

INSPECTION REPORT

HUNTINGDON PRIMARY AND NURSERY SCHOOL

Nottingham

LEA area: Nottingham City

Unique reference number: 131090

Headteacher: Diana Owen

Reporting inspector: Michael Allcock
19834

Dates of inspection: 25th – 28th February 2002

Inspection number: 230716

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 and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Alfred Street Central Nottingham
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Jack Davies
Date of previous inspection:	April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19834	Michael Allcock	Registered inspector	History, music, physical education, Foundation Stage	What sort of school is it? What should the school do to improve further? The school's results and achievements. How well are pupils taught? How well is the school led and managed?
9883	Brian Silvester	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?
20951	Phillip Littlejohn	Team inspector	Mathematics, science, information and communication technology, design and technology, equal opportunities, special educational needs	How good are the curricular and other opportunities offered to pupils?
29424	Vivienne Stone	Team inspector	English, art and design, geography, religious education, English as an additional language	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Huntingdon Primary and Nursery is an eight-class school in St Ann's, an inner city area of Nottingham. It has the equivalent of 169 full-time pupils on roll, so is smaller than average. It mainly serves the local catchment area, but some pupils come from further afield, due to its increasing popularity. About 42 per cent of pupils have dual heritage or are from ethnic minorities. Eleven per cent speak English as an additional language, which is high. Four per cent of pupils have English at an early stage of acquisition. Sixty-three per cent of pupils are eligible for free school meals, which is well above average. About one quarter of pupils is on the register of Special Educational Needs. None of these has a Statement of Special Educational Need, which is below the national average, although several have significant needs, including autistic tendencies, speech and communication difficulties and hearing impairment. Children enter the Foundation Stage in the nursery with well below average attainments.

HOW GOOD THE SCHOOL IS

Huntingdon Primary is a very effective school. Pupils reached broadly average standards, except in English, in test results by the end of Year 6 in 2001, compared to all schools. However, when pupils' standards were compared to those in similar schools they were well above average, so pupils achieved well. This is due to good teaching throughout the school, an improved curriculum and the pupils' positive attitudes to their learning and their good behaviour in lessons and around the school. This ensures that they make the most of the effective provision the school makes for them. The headteacher provides very clear educational direction for the school. She is very well supported by the staff, governing body and parents, who have joined together to share their vision of the school and ensure an outstanding commitment to it. The school has high running costs, as with all small schools, but still provides good value for money.

What the school does well

- Standards are well above average compared to similar schools by the time pupils leave at the end of Year 6, due to the good provision made by the school.
- Children get a good start to their education in the nursery and reception classes, because of effective teaching of a well-planned curriculum.
- The quality of teaching is good or better in three out of four lessons, promoting good learning by the pupils.
- The headteacher offers very strong leadership, with excellent support from the governing body, ensuring that the school is very well managed.
- Pupils behave well, work productively and have constructive relationships with adults and classmates of all levels of attainment and from a variety of backgrounds, promoting good personal development and much improved academic standards.

What could be improved

- Standards are below average in all aspects of English throughout the school in lessons and well below average in national test results.
- Standards in mathematics were below average in pupils' completed work and lessons seen during the inspection.
- Attendance is below the national average and needs to improve to help to raise pupils' standards of attainment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since its last inspection in 1998, when it was judged to be failing to provide pupils with an acceptable standard of education and so required special measures. It has also made substantial improvement since Year 2000, when Her Majesty's Inspectors (HMI) took it out of special measures. The headteacher, staff, governors and parents have worked very hard as a team to address all the action points identified. Evidence from this inspection shows that while standards are still below those seen nationally in English and mathematics in lessons, those in science have been raised to about the average, with recent test results well above average. However, attendance and punctuality are still not good enough. This has a negative impact on standards, particularly in the key area of English, where standards have been most resistant to improvement. All other weaknesses have been eradicated, with very good improvement seen in the key areas of teaching and learning and the leadership and management of the school, so that now pupils achieve well. The curriculum is better planned and more closely linked to the National Curriculum. Effective procedures for assessing pupils are in place, with the information gained being very well used to plan in detail for pupils' next steps in learning.

The school is reflective, focusing very clearly on improvement. There is a very strong determination to raise standards across all aspects of the school's work. The school is on course to meet the ambitious targets that have been agreed for groups of pupils, to continue the upward trend in standards in lessons and end of Years 2 and 6 tests. Improvement in the last two years has attracted national recognition, with the school being acknowledged as the seventh most improved in the country in 2001, following its Year 6 test results.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E*	E	B
Mathematics	E*	D	C	A
Science	E*	A	A	A*

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

Children enter the nursery with well below average attainments, as measured by the local authority's assessment procedures. Children achieve well in the nursery and reception classes and by the time they are in Year 1 standards are broadly below average, reflecting good progress. Pupils of all levels of attainment, of all ethnicities and with a range of special educational needs make good progress in lessons and achieve well overall as they move through the school. This is due to very clear educational direction that has resulted in improved provision year-on-year, especially in the crucial area of teaching. Achievement slows in Years 1 and 2, although it is satisfactory overall. Pupils attained broadly below average standards in lessons seen in English, mathematics and science. Pupils achieve well in Years 3 to 6. In recent years the upward trends in standards have been above that seen nationally, especially in science. In lessons seen during the inspection in Years 3 to 6, standards were about average in science, but below in English and mathematics. Standards in art and design were above average. Standards in religious education, design and technology, history, music and physical education were broadly average. Standards in geography were below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy being at school. They are keen to learn and try hard to do their best.
Behaviour, in and out of classrooms	Good. Pupils respond positively to the effective management of teachers in classes. They are sensible and orderly around the school and in the playground.
Personal development and relationships	Good. Relationships are constructive between adults and pupils and between pupils from all groups in the community. Pupils are willing to take responsibility and work well on independent tasks.
Attendance	Unsatisfactory. It was only 91.4 per cent, well below the national average, in the last school year, but has improved since. There is too much authorised and unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall. It was good or better in about three out of four lessons seen during the inspection - a high proportion - and very good in one in four. No unsatisfactory teaching was seen. This shows very good improvement since the last inspection, especially for pupils in Years 3 to 6. Subject knowledge is a strong feature. Teaching is good in the three core subjects of English, mathematics and science. It is very good in the increasingly important subject of information and communication technology, history and in music, particularly when lessons are taken by the two part-time specialist teachers. Teaching is also a strong feature in work in art and design and design and technology. Teaching is satisfactory in religious education, geography and physical education. The teaching of key literacy and numeracy skills is effective. They are well promoted in lessons widely across the curriculum.

The school works hard to appropriately address the learning needs of all its pupils. Those with special educational needs (SEN) and those with English as an additional language make good progress, but those with SEN learn better due to more focused support. Pupils acquire skills and understanding at a very brisk rate. They work productively and show alert interest in all their lessons. This is because teachers plan carefully, have very high expectations of all pupils and manage them effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. It is good for those children in the Foundation Stage. Insufficient activities are provided outside lessons.
Provision for pupils with special educational needs	Good. The needs of these pupils are carefully assessed. The targets on their individual education plans are well thought out and achievable.
Provision for pupils with English as an additional language	Satisfactory overall. Support is not sufficiently well targeted to help those pupils who know the least English.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral development is very good. That for social and cultural development is good. Good use is made of the cultural heritage of pupils. Provision for spiritual development is satisfactory.
How well the school cares for its pupils	Good overall. Effective procedures are in place. Very good use is made of the results of assessment to influence future planning.

The school has effective links with parents and works hard to involve them in its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Very strong leadership is provided by the headteacher. Good levels of delegation to the very committed staff team.
How well the governors fulfil their responsibilities	Excellent. Governors are very knowledgeable and effective. All statutory requirements are fully met.
The school's evaluation of its performance	Very good. Data is very carefully analysed to set targets and plan strategically. There is very good monitoring of lessons.
The strategic use of resources	Good. Available money is well used to support priorities on the school improvement plan, applying very effectively the principles of best value.

There is a good number of appropriately qualified staff to meet the requirements of the school's curriculum and address the specific needs of its pupils. The school's accommodation, inside and out, is very spacious and very well maintained. Resources are good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good, promoting good progress in lessons. Behaviour is good, which means that their children enjoy coming to school and are developing into good citizens of tomorrow. They are well informed and confident about the response they would get with any questions they might raise. The school is well led and managed, so that improving standards are attained, attitudes are positive and an inclusive ethos is promoted. They feel that their partnership with the school is very strong. 	<ul style="list-style-type: none"> They do not think that the school provides a sufficiently varied range of activities outside lessons.

Inspectors agree with the parents' many positive views of the school, strongly expressed in their meeting with the registered inspector and in the questionnaires they returned. Inspection evidence confirms parents' belief that there are not sufficient out-of-school activities provided to enrich pupils' experience; for example, by residential courses for older pupils and a wider range of visits and visitors and extra-curricular activities for pupils of all ages.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English, mathematics and science, the core subjects assessed at the end of Years 2 and 6, have improved dramatically since the last inspection. In that time there has been a modification to the way schools are compared. Judgements were previously based on the proportion of pupils attaining the expected level, Level 2 or above by the end of Year 2 and Level 4 or above by the end of Year 6. Now points are allocated to the levels attained by pupils and schools' average points scores compared. In 1998 pupils' results in tests were below or well below average in all three core subjects by the end of Year 6, with pupils achieving unsatisfactorily. By 2001, the last year for which results are available, Year 6 pupils attained well below national average results in English, average in mathematics and well above average in science, when compared to all schools. The science result is particularly noteworthy, for as recently as 1999 standards were well below average, and in the bottom five per cent of all schools. When compared to schools with similar levels of free school meals, well above the average, the school's results were above average in English, well above average in mathematics and in the top five per cent in science. These results showed good achievement by the pupils compared to those they had attained four years previously at the end of Year 2. The value added in English, during Years 3 to 6, was about average, in mathematics above average and in science well above average.
2. Standards in the core subjects have varied from year to year, as is often seen in small schools. Many of the year groups currently in school, including the current Year 6, have under 20 pupils on roll. This number is below that regarded as being statistically reliable. The present Year 6 had a particularly disrupted time earlier in the school, with staff absences and significant levels of temporary teachers among them. This group were also tested in the year of the previous inspection. Results then were in the bottom five per cent of all schools for reading, writing and mathematics. Inspection evidence indicates that this group are attaining standards below average in English and mathematics, but about average standards in science. This represents good achievement over their time in Years 3 to 6. The key issues from the 1998 inspection to improve pupils' attainment and their achievements over time have both been successfully addressed, as has Her Majesty's Inspectors' key issue in Year 2000, after the school was taken out of special measures. This was to continue the process of improvement already begun. This has been achieved, as standards in the end of Year 6 tests have risen both in Year 2000 and 2001. In Year 2000, the school was the fortieth most improved school in the country and in 2001 the seventh most improved school. Awards and praise have been earned and given. However, the school continues to set ambitious targets for further improvement, based on very detailed analysis of results of national tests and its own comprehensive assessment regime, both for year groups and individual pupils.
3. In the 2001 national tests at the end of Year 2, the school also gained creditable results. Results in reading were well below the national average, below average in mathematics and in line with the average in writing, compared to all schools. Compared to those schools with similar levels of free school meals, results were above average in reading and mathematics and well above average in writing. This should also be set against a background of very low attainment in 1998, when results in all three core subject areas of reading, writing and mathematics were in the bottom five per cent of all schools, to help gauge improvement. Inspection evidence indicates that the current Year 2 are on target to attain broadly similar results as last year's in the 2002 tests. Attainments in English, mathematics and science are below average overall. This shows broadly satisfactory achievement in Years 1 and 2 overall. Pupils enter Year 1 with below average levels of attainment in the Foundation Stage curriculum. In their first two National Curriculum years, progress is good in lessons overall for pupils from all groups and with a range of prior attainments, as they come to grips with a much expanded range of subjects. Stronger teaching in Year 1 ensures that pupils achieve well in that class. Pupils achieve as they should in Year 2.

