessons. The quality of Year 6 pupils' booklets following their visit to a mosque provides clear evidence of this. The very good relationships between teachers and their classes also make a positive contribution to learning. Teachers use these relationships sensitively, combined with good question and answer techniques, to encourage pupils to take part in discussions. Teaching is only occasionally less effective when teachers miss opportunities for pupils to consolidate what they have learned by writing about their experiences.
- 157 The co-ordinator leads the subject very well. She has introduced a rich curriculum which ensures good coverage of the locally Agreed Syllabus and has developed a much more imaginative and challenging approach to teaching. To achieve this, she

monitors planning closely and organises a good range of resources, visits and visitors to support planning.