4. Children enter school at the age of three with well below average levels of attainment, as measured by the local education authority's assessment procedures. At this stage, mathematical development is the weakest area, with communication, language and literacy being the next lowest. The baseline assessment undertaken during the reception year, following one or two years in the nursery, indicates that achievement has been good. Inspection evidence confirms baseline results. By the time children enter Year 1, they are on track to reach standards in personal, social and emotional development and physical development in line with the expectation of the Early Learning Goals of the Foundation Stage overall. This shows very good progress in personal, social and emotional development. Standards remain below those expected in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. However, achievement in all these four areas and in that of physical development is good.
5. Results over the last three years show that the efforts the school has made to target the attainment and achievement of boys is bearing fruit. The 2001 result in particular indicated that boys do better than nationally compared to girls. There have been noticeable differences between individual year groups, so it is necessary to treat a small school's trends with care and certainly not to view this as evidence of girl underachievement. It represents an improving picture of the attainment of boys, following measures taken by the school; for example, in writing. The upward trend in the school's average points score in Year 6 test results has been above the national trend over the last five years. Gains have been made every year, albeit from a very low base in 1997, leading to a significant difference from the improvements seen nationally.
6. In lessons seen and work scrutinised during the inspection, pupils have below average standards in all aspects of English by the end of Years 2 and 6. They achieve satisfactorily in Years 1 and 2 overall, but pupils' achievement in Years 3 to 6 is good, compared to their previous levels of skills and understanding. Standards of literacy are below those normally expected, but the school has appropriately implemented the National Literacy Strategy to help to ensure that pupils make steady progress in lessons and achieve as they should. This has been less successful in the case of phonics, which is not taught and reinforced sufficiently vigorously to ensure that pupils build progressively on skills over time. Teachers work hard to extend pupils' speaking and listening skills. This was seen in an effective lesson in Year 1 where pupils listened intently to their teacher and classmates, before contributing their ideas on what they could do to improve school life. However, there is no policy for speaking and listening in place to ensure that planned opportunities are made for pupils to rehearse skills in lessons widely across the curriculum. Pupils have positive attitudes to reading. They are introduced to the school and the local St Ann's library while in the Foundation Stage. They show respect for the books they use, both for pleasure and research. The partnership with parents is having a positive impact on pupils' overall reading skills. Some opportunities are missed for pupils to read in group and class reading sessions. The higher attaining pupils are not always challenged sufficiently by material they are given to read. Pupils develop their writing for a variety of purposes, with an increasing awareness of the type of reader they are writing for, as they move through the school. Much of the Year 6 work is clearly focused on external tests, but over their time in school, pupils have an appropriately wide writing experience. However, both handwriting and spelling standards are below those expected. The recently appointed deputy headteacher has taken over the management of English. She has had no specific training for this role, but understands that there is much to do if standards, which remain stubbornly low, are to improve.
7. In lessons seen in mathematics, standards are below average by the time pupils leave Years 2 and 6. However, pupils make appropriate gains in the subject as they move through the school, achieving as they should. The school has effective strategies for teaching numeracy; numeracy skills are well taught and reinforced well in other curricular areas. By the end of Year 2, pupils weigh and measure using standard and non-standard units with increasing accuracy, following an appropriate estimate of the likely result. They have developing accuracy when using mathematical vocabulary and use number bonds and early tables appropriately in their work. By the time they leave the school, most pupils understand the four rules of number, although not all are secure with division, including when working with decimals. They know the names and

describe the properties of simple solids. They understand that the likelihood of an event occurring can be given a numerical value. Recent work on percentages has been usefully linked to preparation for impending Year 6 tests, to give them additional relevance.

8. Standards are below average in science by the end of Year 2. However, pupils attain broadly average standards in science by the time they leave Year 6. This is due to a carefully designed curriculum and effective teaching of the subject, leading to good progress in lessons. Pupils achieve well in science. Year 2 pupils show in their work that they understand the need for fair testing. They construct their own investigations appropriately based on this knowledge. Subject specific vocabulary is further developed in Years 3 to 6. Pupils are more confident when predicting likely outcomes of work they have planned. By the end of Year 6, pupils think more analytically when considering the results of their work, linking cause and effect.
9. Pupils are given well-focused exposure to computers and other information and communication technology products, including programmable toys and listening centres, from their earliest days in the nursery, aged three. They build progressively on these early skills and knowledge as they move through the school. By the end of Years 2 and 6, standards are about average and pupils' achievement is good. Pupils in Years 1 and 2 use a mouse and the keyboard accurately. Most save and retrieve their work independently. By the time they leave the school, pupils access CD-ROMs and the Internet in their research. They mix text and graphics in their reports and use spreadsheets with increasing confidence.
10. Pupils' standards in religious education meet the expectations of the Locally Agreed Syllabus by the end of Year 2 and by the time they leave the school. They achieve as they should throughout the school. Year 2 pupils make useful connections between things they find special and the special books and places that are important to members of faith groups. By the time they leave the school, pupils have an appropriate understanding of these faiths and their major festivals. Pupils consider appropriately how different faiths celebrate major events in people's lives; for example, baptisms and weddings.
11. The teaching of art and design is strong and the school has worked hard to create a very welcoming environment, with rich displays of artefacts, arts and crafts. Pupils' work is also well displayed. Pupils achieve well in art and design throughout the school, with standards reaching above those expected nationally at the end of Year 2 and Year 6. Standards in design and technology, history, music and physical education are about average at the end of Year 2 and when the pupils leave the school at the end of Year 6. Achievement is satisfactory in these subjects overall, but is good in design and technology. Standards in geography are close to the average by the end of Year 2, but are below average by the end of Year 6. Pupils do not achieve as well as they should in geography.
12. The school works very hard to create an ethos of care and inclusion. Good provision is made for pupils with special educational needs. Pupils from ethnic minorities, including those with English as an additional language, are appropriately supported overall. However, there is too little direction and focus provided for the specific support they receive. For example, a recently admitted refugee with no English had no specific support, while confident and fluent bilingual speakers of English, including some higher attaining pupils, were given broadly similar provision. Therefore, the standards of a minority of recently arrived pupils who are at an early stage of English acquisition, are well below national averages because these pupils do not receive sufficient in-class support to enable them to access the curriculum. Class teachers and special educational needs support staff make sure that pupils from all backgrounds, ethnicities and needs make good progress in lessons and achieve as they should. Standards for pupils with English as an additional language are in line with the standards of other pupils in the school. Some higher attaining pupils have English as an additional language.

Pupils' attitudes, values and personal development

13. Pupils are keen to attend the school and play a full part in its life. They have a good attitude to their work. In the nursery, the children are interested in their activities. They move around sensibly and work and play together and enjoy role play. In the rest of the school, pupils show an appropriate level of interest, concentrate and get on well with the work given. They take a pride in their school and work, some of which is well displayed around the school. Attitudes were excellent in a Year 4 history class, where pupils were extremely interested in a visiting speaker and showed outstanding respect for her. Although the vast majority of pupils behave well and are interested in their work, a small minority do not display these good attitudes. They tend, on occasions, to be too noisy in lessons and are distracted from their work when this happens. Pupils with special educational needs are equally positive in their responses as other pupils, particularly when receiving active support from classroom assistants. Pupils with special educational needs generally show good behaviour. They are very well accepted by other pupils and are included in all their activities.
14. The behaviour of the pupils, in class and around the school, is good. Parents believe that the standard of behaviour has greatly improved since the last inspection. Pupils are polite, thoughtful and courteous. They show respect for their school and there is very little litter or damage to school property. Pupils are very welcoming to visitors. At the time of the previous inspection, 26 fixed-term exclusions were recorded. In the school year prior to this inspection, there was a very large reduction in exclusions, with just one fixed-term exclusion recorded.
15. Relationships between pupils and between pupils and adults are good. The school is successful in achieving its aim of encouraging pupils to have respect for themselves and others. Pupils work in a calm environment. They support each other, share and take turns. Assemblies encourage helpfulness, caring for others, empathy, compassion and sympathy. The different ethnic groups in the school work and play well together. Pupils with English as an additional language have positive attitudes to school and behave well.
16. The personal development of all the pupils is good. They respond well to the opportunities given to take responsibility. Pupils from Years 1 to 6 serve on the school council and some of the older pupils serve as lunch-time monitors. Pupils take charge of the play equipment at playtime. They agree what treats their class should receive for the 'smiley faces' and 'marbles' they have accumulated. Pupils show initiative through the school council initiating fund-raising for good causes and ways to improve the school. They have input into the school's vision and values statement and some policies, like the behaviour and anti-bullying policies.
17. The school has made great efforts to improve the level of attendance, but it is still well below the national average and unsatisfactory. Attendance in Year 2000/2001 was 91.4 per cent and unauthorised absence was one per cent. In the first term of 2001/2002, attendance rose by two per cent and the level of unauthorised absence fell. The main reasons for non-attendance are illness, family or community problems, term-time and extended holidays and some condoned absences by parents. There is very little truancy. The high turnover of pupils at the school has a detrimental impact on attendance, because a pupil can be left on the register for some time before it is officially possible to take that pupil off the register. Most pupils are punctual, but a few do arrive late. Pupils are marked late after 9.15 a.m. and have to take a late slip to their teacher. The unsatisfactory attendance has a detrimental impact on the progress and attainment of the pupils concerned.
18. In the previous inspection report, all the elements and aspects were at least satisfactory, except attendance. Since then very good progress has been made and all the elements are now good, except attendance, which is still unsatisfactory.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is good overall and contributes significantly to the effective learning in all parts of the school. Teaching was satisfactory or better in all lessons seen. It was good or

better in about three out of every four lessons and very good in over one in four. This shows very good improvement since the last inspection when teaching was unsatisfactory or poor in about one lesson in five. In the present inspection no unsatisfactory teaching was seen. Furthermore, the proportion of good and very good teaching has about doubled. Her Majesty's Inspectors (HMI), when taking the school out of special measures in Year 2000, judged teaching to be satisfactory overall, but reported some unsatisfactory teaching and a far lower incidence of good and better lessons. The school has, therefore, made substantial improvement in the last two years also. The key issue from the 1998 inspection to improve the quality of teaching has been fully met.

20. At least one example of very good teaching was seen from every teacher in the school. Teaching is good for children in the Foundation Stage, in the nursery and the reception class. The recently appointed deputy headteacher has only just taken over responsibility for teaching the reception age children, but has co-ordinated the work of the nursery nurses and other staff in the nursery since her appointment. The Foundation Stage team works effectively together, which ensures that approaches are consistent, expectations similar and planning is to a common format. A rich and varied curriculum is provided for these young learners. Teaching is also good in Years 1 and 2, but was more consistently good or better in Year 1. Teaching is good with some very good features in Years 3 to 6. The highest proportion of very high quality teaching was seen for these pupils, with over one lesson in three that was seen being judged to be very good. Specialist teachers of information and communication technology and music are responsible for much of the teaching and part of the planning for these subjects. No lesson they gave throughout the school was rated less than very good by any inspector, promoting very effective learning and at least average standards in these subjects.
21. The effectiveness of the measures taken to improve teaching is reflected in the consistency of the good quality of teaching and learning. It is good in the three core subjects of English, mathematics and science and good or very good in the majority of other subjects. The teaching of key literacy and numeracy skills is good overall, but elements of literacy, including the consistent and progressive teaching of phonics, is not seen in all parts of the school. Teachers have worked hard to improve planning. This is seen in the consistent overall implementation of the National Literacy and Numeracy Strategies, which help pupils to build on their previous learning. The teachers' planning is to an agreed common format and is in considerable detail. It is a quality feature in all classes and effectively helps with lesson pace and organisation. Teachers have very high expectations of behaviour, effort and standards, particularly in Years 3 to 6. Almost all teachers are good managers, consistently promoting good behaviour and positive attitudes by careful adherence to the school's effective behaviour policies. Teachers create a calm and purposeful atmosphere in lessons, organising their classrooms in a systematic way, so that pupils grow in confidence and independence. This is shown by the way they listen to their teacher's instructions, the prompt transition between whole-class sessions and group activities and their focus and concentration when working, independently of the teacher, at their tasks. This process is commenced at the Foundation Stage, where nursery and reception children persevere at adult-led activities and those that children choose to engage in voluntarily, without overt teacher direction.
22. In almost all lessons there are strong features, which help to create the good working environment that permeates the school. This contributes to the good progress seen in lessons and to pupils' satisfactory achievements over time - from a very low base on entry - and their positive approach to their learning. Parents expressed very positive views about the quality of teaching their children receive in the school, both in the questionnaires they filled in and in the meeting they attended with the registered inspector. Inspection evidence fully confirms these opinions. Parents were less sure about the level of homework their children received. During the inspection, appropriate homework was set and discussed in all classes. A culture of work out of school clearly exists, with pupils volunteering to do additional homework, as in Year 4 following an inspirational history lesson and by the number of Year 6 pupils attending booster classes outside school hours.

23. Teachers make good use of the improved level of documentation for subjects, including schemes of work, plus the effective teaching and learning policy, in their planning and assessments. This helps pupils to build systematically on previous learning. This is a very marked improvement since the last inspection. In the best examples, for instance, in reception, where the teacher modifies her planning constantly to respond to her children's learning needs, adjustments are made in the light of ongoing assessments, evaluations and the responses of pupils. Teachers make very sure that pupils are aware of the key learning objectives for lessons at the start. They are well reinforced during lessons and as part of the final review session at the end, including how this will be built on subsequently. These feed into the teachers' own evaluation of the lesson and inform future planning. Teachers have good subject knowledge overall. Good subject knowledge in English and mathematics enables them to teach the basic skills of literacy and numeracy effectively and to use questioning and intervention appropriately to extend pupils' understanding; for instance, by insisting on subject specific vocabulary. Teachers plan for information and communication technology skills to be taught and computers to be used to support work widely across the curriculum. For example, Year 6 pupils working on their topic on the Victorians had used the Internet to download much helpful information.
24. Lessons are well resourced, including by teachers supplementing the school's good level of high quality resources by bringing in their own. This was seen in a Year 5 lesson, where the pupils in groups were given a range of materials and challenged to work out information about the owner from their belongings, working like archaeologists have to, from partial evidence only. Pupils respond very positively to this kind of challenge. Learning is good throughout the school. Lesson pace is brisk, so pupils are used to working productively. They acquire new skills and understanding readily. The effective Year 6 programme is clearly focused on reinforcing knowledge to ensure that pupils are well prepared for end of Year 6 tests and their secondary education. It gives pupils' insight into their own learning needs, which many of them follow up voluntarily out of school or in booster classes.
25. Teachers are aware of individual pupils' specific difficulties and needs and plan suitable activities for their ability. Teachers have a high expectation of pupil progress. Appropriate and effective use is made of learning support and classroom assistants in most classes. In some instances, the role of the assistant in the introduction to the lesson needs to be made clearer. Where homework is given it is made clear to pupils with special educational needs what is expected of them. Marking is not sufficiently consistent, as it does not always give the pupils, of all attainments and with a variety of needs, an indication of how their work could be improved. Planning of work shows reference to individual educational plans and pupil targets. There are appropriate resources to support and aid learning for pupils with special educational needs.
26. When pupils with English as an additional language are supported in the classroom, their learning is often good, but learning for some of these pupils is reduced because the planning by support teachers is insufficiently targeted to their specific language needs. There are no dual-language teaching support or picture prompts for those pupils who know almost no English to help them to follow instructions and understand what is happening in the classroom.

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

27. The quality and range of the curriculum provides satisfactory learning opportunities for all pupils. It meets National Curriculum requirements and the requirements of the Locally Agreed Syllabus for religious education. The breadth, balance and relevance of the whole curriculum are satisfactory overall. The use of homework, to reinforce learning at school, is satisfactory overall. Each subject is allocated sufficient curriculum time with appropriate emphasis on literacy and numeracy. The length of the teaching week meets national recommendations. A scheme of work has been developed for each subject, mainly through the use of adapted national guidelines.
28. There is good provision for pupils with special educational needs, which is well managed by the special educational needs co-ordinator and the team of learning support assistants. The

individual detailed plans and targets prepared for these pupils help them to make good progress. Pupils with special educational needs have access to the full breadth and balance of the National Curriculum. Support is given within the class by the use of learning support and classroom assistants, who work with a designated group or individual pupils. Individual curricular requirements are carefully set out in the individual education plans. These plans are reviewed regularly as required in the special educational needs Code of Practice. At present, all pupils have equal access to the curriculum, but the nature of the school building would preclude a pupil with physical disabilities from having access to the second floor. Most pupils with English as an additional language receive their full entitlement to the curriculum, but access is reduced for pupils who have limited understanding of English and who are unsupported in the classroom.

29. The school makes good provision through a diversity of texts and displays, which reflect as many cultures and faiths as possible and ensure equality of opportunity for all pupils, reflecting the diverse community that the school serves. Tasks in each class are planned according to each pupil's ability and pupils are often grouped with others with similar attainment. Boys and girls are encouraged to work together in all classes and extra-curricular activities are open to all. A vigorous system of assessment and analysis of results to guide planning in many subjects contributes to the success in identifying needs and raising standards. More needs to be done on tracking individual pupil progress and setting appropriate targets.
30. The National Literacy and Numeracy Strategies have been introduced effectively overall, with detailed lesson plans, which are having a positive effect on raising standards in English and mathematics. The school is piloting the School Improvement Project to promote high standards. The overall rise in standards last year is evidence of its success. The pupils, particularly in Year 6, are given help through structured revision and a detailed analysis of test results, to identify and address gaps in their knowledge and skills. Out-of-school learning opportunities are very good with opportunities for Year 6 pupils to attend additional booster lessons on three mornings each week. In addition, Year 5 pupils can attend mathematics Springboard lessons after school on two afternoons per week.
31. The school recognises the need to develop the provision for extra-curricular activities. At present these include playing in the school steel band, meetings of the school council, sports activities and a drama club. The school also offers parents an adult computer class and sewing club. School trips have included a visit to the Houses of Parliament, a farm visit and a visit to the local theatre. Visitors from the community have included ministers of religion and representatives from the police, fire and other services. The school council, which includes representatives from Years 1 to 6, gives pupils the opportunity to take responsibility and an understanding of decision-making processes. At lunch-time, pupils take on responsibility as monitors.
32. The use of specialist teachers in music and information and communication technology enables pupils to benefit from very good teaching in both subjects. Working with specialists is also helping to raise staff confidence in teaching these subjects.
33. Provision for pupils' personal, social and health education (PSHE) is good. Programmes for developing the pupils' understanding of healthy living and drugs education, such as 'DARE' and the 'Life Bus', together with sex education are all in place. The school works closely with outside agencies to promote a healthy lifestyle. Health education issues are also addressed through science topics. Links with secondary schools are firmly established, giving pupils' confidence about moving to the next stage of their education.
34. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. This shows very good improvement since the last inspection, when these aspects were judged to be unsatisfactory. The provision made for pupils' spiritual development is satisfactory. Daily acts of collective worship contribute effectively to pupils' spiritual development and opportunities are created for pupils to reflect on their values and beliefs and the way in which they impact on their lives. This is particularly effective when they are given a focus, such as a lit candle and music is played. Religious education also contributes to the spiritual development of pupils by encouraging them to consider why people have a need to believe in a power greater than

themselves. There are fewer opportunities to encourage spiritual development in other subjects because teaching styles do not always give pupils space for their own thoughts, feelings and concerns.

35. Provision for pupils' moral development is very good. The school provides a very clear moral code as the basis for behaviour with expectations prominently displayed in every classroom. Pupils are clear about the rewards and sanctions available, which are used systematically and consistently by all staff. Pupils are able to distinguish between right and wrong and are encouraged to think through the consequences of their own and others' actions. Respect for their own and others' needs, interests and feelings underlies much of the work of the school and teachers consistently reward those pupils who demonstrate expected behaviours.
36. Provision for pupils' social development is good. The school has a strong sense of community that ensures the inclusion of all pupils. All classes are taught personal, social and health education on a regular basis, which helps pupils to reflect on relationships and responsibilities. Year 4 pupils shared their views and understanding about what makes a good friend in circle time and pupils were able to explore relationships in an ethos of trust and security. Year 6 pupils effectively increase their social and citizenship skills through a drug education programme run by the local police. This not only promotes in the pupils skills for making their own choices, but also contributes to building positive relationships with the police. There are some opportunities for pupils to experience taking responsibility such as through serving as an elected representative on the school council, but fewer opportunities are provided for pupils to work collaboratively and take responsibility in lessons.
37. Provision for pupils' cultural development is also good. Pupils are encouraged to appreciate cultural diversity and a wide range of multicultural artefacts is displayed throughout the school. These are used as a stimulus for pupils' work and celebrate the art of many ethnic groups. Pupils are also encouraged to study the lives of successful people from different cultures, such as the Ghanaian freedom fighter, Yaa Asantewa, Harriet Tubman and Sojourner Truth. Literature, art, music and religious education all contribute to pupils' cultural development and a variety of festivals such as Diwali and the Chinese New Year are celebrated. However, insufficient use is made of pupils' personal and family cultural experiences and opportunities for pupils to work alongside artists and performers and take part in cultural activities are limited. The school understands that pupils' academic standards, including their overall attitudes and values, would be enhanced by improving this element of its provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The steps taken to ensure the pupils' welfare, health and safety are good. The teachers know their pupils well, recognise their needs and give them good support and guidance. The school has a good health and safety policy. The health and safety governor, teacher representative, site manager and headteacher carry out a termly tour of the buildings and grounds to identify any health and safety concerns. A written record of the tour is kept on file and action is taken, where possible, on any concerns. Also, risk assessments are appropriately completed on activities like school visits. There are many examples of good practice in health and safety. For example, fire drills are carried out half-termly and the fire equipment is checked by the local fire service. The school has one qualified first-aider and a designated medical room. The site manager is committed and dedicated and has played an important part in the considerable improvements in the buildings and grounds since the previous inspection.
39. The school has an appropriate child protection policy. The special educational needs co-ordinator (SENCO) and the headteacher are responsible for its implementation. Both have received the necessary training. Child protection issues are discussed at staff meetings and all staff, including the midday assistants, have received training. The school's child protection procedures are good.
40. The school's procedures for monitoring and supporting the pupils' personal development are satisfactory. The personal development of the pupils is regularly monitored by their class

teachers and other staff. Appropriate reference is made to the pupils' personal development in their annual reports. However, at present, records of the pupils' personal development are of an informal nature. The pupils' personal development is supported by a well-designed weekly programme of personal, social and health education (PSHE). Pupils with special educational needs, once identified, are regularly monitored by the SENCO and where appropriate, external agencies such as the educational psychology service, may be involved in supporting the pupil. Pupils whose individual education plans include behaviour issues are regularly monitored and targets are set for progress.

41. Since the previous inspection, the school has worked hard to improve attendance. New initiatives have been introduced and the school is looking at examples of best practice to try to improve it further. The school's procedures for monitoring and improving attendance are satisfactory. Attendance is appropriately monitored by the headteacher, class teachers, office staff and the educational welfare officer (EWO). Parents are generally good at informing the school about absence, but, where a pupil is absent without a known reason, parents are telephoned on the day the absence occurs. Registers are marked properly and a careful analysis is made of the attendance figures. Analysis of attendance issues would be easier and more effective if the registers were computerised. Where there are concerns about attendance, parents are promptly contacted. The EWO visits at least every four weeks and sends out letters, carries out home visits and deals with court cases. Social Services are also involved in attendance issues. The importance of attendance is emphasised regularly in assemblies and awards are given for good attendance. There is not, though, a formalised whole-school system of rewarding improved attendance, to help to bring to the attention of the pupils the importance of regular, punctual attendance.
42. The schools' procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is a behaviour policy, which contains a suitable range of rewards and sanctions to encourage good behaviour. The policy is consistently applied, positive and shared with staff, parents, pupils and governors. Pupils are well aware of the policy and are keen to receive a 'smiley face' or a class 'marble', which build up to provide treats for the pupils. The school rules are prominently displayed in the classrooms. Bullying or racist incidents are infrequent. When they do occur, they are dealt with speedily in accordance with the school's policies. Records are kept of incidents and parents are involved, where necessary.
43. Procedures for assessing pupils' attainment and progress are good. Good procedures have been established for measuring pupils' attainment and progress using end of year and national testing. A very thorough analysis of results has enabled the school to identify strengths and weaknesses, together with any significant variation in the performance of boys and girls or different ethnic groups. The use of assessment to guide curricular planning is very good. The analysis of results in testing is giving staff very good information on the strengths and weaknesses in English, mathematics and science. This information is used to plan lessons meeting the needs of all abilities, focusing on those areas where pupils require extra teaching. This use of assessment to guide planning has been very successful in raising standards, particularly in the past two years. The use of assessment to guide planning in subjects other than the core subjects is an area for development.
44. Procedures for monitoring and supporting pupils' academic progress are satisfactory. The school has yet to fully develop its systems for tracking individual pupils' progress. All staff need to be secure in their judgements of the level at which pupils are working and to set realistic yet challenging targets for the future. The school will then be in a position to measure the progress made by individual pupils throughout the school and notify this information to parents; for instance, through annual reports. Procedures for monitoring and supporting pupils with special educational needs or English as an additional language are good.
45. There has been very good improvement since the previous inspection. In that report it stated that the support, guidance and welfare, the monitoring of personal development and the promotion of attendance were unsatisfactory. Procedures for assessing pupils' work and adjusting future planning in the light of results were key issues in both 1998 and Year 2000. These are all now

good or better, except for procedures for monitoring and supporting pupils' academic progress and the monitoring and promotion of attendance, which are satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents are supportive of the school and the links between the school and parents have a positive impact on the pupils' learning. The quality of information provided is satisfactory. Regular newsletters are sent out, along with other information letters. If any parents have difficulty in accessing the information provided, staff will go through it with them. Key policies, like behaviour, anti-bullying, attendance, homework and the home/school agreement are effectively shared with parents. Also, helpful information on issues like the literacy and numeracy hour is given. The information that the school provides for parents about their children's progress is satisfactory overall. At the termly consultation evenings, parents are able to discuss their child's progress appropriately with the class teacher. However, the pupils' annual reports are too general, do not indicate standards, are not written in a parent friendly language, have very few targets for improvement and report history and geography together instead of separately. The homework provided is satisfactory. Pupils take reading books home; they have a reading record and a homework diary, which parents are asked to sign. Parents are appropriately informed about the provision of homework.
47. The parents' views of the school are very good. The school's links with its parents are effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is satisfactory. Parents are encouraged to help in the school and a small number do. They hear readers, help on visits and make resources for the pupils. The parents' room, which is open every day, is a useful resource and well used. Parental classes in subjects like computer skills, art, craft and hairdressing are organised by the Adult Minorities Breaking Educational Restrictions (AMBER) support worker. A crèche operates in the parents' room to allow parents with young children to participate in the parental classes. The Harmony Group, consisting of parents, grandparents and other adults, raises money for the school. One grandparent provides a fresh bunch of flowers each week for the school's entrance lobby. In the parents' questionnaire prior to the inspection, a minority of parents did not think there is a sufficient range of activities outside lessons. The inspection evidence confirmed this view.
48. Parents receive regular information about the progress of pupils with special educational needs through discussion of individual education plans and annual reviews. They are consulted over targets set for pupils and find staff ready to discuss any concerns they may have. The school works well with parents of pupils with English as a second language. Home visits are arranged for refugee children and parents are encouraged to use the parents' room in school. Support is provided for these parents to enable them to help their children at home with reading and homework. These measures have given parents from all sections of the community considerable confidence in the school.
49. Very good improvements have been made in this aspect compared to the previous inspection report. In that report, it stated that links with parents and the level and quality of parental involvement in their children's learning were unsatisfactory. The partnership between teachers, parents and pupils was weak.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides very clear educational direction for the school. There has been a very effective response to the many serious weaknesses identified in the previous report four years ago. The two temporary headteachers, who took over the running of the school following the decision that the school required special measures and the permanent headteacher who later took over the post substantively have worked very hard to turn the school around. They have been strongly supported by the parent body, many of whom campaigned vigorously to keep the school open, when closure seemed imminent. The very successful institution they have helped to create is the result.
51. The recent success of the school has meant that several staff have moved to promoted posts elsewhere. However, the headteacher has forged a productive partnership with her newly appointed deputy head teacher, who is already making significant improvements to the way the school analyses national data and other assessment information and in her work as co-ordinator of the Foundation Stage. She also manages English, a crucial area where attainment on entry is particularly low and standards have proved more difficult to raise than in the other core subjects, especially science. There are significant areas where documentation, procedures and provision for English still need improvement. She has a heavy workload at present. However, in the longer term, the deputy headteacher will revert to a non-teaching role, following an appointment the school expects to make. This will enable her to concentrate more of her energies on the long-standing key issues to do with English. Other key teachers also offer strong support to the headteacher and are part of a cohesive and effective staff team. The leadership and management of special educational needs by the special educational needs co-ordinator are good. The headteacher and the governing body have set up an appropriate policy and approach for special educational needs, including the appointment of a governor with special responsibility in that area. The governing body fulfil their responsibilities in making an annual report to parents on the implementation of the special educational needs policy and allocation of resources in the past year. The provision for pupils with special educational needs is central to the organisation and practice of the school. The leadership and management of the provision for those pupils with English as an additional language, are satisfactory. Pupils with English as an additional language are identified and all pupils receive some support over time. However, pupils' needs are not prioritised sufficiently according to their current need, which has a negative impact on the learning of some of these pupils. There is a good range of resources to reflect the many backgrounds from which the pupils come.
52. The entire school community has joined together to formulate a comprehensive vision statement. This is reflected positively in the school's aims and values and clearly informs its inclusive ethos and much improved policies and procedures. For example, in almost all lessons pupils show that they are confident learners, respect and value those from a range of backgrounds and ethnicities and behave well in and around the school. There is a strong emphasis on pupils achieving their best. This is seen in the increasingly careful tracking of groups and the provision for pupils with special educational needs. The tracking of individual pupils is an area that the school acknowledges needs further development. This will enable staff to assess pupils' progress as they move through the school and, therefore, set challenging targets for improvement.
53. The headteacher provides very good leadership. She gives a strong sense of direction to the work of the school, which is clearly focused on raising standards and the expectations of pupils' performance, both academically and in terms of their attitudes and behaviour. She has shared this very effectively with the staff, governors and parents, securing the commitment, enthusiasm and willingness of all towards all-round improvement. This has led to very substantial improvement being made and to the fulfilling, in part or in full, of all the key issues from 1998 and Year 2000. Very strong leadership and management, including effective delegation of responsibilities to the staff team, particularly for monitoring standards of teaching and learning, together with control of budgets to improve provision in subjects, has secured a very substantial improvement to the quality of teaching and learning now seen throughout the school. Senior

teachers, subject managers and governors have joined in the process of monitoring teaching and pupils' behaviour and responses in lessons. Now teaching is good in all parts of the school.

54. The headteacher has established a very effective partnership with the governing body, which makes an outstanding contribution to the overall running of the school. They and the senior managers are fully involved in all decision-making and development planning. Governors are committed, very well informed and very supportive of the school. The development of their procedures and committees and their active participation in training since the last inspection, enables them to meet all their statutory responsibilities very well. Individual governors are regular visitors. They know their school very well, so have very perceptive insights into its strengths and needs, allowing them to make an excellent contribution towards the next stages of the improvement process. This is seen in the pertinent questions raised by the strategic development sub-committee, which have sharpened the focus of the monitoring and evaluation of the school's performance and by the pupil and personnel sub-committee, who have identified appropriate grants; for example, those for the regeneration of urban areas, to be used to lower class sizes.
55. Financial planning is good. It supports very effectively the targets identified on the comprehensive school plan for improvement. The governing body, through its effective finance sub-committee and in full meetings, is actively involved in prioritising spending decisions. These are securely based on improving the provision for and the standards of pupils, with a very clear view of the needs to assess the cost effectiveness and efficiency of the goods and services they use. Overall, costs are high, but the school has very efficiently increased its income and uses specific grants effectively for the benefit of those pupils they are targeted to support. Class sizes have been kept small and non-contact time has been well allocated to enable key staff to undertake essential monitoring and management roles. There has been no audit since the last inspection. This is surprising, as the 1998 report criticised the then headteacher and governing body for neglecting their duty to respond to the last audit they had received. Furthermore, the school's financial control was so poor that the estimated carry forward figures varied between £800 and £158,000. Financial control is now strong. It involves the headteacher, administrative officer and visiting local authority bursar initially, with regular monitoring by the governing body finance sub-committee to check that the actual expenditure is in line with the agreed budget. There was a large carry forward figure from last year's budget, due to payment for additional work undertaken by the headteacher, on behalf of the local education authority, being paid to the school at the end of the financial year. This income is to be used to extend the information and communication technology (ICT) network into the classrooms and buy additional computers, including laptops.
56. Administrative systems are effective. The administrative officer and clerical assistant offer unobtrusive and efficient service to the headteacher, other staff members and governors. They are very sensitive to the needs of pupils, their parents and other visitors to the school in their role as the interface between the school and the outside world. Good use is made of new technology, particularly to analyse performance data. However, attendance data is not yet computerised and at present no electronic means to track individual pupils is in place. The computer suite is very well used.
57. The school has a good number of teachers to match the demands of the curriculum. There is an appropriate balance of experience and expertise. Newly qualified members of the teaching staff or those new to the school are very well supported through induction, training and mentoring. The results of lesson observations are well used to ensure a consistent approach to classroom management and organisation. They also feed directly into appraisal and performance management interviews, which the headteacher holds termly to review targets set for teaching and, increasingly, non-teaching staff. The school is rightly proud of its Investor in People status, which, alongside its comprehensive staff development programme has had a considerable impact on raising the quality of teaching and learning. The school has an appropriate number of well-qualified support staff. The two nursery nurses in the nursery deliver the teaching, following joint planning with the deputy head teacher, who is their line manager. They offer very good value for money, as the children in their care make good progress in lessons and achieve well

during their time overall in the Foundation Stage. All other learning support, administrative and midday staff are valued members of the whole staff team.

58. The accommodation is of very high quality. Parents reported a run down, dilapidated provision, until more vigorous leadership took over following the last inspection. It is now a very well kept, stimulating, working environment for pupils and staff. Particular credit must go to the site manager. Much of the internal adaptation and minor and major repairs and decorating are undertaken by the site manager. This represents very good value for money and a clear commitment to best value, shown by the governors in funding his efforts. The very spacious, secure inside accommodation is surrounded by equally impressive hard surfaces and grassed outside space. The site is well provided with mature trees, including the outside play area for Foundation Stage children, giving good shade on sunny days. The school field is currently out of use, due to the habit of local drug abusers of burying their syringes on it. The school has made suitable other arrangements and is actively pursuing an addition to its security provision to eradicate this nuisance.
59. Resources are plentiful, of good quality and accessibly stored for most subjects. They have improved very markedly since the last report. Parents stated that then even the basics of pencils and paper were in short supply. They cited the poor attitudes and unruly behaviour of pupils, as well as the weak management skills of staff being responsible for the lack of resources. Pupils are now routinely exposed to quality provision, both in terms of the resources they use and those used to inspire them and enrich their experiences in the building. They respect them and treat all equipment belonging to the school or their peers well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The headteacher, governors and staff should give attention to the following matters in their continuing efforts to raise standards and the quality of work in the school:

- (1) raise standards in all aspects of English by:
 - developing a whole-school policy for speaking and listening; (paragraphs 6, 53, 76, 77)
 - ensuring that the school's phonics programme is consistently taught in all classes; (paragraphs 6, 21, 55, 79, 80)
 - using shared reading sessions to reinforce pupils' skills and understanding; (paragraphs 6, 78)
 - ensuring that sufficiently challenging reading material extends the higher attaining pupils;* (paragraphs 6, 78)
 - developing a fluent joined-up handwriting style earlier;* (paragraphs 6, 53, 82)
 - teaching spelling in a more systematic way;* (paragraphs 6, 53, 81)
 - further developing the portfolio of assessed writing, ensuring that all teachers are actively involved in the moderation to ensure that expectations are consistent across key stages and year groups.* (paragraphs 44, 86)
- (2) raise standards in mathematics further by:
 - ensuring that comments on marking are diagnostic and evaluative, so that pupils are given a clear indication of what they must do to improve; (paragraphs 25, 91)
 - setting appropriate mathematics homework more consistently. (paragraph 91)
- (3) improve levels of attendance, which are still unsatisfactory and require further measures to bring them up to the school's own targets and national averages. (paragraphs. 17, 18, 41, 56)

In addition to the above, the following points for development should be considered for inclusion in the action plan:

- raise pupils' standards and the achievement they make in geography; (paragraphs 11, 118, 120, 121)
- develop the range of activities that take place out of lessons to enrich pupils' experience; (paragraphs 31, 144)
- improve the quality of pupils' annual reports;* (paragraphs. 44, 46)
- track the progress of individual pupils through the school.* (paragraphs. 29, 44, 52, 56, 96, 107)

*Items already identified for improvement by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	16	27	16	0	0	0
Percentage	0	27.1	45.8	27.1	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	25	144
Number of full-time pupils known to be eligible for free school meals	-	77

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	8	35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	7.6

Unauthorised absence

	%
School data	1.0

National comparative data	5.6
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National comparative data	0.5
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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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	13	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	16	18	19
Percentage of pupils at NC level 2 or above	School	76 (67)	86 (83)	90 (72)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	81 (72)	86 (72)	86 (67)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	17	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	20	23	26
Percentage of pupils at NC level 4 or above	School	74 (50)	85 (71)	96 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	22	24	26
Percentage of pupils at NC level 4 or above	School	81 (46)	89 (71)	96 (92)
	National	72 (70)	74 (72)	82 (79)

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

In small schools, reporting requirements on test data are different. Where the number of boys or girls in the year group is ten or fewer, no gender comparisons are given.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	23
Black – African heritage	2
Black – other	19
Indian	0
Pakistani	8
Bangladeshi	0
Chinese	3
White	75
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	19.6:1
Average class size	15.3:1

Education support staff: YR – Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	46.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A
Total number of education support staff	3.0
Total aggregate hours worked per week	75.5
Number of pupils per FTE adult	8.33:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	5.0
Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1.0

FTE means full-time equivalent.

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	1	0

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

Financial information

Financial year	2000/2001
	£
Total income	515,013
Total expenditure	498,057
Expenditure per pupil	2,454
Balance brought forward from previous year	40,126
Balance carried forward to next year	57,082

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	161
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	65	30	5	0	0
My child gets the right amount of work to do at home.	56	28	11	0	5
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	55	40	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	65	30	0	0	5
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	60	35	5	0	0
The school provides an interesting range of activities outside lessons.	35	25	10	5	25

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. Children are admitted to the nursery on their third birthday, if they are ready, for a two-and-a-half hour morning or afternoon session. Entry is preceded by several familiarisation visits by children and their parents. Evidence from nursery assessments and inspection evidence shows that children's attainments on entry are broadly well below average. Their mathematical development and communication, language and literacy are the weakest areas. This is a broadly similar picture to that reported following the school's last inspection. The children make a positive start to their education and make good progress in lessons, consolidating firmly and developing new skills and understanding during their time in the nursery. At present, there is no teacher in the nursery, so lessons are led by the two experienced and able nursery nurses.
62. Children are admitted to the reception class at the start of the term before their fifth birthday, so some have almost two years in the nursery. The deputy headteacher, who manages the Foundation Stage, has recently taken over the teaching in the reception class, following the illness of the temporary teacher, who previously taught there. She liaises very closely with the nursery nurses and the teaching assistant, who work in the nursery. They plan together on a weekly basis, but modifications to planning, based on daily meetings, are made, should this prove necessary. The local authority baseline assessment is undertaken within a child's first month in the reception class. The school carefully analyses the value added between entry into the nursery and from evidence indicated by the baseline result, by the group overall and by gender and ethnicity.
63. By the time they enter Year 1 and start the National Curriculum, children achieve well overall. This is true of their time both in nursery and reception. The majority of children will not reach the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. However, in the key area of personal, social and emotional development, where they achieve very well and in physical development, the majority are on track to reach the Early Learning Goals. Achievement is good in all other areas. Teaching is good overall, but is very good in personal, social and emotional and physical development, which results in higher standards for the children. Overall, standards of provision remain high in the Foundation Stage, as reported at the time of the last inspection.
64. A good knowledge of the requirements of the Foundation Stage and the way young children learn ensures that there is a good balance of activities, well matched to the differing needs of children, including those with special educational needs and those from different ethnic backgrounds. The small reception class and ratio of adults to children in the nursery means that group sizes are always manageable and individual work can be undertaken. Much of this is based on appropriate assessment. However, the school realises that the assessment and recording of children's development is an area for improvement.

Personal, social and emotional development

65. The nursery nurses and reception class teacher provide very good opportunities to promote children's personal, social and emotional development. Teaching is very focused on the Early Learning Goals, which the majority of children are expected to reach by the time they enter Year 1. The children have very good relationships with each other and the adults who work with them. They have good attitudes to the work, which they clearly enjoy.
66. Staff have high expectations of good behaviour. They quickly establish effective routines and consistently stress the difference between right and wrong. For example, reception children behave sensibly when using a parachute to develop their physical skills. There are some occasions when children react aggressively to provocation, forgetting the school and class rules. This is due to the negative models of behaviour and high levels of anger some children have on entry to the school. Children respond positively and work co-operatively in pairs and

small groups; for example, when in the role-play area, office or working on the computer. They share resources fairly and are aware that they are expected to take turns. For example, children in the nursery wait patiently to be helped onto the climbing frame. The very effective organisational arrangements in reception, where children working at specific tasks wear a certain coloured bracelet, gives children clear messages about how many are engaged on that activity, against an agreed number. This avoids potential disagreements.

67. Most children work and play independently when staff are working with other groups. They take turns to be helpers and show an increasing independence when changing for physical education. When given the chance, they take responsibility for choosing their activities. Some need staff encouragement to persevere, even in reception, but most children concentrate appropriately. Children from ethnic minorities and those with special educational needs are well integrated. Staff support them well and other children are sensitive to their needs.

Communication, language and literacy

68. Children make good gains in their learning in the nursery and reception. However, the majority are not predicted to reach the Early Learning Goals by the time they enter Year 1. Teaching is good in communication, language and literacy, both in informal and whole-group sessions in the nursery and in more structured sessions and activities in reception. Basic literacy skills are very effectively taught. Children make good progress in lessons and achieve well, from a very low base on entry. Reading is encouraged by a good range of well thought out activities across the whole Foundation Stage. For example, during the inspection the nursery paid a visit to the local St Ann's library and the reception class worked in one of the school libraries. They took great care of books they looked at, making sure to return them to the correct section. Reception children also learnt how to use a borrower's card for the first time. A higher attaining reader in reception, sharing a library book with an inspector, told the story, using the pictures as clues, identifying 'crab', 'shell' and 'octopus' correctly. Average attaining and lower attaining readers are also enthusiastic to choose and share books. One boy sharing a cowboy story did not know the word cactus, but knew that they had prickles. The creative use of big books and other texts by the staff encourages children to enjoy and value stories. Stories like 'We're Going on a Bear Hunt' are used effectively to inform activities widely across the curriculum. For instance, the teacher uses model bears to encourage children to find and use pathways she has made in the sand tray, to introduce geographical understanding.

69. Many children from a range of ethnic backgrounds have immature speech patterns and a restricted range of words. Speaking and listening skills are encouraged by staff in role play, circle time and through a wide range of planned activities. Staff encourage the correct use of language constantly. With their well-developed questioning skills and high expectations, they challenge children and enrich their vocabulary, while making them think and participate fully. Nursery nurses ask 'Which fruit is this?', 'What colour is it?' and 'Can you say kiwi?'. Children are encouraged to write for various purposes, using different kinds of mark making tools, including pens and pencils. Some reception pupils form letters consistently when writing their names when using the office. They work closely with the teacher, who effectively models words they need, based upon the groups of sounds that they are currently working on. They recognise well-known words in stories and simple reading matter. They are then appropriately reinforced in children's own writing. Writing activities are well prepared, so that children are presented with attractive materials to use and are encouraged to develop their skills appropriately. For example, in reception, children are given key words, based upon the sounds they are learning, so that they can develop a cut and paste sentence of their own, promoting effectively both their reading and writing skills. Standards of attainment are broadly similar to those seen in 1998.

Mathematical development

70. Children achieve well in mathematical development. Teaching is effective and the basic skills of numeracy are very well taught. Staff provide many opportunities for children to see, hear and use number. These include the number of children in the group in the nursery and the number of children present or having school lunches in reception. Toy fruit the reception children use in

their work are carefully price labelled, so that the teacher can set simple, oral shopping questions to groups with whom she works. Her planning is very carefully annotated and modified, as many of the children do not acquire important skills and understanding initially. Her subsequent planning sets out additional teaching to reinforce early skills; for example, in working with numbers beyond ten and with simple subtraction and appropriate activities to address this. In reception, the three-part organisation of the National Numeracy Strategy is being introduced. Some children do not have the concentration to remain on task for long, but the teacher interacts with individuals and groups effectively to keep them on task and assess levels of understanding and develop them further.

71. Activities are stimulating and well thought out. Counting rhymes and songs are enjoyed by all children in the Foundation Stage. Topic work on fruit is well used to inspire counting and activities using shape, as children in the nursery print using fruits of many kinds. A higher attaining child working with a nursery nurse repeated patterns using a range of stamps and an inkpad. Other children just stamped on a page without apparent order. Number lines are widely available. Children are given regular opportunity to use informal measures, so that they understand words such as 'longer' and 'shorter'. Computers are used effectively to develop mathematical skills and children use a good range of mathematical games. Data is collected and analysed. An attractively displayed graph on children's favourite smells is one outcome of this work. As was identified in the previous inspection, children have many opportunities for developing their mathematical understanding and language and their numeracy skills. However, as then, standards are below those expected, as the majority will not reach the Early Learning Goals by the time they enter Year 1.

Knowledge and understanding of the world

72. Staff provide a wide range of activities to extend children's understanding in this area. Teaching is good, so children learn and achieve well throughout the Foundation Stage. Many, particularly boys who seem to monopolise them, enjoy using computers. Some have appropriate early mouse and keyboard skills, so are confident when working independently or with a partner. They are also learning how to use a listening centre and programmable toys to further develop their embryonic information and communication technology skills. Much helpful learning is based upon first-hand experience. Children learn about the natural world and how materials behave through experiments and observations with plants and growing things and sand and water. Many children come to school with severely limited experiences of the wider world. The staff are working hard to build on these by the range of stimulating activities they offer the children. For example, nursery children acquire scientific understanding in a role-play area very well equipped as a doctor's surgery, including x-rays of various parts of the body and a full size anatomical print. Visits outside the school, to local shops and the library, help children to develop a sense of the history and geography of Nottingham. Children in reception understand the symbols used to identify the sorts of weather they experience. They have been extending their scientific understanding appropriately by choosing the appropriate clothing for the weather, in work on the senses. Standards are broadly similar to those reported following the last inspection.

Physical development

73. Physical development is very well promoted in a wide range of planned opportunities in the classrooms, hall and outside. Staff work very hard to enhance children's fine motor control manipulating scissors and larger tools, brushes, crayons and pencils with increasing accuracy and care as they move through the Foundation Stage. In reception, children are challenged to produce delicate small-scale pieces of work using tiny cardboard tubing, raffia and ribbon. Teaching is very good, so the majority of children are on course to meet the Early Learning Goals by the time they enter Year 1, showing good achievement. This represents an improvement since the last inspection when children's physical development skills were below those expected. Resources are better, including a hugely popular, giant climbing frame, almost a mini-climbing wall, recently completed in the very spacious and secure outside play area. This has, at present, supplanted the wheeled toys as the outside play activity of choice. Nursery nurses and the classroom assistant take great pains to ensure the safety of all on this

challenging activity. During the inspection, the reception children used a parachute to effectively develop their co-operative and gross motor skills in the hall. They also showed dexterity, as they made it wave around classmates. The session was very well used to promote key speaking and listening skills, as the children listened carefully to their teacher and recounted their feelings, as they huddled with their teacher inside the mushroom-shaped parachute. These skills are also well promoted in outdoor activities and by using construction materials and small toys in the classroom, including 'Unifix', 'Duplo' and multilink apparatus.

Creative development

74. The majority of children are not on course to reach the Early Learning Goals by the time they enter Year 1. However, children achieve well due to sensitive teaching of a well-planned curriculum. They experiment with paint willingly, but secure brush control is not always well developed. Activities are well planned, including allowing children in the Foundation Stage to experience the very good teaching of the music specialist. However, music was not much in evidence in the classrooms, except when singing such songs as 'One, two, three, four, five once I caught a fish alive', with appropriate actions. Resources for creative development are good and well stored. Reception children have effectively developed their creative skills, and knowledge and understanding of the world, while collaborating in the making of a huge Chinese dragon. Nursery children's self-esteem is well promoted by their creative work being well displayed in their art gallery. There is always a good balance in all rooms between adult-directed and children's own choice of activities. Opportunities to use a wide range of materials are available within art and design and design and technology, promoting this independence further and extending children's creative competence. Standards are broadly as reported at the time of the last inspection, bearing in mind recent amendments to the Foundation Stage curriculum.

ENGLISH

75. Standards in English are below national averages by the end of Years 2 and 6. There was a significant improvement in national test results in 2001, but standards were still well below average when compared to all schools. Work seen during the inspection broadly reflects this. Standards have improved since the time of the last inspection when they were well below national averages. Now standards are above those seen in schools with similar levels of free school meals. Achievement for most pupils is satisfactory by the end of Year 2 and good by the end of Year 6. This includes the achievement of pupils with special educational needs and those for whom English is an additional language. This is due to stronger teaching in Years 3 to 6.
76. On entry to Year 1, many pupils lack confidence in speaking and their vocabulary is limited. By the end of Year 2, the pupils' standards of speaking and listening remain below the national average and their achievement is satisfactory. Such pupils are not confident in talking to the class and when answering questions give only one or two words in response. The vocabulary of many pupils is limited. When pupils in Year 2 used the word 'solid' to describe a house built by a wolf when retelling a story, they thought that it meant anything made from metal. Pupils are encouraged to develop and extend their spoken vocabulary through good questioning and explanation by the teacher. Many pupils find it difficult to listen, but teachers are clear about their expectations and support pupils well in promoting listening skills. When classroom assistants sit with and support those pupils with special educational needs and with English as an additional language during whole-class sessions, they ensure that these pupils understand what is being said and help them to contribute to any discussions.
77. By the end of Year 6, speaking and listening for many pupils remain below expectations for their age, although their achievement is good. Many pupils continue to have a limited vocabulary in spite of the good efforts made by teachers to extend the pupils' use of spoken language. In Year 6, when responding to a comprehension passage about Cornwall, pupils were unfamiliar with the terms 'coastline' 'cove' and 'bay'. Pupils do not readily volunteer their own opinions confidently, or question those of others responsively. Where teachers target vocabulary extension, the pupils are quick to absorb the new words and use them. For example, in Year 4 the teacher challenged the pupils to select vocabulary for a glossary on words about the body. The lack of a

whole-school scheme of work for speaking and listening reduces the opportunities provided to further extend this area of pupils' development.

78. By the end of Years 2 and 6, standards in reading are below the national average, although achievement is satisfactory for these pupils by Year 2 and is good by Year 6. The introduction of the National Literacy Strategy is providing increased structure and pace for the teaching of reading throughout the school and teachers' planning states clear learning objectives. However, opportunities are sometimes lost to engage pupils in reading shared texts when the teacher reads them without participation by the pupils. When pupils were engaged in shared reading of revision texts in Year 6, they followed individual texts that were read aloud by one pupil. This means that some pupils were disengaged from the text and learning opportunities were lost. The implementation of the new reading scheme is helping some pupils, but for some higher attainers it is reducing their opportunities to extend their reading over a wider range of genre and authors.
79. The lack of a systematic approach to the teaching of phonics reduces the progress that pupils make in reading. In the early stages, although the school has adopted progression in phonics, there is insufficient guidance to ensure the daily teaching and reinforcement of these skills. Pupils in Year 1 are beginning to use phonic strategies effectively in their reading. However, the impact of this teaching has yet to be fully felt and many pupils from Year 2 upwards are unable to use phonic strategies to help their reading. A phonological awareness programme for Year 2 and the Additional Literacy Strategy materials for Years 3 and 4 are used to support some pupils, but there is no regular phonic programme for those pupils who do not qualify for these schemes.
80. Although teachers check the phonic sounds and sight vocabulary known by pupils, the information is not always used in planning the next teaching programme for the pupils. In Years 3 to 6, there is no further check on pupils' phonic knowledge or key vocabulary and this reduces the progress that the pupils make and does not build systematically on their previous knowledge. Pupils take books home to read and home-school reading diaries encourage parents and carers to support the pupils in their reading development. Some pupils read daily at home, but others do not have this support, which reduces their progress in learning to read. The school compensates for this by using volunteers to provide extra support.
81. Standards in writing are below the national average for pupils at the end of Years 2 and 6 and achievement is satisfactory by the end of Year 2 and good by Year 6. The school has rightly identified writing as an area for development. Pupils are encouraged to write for a range of purposes such as rewriting favourite stories, poems, and instructions and are given opportunities to write across the curriculum. For example, pupils in Year 4 write recounts, diaries and information in their work in religious education on Judaism. Those pupils who find it difficult to express their thoughts in speaking are reluctant to write and this slows their progress, but the National Literacy Strategy is having a positive impact on standards of writing. Individual targets for improvement have been recently set, but these are of a very general nature and they are not yet impacting on raising standards. Pupils do not learn spelling rules in a systematic way and there is no evidence of the implementation of the National Literacy Strategy support materials for spelling.
82. Handwriting is unsatisfactory throughout the school. By the end of Year 2, only a minority of pupils have developed handwriting that is accurately formed and of a consistent size. Whilst some pupils in Years 4 and 5 write with fluent, joined handwriting, lower attaining pupils struggle with handwriting at the end of Year 6. There is regular practise of handwriting in every class, but insufficient direct teaching of letter formation and joins.
83. Throughout the school, pupils' attitudes to their learning are good. This is good improvement since the last inspection when pupils' attitudes were unsatisfactory. Pupils work well and they value each other. When they are motivated and the work matches their abilities, they settle quickly to the tasks set, concentrate well and are proud of their work. Pupils have good relationships with their teachers who have effective behaviour management strategies. Pupils enjoy the literacy hour.

84. The quality of teaching is good overall. Teachers have good subject knowledge and clear objectives for pupils' learning. These learning objectives are shared with the pupils and contribute to pupils' knowledge of their learning. The best lessons are characterised by teachers providing challenging introductions and moving pupils through their learning objectives. They have high expectations for work and behaviour that contribute to the achievement of pupils. The review session is effectively used to assess and reinforce pupils' learning. The use of classroom assistants to support literacy lessons is having a positive impact on the progress made by pupils.
85. Resources for English are good. The library accommodation is very good, but not all teachers enable pupils to use it to develop their skills of information retrieval. Pupils in Year 4 understand how to access information from the library, but pupils in Year 6 are not able to do this. All the existing non-fiction book stock is classified and clearly labelled. 'Big Books' and resources to support the teaching of shared and guided reading have been well organised and satisfactorily matched to individual year groups or school terms. There is little evidence of information and communication technology being used to support the delivery of the English curriculum, although higher attainers in Year 2 use it to extend their writing.
86. The leadership and management of the subject are satisfactory; an improvement since the last inspection. The co-ordinator is newly appointed to the role and has worked hard in a short time to identify strengths and weaknesses in the outcomes of national tests. Monitoring of teacher planning has taken place. A portfolio of pupils' work has begun, but teachers new to the school have not yet been fully inducted in the moderation process. In the meantime, this reduces consistency of expectations in writing in some classes. The co-ordinator has rightly identified writing, including handwriting, spelling, planning and the match of work to pupils, as areas that need to be addressed in order to raise standards in English. There is a focused action plan to further improve standards in English.

MATHEMATICS

87. In the National Curriculum tests in 2001, the standards attained by pupils at the end of Year 2 were below average, when compared with the results of all schools nationally, but above those of similar schools. The percentage of pupils achieving the higher levels was well below the national average and in line with that of similar schools. Teacher assessment for 2001 showed that 86 per cent of pupils reached the expected level or above for pupils at the end of Year 2, which is just below the national figure of 89 per cent.
88. The standards reached by pupils at the end of Year 6, were in line with the national average when compared with the results of all schools nationally and above average for those of similar schools. The percentage of pupils achieving the higher levels was below the national average and in line with that of similar schools. Results for pupils at the end of Year 6, in National Curriculum tests show that 85 per cent reached the expected level or above, above the national figure of 71 per cent.
89. These standards show a good improvement since the previous inspection. Pupil attainment in mathematics has risen over the last four years particularly by the end of Year 6. Work seen in lessons and scrutiny of pupils' books show that standards by the end of Years 2 and 6 are just below average and pupils are achieving as they should. This is due to the effective implementation of the National Numeracy Strategy and the consistent strategies employed by teachers to ensure that pupils acquire appropriate numeracy skills. These skills are regularly reinforced within mathematics lessons and in other subjects, including science and design and technology, across the curriculum.
90. The quality of teaching observed ranged from satisfactory to very good and was good overall. Teachers have good subject knowledge and understanding of the National Numeracy Strategy, which they use effectively to produce good learning. In the good and very good lessons, teachers clearly explain the purpose of tasks. They indicate that they have high expectations of

what can be achieved and question to probe and extend pupils' understanding. Teachers consistently help pupils to develop the appropriate vocabulary and encourage them to explain their understanding and strategies. The management and control of pupils is good. Teachers consistently set clear expectations of pupil behaviour and attitudes and pupils respond well to these expectations. Pupils' attitudes are good; they are enthusiastic and show interest in mathematics lessons. Relationships between pupils and staff and between pupils themselves, are good.

91. Teachers' planning is good. It identifies clear learning objectives and activities are well described with opportunities for assessment. Weekly and daily planning promotes learning that builds on what has gone before. The quality of planning for the whole range of pupil attainment is good. Homework, where it is regularly set, is effectively used to reinforce recent teaching by asking pupils to practise or revise skills and understanding or as an extension activity. Consistency in the setting of homework is an area for development. Good use is made of teaching resources including the use of learning support assistants. The quality of teachers' marking varies. Some consistently write comments that help pupils' learning by describing what has been successful and giving guidance on what could be improved. Others simply mark work and make one to three-word statements such as 'well done' or 'a good try'. The use of information and communication technology, when used to support learning in mathematics, is good; for example, the interpretation of graphs and the use of spreadsheets in a Year 6 lesson.
92. The quality of learning in lessons observed ranged from satisfactory to very good and was good overall. Where the quality of learning is good, or very good, this is due to the high quality of class organisation and management, the teachers' high expectations and the maintenance of a brisk pace throughout the lesson. The good use of learning support assistants makes a positive contribution to the quality of learning for those pupils with special educational needs or English as an additional language and they make good progress. Pre-school and after-school mathematical activities, at which pupils can extend their mathematical skills, are very well attended. Booster classes for pupils in Year 6 are held on three mornings each week from 7.45 a.m. until 8.30 a.m. Pupils in Year 5 can attend mathematics 'Springboard' classes after school on two afternoons each week. The quality of teaching and the additional provision the school makes in mathematics is having a positive effect on pupils' learning and the standards they attain, which by the end of Year 6 have risen from being in the bottom five per cent of all schools as recently as 1999.
93. Pupils' attitudes and behaviour in mathematics lessons were never less than satisfactory and often good or very good. They were good overall. The use of positive behaviour rewards, such as 'smiley faces' or 'marbles in the jar' as recognition of good work or for following a school rule and having well-established procedures for answering questions, all helped the quality of learning. Pupils' relationships with their teachers and each other were good. Pupils are keen to answer their teachers' questions and enjoy explaining the various strategies they have used. The organisation of pupils into ability groups within classes is helping to meet the differing needs of pupils and provide them with a suitable challenge. Good use of individual pupil white boards was seen in a Year 6 lesson. Every pupil is included in writing an answer giving the teacher an assessment of each pupil's understanding. The pace of lessons is good, but the lack of instant recall of multiplication tables is restricting the amount of work that some pupils produce.
94. Year 1 pupils were seen weighing objects using non-standard units. They showed the ability to make an estimate, select apparatus and record their findings. By the end of a lesson, pupils in Year 2 could count on and back in threes showing an understanding of which numbers were a multiple of three. Pupils with special educational needs in the class made good progress due to the active support they received. Year 4 pupils showed the ability to calculate the perimeter and area of simple shapes. Teaching in Year 6 is effectively focused on raising pupils' attainment in end of year national tests, using analysis of test results to guide planning. A lesson on percentages addressed an area that analysis of test results identified as a weakness for most pupils; good teaching during the lesson enabled pupils to make good progress. Discussion with pupils revealed very positive attitudes towards learning.

95. Assessment in mathematics is good overall. During the course of the lessons, teachers observe pupils and question them to assess their understanding, knowledge and skills. This information is well used to intervene and support pupils and inform future planning. Praise and acknowledgement of pupils' efforts, positive attitudes and understanding are used to motivate and inspire pupils. Statutory and non-statutory tests are used consistently to establish the attainment and progress of pupils. Information from these tests has been analysed to establish in which areas of mathematical understanding pupils have weaknesses. This information is then effectively used to guide future planning.
96. The co-ordination of the subject is good. The co-ordinator has a very good understanding of the strengths and areas of development for the subject. The very good analysis of test data has made a very positive contribution to raising standards in mathematics. The co-ordinator is aware that a system for tracking individual pupil progress, together with individual pupil targets throughout the school, is a priority for development. The school is well equipped with learning resources in mathematics. The co-ordinator understands the continuing need for further monitoring of teaching and learning in mathematics, as a part of the very good, shared commitment that all staff have for improvement in the subject.

SCIENCE

97. There are no National Curriculum tests for pupils at the end of Year 2. However, the teacher assessments for Year 2 pupils in 2001 indicated that the proportion attaining the expected level was below the average for all schools nationally, but above the average for schools with a similar intake. The proportion of pupils attaining the higher level was well below the average for schools nationally and in line with the average for schools with a similar intake. Results of teacher assessments for 2001 showed that 86 per cent of pupils reached the expected level or above for pupils at the end of Year 2, which is just below the national average of 89 per cent.
98. In the 2001 national tests for pupils at the end of Year 6, the proportion of pupils reaching the expected level was well above the average for schools nationally. The proportion of pupils reaching the expected level was also well above when compared with the attainment of pupils from schools with a similar intake. The percentage of pupils attaining the higher level was well above the national average and well above the average for schools in similar circumstances. Results of National Curriculum tests for 2001 show that the proportion of pupils attaining the expected level or above, for pupils at the end of Year 6 was 96 per cent, well above the national average of 87 per cent. Results for the last two years have shown a very good improvement in standards attained at the end of Year 6. The school's commitment to raising standards has led to the upward trend being markedly above the national average.
99. The standards observed during the inspection show that pupils achieve appropriately by the end of Year 2 and that achievement is good by the end of Year 6. Work seen, particularly the quantity and quality of work in pupils' books, is below the national average at the end of Year 2, but improves to be about average by the end of Year 6. Pupils achieve better in Years 3 to 6 because teachers have higher expectations of them and use time and resources more effectively. This results in pupils acquiring skills and understanding more quickly and showing greater interest in their work. Weak literacy and speaking skills affect the pupils' ability to record or describe scientific activities they have carried out. Under supervision, pupils can carry out scientific work with understanding at the expected or, on occasions, above the expected level. However, many pupils do not have the language skills to help them to speak, read and write independently about scientific ideas. Consequently, they perform at a level below expectations when asked to work independently.
100. Pupils in a Year 2 class could correctly identify the conditions required for seeds to grow and what constituted a fair test, setting up their own experiments with a variety of seeds. Pupils with special educational needs received good support to include them in the learning process. Pupils in a Year 4 class made good use of scientific language and prediction in a lesson to investigate that materials can exist as both solids and liquids. In a Year 5 class, pupils investigated the

sound produced by various musical instruments. They showed the ability to record their findings and draw conclusions from them. Pupils in a Year 6 class learned that sound is made when objects vibrate. Effective use was made of practical demonstration, together with a video that reinforced the learning. Pupils showed that they understood the difference between volume and pitch and could apply their learning in terms of cause and effect.

101. Many pupils show that they require support in following written instructions and recording their findings due to a lack of literacy skills. Pupils with special educational needs and those with English as an additional language make good progress due to the support that they are given. The lack of literacy skills in the recording of scientific findings and the presentation of work contribute to the lack of quality and quantity in pupils' work.
102. The quality of teaching was never less than satisfactory and overall good in the lessons seen during the inspection. Where teaching is good, this is due to good subject knowledge and understanding of the subject, high expectations of the pupils and effective teaching methods. All teachers show good behaviour management and, in the lesson involving turning solids to liquids, safety aspects were addressed carefully. Pupils are keen to acquire new skills and understanding and respond positively to lessons that teachers match carefully to their ability.
103. Lesson planning is good. Teachers' plans meet the differing needs of pupils; they take into account the requirements of all pupils, including those with special educational needs and pupils with English as an additional language. Pupils whose attainment is very high, compared with others in the class, have been identified and planning for these pupils is also good. Teachers make the learning objective clear at the start of the lesson and assess pupils' learning with regard to it during the lesson. Teachers demonstrate a good understanding of science and encourage their pupils to use the correct scientific vocabulary. In the most effective lessons, teachers use homework regularly to reinforce the learning that has taken place in class. Work is marked regularly and, in the best examples, a constructive comment has been made, which enables pupils to further improve their work. Teachers use the results of their assessments to effectively plan future lessons.
104. In good lessons, teachers use investigative approaches well to make sure that pupils understand scientific method, how to analyse their results and draw conclusions. Teachers use effective questioning techniques that show they have high expectations of pupils' thinking. These are used at the beginning and end of lessons in order to revise and consolidate previous learning and as a means of ongoing assessment.
105. Teachers provide useful opportunities for pupils to write and record during science lessons. Pupils are encouraged to predict and give reasons for their answers. Standards of presentation of pupils' work are generally satisfactory, but work is often a copied account, which pupils of all levels of attainment have recorded in their books. Individual accounts; for example, the recording of experiments with electrical circuits in Year 4, do show evidence of prediction and variation in recording experiments and findings. Underdeveloped literacy skills affect pupils' ability to record accurately. Pupils' work contains examples of the use of scientific enquiry, the study of life processes and living things and the investigation of materials and physical processes.
106. Pupils' attitudes to science are very positive; a sample of Year 6 pupils said it was their favourite subject. Standards of behaviour are good and the ability of pupils to work co-operatively together is good. Pupils with special educational needs and those with English as an additional language make good progress in science due to the effective support that they receive from support teachers and classroom assistants. This helps them to acquire the oral and writing skills they require to express their scientific ideas and understanding.
107. The subject is well resourced and accommodation is very good. Information and communication technology is used effectively to support the subject. The management of the subject is good. The co-ordinator has clear ideas of how the subject should be developed and is able to offer other teachers help and guidance. Analysis of the results of testing has been used to guide planning. Priorities for development in the future include the assessment of individual pupil

progress together with individual target setting. Staff commitment to raising standards in science is very good. These factors have a positive impact on pupils' response to the subject and their attainment, which has improved from the bottom five per cent to well above average compared to all schools within the last four years.

ART AND DESIGN

108. During the inspection only two lessons were seen. Judgements about attainment were made from an analysis of school documents, teachers' planning and pupils' work in portfolios and on display.
109. By the end of Years 2 and 6, standards are above average and the achievement of pupils is good. This is an improvement since the previous inspection. There is a systematic approach to the teaching of skills such as observational drawing and watercolour techniques, which are developed well as pupils' progress through the school. For example, in Year 5 pupils experiment with the use of oil pastels to reproduce shades and textures of small sections of Renoir's painting of 'The Umbrellas'. This extends previous work on colour mixing with paint and the pupils' study of Renoir's techniques and style. Year 4 investigate Edward Hopper's picture, 'Nighthawks', as a means of understanding the story behind a picture. Pupils then work in groups to design pencil sketches, which illustrate feelings associated with bullying. They use each other as models to improve their representation of characters and mood. The subject knowledge of teachers enables them to provide clear guidance to pupils in order that they can improve their work.
110. Work of good quality displayed around the school demonstrates that pupils explore line, pattern and shape appropriately. Collage materials and paint are used sensitively, showing pupils' understanding of how to mix colours in order to gain the best effect. The school has a wide range of artefacts on display from a range of cultures that contribute to the standards achieved by the pupils. Year 2 used 'Tonga' baskets from Zimbabwe as a stimulus for weaving using string, wool and raffia and other pupils used Aboriginal art as a stimulus for painting and collage. This makes a good contribution to pupils' cultural development. They are proud of their work and enthusiastic about it.
111. The quality of teaching seen in Years 3 to 6 during the inspection was good and contributes well to pupils' learning. In the lessons observed, careful planning was in place and there was good organisation and use of resources. The use of accurate language related to art and the effects of light and dark, contrast, tone and texture, encourage pupils to observe paintings critically and relate this to their own work and how it might be improved. The chosen activities interest the pupils and motivate them to work with care and strive to produce their best work. There is good use of information and communication technology to support the subject. The higher attaining pupils studying 'The Umbrellas' use 'Photodraw' to experiment with changing the picture using negatives, fading and sharpening of colour and line.
112. Management of art and design is good. It is well resourced and the specialist art room is well organised and used. Display throughout the school provides a good model for the pupils and values their work.

DESIGN AND TECHNOLOGY

113. Standards in design and technology are now in line with national expectations at the end of Year 2 and Year 6. This is a good improvement on the previous inspection when they were unsatisfactory at the end of both years. Provision is better and there is now a clear policy and helpful scheme of work to help teachers to plan more effectively.
114. It was not possible to observe design and technology being taught in all year groups in this inspection due to timetabling arrangements. The evidence that was presented showed that coverage of the subject over time is satisfactory, as are standards of pupils' work. A temporary

co-ordinator has taken on the management of the subject since the last co-ordinator left and until a permanent appointment has been made.

115. Teaching in those lessons seen was at least satisfactory and overall, good. Teachers showed good subject knowledge, basing their lessons on a nationally approved scheme. Achievement in design and technology is good throughout the school. Pupils with special educational needs and those with English as an additional language make good progress. Pupil behaviour is good and pupils work well together due to good classroom management.
116. Pupils in Year 1 use careful observation to describe and label different fruits before designing and making their own fruit salad. Pupils show the ability to handle resources with care, choosing appropriate words to describe texture, smell and feel. Year 2 pupils show great enthusiasm for turning their designs for puppets into working models by selecting the materials they would need for construction. Pupils show an understanding of the mechanisms that different types of puppet would require. Pupils in Year 5 use individual design books to design a musical instrument. Class discussion is used effectively to suggest design modifications and problems foreseen in making. In addition, displays of pupils' work show that pupils in Year 3 constructed their own photograph frames. Pupils in Year 4 had made their own torches linking this to work in science. Year 5 had designed and constructed their own containers, looking at the work of professional artists. In Year 6, pupils had constructed packaging from nets and made pop-up cards.
117. The school is using a nationally recognised scheme of work to support planning. Units of work give clear and appropriate learning objectives. All pupils need to have more experience in evaluating the use and limitations of different materials, different ways to achieve movement and to understand the importance of evaluating and improving their work. Leadership in the subject is satisfactory, but the headteacher appreciates the need for a specialist co-ordinator who could advise other staff on the development of the subject. The school also recognises the need to establish a system of assessment of pupils' work in design and technology that will aid future planning and ensure an appropriate challenge for each pupil.

GEOGRAPHY

118. The attainment of pupils by the end of Year 2 in geography is in line with those expected of their age, but by the end of Year 6 their attainment is below average. Standards are the same as those reported at the time of the last inspection. Only three lessons were observed during the inspection. Therefore, judgements are based on these lessons plus teachers' planning and an analysis of pupils' work and discussions with pupils.
119. The achievement of pupils in Year 2 is satisfactory. They use a visit to a local optician to develop their ability to draw a plan. They are able to recall the layout of the building and to transfer this to a grid. In their study of living on an island, they compare the differences between living in Great Britain and living in Jamaica. They know that Jamaica is warmer and that this affects what plants grow and how people live.
120. Pupils in Year 3 study the local area of St Ann's and carry out a survey of local shopping habits. They create graphs to illustrate their findings and can draw conclusions from the data. By Year 4, as well as interpreting data they have collected, pupils are able to suggest reasons for their findings, such as why more people visit the shops in town than go to the youth club. Achievement for these pupils, including those with special educational needs and those with English as an additional language, is satisfactory. However, by Year 6, pupils have not developed their geographical skills further and their achievement is unsatisfactory. In researching about mountain ranges, they have difficulty using atlases and maps to find locations such as the Lake District and do not recognise the British Isles. They have not developed an understanding or use of scale and there is little recorded geographical work. Pupils in Year 5 draw a plan of the classroom, but even the higher attainers do not use scale.

121. In the lessons seen, the quality of teaching was satisfactory, but work in pupils' books in Years 5 and 6 indicates that teacher subject knowledge is not adequate to enable the pupils to cover work in sufficient depth. Work in these years is not well matched to pupils' prior attainment and this impacts on the progress made by pupils. In some year groups, information and communication technology makes a valuable contribution to pupils' learning of the subject, such as in Year 4 when pupils use it to display and interrogate data they have collected.
122. Pupils' behaviour in lessons is good, especially when the work is well planned and matched to their attainments. They listen well and carry out tasks enthusiastically. Pupils with special educational needs and those with English as an additional language apply themselves well and when supported and challenged they make satisfactory progress.

HISTORY

123. Standards in history have improved by the end of Year 6 since the last inspection. The attitudes of pupils to the subject and their behaviour in lessons have improved greatly since then. Teaching is now very good, compared to unsatisfactory in 1998. Planning for the subject is now fully in place, which was not the case as recently as Year 2000, when Her Majesty's Inspectorate (HMI) judged that the national scheme of work for the subject had been adopted by the school, but not fully adapted to suit its needs. Overall, improvement has been very good.
124. Pupils' standards by the end of Year 2 are about average. Pupils achieve as well as they should. In their work on the Great Fire of London, one higher attaining pupil remembered accurately, words used by the teacher in a previous lesson and defined them correctly, including 'infinite' for the extent of the flames. He also used words including 'possessions' when explaining the nature of residents' losses and 'shocked' to describe their responses to the disaster. Average attaining pupils used words including 'frightened' to describe the look on homeowners' faces. Pupils picked up on the vocabulary used by the teacher, much of it quoted from Pepys and described the fire as 'running' and houses as 'crammed together'. They showed good factual knowledge overall of the cause, nature and extent of the fire of 1666. When ordering a sequence of pictures, higher attaining pupils displayed appropriate awareness of chronology. Their extended eye-witness accounts of the Great Fire of London were appropriately written for the purposes, at about the expected standard for their age. Average attaining pupils wrote a set of sentences not always correctly demarcated, or with accurate spelling and grammar. Those of the lower attaining pupils were difficult to read; for example, everywhere was spelt 'aveyr wrea'. Non-verbal responses to history lessons; for example, in the form of drawings and paintings are of higher quality, as is the oral contribution pupils make to lessons.
125. By the end of Year 6, pupils attain broadly average standards overall and continue to achieve as they should. As in Years 1 and 2, the oral response to lessons is above average, but the written work in history books is average or below. Year 3 pupils use a wide range of sources researching the lives of our Anglo-Saxon ancestors and compare and contrast them with our own, concentrating on domestic areas like clothes, food and housing. The higher attaining pupils discuss their findings confidently. They identify bread, meat and vegetables as common staples, but note that beer was drunk from horns and goblets. Average attaining pupils find that animal hides were used to make clothes, but when copying words from the texts they use, often misspell them. Lower attaining pupils identify significant buildings in a settlement, including the church, but do not label them accurately. Year 4 pupils display above average attainment in their topic on World War Two and its effect on Nottingham. Again, their oral skills run ahead of their ability to record their clear historical understanding. They framed relevant questions to their visitor, an eye-witness of Nottingham's most heavy bombing raids and asked perceptive follow-up questions when she answered. Their questions showed above expected knowledge of this era of British and European history. Year 5 pupils, behaving as archaeologists, uncovered small pieces of evidence to build up a picture of the past, showing that they could appropriately draw conclusions from the past. They displayed above average knowledge of Ancient Greece and archaeology and made good progress in learning about how evidence is gained and interpreted, realising that knowledge from the more distant past is open to a variety of conflicting theories. Year 6 pupils wrote for several purposes in their work on the Victorians. However, much of it is

copied, so that the only difference between higher and lower attainers' work is the amount and the handwriting, not the content. Year 6 pupils use a good range of resources including CD-ROMs and the Internet to develop their research skills and enhance their information and communication technology capability.

126. Pupils have very positive attitudes to history. They enjoy the variety that teachers provide within lessons and behave well. Their personal development is strongly fostered by collaborative work they undertake and the respect they show to visitors. For example, in Year 5, groups of pupils work together on tasks challenging them to use the same sort of forensic skills that detectives need, sorting out evidence from a dustbin liner of artefacts and framing persuasive theories about the owner. Year 4 pupils show excellent attitudes and very good behaviour as they entertain an ex-teacher, who was a teenager in the city during the German raids and has volunteered to answer their questions and share their role play.
127. Teaching in the four lessons seen was very good. Subject knowledge was particularly strong, as all the four teachers concerned were either history graduates or enthusiastic teachers of the subject. Basic skills of literacy and numeracy are well promoted in lessons. For example, in Year 4 the teacher asked her pupils to work out the age of their visitor and her year of birth from the information that she was thirteen when the war started. However, the written task for the higher attaining pupils was abandoned in Year 2, so their literacy skills were not promoted as well as was planned. Planning is very detailed, so lessons are conducted at a brisk pace and all resources are carefully identified. Pupils needed little overt management in such well organised and stimulating lessons, but teachers are skilled at bringing them back on task, however excited they become. Review sessions are well used to reinforce key learning objectives and assess pupils' levels of understanding. Exceptional levels of resourcing for some lessons were seen. This greatly enhanced the response pupils made to the lessons and the progress they made within them. The Year 4 lesson was brilliantly choreographed by the class teacher and the visitor, her grandmother. This enabled key oral input to be divided by classic radio recordings like Neville Chamberlain's declaration of war and Stuka dive-bombers in action, copies of archive 'Nottingham Evening Post' accounts of the bombing, songs from the shelters by Vera Lynn and exact examples of the weekly family ration, which had the pupils gasping with surprise. The Year 5 lesson had bin liners full of material from across the twentieth century, including the enormous horn from an early open-topped car.
128. In contrast, the school's own resources for the subject are barely adequate, especially in terms of the artefacts it currently owns. At present, their storage is not well organised, as the room in which they are housed has been identified for another purpose. Book resources are better, as are video-cassette recordings and CD-ROMs. The commitment class teachers display in providing their own resources promotes effectively the pupils' achievements. The subject manager is a history graduate and has plans to develop resources further. She has had the opportunity to sample teachers' planning and monitor lessons to judge the quality of teaching and the impact of curricular developments on pupils' learning. History plays a significant part in promoting the school's values and pupils' spiritual, moral, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Standards in information and communication technology (ICT) are average overall. Pupils at the end of Years 2 and 6 attain standards that are in line with the national expectation. Since the last inspection there has been a good improvement in the subject. The development of an ICT suite that is used regularly by all pupils has resulted in all pupils becoming familiar with computers. The teaching of both numeracy and literacy is being effectively supported by the use of ICT.
130. The teaching of ICT is good and when taught by a specialist teacher on the school staff is very good. Teachers have good knowledge of the subject that enables them to keep a brisk pace and effective challenge in their lessons. They have high expectations of their pupils that they convey through clear learning objectives.

131. Pupils are highly motivated and show a willingness and enthusiasm to succeed. Pupils make good progress during lessons building on previously learned skills. Few pupils have the opportunities to develop these skills at home, which makes the school's provision all the more important. Pupils work well in pairs supporting each other's learning. There is no difference in the attainment of boys or girls. Pupils achieve well throughout the school, compared to their prior attainment. Pupils with special educational needs or with English as an additional language make good progress due to the effective support they receive.
132. Class management is good. Pupils are given clear expectations of their behaviour and the pace at which they are expected to work. Planning is good, based on a nationally approved scheme. Assessment is used effectively to guide future planning. By the end of Year 6, pupils can use e-mail and access the Internet. However, use of ICT for individual pupil research is limited to a few pupils.
133. Pupils in Year 1 create a pictogram to collect data on fruit and vegetables. They show understanding of the use of the scroll bar and 'drag and drop' using the mouse. They also extract information from the pictogram using the numeracy skills to find 'most' and 'least'. ICT is well linked to learning in other subject areas including science and mathematics. Pupils in Year 2 show very good understanding of the use of the bold icon and a glossary. Work is appropriately linked to the development of skills in literacy. Year 3 pupils are able to draw conclusions about weather patterns from data and show the ability to use copy and paste when moving between applications. Year 4 pupils create repeated designs using a graphics package. Pupils in Year 6 interpret graphs using a spreadsheet to display information. Pupils work well in pairs, co-operating on the input of data and the interpretation of findings. More use could be made of ICT in the classroom to give pupils opportunities to practise the skills they acquire in ICT lessons and to support further learning in other subjects.
134. The co-ordination of the subject is very good. The co-ordinator has a very clear idea of the educational direction for the subject and to that end has adapted a nationally approved scheme of work to the needs of the school. Her enthusiasm for the subject is shared by the staff, for whom she has organised training sessions to raise confidence and subject expertise. An area for development in the subject is the provision of improved facilities for the demonstration of lesson objectives and computing skills to pupils in the computer suite. At present when the teacher uses a computer monitor to demonstrate, pupils have difficulty seeing the screen even with the small class groups.

MUSIC

135. Standards in music have improved since the school's last inspection. Much of the teaching is undertaken by a part-time music specialist, who also supports class teachers in their planning, so that their own competence and confidence when teaching music has improved. This has ensured that no unsatisfactory teaching of music was seen during the inspection. In 1998, inspectors reported that one half of the lessons for Years 3 to 6 were unsatisfactory or worse. Music is now appropriately timetabled, with detailed documentation in place to ensure that pupils build on their skills and understanding as they move through the school. The steel band is a high profile and popular extra-curricular group, which represents the school widely in concerts. Improvement in music has been very good overall.
136. Pupils reach average standards in music by the end of Year 2 and Year 6. Standards were below average by the time pupils left the school at the time of the last inspection. Standards in singing are above average. Pupils achieve as well as they should. Year 2 pupils sing 'London's Burning' tunefully in two parts, a song they sang to the school and their parents in their class assembly, based on their topic on 'The Great Fire of London'. About one half have some idea of duration. Two higher attaining pupils define it as longer and shorter notes, with one able to describe the kind of instruments that play those sorts of sounds. When playing a joint composition, very few distinguish accurately between flash cards indicating 'shorter' or 'longer' and play indiscriminately.

137. The two lessons seen in Years 4 and 6 were both taken by the music specialist, with the class teacher present in a supporting role. Both these classes have less than 20 pupils. The music specialist warmed both classes up with a very well focused listening session, where they responded to her singing the names of fruit accurately. Most Year 6 pupils were confident when asked to lead the class themselves, showing good attitudes to music. Year 4 pupils sang 'Dem Bones' with clear diction in two parts, paying close attention to the other half of the class, while also adding actions to the song. They combined convincingly in improvised compositions in small groups, such as an African drum, maracas and tongue drum. The use of a wide range of multicultural instruments stimulated pupils' interest. They were very keen to play them. Year 6 pupils in the 'answer game' responded to the teacher or set their classmates rhythms varying in duration, dynamics, pitch and tempo. When composing, they developed a rhythm, which most repeated accurately to form an ostinato. The higher attaining musicians were capable of repeating a complex, intricate pattern. Performers were mostly confident, as their performances were warmly received by their peers. They learnt new skills readily and were receptive to new ideas. When the teacher introduced the drone, the distinctive sound underlying the music played on bagpipes, they confidently responded, adding this to the teacher's piano playing in a performance of 'Amazing Grace'. In pairs, they performed their ostinato and drone mainly accurately.
138. The quality of teaching varies, but is always at least satisfactory. It is very good when the specialist teacher leads the lesson. It is very good overall. Content and lesson pace are noticeably reduced when she is not in charge. For example, although clearly identified in planning, resources for the final activity in Year 2 were not provided. Therefore, pupils missed the opportunity to appraise recorded music and repeat a pattern from a taped piece. Overall, planning is very detailed, based on the very high level of personal skills and musical understanding of the subject manager. Pupils are set very challenging tasks in lessons where all the elements are combined at a brisk pace. Basic music skills are well taught. For example, Year 6 pupils were introduced to the pentatonic scale, while working on their repeated patterns. Lively lessons are well managed and the helpful support provided in lessons for Years 4 and 6, means that there is always a teacher on hand to help pairs and groups with compositions or performances.
139. The subject is very well led by the part-time specialist. She has reorganised the curriculum, adapted to suit the school's particular needs from the nationally recommended scheme of work. All the action points from previous inspections have been addressed. The subject now meets all statutory requirements. From being a Cinderella subject, where it had no regular timetabled slot in most classes, music has become high profile. Music makes a significant contribution to pupils' cultural and social development. Resources for the subject are good. There is a good number of large tuned instruments; for example, a bass xylophone. The libraries have an appropriate collection of books about music. No evidence was seen of the contribution made by information and communication technology to teaching and learning in the subject.

PHYSICAL EDUCATION

140. There has been good improvement in physical education (PE) since the school's last inspection. The quality of teaching is higher, resulting in standards of attainment by pupils that are about average at the end of Year 2 and Year 6. The documentation for the subject is much improved. There was virtually none in 1998, now there is sufficient for teachers to ensure that pupils develop their skills sequentially as they move through the school. The curriculum is better balanced, as previously there was too much PE, especially swimming, so that other subjects suffered. Now, although at present the school cannot use its playing field, all aspects of the subject are appropriately taught, with the amount of time allocated being about right, although it is below average for Years 1 and 2 pupils.
141. Pupils achieve as well as they should throughout the school. Year 1 pupils in an indoor games lesson showed appropriate skills when controlling a ball with their feet. They showed sound co-ordination as they dribbled around a slalom course. Year 2 pupils developed ball skills further when throwing and catching in pairs. They refined their skills further in a simple two against two

game. In answering their teacher's questions, pupils showed clearly that they understood what tactics they had learned to enable them to keep possession of the ball. Older pupils built progressively on their prior understanding and skills. For example, Year 3 pupils worked out a range of strategies to bypass an opponent and ways in which to intercept a pass and make it difficult for the ball carrier, by moving quickly to intercept or making a big obstacle to prevent accurate passing or shooting, displaying above average skills. Year 6 pupils showed broadly average gymnastic skills as they repeated a sequence of movements they had developed in small groups on the floor, as a performance on apparatus. They showed appropriate fluency as they connected parts of the sequence into a polished whole.

142. Pupils have good attitudes to physical education. They are all changed appropriately and work barefoot for additional sensitivity. Younger pupils need very little help, as they are almost all independent in the self-help skills of changing. They enjoy the work and behave well. The time taken for Year 6 pupils to set out apparatus and their lack of understanding of routines, which led some to move a heavy mat single-handed, suggests limited recent experience of gymnastics.
143. The quality of teaching is satisfactory overall. All teachers change at least their footwear for the lesson. However, most are fully changed for rigorous activity and to present good models to their class. The health related aspects of the work are well promoted. Pupils are put through effective warm-up routines and made aware of the importance of exercise to help to ensure well-being. Safety is taken seriously, so that earrings are removed or taped over. However, an accident occurred when a Year 2 boy hit his head on a metal bench hook, set low and protruding from the wall, while playing a game. All teachers demonstrated skills appropriately. However, in better teaching in Years 1 and 3, skills were well modelled for pupils by effective demonstration and by consistent use of pupil performance and self- and peer-evaluation. In a Year 1 lesson, literacy and numeracy were also well promoted by such requirements as controlling their ball around a 'curved track'. Planning is detailed and pupils are well managed, so lessons are mostly well paced. Effective support is well deployed in Year 6 to support the learning and physical needs of one pupil.
144. The subject manager leads by example. He delivered the only very good PE lesson seen during the inspection, where pupils' skill level was above average overall. Resources for the subject are satisfactory. They are good for gymnastics, dance and indoor games. However, the outside storage for games is in a terrible muddle, with substandard equipment inaccessibly kept. The school makes good use of its very spacious indoor and outdoor accommodation for PE. At present extra-curricular provision does not further promote pupils' skills or interest sufficiently widely; for example, through ball skills or single sport clubs, or by exposure to the sorts of challenging outdoor and adventurous activities that can take place on residential courses for older pupils. However, PE does make a good, overall contribution to pupils' social and moral development by reinforcing concepts of co-operation, fair play and sporting behaviour, in line with the school's ethos.

RELIGIOUS EDUCATION

145. Only two religious education lessons were seen during the inspection and judgements are therefore also based on an analysis of pupils' work, evidence from displays and discussions with pupils.
146. Standards of attainment in religious education are in line with expectations at the end of both Years 2 and 6 and the achievement of pupils is satisfactory. This is an improvement since the last inspection when standards by the end of Year 6 were below average and pupils' achievement was unsatisfactory. Pupils in Year 2 reflect on special times in their lives and things that are special to them and relate this to special religious times, such as going to the synagogue and the importance of the 'Torah' to people of the Jewish faith. They recount the stories of Rama and Sita and Moses. Pupils in Year 6 extend their knowledge of different faiths through their study of a range of celebrations such as Christian baptism, a Buddhist wedding and Shabbat, Hannukah and Pesach in Judaism.

147. The teaching of religious education is satisfactory. When teachers' subject knowledge is good, they are able to help pupils to make relevant connections between different religions. A good example of this was in Year 5 when the teacher was able to relate the beliefs in the Apostles' Creed with the beliefs of Buddhists. This makes a good contribution to the cultural development of these pupils. When recorded work is closely matched with appropriate literacy objectives, the subject also makes a positive contribution to extending pupils' literacy skills. For example, Year 3 pupils write a character study of Jesus using the skills of writing character studies acquired during their literacy lessons. Much of the work in religious education is through discussion and role play and the school has rightly identified the need to extend the range and quantity of other forms of response. There are also insufficient opportunities provided for pupils to undertake independent research, including the use of information and communication technology and the work is not well matched to the needs of different ability groups consistently throughout the school. In Year 6; for example, much of the recorded work is teacher led, which reduces opportunities for pupils to explore and explain their own points of view.
148. Pupils' attitudes to their learning of religious education are good and have improved since the last inspection. They now listen well to their teachers and the contributions of other pupils. They are eager to share their ideas and respond with sensitivity to the ideas of others. In Year 3, pupils listened enthusiastically to the story of Zacchaeus and volunteered good suggestions about why he changed his beliefs and lifestyle.
149. The leadership of the subject is good. The co-ordinator has been able to monitor teacher planning and a sample of pupil work and, as a result, has developed an action plan for the further improvement of the subject. This includes extending the range of support materials and improving the match of work to pupils' attainments. Recent improvements in provision have had a positive impact on pupils' standards in religious education and on their achievement.